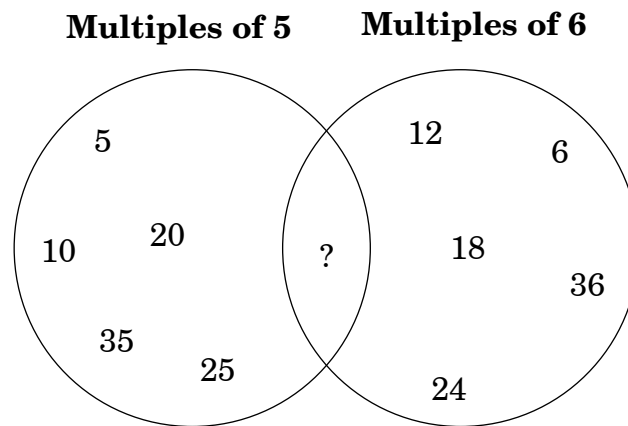


1. Which place value is used to show that 5,487 is less than 5,874?
- A ones place
 - B tens place
 - C hundreds place
 - D thousands place
2. Megan counted the glass beads that came in a package. She counted 5,000 green + 40 yellow + 300 pink + 3 black beads. How many beads were there in all?
- A 5,433
 - B 5,343
 - C 5,334
 - D 3,435
3. Amy counted 1,149 pennies in her jar. What is the correct way of writing the number of pennies in word form?
- A eleven thousand forty-nine
 - B eleven four nine
 - C one one hundred forty-nine
 - D one thousand one hundred forty-nine
4. Which of the following is the *largest*?
- A $\frac{5}{3}$
 - B $\frac{8}{8}$
 - C $\frac{3}{2}$
 - D $\frac{7}{4}$
5. Ms. Howard bought 8 cheese pizzas for \$48. How much did each pizza cost?
- A \$56
 - B \$40
 - C \$8
 - D \$6
6. Leona and her mother made a quilt. They used 56 squares to make 8 rows. How many squares are in each row?
- A 6
 - B 7
 - C 8
 - D 9

7. Andrew wants to buy four erasers. Each eraser costs 7 cents. How much money will Andrew need to buy the erasers?
- A 7 cents
 - B 11 cents
 - C 21 cents
 - D 28 cents
8. There are about ten bananas in one bunch. **About** how many bananas would be in 19 bunches?
- A between 10 and 20
 - B between 80 and 100
 - C between 180 and 200
 - D between 1,800 and 2,000

9. The third-grade class was sorting numbers into groups. They set up a Venn diagram.



Which of the following numbers would be in the center of the Venn diagram?

- A 16
- B 30
- C 40
- D 42

10. Elizabeth had 3 boxes of marbles with 7 marbles in each box. Today, her aunt gave her a bag of 27 marbles. Which number sentence shows how many marbles Elizabeth has in all?

A $3 + 7 + 27 = \square$

B $27 - 3 \times 7 = \square$

C $3 \times 7 + 27 = \square$

D $3 \times 7 \times 27 = \square$

11. Mario had a bag of 18 cookies to share with his friends. He gave 4 cookies to each of his 3 friends. Which number sentence could be used to find how many cookies were left for Mario?

A $18 \div 3 \times 4 = \square$

B $18 \div 3 + 4 = \square$

C $18 - 4 \times 3 = \square$

D $18 - 4 - 3 = \square$

12. Which model correctly shows $\frac{2}{3}$ of 12 circled?

A $\begin{array}{c} \text{X X X X} \\ \text{X X X X} \\ \text{X X X X} \end{array}$

B $\begin{array}{c} \text{X X X X} \\ \text{X X X X} \\ \text{X X X X} \end{array}$

C $\begin{array}{c} \text{X X X X} \\ \text{X X X X} \\ \text{X X X X} \end{array}$

D $\begin{array}{c} \text{X X X X} \\ \text{X X X X} \\ \text{X X X X} \end{array}$

13. When Malcolm got up one morning, the temperature was 41°F . The temperature rose 13° by 4 p.m., but from 4 p.m. to 6 p.m., the temperature fell 7° per hour. What was the temperature at 6 p.m.?

A 21°F

B 33°F

C 40°F

D 42°F

End of Goal 1 Sample Items

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Answers to EOG Grade 3 Math Sample Items

Goal 1

1. Objective 1.01

Develop number sense for whole numbers through 9,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (ones through thousands). c) Compare and order.

Thinking Skill: Analyzing **Correct Answer:** C

2. Objective 1.01

Develop number sense for whole numbers through 9,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (ones through thousands). c) Compare and order.

Thinking Skill: Organizing **Correct Answer:** B

3. Objective 1.01

Develop number sense for whole numbers through 9,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (ones through thousands). c) Compare and order.

Thinking Skill: Knowledge **Correct Answer:** D

4. Objective 1.01

Develop number sense for whole numbers through 9,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (ones through thousands). c) Compare and order.

Thinking Skill: Analyzing **Correct Answer:** D

5. Objective 1.02

Develop fluency with multi-digit addition and subtraction through 9,999 using:
a) Strategies for adding and subtracting numbers. b) Estimation of sums and differences in appropriate situations. c) Relationships between operations.

Thinking Skill: Applying **Correct Answer:** D

6. Objective 1.03

Develop fluency with multiplication from 1×1 to 12×12 and division up to two-digit by one-digit numbers using: a) Strategies for multiplying and dividing numbers. b) Estimation of products and quotients in appropriate situations. c) Relationships between operations.

Thinking Skill: Applying **Correct Answer:** B

7. Objective 1.03

Develop fluency with multiplication from 1×1 to 12×12 and division up to two-digit by one-digit numbers using: a) Strategies for multiplying and dividing numbers. b) Estimation of products and quotients in appropriate situations. c) Relationships between operations.

Thinking Skill: Applying **Correct Answer:** D

8. Objective 1.03

Develop fluency with multiplication from 1×1 to 12×12 and division up to two-digit by one-digit numbers using: a) Strategies for multiplying and dividing numbers. b) Estimation of products and quotients in appropriate situations. c) Relationships between operations.

Thinking Skill: Analyzing **Correct Answer:** C

9. Objective 1.03

Develop fluency with multiplication from 1×1 to 12×12 and division up to two-digit by one-digit numbers using: a) Strategies for multiplying and dividing numbers. b) Estimation of products and quotients in appropriate situations. c) Relationships between operations.

Thinking Skill: Organizing **Correct Answer:** B

10. Objective 1.04

Develop fluency in addition, subtraction, multiplication, and division of non-negative rational numbers. a) Analyze computational strategies. b) Describe the effect of operations on size. c) Estimate the results of computations. d) Judge the reasonableness of solutions.

Thinking Skill: Analyzing **Correct Answer:** C

11. Objective 1.04

Use basic properties (identity, commutative, associative, order of operations) for addition, subtraction, multiplication, and division.

Thinking Skill: Analyzing **Correct Answer:** C

12. Objective 1.05

Use area or region models and set models of fractions to explore part-whole relationships. a) Represent fractions concretely and symbolically (halves, fourths, thirds, sixths, eighths). b) Compare and order fractions (halves, fourths, thirds, sixths, eighths) using models and benchmark numbers (zero, one-half, one); describe comparisons. c) Model and describe common equivalents, especially relationships among halves, fourths, and eighths, and thirds and sixths. d) Understand that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers. e) Understand and use mixed numbers and their equivalent fraction

Thinking Skill: Applying **Correct Answer:** B

13. Objective 1.06

Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.

Thinking Skill: Analyzing **Correct Answer:** C