Broken Into More Specific

M03.A-T.1.1.1: Round two- and three-digit whole numbers to the nearest ten or hundred, respectively.

It shouldn't be rounded. Should be precise number (Children should be taught to find the correct answer not the almost correct answer)

Please clarify "respectively". Does this mean internal rounding. Example: 647 rounded to the nearest 10.

Round the two digit whole number to the nearest ten. Round the three-digit whole number to the nearest hundred. (Children don't understand what "respectively" means.)

Round two digit whole numbers to the nearest ten. Round two- and three-digit whole numbers to the nearest ten or nearest hundred. (Sometimes in "real life" it's important to round three-digit whole numbers to something other than the nearest hundred. There's a big difference between 100 days of rain and 135 days of rain (in the sample test question) -- a whole month's difference, in fact!)

Round two-digit whole numbers to the nearest tens, and three-digit whole numbers to the nearest hundreds. (Separating the statement into two gives clear instruction and eliminates confusion.)

M03.A-T.1.1.2: Add two- and three-digit whole numbers (limit sums from 100 through 1,000) and/or subtract two- and three-digit numbers from three-digit whole numbers.

Add two- and three digit whole number (limit sums from 100 through 999) and/or subtract two- and three-digit numbers from three digit numbers. (I teach third grade, and their minds are not ready to handle the thousand digit numbers. That should be fourth grade content.)

Add two and three digit whole numbers. Subtract two and three digit numbers from 3 digit numbers.

Please use CCSSM language to let teachers know not to focus on the standard algorithm; I don't want the standard algorithm used heavily in third grade, but if you don't tell teachers to focus on other things, all they will do is use the standard algorithm, which is not good for kids. CCSSM language: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction (Please let me know if you want me to show you research articles; there are way more than I

could add here. Research consistantly shows that alternate strategies based on place value and number sense led children to better conceptual understandings of numbers and operations.)

M03.A-T.1.1.3: Multiply one-digit whole numbers by two-digit multiples of 10 (from 10 through 90).

Again estimated answers are not correct (Actual answers should be precise)

George bought 9 cases of water containing 18 bottles each. How many bottles did George buy? (Questions need to be strait forward and simplified. Adding the unnecessary step of estimation causes confusion in many children. I have seen this both in my work as a child therapist as well as with my own children.)

I feel the statement is written well. However, the question provided assesses two different skills. It requires the students to round and then multiply.

Most third grade brains are not ready for multi-step tasks such as this. These should be 2 separate items on the test. (Third graders are in what Piaget calls the stage of concrete operations. Also, many who have strong math skills are actually poor readers, and as such have a difficult time reading a word such as "estimate." They would simply work with the 2 numbers they see without reading or attempting to understand what the problem is asking them to do.)

This is a two-step problems which can be difficult for 8 year old children. (Ask the students to do one thing, not two.)

M03.A-T.1.1.4: Order a set of whole numbers from least to greatest or greatest to least (up through 9,999, and limit sets to no more than four numbers).

determine how many loaves of bread were baked each day (total)... then ask students to put the days in order... too many directions that are ambiguous

Multi-step problems such as this are confusing to most 8 year olds. Most can handle one operation at a time. The total should be given in the table rather than requiring the student to add before ordering the days.

My son is in third grade and I had him read the statement and he was somewhat lost. Why not word it better. Add the total amount of bread baked morning and afternoon and tell me which day sells the least amount of bread and which day sells the most amount of bread. My son had no problem figuring that out

Order a set of whole numbers through 9,999 from least to greatest or greatest to least. Limit sets to no more than four numbers.

The sample question is lumping more than just this standard. They have to read a table correctly and figure out they have to add morning and afternoon totals before they can even begin to order the numbers. I think the standard is fine for third grade.

M03.A-F.1.1.1: Demonstrate that when a whole or set is partitioned into y equal parts, the fraction 1/y represents 1 part of the whole and/or the fraction x/y represents x equal parts of the whole (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).

A fraction represents part of a whole or set. (If your content statement is too windy to be precise then teaching it to 8 and 9 year old children is ambiguous at best.)

Demonstrate that when a whole or set is partitioned into y equal parts, the fraction 1/y represents 1 part of the whole and/or the fraction x/y represents x equal parts of the whole (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary) and find equivalent fractions. (This should be two separate skills. Identify the fraction and find equivalent fractions.)

Divide the whole again to make an equivalent or equal shape.

It's not the statement that's a problem, it is the example. Asking third graders to identify fractions given a picture is fine. (The sample problem is asking them to find an equivalent fraction. So first of all, that does not go with the content stated. Also, developing a strong understanding of fractions takes a long time, and we need to be careful of how soon we push them to concepts that are beyond them developmentally.)

No. You're the educators. (I don't get the part in parens.)

M03.A-F.1.1.2: Represent fractions on a number line (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).

Represent fractions on a number line with unlike denominators (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary). (I believe there needs to be one skill with like denominators and one statement with unlike denominators.)

Represent fractions on a number line (limit denominators to 2, 3, and 4; limit numerators to whole numbers less than the denominator; and no simplification necessary). (The geometry standard only has students measuring to 1/4 inch. By the same token, I think it is too difficult for grade 4 to plot fractions to eighths.)

M03.A-F.1.1.3: Recognize and generate simple equivalent fractions (limit the denominators to 1, 2, 3, 4, 6, and 8 and limit numerators to whole numbers less than the denominator). Example 1: 1/2 = 2/4 Example 2: 4/6 = 2/3

Recognize and generate simple equivalent fractions (limit the denominators to 1, 2, 3, 4, 6, and 8, limit numerators to whole numbers less than the denominator, not using set fractions). Example 1: 1/2 = 2/4 Example 2: 4/6 = 2/3 (Set fractions are more complicated than finding equivalent fractions with shapes. Using set fractions should be moved to fourth or fifth grade.)

This CCSSM standard details HOW this is to be done to focus on conceptual understanding. The HOW is so important for teachers; please include it. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

This should have a step asking the students to determine the equivalent fraction. The word "represents" is NOT an appropriate math vocabulary word. This turns a math question into a reading-vocabulary test.

M03.A-F.1.1.5: Compare two fractions with the same denominator (limit denominators to 1, 2, 3, 4, 6, and 8), using the symbols >, =, or <, and/or justify the conclusions.

In this question the objective is not reached!

M03.B-O.1.1.1: Interpret and/or describe products of whole numbers (up to and including 10 × 10). Example 1: Interpret 35 as the total number of objects in 5 groups, each containing 7 objects. Example 2: Describe a context in which a total number of objects can be expressed as 5 × 7.

Can Tom find the answer to the question??? He is not (at third grade) responsible for writing the test! This is not a Math problem; why are multiplication problems up to 12 x 12 being studies?

M03.B-O.1.1.2: Interpret and/or describe whole-number quotients of whole

numbers (limit dividends through 50 and limit divisors and quotients through 10). Example 1: Interpret 48 ÷ 8 as the number of objects in each share when 48 objects are partitioned equally into 8 shares, or as a number of shares when 48 objects are partitioned into equal shares of 8 objects each. Example 2: Describe a context in which a number of shares or a number of groups can be expressed as 48 ÷ 8.

I think this will be very hard for teachers to understand. I believe you are trying to get teachers to focus on the two interpretations of division. I have found the CCSSM language of "number of groups unknown" and "number in each group unknown" to be much easier for my preservice teachers to grasp. 48/8 can either be 48 students on a field trip with 8 students in each group...how many groups? or 48 students on a field trip with 8 chaperones...how many in each group?

Please include "up to twelve" quotients...

M03.B-O.1.2.1: Use multiplication (up to and including 10 × 10) and/or division (limit dividends through 50 and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.

Multiplication ONLY!

M03.B-O.1.2.2: Determine the unknown whole number in a multiplication (up to and including 10 × 10) or division (limit dividends through 50 and limit divisors and quotients through 10) equation relating three whole numbers. Example: Determine the unknown number that makes an equation true.

Rewrite the statement.

Multip Only!

M03.B-O.2.1.2: Apply the associative property of multiplication (not identification or definition of the property).

review

M03.B-O.2.2.1: Interpret and/or model division as a multiplication equation with an unknown factor. Example: Find 32 ÷ 8 by solving 8 × ? =

32.

The statement is fine for some children (Children with deficits in executive functioning skills will struggle with the complexity of the question.)

M03.B-O.3.1.1: Solve two-step word problems using the four operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole-number answers.

For the question, it may be considered that the problem be broken up a bit more. (thinking indiviudual statements as opposed to a paragraph format) (Children who are 8-9 years of age and who have some reading comprehension challenges may benefit from the statements being separated.)

Solve two-step word problems using the three operations (not division) (expressions are not explicitly stated). Limit to problems with whole numbers and having whole-number answers. (Two step problems are complicated, but they can be solved by third graders if division is not included. (Division is a concept they still struggle with in third grade.))

M03.B-O.3.1.3: Assess the reasonableness of answers. Limit problems posed with whole numbers and having whole-number answers.

Assess the reasonableness of answers. Limit problems posed with whole numbers and having whole-number answers. Limit to addition and subtraction. Limit to multiplication with products under 100. (Third graders will not be able to assess the reasonableness of answers if the numbers are too high, especially with multiplication. Again, I think division problems should be eliminated.)

M03.B-O.3.1.5: Identify arithmetic patterns (including patterns in the addition table or multiplication table) and/or explain them using properties of operations. Example 1: Observe that 4 times a number is always even. Example 2: Explain why 6 times a number can be decomposed into three equal addends.

Identify arithmetic patterns (including patterns in the addition table or multiplication table) OR explain them using properties of operations. (One or the other is more appropriate at 3rd grade. Also, include a table whenever possible to avoid confusion. This age level does not have the mental capability to do a problem this involved. Again, the Flesch-Kincaid Grade Level of the statement is at a 12.0. These should be realistically stated for parents and teachers.)

M03.B-O.3.1.6: Create or match a story to a given combination of symbols (+, –, ×, ÷, <, >, and =) and numbers.

Too Complex. Break up into operations and then <, > and = separately (Too complex)

M03.C-G.1.1.2: Recognize rhombi, rectangles, and squares as examples of quadrilaterals and/or draw examples of quadrilaterals that do not belong to any of these subcategories.

Just show the two shapes. (Why confuse lower readers if what you really want to know is if they can identify the term that can be applied to both.)

Recognize rhombi, rectangles, and squares as examples of quadrilaterals. (Third grade) Draw examples of quadrilaterals that do not belong to any of these subcategories. (Fourth grade) (Third graders need to work on what characteristics define a particular shape. Then they can work with what category(s) that shape belongs to. Some shapes belong to more than one category, which can be very confusing to third graders. (A square is a type of rectangle, a parallelogram, a quadrilateral AND a polygon. I think the example question given is NOT third grade appropriate. In fact, it seems less likely to get at what a third grader would understand.)

Show three separate quadrilaterals. That is, two trapezoids and one parallelogram. (Third graders can easily identify all 3 as quadrilaterals but would be confused about them all being in that one shape. Three separate shapes are needed.)

M03.D-M.1.1.1: Tell, show, and/or write time (analog) to the nearest minute.

The sample question you are showing is an elapsed time problem. Not telling time to the nearest minute.

M03.D-M.1.2.1: Measure and estimate liquid volumes and masses of objects using standard units (cups [c], pints [pt], quarts [qt], gallons [gal], ounces [oz.], and pounds [lb]) and metric units (liters [l], grams [g], and kilograms [kg]).

Measure and estimate liquid volumes and masses of objects using standard units (cups [c], pints [pt], quarts [qt], gallons [gal], ounces [oz.], and pounds [lb]). Measure and estimate liquid volumes and masses of objects using metric units (liters [l], grams [g], and kilograms [kg]). (Trying to get third graders to understand the relationship among units and the use of various units, and then expecting them to do that in both standard and metric makes very confused third graders. I would suggest expecting third graders to be proficient with standard units, and fourth graders to be proficient with metric. (Third graders would be introduced to metric, but not expected to be proficient.))

M03.D-M.2.1.1: Complete a scaled pictograph and a scaled bar graph to

represent a data set with several categories (scales limited to 1, 2, 5, and 10).

Complete a pictograph and a bar graph to represent a data set with several categories. (Third grade) Complete a scaled bar graph to represent a data set with several categories (scales limited to 1, 2, 5, and 10. (Third grade) Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scales limited to 1, 2, 5, and 10). (Fourth grade) (Using scaled pictographs becomes much more abstract when using scales of 5 & 10. That seems like it does not belong in a grade where students are just started to gain some abstract thinking.)

M03.D-M.2.1.2: Solve one- and two-step problems using information to interpret data presented in scaled pictographs and scaled bar graphs (scales limited to 1, 2, 5, and 10). Example 1: (One-step) “Which category is the largest?” Example 2: (Two-step) “How many more are in category A than in category B?”

Ask a question regarding the difference in number of snacks sold first then ask about the difference in money made. For third graders to automatically jump to the listed question is tricky thinking rather than checking to see if they can use steps to figure out the answer. (Experiential problem solving is at play here.)

Break the steps into two different questions.

M03.D-M.4.1.1: Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, exhibiting rectangles with the same perimeter and different areas, and exhibiting rectangles with the same area and different perimeters. Use the same units throughout the problem.

Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths.

Different Grade

M03.A-T.1.1.1: Round two- and three-digit whole numbers to the nearest

ten or hundred, respectively.

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M03.A-T.1.1.2: Add two- and three-digit whole numbers (limit sums from 100 through 1,000) and/or subtract two- and three-digit numbers from three-digit whole numbers.

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M03.A-T.1.1.3: Multiply one-digit whole numbers by two-digit multiples of 10 (from 10 through 90).

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M03.A-T.1.1.4: Order a set of whole numbers from least to greatest or greatest to least (up through 9,999, and limit sets to no more than four numbers).

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M03.A-F.1.1.1: Demonstrate that when a whole or set is partitioned into y equal parts, the fraction 1/y represents 1 part of the whole and/or the fraction x/y represents x equal parts of the whole (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).

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M03.A-F.1.1.2: Represent fractions on a number line (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).

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M03.A-F.1.1.3: Recognize and generate simple equivalent fractions (limit the denominators to 1, 2, 3, 4, 6, and 8 and limit numerators to whole numbers less than the denominator). Example 1: 1/2 = 2/4 Example 2: 4/6 = 2/3

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M03.A-F.1.1.4: Express whole numbers as fractions, and/or generate fractions that are equivalent to whole numbers (limit denominators to 1, 2, 3, 4, 6, and 8). Example 1: Express 3 in the form 3 = 3/1. Example 2: Recognize that 6/1 = 6.

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M03.A-F.1.1.5: Compare two fractions with the same denominator (limit denominators to 1, 2, 3, 4, 6, and 8), using the symbols >, =, or <, and/or justify the conclusions.

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M03.B-O.1.1.1: Interpret and/or describe products of whole numbers (up to and including 10 × 10). Example 1: Interpret 35 as the total number of objects in 5 groups, each containing 7 objects. Example 2: Describe a context in which a total number of objects can be expressed as 5 × 7.

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M03.B-O.1.1.2: Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50 and limit divisors and quotients through 10). Example 1: Interpret 48 ÷ 8 as the number of objects in each share when 48 objects are partitioned equally into 8 shares, or as a number of shares when 48 objects are partitioned into equal shares of 8 objects each. Example 2: Describe a context in which a number of shares or a number of groups can be expressed as 48 ÷ 8.

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M03.B-O.1.2.1: Use multiplication (up to and including 10 × 10) and/or division (limit dividends through 50 and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.

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M03.B-O.1.2.2: Determine the unknown whole number in a multiplication (up to and including 10 × 10) or division (limit dividends through 50 and limit divisors and quotients through 10) equation relating three whole numbers. Example: Determine the unknown number that makes an equation true.

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M03.B-O.2.1.1: Apply the commutative property of multiplication (not identification or definition of the property).

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M03.B-O.2.1.2: Apply the associative property of multiplication (not identification or definition of the property).

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M03.B-O.2.2.1: Interpret and/or model division as a multiplication equation with an unknown factor. Example: Find 32 ÷ 8 by solving 8 × ? = 32.

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M03.B-O.3.1.1: Solve two-step word problems using the four operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole-number answers.

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M03.B-O.3.1.2: Represent two-step word problems using equations with a symbol standing for the unknown quantity. Limit to problems with whole numbers and having whole-number answers.

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M03.B-O.3.1.3: Assess the reasonableness of answers. Limit problems posed with whole numbers and having whole-number answers.

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M03.B-O.3.1.4: Solve two-step equations using order of operations (equation is explicitly stated with no grouping symbols).

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M03.B-O.3.1.5: Identify arithmetic patterns (including patterns in the

addition table or multiplication table) and/or explain them using properties of operations. Example 1: Observe that 4 times a number is always even. Example 2: Explain why 6 times a number can be decomposed into three equal addends.

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M03.B-O.3.1.6: Create or match a story to a given combination of symbols (+, –, ×, ÷, <, >, and =) and numbers.

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M03.B-O.3.1.7: Identify the missing symbol (+, –, ×, ÷, <, >, and =) that makes a number sentence true.

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M03.C-G.1.1.1: Explain that shapes in different categories may share attributes and that the shared attributes can define a larger category. Example 1: A rhombus and a rectangle are both quadrilaterals since they both have exactly four sides. Example 2: A triangle and a pentagon are both polygons since they are both multi-sided plane figures.

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M03.C-G.1.1.2: Recognize rhombi, rectangles, and squares as examples of quadrilaterals and/or draw examples of quadrilaterals that do not belong to any of these subcategories.

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M03.C-G.1.1.3: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. Example 1: Partition a shape into 4 parts with equal areas. Example 2: Describe the area of each of 8 equal parts as 1/8 of the area of the shape.

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M03.D-M.1.1.1: Tell, show, and/or write time (analog) to the nearest minute.

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M03.D-M.1.1.2: Calculate elapsed time to the minute in a given situation (total elapsed time limited to 60 minutes or less).

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M03.D-M.1.2.1: Measure and estimate liquid volumes and masses of objects using standard units (cups [c], pints [pt], quarts [qt], gallons [gal], ounces [oz.], and pounds [lb]) and metric units (liters [l], grams [g], and kilograms [kg]).

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M03.D-M.1.2.2: Add, subtract, multiply, and divide to solve onestep word problems involving masses or liquid volumes that are given in the same units.

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M03.D-M.1.2.3: Use a ruler to measure lengths to the nearest quarter inch or centimeter.

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M03.D-M.1.3.1: Compare total values of combinations of coins (penny, nickel, dime, and quarter) and/or dollar bills less than $5.00.

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M03.D-M.1.3.2: Make change for an amount up to $5.00 with no more than $2.00 change given (penny, nickel, dime, quarter, and dollar).

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M03.D-M.1.3.3: Round amounts of money to the nearest dollar.

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M03.D-M.2.1.1: Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scales limited to 1, 2, 5, and 10).

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M03.D-M.2.1.2: Solve one- and two-step problems using information to interpret data presented in scaled pictographs and scaled bar graphs (scales limited to 1, 2, 5, and 10). Example 1: (One-step) “Which category is the largest?” Example 2: (Two-step) “How many more are in category A than in category B?”

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M03.D-M.2.1.3: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot, where the horizontal scale is marked in appropriate units—whole numbers, halves, or quarters.

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M03.D-M.2.1.4: Translate information from one type of display to another. Limit to pictographs, tally charts, bar graphs, and tables. Example: Convert a tally chart to a bar graph.

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M03.D-M.3.1.1: Measure areas by counting unit squares (square cm, square m, square in., square ft, and non-standard square units).

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M03.D-M.3.1.2: Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

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M03.D-M.4.1.1: Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, exhibiting rectangles with the same perimeter and different areas, and exhibiting rectangles with the same area and different perimeters. Use the same units throughout the problem.

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Rewritten

M03.A-T.1.1.1: Round two- and three-digit whole numbers to the nearest ten or hundred, respectively.

Given a problem situation, round two- and three-digit whole numbers to the nearest ten or hundred, respectively.

Use rounding of numbers to the nearest ten or hundred to solve real-life situations (Giving students a specific context and then having them round a number to a specific place is a completely unrealistic situation and reinforces the notion that "school math" is not real. The question is superficial and trite and would lead to instruction that is the same.)

M03.A-T.1.1.2: Add two- and three-digit whole numbers (limit sums from 100 through 1,000) and/or subtract two- and three-digit numbers from three-digit whole numbers.

Add and subtract two and three digit whole numbers from three digit numbers with and without remainders.

Add two- and three-digit whole numbers (limit sums from 100 through 1,000) and/or subtract

two- and three-digit numbers from larger three-digit whole numbers. (I added the word "larger" so as to ensure that the solution will not result in negative numbers.)

Add two- and three-digit whole numbers (limit sums from 100 through 1,000) and/or subtract two- and three-digit numbers from three digit whole numbers using the standard algorithm while applying the borrowing principle.

Given a problem situation, add two- and three-digit whole numbers (limit sums from 100 through 1,000) and/or subtract two- and three-digit numbers from three-digit whole numbers.

How much taller is the first tree compared to the second tree! What is the point of teaching us proper grammar if it will not be used appropriately!!!

How much taller is the first tree than the second? (How the question is worded; nobody speaks like that.)

Jake measures two tree. The first tree measured 246 feet and the second tree measured 139 feet. What is the difference between the two trees? (Difference means subtraction .... power words --- very helpful to teach kids power words .. history of education teaching power (key) words)

Students should be told to subtract. (Some 8 year olds can't figure out if thy need to add or subtract. Not all third graders can process the information that is given.)

The limit for numbers for 100 to 1000 should not be set. (Students should start at some number level based on simple testing by the teacher but the student should be exposed to higher numbers if only to make them aware that numbers may reach to any value. Simple question, "Is there a largest number?".)

The limit sums part is confusing.

The problem shouldn't be addressed in word problem form for third grade. If you want to see if they can add, give them straight addition problems. Having them in a word problem is a different standard, as it is asking them to decide what operation to do then solve.

With or without regrouping....specification is needed.

M03.A-T.1.1.3: Multiply one-digit whole numbers by two-digit multiples of 10 (from 10 through 90).

Add estimate somewhere, so the children know that they are not multiplying the numbers listed in the problem, but that they need to round to the nearest 10, if that is what is expected. (The sample problem that is listed can be very confusing compared to the statement. They are asking

for an "estimate" where the statement doesn't state anything about estimates. This could be very confusing for a 3rd grader just learning multiplication.)

Be more straight forward about what you are asking them to do. I think many of their parents would have difficulty answering this question. (So many children live in homes with soundbite, short answer lives...there are no conversations, and therefore they don't hear things phrased in so many different ways. By the time they decode the question, they will hardly remember what they had to figure out.)

George bought 9 cases of water. Each case has 18 bottles. How many bottles does George have??? (WHY are we teaching estimating ... teach multiplying)

include "using strategies based on place value and properties of operation" (Teachers must be told to allow children to develop strategies and to encourage children to solve these problems in multiple ways; then children should share their strategies with each other.)

Just do basic old math multiplication. The 'new' ways to solve problems are ridiculous!

Multiply one-digit numbers by two digit multiples of 10.

Multiply one-digit whole numbers by two-digit multiples of 10 (from 0 through 90).

There is nothing wrong with the standard, but the sample question provided is a poor one to test this standard. (To test the standard as written, you would simply ask 'Find 20 x 9.' Instead the question confuses the objective of the standard with the introduction of estimating and rounding. Additionally, the estimation technique as presented in the is a poor one because anyone skilled in math would reinterpret the problem as 10 x 18 instead of 9 x 20.)

This question is assessing 2 pieces of information, not just multiplying. It also requires student to round.

What is wrong with teaching normal multiplication. This is confusing to me and I have a masters degree. How confusing is it to an 8 year old baby. This stuff is crap. (It has worked for hundreds of years.)

M03.A-T.1.1.4: Order a set of whole numbers from least to greatest or greatest to least (up through 9,999, and limit sets to no more than four numbers).

Afternoon and morning totals should be eliminated and just a total shown for the day. Or give them a clue or step for that part of the problem. (Not sure adding the totals for morning and evening would be immediately obvious at this age. Focus would be on ordering since that's the question asked at the end of the problem, and they could skip, miss, or be confused by the total

for the day part of the question.)

Ask which is the lowest, then second lowest, etc. (For an 8 year old, it confuses the kids if they are given these multiple choiceanswers. This is worded poorly and confuses the kids.)

Have the students put the numbers in order instead of the days of the week.

Order a set of whole numbers from least to greqatest or greatest to least ("limit sets to no more than four numbers" makes no sense.)

Sample test questions are confusing again. (Sample test questions are confusing again. The questions is not explaining that both columns need to be added up to figure out the order of things. These questions don't need to be this complicated for 3rd graders.)

The question should state " Combine the two days" . (I can see a 8 year old just looking at the numbers and selecting the highest numbers.)

The sample test question should represent the statement. (The sample test question requires students to do multi-steps to order the numbers. Most children can order the numbers, however, requiring them to add every morning and afternoon total before ordering the numbers can be tricky.)

Too repetitive. The statement should be kept simple. I cannot even remember what the question asked!

Which group of days from the answers below . . . . (I kept referring to the list in the table to determine the answer. I had to ask another adult to explain this answer. Maybe I'm too far removed from test taking.)

This question does not just assess ordering numbers. It assesses students ability to read and infer that the numbers must be added together, the ability to add the numbers together AND only then the ability to order numbers. This is a 2 steps problem, which is appropriate for older students.

M03.A-F.1.1.1: Demonstrate that when a whole or set is partitioned into y equal parts, the fraction 1/y represents 1 part of the whole and/or the fraction x/y represents x equal parts of the whole (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).

"Mary .... " (PA is a Judeo - Christian Commonwealth)

1/4 should be the answer (why over complicate this for a 3rd grader??)

answer should have a fraction choice of 1/4

Children at this level should be able to MASTER the basic addition and subtraction facts (along with an introduction of multiplication) before being introduced to more involved fractions using x and y variables. Without taking the time to master the basic facts, the long term understanding will decline.

Choices should be stated in quarters.

Demonstrate that when a whole or set is partitioned into y equal parts, the fraction 1/y represents 1 part of the whole and/or the fraction x/y represents x equal parts of the whole (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator). TAKE OUT NO SIMPLIFICATION NECESSARY, because the example problem you give requires them to understand 2/8 simplifies to 1/4.

It seems the answer should be 1/4 at this grade level, very difficult concept for this grade level.

Please use the CCSSM unit fraction understanding: Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b (When children are only taught fractions as parts of whole, they do not develop an understanding of fractions as iterating units. 5/6 is 5 copies of 1/6. Children need to understand this in order to develop a conceptual understanding of operations with fractions. You will find research about students' lack of conceptual understanding of fractions anywhere you look. A HUGE part of early misconceptions is only teaching fractions as parts of whole. The size of the parts matter, which is what the unit fraction understanding provides.)

Rewrite the statement (Too Wordy. Rewrite the "Partitioned into y equal parts, the fraction 1/y represents 1 part of the whole and/or the fraction x/y represents x equal parts of the whole..." The phrasing needs to be simplified and broken down.)

should show dotted lines to outline 8ths in order to be developmentally appropriate as a visual task

Solve for x 1/4=x/8 (Unnecessary and fatiguing to make a wordy word problem out of a basic equality. Further, the model should MATCH the math at third grade level, not trick the child.)

strike "no simplification necessary" (The sample question requires "reverse simplification", converting 1/4 to 2/8.)

The answer choice should be 1/4, not 2/8 at this grade level.

The answer is 1/4. Again what is wrong with straight forward math. Except that as a government

you want to frustrate kids and parents. I have two successful adult children who learned straight forward math. And one frustrated crying nine year old who is already sick of school. Yet she is so intelligent. (BACK TO BASICS)

The answer should be the lowest common fraction for the amount. (You are complicating the simplest of fractional concepts.)

The eligible content specifically states that no simplification is necessary, but the problem requires the students to simply 2/8 to 1/4 in order to determine that the chart is representing 1/4.

The statement is fine - the sample question requires simplification to be performed.

The terms numerator and denominator should be used instead of "x" and "y" as they related to algebraic concepts rather than fractions.

This statement must be read numerous times in order to slightly follow it. (It is extremely difficult for Third graders to reduce fractions. They are just learning multiplication. It is also complicated to teach them this concept with their limited prior knowledge.)

What is the ratio of the shaded portion... (When asking what portion is shaded only showing four parts, why is 1/4 not an option? Granted it could also be expressed as 2/8 or 3/12 but that is not what is depicted in the visual thus causing confusion in the question.)

The way that it is written is very difficult to understand exactly what is being asked.

M03.A-F.1.1.2: Represent fractions on a number line (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).

Again, this question requires students to simply, even though the eligible content specifically states that is not a requirement.

Find 3/8 on the number line. (Problem is too wordy and thus keeps students from doing more problems and practice is really what they need at this age level, not deciphering skills.)

Give one number line with four points plotted on it. Label the points A, B, C, and D, and ask the students to identify which point represents the fraction given.

give one number line with four points plotted on it. Label the points A, B, C, D and ask the students to identify which point represents the fraction given.

Number line should be divided into eighths.

On the one number line provided, please identify the point that is located at 3/8. (I would only

use one number line with 4 labeled points found on that line. Then, students could compare and calculate the equivalent fractions on that one line to determine the location of the correct point.)

Only halves and fourths. (Students at this grade level should only be introduced to halves and fourths related to money when using a nunber line. Sixths and eighths are not concrete like talking about quarters and half of a dollar.)

Represent fractions on a number line (limit denominators to 2 and 4; limit numerators to whole numbers less than the denominator; and no simplification necessary.) (3rd grader are introduced to denominators of 6 & 8 but it's very difficult for them . They learn 2 in 2nd and should learn 4 in 3rd for a number line which is similar to understanding measurement with a ruler.)

Represent fractions on a number line (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary). Number lines use the same denominator as the fraction being represented. (ex. instead of 1/4, 1/2, etc., 2/8, 4/8)

Represent fractions with like denominators on a number line. (If the concept is looking for "no simplification necessary," why would the test question require students to compare fractions with different denominators?)

The number line should be broken into eighths.

There is no focus on understanding or HOW children should represent fractions on the number line. The way this standard is written does not focus on conceptual understanding. The CCSSM language focuses on the concept of unit fractions; it follows: Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

This question doesn't make sense.

M03.A-F.1.1.3: Recognize and generate simple equivalent fractions (limit the denominators to 1, 2, 3, 4, 6, and 8 and limit numerators to whole numbers less than the denominator). Example 1: 1/2 = 2/4 Example 2: 4/6 = 2/3

Choose the number line that shows a point at 3/8 (The question is overly complicated by extraneous information. A child who struggles with executive functioning skills or attention issues will easily be confused by it.)

Given a visual representation, (i.e., a number line or picture) recognize and generate simple equivalent fractions...

i am not re-writting this. (you should at least teach them to reduce first.)

Lou bought 6 doughnuts. Two doughnuts had sprinkles. What fraction represents Lou's doughnuts with sprinkles? (YOUR wordiness is / can be confusing to our Children.)

M03.A-F.1.1.4: Express whole numbers as fractions, and/or generate fractions that are equivalent to whole numbers (limit denominators to 1, 2, 3, 4, 6, and 8). Example 1: Express 3 in the form 3 = 3/1. Example 2: Recognize that 6/1 = 6.

I believe that this content could be added to one of the other standards. It seems as though this content is simple and could be added to the standard dealing with fractions. I do not believe this content is complex enough to stand alone as a standard.

I like this standard, but it would be good to connect back to the unit fraction idea. The unit is 1/1 and there are 3 copies of 1/1.

solve for x 6/1=x (Problem is too wordy and thus keeps students from doing more problems and practice is really what they need at this age level, not deciphering skills.)

M03.A-F.1.1.5: Compare two fractions with the same denominator (limit denominators to 1, 2, 3, 4, 6, and 8), using the symbols >, =, or <, and/or justify the conclusions.

add in "by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model." (The how is needed so that route memorization and procedures are not taught.)

Choose the correct symbol to compare the fractions: (give choice of greater than, less than, equals) 3/8 _____ 1/8

Compare the fractions. Use symbol >, =, or <: 3/8 ____ 1/8 (Problem is too wordy and thus keeps students from doing more problems and practice is really what they need at this age level, not deciphering skills.)

Compare two fractions with the same denominator (limit denominators to 1,2,3,4,6,and 8.) (Comparing the fractions in complicated enough adding additional wording and skills just makes the children nervous and confused.)

Draw a picture to help you explore this answer. (They are introduced at grade 3 and need pictorials.)

If the objective is to compare fractions, the questions should not be in the form of a word problem. This is not a reasonable question because it is not developmentally appropriate for students in third grade. If the students need to understand less than, greater than, and equal to in symbols before they are expected to read statements and decide which is the correct answer. Based on the sample question, it does not look like you are addressing the standard, but combining multiple objectives in one.

This is really a reading question. Just ask students to put a greater than or less than sign. This is a math test - - - struggling readers will get lost in the word and not be able to show their knowledge that 3/8 is greater than 1/8.

At no time did your question require <, >, = student evaluation!

M03.B-O.1.1.1: Interpret and/or describe products of whole numbers (up to and including 10 × 10). Example 1: Interpret 35 as the total number of objects in 5 groups, each containing 7 objects. Example 2: Describe a context in which a total number of objects can be expressed as 5 × 7.

"Use" the expression 6x7 to find out how many pieces of gum Tom bought. (You forgot the verb 'use' and may throw off the student.)

.... (Wording too difficult and confusing)

Again, just seems that we should focus on mastering basic mathematics facts vs. deciphering logically why we would multiple 6 x 7.

Although rigorous the content of the question is valid for 3rd grade. The questions should be clearer than the example question. (No research necessary...not every 3rd grader has enough experiences to know general knowledge adults have. As in the example not every 3rd grader has chewed gum so may not know they come in pieces and packs. The question should test the math knowledge not if they know gum comes in packs and pieces.)

I love the meaning behind this standard. Multiplication should be understood with AxB as A groups of B. I think this one can be condensed to just say interpret and describe products AxB as A groups of B.

Interpret and/or describe products of whole numbers (up to and including 9 × 10). Example 1: Interpret 35 as the total number of objects in 5 groups, each containing 7 objects. Example 2: Describe a context in which a total number of objects can be expressed as 5 × 7. (Standard

M03.A-T1.1.2 only requires the students to know times tables of single digits up to ten. 10x10 is not included in this standard as 10 is a double digit whole number.)

Interpret products of whole numbers (up to and including 10 x 10). (Asking students to "describe" a product is vague.)

Just learn your multiplication facts. You should not need to know how to break up into groups if you know your facts. (Just learn your multiplication facts. You should not need to know how to break up into groups if you know your facts.)

The first sentence needs a verb.

The first sentence of this is an incomplete sentence.

Use the expression... (Sentence is grammatically incorrect)

What does 6x7 mean? (Most third graders will get stuck on the word "expression," which is only the 2nd word in the question. This will frustrate the child and he will declare himself "done" with this task and guess.)

What's 7x6= (Logical thinking)

M03.B-O.1.1.2: Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50 and limit divisors and quotients through 10). Example 1: Interpret 48 ÷ 8 as the number of objects in each share when 48 objects are partitioned equally into 8 shares, or as a number of shares when 48 objects are partitioned into equal shares of 8 objects each. Example 2: Describe a context in which a number of shares or a number of groups can be expressed as 48 ÷ 8.

35/5= Use pictures to demonstrate this and use the proper division symbol as well. (Kids need to simply learn basic math concepts and not have all the busy work. This problem appeared very confusing even though I knew the answer.)

Eliminate the word "describe"; it is vague.

Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 90 and limit divisors and quotients through 10). Example 1: Interpret 48 ÷ 8 as the number of objects in each share when 48 objects are partitioned equally into 8 shares, or as a number of shares when 48 objects are partitioned into equal shares of 8 objects each. Example 2: Describe a context in which a number of shares or a number of groups can be expressed as 48 ÷ 8. (Why would you only require dividends up to 50 and divisors up to 10? Than means the students

aren't using all their knowledge of their multiplication tables. Either change dividends to 90 or move to the next grade level.)

Just learn your multiplication facts. You should not need to know how to break up into groups if you know your facts. Multiplication and division are inverse operations. (Just learn your multiplication facts. You should not need to know how to break up into groups if you know your facts.)

That's your job. (Average people do not know what the heck a quotient is.)

The student should understand that division is breaking object down into equal groups

Which of these describes the boxes of books? (The word "expression" is too difficult for many third graders.)

Which picture represents this. (Division is INTRODUCED in third grade working with manipulatives. Going straight to no pictures is difficult.)

M03.B-O.1.2.1: Use multiplication (up to and including 10 × 10) and/or division (limit dividends through 50 and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.

I like the focus on the different types of multiplication story problems, but please add in using strategies based on place value and properties of operations.

She plants the same number of seeds in each of 4 pots.

Use multiplication (up to and including 10 x 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantity. (The division portion should be moved to the 4th grade level.)

Use multiplication (up to and including 9 × 10) and/or division (limit dividends through 90 and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities. (Again standard M03.A-T1.1.2 does not include 10x10. As stated in last standard, If the students are required to learn times tables up to 90 then the students should be able to divide up to 90.)

Use multiplication up to 10 x10. (Third graders are just learning higher addition and division and should be limited to only up to 10 x 10 multiplication as they use the hundreds chart for math and not , " Old school math". We need to remember that parents do not know the new math methods and as parents we are learning with our kids and cannot advance the as quickly when they are being taught new methods of math we do not know.)

M03.B-O.1.2.2: Determine the unknown whole number in a multiplication (up to and including 10 × 10) or division (limit dividends through 50 and limit divisors and quotients through 10) equation relating three whole numbers. Example: Determine the unknown number that makes an equation true.

Determine the unknown whole number in a multiplication (up to and including 9 × 10) or division (limit dividends through 90 and limit divisors and quotients through 10) equation relating three whole numbers. Example: Determine the unknown number that makes an equation true.

Determine the unknown whole number in a multiplication or division equation that makes the statement true.

Find the missing number in a multiplication or division equation.

Jill made 24 brownies, she puts 4 brownies on each plate. How many plates will Jill need?

Try to rewrite this so the problem is 24 divided by 4 = n. (This is the first year students are learning multiplication and division. Let's keep in simple on this test - especially for division. It's always been taught in 4th grade.)

Determine the unknown whole number in a multiplication (up to and including 10 × 10). (Third grade needs to be limited to multiplication to 10)

M03.B-O.2.1.1: Apply the commutative property of multiplication (not identification or definition of the property).

12 is the answer (Why not just ask the answer? This is redundant.)

Commutative Property is too difficult for 8 and 9 year olds to understand. Rewrite it using different terminology, "turn around rule or something more simplified.

Replace "commutative" property with other terminology (turn around rule).

Students will be able to define, identify and apply the commutative property of multiplication. (Students need to be able to define what they are doing before doing it. This could prevent any misconceptions of the property at the very beginning. You can't drive without first knowing the rules of the road, same in school.)

Using the commutative property. (not another way)

Which of these means the same as 3x4? (This question is poorly written, plain and simple.)

3x4=4x3 T or F (Use the KISS method...Keep It Simple Sweetie! Math does not have to be hard!)

M03.B-O.2.1.2: Apply the associative property of multiplication (not identification or definition of the property).

(limit factors to 12) (Students can show knowledge of the associative property by using smaller numbers. They are just learning multiplication. Requiring multi steps and 2 digit multiplication is asking too much. Some of these children are struggling to read the questions.)

Apply only the associative property of multiplication (not identification or definition of the property). (The sample question requires students to apply both the commutative and associative properties. This is a challenging concept at this grade level.)

I think if we are focusing on the associate property, we may want to think about including some type of parentheses to show grouping. (This is how it is presented in our research-based math series, which is aligned to the core.)

Students should be asked to be able to use the associative property. The way the sample question and choices are worded is very confusing to a third grade student. A student can use the associative property correctly, but be very confused by the answer choices. A student should be asked to solve the problem; expecting this level of understanding of the associative property at third grade is inappropriate.

Students will be able to define, identify and apply the associative property of multiplication.

Too many words, words, words. Just ask the part on the bottom to see if kids can use the associative property!

Which of the following number sentences equal this expression: 3 x 7 x 40 List answer choices (Too much reading in the question. If a child is a struggling reader, the answer might ne incorrect due to that issue, rather than the child not computing correctly.)

just have two step math problem #gorillas x pounds of food. adding the day of the week aspect is a higher than 3rd grade level and confusing (see above)

M03.B-O.2.2.1: Interpret and/or model division as a multiplication equation with an unknown factor. Example: Find 32 ÷ 8 by solving 8 × ? = 32.

.., (Wording too confusing)

Compare the fact family shown in the given problem: 42 ÷ 6 = _____ (The wordiness of the problem's presentation will lose the child.)

Leave off the first three lines of "story". Ask the simple math question!

This question is too wordy. (This is suppose to be a math test, not a reading test. Therefore , the slow readers won't even be able to readd all of the words to figure out the problem.)

M03.B-O.3.1.1: Solve two-step word problems using the four operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole-number answers.

"One-step word problems" instead of two-step. (One-step word problems are more developmentally appropriate for 8 and 9 year olds.)

please say how these should be solved...using strategies based on place value and properties of operations.

Solve one-step word problems using the four operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole-number answers.

Some two step number stories are appropriate for third graders, such as involving addition and subtraction. This example is far too complex and very unclear. I think that the two steps should be limited at third grade.

M03.B-O.3.1.2: Represent two-step word problems using equations with a symbol standing for the unknown quantity. Limit to problems with whole numbers and having whole-number answers.

I'm fine with the statement but don't see how this can easily be tested with a multiple choice test. Children may use different equations to get the answer, which is fine. There is not only one way. (See literature on the difference between situation and solution equations; children response differently to situations and don't always go straight to the solution.)

Replace "Two-step" with "one-step". (Two step problems are not developmentally appropriate for 8 and 9 year olds.)

Represent one-step word problems using equations with a symbol standing for the unknown quantity. Limit to problems with whole numbers and having whole-number answers.

The number should be smaller

First, using symbols in equations at third grade is confusing. Second, this two step problem is also very difficult. The answer choices are also confusing. I feel that this is an inappropriate standard and question for a third grade student.

M03.B-O.3.1.3: Assess the reasonableness of answers. Limit problems

posed with whole numbers and having whole-number answers.

"Reasonableness" is a subjective term.

M03.B-O.3.1.4: Solve two-step equations using order of operations (equation is explicitly stated with no grouping symbols).

Solve one-step equations using order of operations (equation is explicitly stated with no grouping symbols).

6 + (4 x 3) = (Use the parenthesis this year please.)

At this age they should learn to group things.

Provide grouping symbols

Replace "Two-step" with "one-step" (Two step problems are not developmentally appropriate for 8 and 9 year olds.)

The problem for this statement should have parenthesis on it! 6 + (4 x 3)= (If you leave the parenthesis out the student will get it wrong the majority of the time...these are 3rd graders.)

Utilize parenthesis to help identify how to work through the problem. ie. (6+4)x3=30

Without the use of parenthesis, you can arrive at two different conclusions. There is no hint that the student has this information about parentheses to be able to correctly write the formula in symbols that was written in words.

This question requires students to understand and apply Order of Operations, not a 3rd grade skill.

M03.B-O.3.1.5: Identify arithmetic patterns (including patterns in the addition table or multiplication table) and/or explain them using properties of operations. Example 1: Observe that 4 times a number is always even. Example 2: Explain why 6 times a number can be decomposed into three equal addends.

This question seems very abstract for a third grade student.

Why is this even a question? (These multiple choice answers are too confusing for a 3rd grade level)

Wording is very confusing and doesn't have many limits on the types of questions this could include.

This statement should be limited to addition patterns, and then in grade 4 add multiplication patterns.

this is a divisibility rule.. not covered until fifth grade

M03.B-O.3.1.6: Create or match a story to a given combination of symbols (+, –, ×, ÷, <, >, and =) and numbers.

change Ramirez to Jones, Smith, or some other very easy to decode name. (Test their math, not decoding ability. That can really throw them off track if they cannot make sense of the name.)

Good concept. Again use parenthesis to help student step through the process.

The <, >, = symbols should be removed.

xx (The multiple choice answers should contain parenthesis.)

M03.B-O.3.1.7: Identify the missing symbol (+, –, ×, ÷, <, >, and =) that makes a number sentence true.

Answer C.) (The expression created with answer C is not false and could be interpreted as true.)

Identify the missing symbol (+,-,x,<,>, and=) that makes a number sentence true. (Although introduction of division to students in third grade may be okay, I do not see that testing for mastery of division concepts in third grade would be reasonable.)

M03.C-G.1.1.1: Explain that shapes in different categories may share attributes and that the shared attributes can define a larger category. Example 1: A rhombus and a rectangle are both quadrilaterals since they both have exactly four sides. Example 2: A triangle and a pentagon are both polygons since they are both multi-sided plane figures.

Explain that different shapes may share the same attributes. (Recognizing that a parallelogram and a hexagon both have an even number of sides is a very reasonable expectation at this grade level. Having students using the attributes to define the larger category should be in a higher grade level.)

Keep it as written but provide a picture of both a pentagon and a hexagon (Many third graders could not read this question but could easily answer it with a visual aid.)

The question should be assessed in a more simplified way.

M03.C-G.1.1.2: Recognize rhombi, rectangles, and squares as examples of quadrilaterals and/or draw examples of quadrilaterals that do not belong

to any of these subcategories.

include quadrilaterals OR QUADRANGLES (This term is becoming as common as quadrilaterals.)

Recognize rectangles and squares as examples of quadrilaterals and/or draw examples of quadrilaterals that do not belong to any of these subcategories.

show shapes separately (Why do eight and nine year old third graders need to dissect a shape in order to assess whether they can identify quadrilaterals? It's like we're setting them up for failure.)

The second part of the standard should be removed.

What is a quadrilateral? I am being serious.

M03.C-G.1.1.3: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. Example 1: Partition a shape into 4 parts with equal areas. Example 2: Describe the area of each of 8 equal parts as 1/8 of the area of the shape.

It is a trick question because two answers have 1/4 shaded even though one of them is not of equal parts. (Don't try to trick the kids, this system of math is hard enough.)

Students at this age will identify 1/4 (as in the example) any time they see 1 out of 4 regardless of size. If you want them to identify 1/4 give them one example of 1/4 and stop trying to trick them.

M03.D-M.1.1.1: Tell, show, and/or write time (analog) to the nearest minute.

Read a digital clock (give sample). Explain what the hour and minute hand mean. Provide an example of what one hour ahead/behind would be. (Students use technology to tell time. Knowing the bigger concept is important. Analog will be obsolete--but ideas behind how digital time is obtained is important.)

There is a contradiction here between the content (telling time on a clock) and the sample question (determining time after 30 minutes have elapsed).

this is not a telling time prompt.. it is an elapsed time prompt.., does not match eligible content

M03.D-M.1.1.2: Calculate elapsed time to the minute in a given situation (total elapsed time limited to 60 minutes or less).

... (Needs to be more specific)

For the question, a specific start and end time should be given, not windows of time. Elapsed time is challenging enough for the third graders. Adding "windows" of time should be considered in Grade 4. (See above)

I like the statement but again the sample problem is addressing much more than the anchor.

Just put one time for arrival and one time for leaving. (Too much complications for 8 year olds. If you were telling someone about your day at the beach you wouldn't five that many time variations. Keep it more succinct.)

Marco arrived at the beach at 10:30 and left the beach at 11:15. How long was Marco at the beach? (The question as written requires the student to be in Piaget's stage of formal operations. The brain isn't developed enough to answer this question until at least 6th or 7th grade.)

Rewrite the statement using specific times.

Statement is satisfactory. (Elapsed time is a difficult concept for students at this grade level. Incorporating the time spans into the question may pose difficulty for most students and distract from what we are evaluating. The Flesch Reading Ease of this question is 49.5, while the Flesch-Kincaid Grade Level is 9.0. Struggling readers will miss this problem due to its readability, not math.)

The question is very confusing. If you are asking for elapsed time you should give the students one set arrival time and finish time. The question and the standard to not match as you are not assessing wether or not the student can find the elapsed time.

The question should give a specific time not a range of time. (Third grades can't go by a time range, they need a certain time to start with.)

The times should not be given in a range. Elapsed time is difficult for third graders, and I think that this almost is trying to trick them, not know if they understand elapsed time.

Use more specific times.

Very wordy questions. Not ideal for the struggling reader.

M03.D-M.1.2.1: Measure and estimate liquid volumes and masses of objects using standard units (cups [c], pints [pt], quarts [qt], gallons [gal], ounces [oz.], and pounds [lb]) and metric units (liters [l], grams [g], and kilograms [kg]).

Choose something else..not everyone has an actual textbook and some have consumables.

(Would you rather have them guess at the weight of something they can't touch, or discern which weighs more between two commonly known objects?)

Eliminate any metric units. (Young children should first be exposed to units that are familiar to them, which is the customary system.)

Get rid of the metric units. (No one uses the metric units. It is not relevant for third graders!)

I would suggest sticking with standard OR metric for the question. (See above)

Metric units for volume and mass should not be included. These units at this level are too difficult. Metric units of length are appropriate for third grade, but not volume and mass.

M03.D-M.1.2.3: Use a ruler to measure lengths to the nearest quarter inch or centimeter.

If it's supposed to be a candle, then make it look more like one.

Measure to nearest half inch (Experience as a third grade teacher)

Measure to the nearest half inch or centimeter. 4th graders should measure to the nearest quarter inch.

Please do not require students to use rulers that have markings larger than 1/4 inch.

This content is appropriate as long as students are given a ruler that only containers markings to the quarter inch.

M03.D-M.1.3.2: Make change for an amount up to $5.00 with no more than $2.00 change given (penny, nickel, dime, quarter, and dollar).

The correct answer should be put in order with the dimes first and then the pennies. (Students are taught to put coins in a specific order to count them. Since we can't use manipulatives during the test, it is best to put them in order on the test.)

M03.D-M.1.3.3: Round amounts of money to the nearest dollar.

Round amounts of money to the nearest dollar. (up to nearest hundred dollar) (This keeps with the rounding standard M03.A-T.1.1.1)

The eligible content requires students to round to the nearest dollar, but the question requires the students to work backward.

The question should state: "Which number rounds to $8?"

M03.D-M.2.1.1: Complete a scaled pictograph and a scaled bar graph to

represent a data set with several categories (scales limited to 1, 2, 5, and 10).

... (Seriously?? Why round here? Showing an 8 yr old half a person is confusing enough...please don't)

Complete and/or read a pictograph or bar graph. (The sample question does not match the eligible content. The sample question does not ask students to complete a pictograph or bar graph. The eligible content is WAY too wordy.)

It looks like the stick figure represents 10 people....is that what you are trying to say? Or is the stick figure representing one person...unclear

So you're doing the sample as an 8 year old and you're asking them to round AND identify values from a key in the same issue? "There are 77 students in class. How many students are in class rounded to the nearest 10?" THEN, separately, a graphing question.

x (Keep it simple!!!!)

M03.D-M.2.1.2: Solve one- and two-step problems using information to interpret data presented in scaled pictographs and scaled bar graphs (scales limited to 1, 2, 5, and 10). Example 1: (One-step) “Which category is the largest?” Example 2: (Two-step) “How many more are in category A than in category B?”

Each snack sold earned $1.00 for the trip. (This is too much information for a third grader to process at one time.)

exclude "two-step".

Get rid of $1 as a choice. (Are you testing their ability to interpret the graph, or their reading ability?)

Solve one-step problems using information to interpret data presented in pictographs and bar graphs. (The students first have to read and analyze the graph and then solve the problem. That in itself requires at least two steps. Incorporating an additional two-steps in the question is not necessary to evaluate understanding at this grade level.)

Solve one-step problems using information to interpret data presented in scaled pictographs and scaled bar graphs (scales limited to 1, 2, 5, and 10).

Solve one-step problems..... (Leave out two-step problems until one-step problems are

mastered.)

Sould ony ask the students one question about the bar graph, not throwing in that each snack raised $2. (Asking 8 years olds to process too much information at a time.)

needs to be simplified to qualify

M03.D-M.2.1.3: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot, where the horizontal scale is marked in appropriate units—whole numbers, halves, or quarters.

1 2/4 should be written as 1 1/2. (Teach our children what it really is. 2/4 is an improper fraction.)

Be sure to assess this using a ruler with quarter inches only.

The content is fine. The sample question isn't. When this many words appear on an exam, struggling readers will bail out before even trying it because it appears overwhelming. Size does matter, as they say.

Third graders should be measuring to nearest half inch. Fourth graders should measure to nearest quarter inch.

Too wordy of a question for what the statement is saying.

WITH Display the data in a bar graph not a line plot. (Highly confusing visuals)

M03.D-M.3.1.2: Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

Content is fine, but a question like this appears, to a student this age, as a visual question and not a math question. They'll look for the same size and disregard the Math in most cases. Content is one thing. How you ASK about the content is altogether different.

I don't like that area as length x length is being required. The example problem would be better for third grade if the square units were included inside. Then you are testing conservation of area which is what third graders need to know.

Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems.

Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems. (The application of real-world mathematical problems is rigorous enough without students having to represent products as areas to demonstrate reasoning.)

Multiply side lengths to find areas of rectangles with whole-number side lengths(up to 9x10) in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

M03.D-M.4.1.1: Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, exhibiting rectangles with the same perimeter and different areas, and exhibiting rectangles with the same area and different perimeters. Use the same units throughout the problem.

Solve real-world and mathematical problems involving perimeters of polygons including finding the perimeter given the side lengths and finding an unknown side length. Use the same units throughout the problem. (Again, the eligible content is requiring too much at this grade level. If we can just ensure students recognize and know the difference between area and perimeter and how to calculate them at this developmental stage, we will be successful!)

Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths and finding an unknown side length.

Should Be Deleted

M03.A-T.1.1.1: Round two- and three-digit whole numbers to the nearest ten or hundred, respectively.

All my comments will say the same thing: common core is the worst idea ever! It's sad that I can't teach my 3rs grader. Because of this crap she hates math and for the first time ever getting a very bad grade in math. This is ridiculous!!!! And I'm a very upset parent!!

As a business owner and engineering graduate, numbers need to be specific, rounding up or down is never used in the real world

Real people never round numbers according to rules. It isn't important to learn this specific skill.

Estimation is important, but algorithms for estimation aren't. There are too many standards with too much specificity. Just require big ideas; leave the details to the teachers.

Third grade should be able to round to the nearest ten or round to the nearest hundred, not giving them a three digit number and telling them to round it to the nearest ten. That should be in fourth grade.

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You are taking a specific number that indicates a specific fact that becomes unusable when rounded in this fashion.

M03.A-T.1.1.2: Add two- and three-digit whole numbers (limit sums from 100 through 1,000) and/or subtract two- and three-digit numbers from three-digit whole numbers.

3 digit numbers are too hard for 3rd graders

As stated above common core is ridiculous! It's pretty sad that I can't teach my 3rd grader and that it's a fight to do math homework every night! And because of Common Core my daughter is now making a bad grade when she used to do very good! Keep it the way it was! All ur doing is confusing OUR KIDS!! Sincerely, a very upset parent!!!

I can't even figure out what it wants me to do and I've got a bachelors!

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M03.A-T.1.1.3: Multiply one-digit whole numbers by two-digit multiples of 10 (from 10 through 90).

Are we assessing whether they can multiply or estimate or do both? The eligible content does not indicate that they need to estimate to solve the problem. If the statement is kept, estimation should be included. A student may know how to do the multiplication, but miss the problem due

to an estimation error.

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i didn't even understand this!

I simply don't think they should be guesstimating until they understand how to come up with an actual answer first. I think this confuses a child. I know it did my average learner. He needs concrete solid answers first.

If you want to know if students can add and subtract, then ask them to add and subtract straight out. Use word problems to up the ante and separate proficient students from advanced students. Students who struggle as readers are not given ample opportunity to display their math skills because the math prompt is clouded by the verbiage.

It is making it too confusing for the kids.

Just multiply the numbers and get the answer no rounding

Once again, why round up? Teach them how to multiply the old fashioned way not the core way and you would have an exact number not a rough answer. When I'm running my business and I ask how much we made today I don't want an answer rounded up our down, I want an exact number, teaches people to be lazy

rounding numbers is useless

There is no practical use for the answer. He bought a specific number of bottles and this is the only specific information that is of any practical use. If you want to teach estimating, use a practical construction example. Estimate the total length of boards needed for a specific carpentry situation.

This is assessing rounding and multiplication, not multiplication as the standard states. If you wish to assess multiplication, then assess multiplication.

This is ridiculous that he is estimating how many bottles. There is no reason he can't figure out 18X9!

To confusing

Too confusing

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Why estimate when you can get an exact number? I work as a nurse and if I estimated a drug calculation I wouldn't have a job.

Many students in 3rd grade should focus on mastering their multiplication tables. I'd like to see my child focus on knowing and mastering their multiplication tables.

M03.A-T.1.1.4: Order a set of whole numbers from least to greatest or greatest to least (up through 9,999, and limit sets to no more than four numbers).

Again, it is too confusing the way it is set up.

Due to the multi-level and steps needed to complete this type of problem (according to the sample), I feel that this is asking a ton from a 3rd grader. It would be better situated in fourth grade.

Presumably students will have learned to sequence numbers in a prior grade. At some point, there will be a requirement to "sequence any whole number". This intermediate requirement is unnecessary.

Should be a equation

Statement is wordy and confusing; Also, analyzing business productivity has no real world application for 3rd grader.

This is assessing addition and ordering, not ordering numbers.

This question wold be too confusing for 8 year olds. They should only have one set of numbers to put in order, not two.

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M03.A-F.1.1.1: Demonstrate that when a whole or set is partitioned into y equal parts, the fraction 1/y represents 1 part of the whole and/or the fraction x/y represents x equal parts of the whole (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).

A 3rd grader doing fractions? Really??

As stated above common core is ridiculous! It's pretty sad that I can't teach my 3rd grader and that it's a fight to do math homework every night! And because of Common Core my daughter is now making a bad grade when she used to do very good! Keep it the way it was! All ur doing is confusing OUR KIDS!! Sincerely, a very upset parent!!!

Children at this age should not be expected to solve complicated algebra problems. Can we concentrate on TEACHING math, which I believe is still black and white (i.e. right or wrong) the last time I checked. Most children don't have time to truly learn and master their simple addition/subtraction/multiplication/division tables because they're lost in the millions of different methods to obtain the same, once simple, answer!!!!!

Do not like this problem

M03.C-G.1.1.3 is appropriate to evaluate whether or not a student understands fractions. This statement is written at a Flesch-Kincaid Grade Level of 10.3. It is not acceptable for a teacher to have to decipher the content before (s)he is even expected to teach it.

Please stick to basic math,I talked to algebra teachers and they said they never used algebra in their lives

The answer is 1/4. While 2/8 is technically correct its literally not. Were taught to reduce if able to... Not to intentially expand to appease a test.

The objective is unclear and should be simplified.

The sample question has students understanding equivalent fractions (1/4 and 2/8). This is not developmentally appropriate for an average third grader.

The sample question is ridiculous for students at this level to have to break the shape onto 8ths whenever they have limited knowledge on fractions in the first place.

They aren't able to convert 1/4 to 2/8. They have a hard time with basic multiplication problems during third grade.

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M03.A-F.1.1.2: Represent fractions on a number line (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).

Again, equivalent fractions are involved. This is not developmentally appropriate for an average third grader.

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does not address the content outlined... in order to answer students DO have to simplify fractions and know that 8ths will simplify to 4ths and halves... makes the question much more difficult than the content implies. ... can you at least give them like denominators

how is a 3rd grader to do this?!

I don't understand why this is necessary content.

I have a master's degree and I have no idea what this question even means and we expect 8 and 9 year old children to understand it. Really, why is everything so complicated and why is it deemed necessary to expect children to understand things that adults with high level degrees can't even truly understand. Would you like to send us all back to school to reteach us concepts that were once simple?

They have a hard time with basic operations and trying to visualize imaginary lines in fractions would be frustrating for the majority of third grade students. Do we want to frustrate them and advance two out of thirty students. That is why we have math issues. They don't LEARN the concept just survival techniques for the moment. I know because I taught the remedial elementary students and they never were given success in LEARNING only a quick fix.

This is too complicated for 3rd grade.

This question is too confusing.

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When fractions are not even taught until third grade, eight and nine year olds are not developmentally ready to find equivalent fractions.

Students in my class are learning the basics of fractions. We have not talked about simplifying fractions.

This is a concept not mastered by the end of 3rd grade. It is something we begin to explore.

M03.A-F.1.1.3: Recognize and generate simple equivalent fractions (limit the denominators to 1, 2, 3, 4, 6, and 8 and limit numerators to whole numbers less than the denominator). Example 1: 1/2 = 2/4 Example 2: 4/6 = 2/3

Again, equivalent fractions are not developmentally appropriate for an average third grader.

As stated above common core is ridiculous! It's pretty sad that I can't teach my 3rd grader and that it's a fight to do math homework every night! And because of Common Core my daughter is now making a bad grade when she used to do very good! Keep it the way it was! All ur doing is confusing OUR KIDS!! Sincerely, a very upset parent!!!

NO way. Let's get the kids well versed in simple addition, subtraction, multiplication and division and allow their young brains to develop before bombarding them with fractions. Elementary aged children relate to concrete ideas not the abstract!!

Students at this grade level can solve questions with fractions but not find equivalent fractions. The question also doesn't have vocabulary to cue students to even find the equivalent.

The math computation involved to reduce fractions to determine its equivalent is above grade level. Providing 2/6 as a possible answer may be better suited for grade level. Furthermore, I believe that the vocabulary and approach is presented in a way that is not developmentally appropriate.

This question contains vocabulary that may be unfamiliar to a third grader (represents) and contains a conceptual jump that is not developmentally appropriate for a third grade student (6 doughnuts, 2 with sprinkles, what is the equivalent fraction, students need to identify the

original fraction first (2/6) then progress to the equivalent fraction.

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With fractions being taught for the first time in third grade, eight and nine year olds are not developmentally ready to find equivalent fractions.

Equivalent fractions have not been a part of the third grade eligible content until recently. It has always been "identifying fractional parts of a set." Many third graders will get hung up on the word "represents." It's unfair that a student's reading level should impact his performance on a math item.

Reducing fractions is not explored.

M03.A-F.1.1.4: Express whole numbers as fractions, and/or generate fractions that are equivalent to whole numbers (limit denominators to 1, 2, 3, 4, 6, and 8). Example 1: Express 3 in the form 3 = 3/1. Example 2: Recognize that 6/1 = 6.

again stick to basic math 6 times 1 = 6

Improper fractions are not explored enough to be tested on.

This is unreasonable for any student...it is the beginning of Common Core math and it is too confusing and doesn't make sense. Changing the symbol for division is also confusing it with fractions. And as for fractions and the x factor...a child's brain is not developed to understand abstract concepts until much later in life i.e. for some it would be around 7th grade, for others it's even older, but NEVER in 3rd grade. Why are we pushing adult concepts onto our children before they even have the concrete facts down pat?

To clarify I work as a nurse. If someone handed me an answer of 6/1... I might actually beat them with the paper.

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standards. The goal of elementary education should be to teach a love of learning, not pass a test.

Again, this concept is started, but not mastered by the end of 3rd.

The previous requirement concerning equivalent fractions should include whole numbers as fractions. Understanding whole numbers as fractions comes naturally when fractions are associated with division.

M03.A-F.1.1.5: Compare two fractions with the same denominator (limit denominators to 1, 2, 3, 4, 6, and 8), using the symbols >, =, or <, and/or justify the conclusions.

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M03.B-O.1.1.1: Interpret and/or describe products of whole numbers (up to and including 10 × 10). Example 1: Interpret 35 as the total number of objects in 5 groups, each containing 7 objects. Example 2: Describe a context in which a total number of objects can be expressed as 5 × 7.

Students need to memorize basic facts before they know about arrays. Or this symbolism should only be shown to children who need it

The wording makes it too confusing for the kids.

they should not be doing this in 3rd grade.

This is way too hard for 8 year olds to figure out!

Verbiage makes no sense and it is not math!

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M03.B-O.1.1.2: Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50 and limit divisors and quotients through 10). Example 1: Interpret 48 ÷ 8 as the number of objects in each share when 48 objects are partitioned equally into 8 shares, or as a number of shares when 48 objects are partitioned into equal shares of 8 objects each. Example 2: Describe a context in which a number of shares or a number of groups can be expressed as 48 ÷ 8.

Seems too much.

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Why do you use such big words for 3rd graders

M03.B-O.1.2.1: Use multiplication (up to and including 10 × 10) and/or division (limit dividends through 50 and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.

Applications are included in teaching of basic operations. No need to write a separate statement.

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you realize that this question is not for 3rd graders, right? Wait, no you don't! they should not be learning division in 3rd grade

Your confusing the kids by all the mumbo jumbo

M03.B-O.1.2.2: Determine the unknown whole number in a multiplication

(up to and including 10 × 10) or division (limit dividends through 50 and limit divisors and quotients through 10) equation relating three whole numbers. Example: Determine the unknown number that makes an equation true.

Confusing

If you focus on M03.B-O.1.1.2 with the two interpretations of division, this standard becomes unnecessary, unless you think teachers need it explicitly written out.

Missing numbers is part of teaching basic operations. There is no need to break it out as a separate goal. There are too many standards with too much specificity. Just require big ideas; leave the details to the teachers.

Too abstract for this age

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M03.B-O.2.1.1: Apply the commutative property of multiplication (not identification or definition of the property).

It's repetitive bs

The sample questions is route. It moves the child away from the A groups of B understanding of multiplication and forces them to memorize how to answer the question. If you includes use of properties in the previous standards about multiplication, this one can be covered elsewhere. If you must keep it, please use an array example where I could visualize A groups of B or B groups of A, a much better example of the communicative property.

Use of the commutative and associative properties is inherent in interpreting and using multiplication, already stated content.

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test.

This is redundant busy work! They need to learn simple math.

M03.B-O.2.1.2: Apply the associative property of multiplication (not identification or definition of the property).

Again repetitive bs

Confusing for a 9 year old.

Multistep on multiplication on the first year presented?? Way overboard.

See response to above communicative property standard. I think both properties are VASTLY important, but they must be developed as children determine different ways to multiply two-digit numbers in third grade.

This is not showing associative property. This is an example of a simplified version of the commutative property.

Too abstract

Too advanced for this age

Too much wording, they are only 3rd graders and the wording is confusing. Not age appropriate at all.

Use of the commutative and associative properties is inherent in interpreting and using multiplication, already stated content.

Using the distributive property to break apart numbers only takes away from the use of the order of operations when the child gets older. I teach algebra to older students and have them do the parenthesis if they can be combined before they multiply by a factor outside the parenthesis.

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Why are we dumbing down our children? KISS (refer to previous question)

M03.B-O.2.2.1: Interpret and/or model division as a multiplication equation with an unknown factor. Example: Find 32 ÷ 8 by solving 8 × ? =

32.

As stated above common core is ridiculous! It's pretty sad that I can't teach my 3rd grader and that it's a fight to do math homework every night! And because of Common Core my daughter is now making a bad grade when she used to do very good! Keep it the way it was! All ur doing is confusing OUR KIDS!! Sincerely, a very upset parent!!!

Confusing to an 8 or 9 year old

To much mumbo jumbo

Too much reading.

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Why do they need this? As long as we teach fact families, we are ok.

M03.B-O.3.1.1: Solve two-step word problems using the four operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole-number answers.

There are too many steps.

There is too much information for a third grader.

This is a totally ridiculous question for 3rd grade, it belongs in high school math not 3rd grade!

To many steps to solving the problem Do they know "laps"

Totally a reading/word problem.

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M03.B-O.3.1.2: Represent two-step word problems using equations with a

symbol standing for the unknown quantity. Limit to problems with whole numbers and having whole-number answers.

8 year ols can't answer this type of question.

In third grade students are introduced to multiplication for the first time and are expected to master it. Giving thema multistep problem using different operations is asking too much of them. Let's just stick with one operation per word problem. Please!

No abstract concepts for young children!!!!

Ridiculous to much crap confusing to a young child!

The example problem is very wordy and confusing. The amount of reading that is on the math test is outstanding, and it should be kept in mind that this is a math test, not a reading test.

There are too many steps in the problem. This makes it confusing for the student.

This is far too much information for a third grader to digest and sort out. It is incredibly confusing and obviously designed for failure.

This is not a math problem. This is a reading problem!

Too confusing

Way too difficult both in math concepts and readability for third grade students.

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These are 3rd graders, they should not be expected to work out these kinds of problems. My son went from an A in math last year to earning C's and D's this year because of the ridiculous method.

M03.B-O.3.1.3: Assess the reasonableness of answers. Limit problems posed with whole numbers and having whole-number answers.

Give exact numbers not rounding

rounding numbers is useless

Too confusing for this age level, it is a trick question.

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We are attempting to master multiplication and division in the spring of 3rd grade...so, how can the students be ready to successfully add, subtract, multiply and divide?

M03.B-O.3.1.4: Solve two-step equations using order of operations (equation is explicitly stated with no grouping symbols).

Confuses the order of operations

This symbolic notation is not needed in third grade. Let them solve it using reasoning and they will naturally use the order of operations. Giving problems like the example confuse too many children and isn't helpful until middle school.

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Who wrote this ?? This is crazy!

The associative property is appropriate for third graders. If there were parentheses, I would say it was appropriate content for third grade. However, expecting third graders to know order of operations without grouping symbols is far too advanced.

M03.B-O.3.1.5: Identify arithmetic patterns (including patterns in the addition table or multiplication table) and/or explain them using properties of operations. Example 1: Observe that 4 times a number is always even. Example 2: Explain why 6 times a number can be decomposed into three equal addends.

Extremely confusing. The terminology stated above is way beyond what a 3td grader csn understand. This is true of most of the terminology used on this page. Why can't you state the

objective in simple terms?

I don't understand why this is necessary or what application it has to the real world.

Is this information absolutely necessary when solving equations?

Kids should not have to explain WHY math is correct or incorrect.

No point to this sample question.

There are too many standards with too much specificity. Just require big ideas; leave the details to the teachers.

There is no correct answer displayed!!!!

This is strictly a reading comprehension question.

Too difficult for 3rd grade.

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What's more important, being able to multiply and find the correct answer, or knowing that the digits in the answer add up to nine? Many of the children this age come to third grade not knowing basic facts. Let's focus on good computation skills and an increase in number sense.

Where is the basic math equations!!

This is using statement and reason which is a difficult concept for some highschool students to grasp. Why would you expect a 3rd grader to grasp this concept? You're setting them up for failure.

M03.B-O.3.1.6: Create or match a story to a given combination of symbols (+, –, ×, ÷, <, >, and =) and numbers.

This math is horrifying and is making a mountain out of a mole hill!

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M03.B-O.3.1.7: Identify the missing symbol (+, –, ×, ÷, <, >, and =) that makes a number sentence true.

How is this math??

Often in most math in college, we don't do this. I think it could waste time in class teaching 3rd Grade students to identify missing symbols in math equations.

There are too many standards with too much specificity. Just require big ideas; leave the details to the teachers.

This is stupid!!!! I am an excellent math student and I figured out the answer but it's simple confusing and not teaching.

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M03.C-G.1.1.1: Explain that shapes in different categories may share attributes and that the shared attributes can define a larger category. Example 1: A rhombus and a rectangle are both quadrilaterals since they both have exactly four sides. Example 2: A triangle and a pentagon are both polygons since they are both multi-sided plane figures.

Again, why is this relevant? Why not ask how many sides a hexagon has or how many angles it has. Something relevant and meaningful.

shape knowledge is useless

This statement should be saved for middle school. Let's give them time to develop the basic math skills before introducing every concept they will need to know for geometry. The research on the effectiveness of spiral math curriculum is far from unequivocal, so let's stop adding unnecessary content that makes even our smartest kids feel confused!

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M03.C-G.1.1.2: Recognize rhombi, rectangles, and squares as examples of quadrilaterals and/or draw examples of quadrilaterals that do not belong to any of these subcategories.

There are too many steps to complete to solve the problem.

useless shape knowledge

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M03.C-G.1.1.3: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. Example 1: Partition a shape into 4 parts with equal areas. Example 2: Describe the area of each of 8 equal parts as 1/8 of the area of the shape.

This is part of learning about unit fractions. It isn't necessary to separate it out.

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M03.D-M.1.1.1: Tell, show, and/or write time (analog) to the nearest minute.

The statement is fine, and is third grade appropriate. The example is showing ELAPSED TIME. The next statement is on elapsed time.

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M03.D-M.1.1.2: Calculate elapsed time to the minute in a given situation (total elapsed time limited to 60 minutes or less).

The question is written with too many steps to follow.

This skill is very difficult for young children to understand. I believe you need to wait until the kids have experienced and understand elapsed time better.

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M03.D-M.1.2.1: Measure and estimate liquid volumes and masses of objects using standard units (cups [c], pints [pt], quarts [qt], gallons [gal], ounces [oz.], and pounds [lb]) and metric units (liters [l], grams [g], and kilograms [kg]).

Comparing Metric and Customary is confusing. 20 g vs. 2 lbs. too abstract

how would this be a question these kids could answer!

If the student isn't familiar with the description, it would only be a GUESS!

Most American don't use grams

This information can be looked up on line with countless resources. Why have them memorize it to recite on a test?

This isn't a logical question, given that all math books are different sizes and weights. It's all relative to the circumstances...there is no right or wrong answer.

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standards. The goal of elementary education should be to teach a love of learning, not pass a test.

what grade do they learn weigh estimations? not sure if this is an appropriate question for 3rd grade

I did not learn this until my 7th grade year in Home Ec.

M03.D-M.1.2.2: Add, subtract, multiply, and divide to solve onestep word problems involving masses or liquid volumes that are given in the same units.

Most third grade students have difficulty with basic multiplication and division operations. Do you want them to rely on a calculator their whole life? What happened to learning the basic operations .....no number lines, fingers, calculators, etc.

Until the student learns to convert units, this is just application of operations and doesn't need to be specified as a separate goal.

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We do not use metric system in US. It is difficult for 8 year olds to make comparisons it to understand different system.

M03.D-M.1.2.3: Use a ruler to measure lengths to the nearest quarter inch or centimeter.

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M03.D-M.1.3.1: Compare total values of combinations of coins (penny, nickel, dime, and quarter) and/or dollar bills less than $5.00.

These students have enough to learn in third grade. At this point in society, with adding

machines, registers, etc... I think this is an obsolete skill.

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M03.D-M.1.3.2: Make change for an amount up to $5.00 with no more than $2.00 change given (penny, nickel, dime, quarter, and dollar).

Obsolete skill.

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M03.D-M.1.3.3: Round amounts of money to the nearest dollar.

Again question is confusing to an 8 or 9 year old.

Rounding is rarely appropriate for money. You don't want to be caught at the checkout with too little money. There are too many standards with too much specificity. Just require big ideas; leave the details to the teachers.

rounding money is not useful - banks do not round your account

Some kids have a hard enough time rounding yet double-rounding.

Still have difficulty with total value of money

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M03.D-M.2.1.1: Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scales limited to 1, 2, 5, and

10).

maybe some could....but the majority would have trouble with the directions.

rounding numbers is useless

There are too many concepts covered in this question. It makes it too confusing for a third grader.

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M03.D-M.2.1.2: Solve one- and two-step problems using information to interpret data presented in scaled pictographs and scaled bar graphs (scales limited to 1, 2, 5, and 10). Example 1: (One-step) “Which category is the largest?” Example 2: (Two-step) “How many more are in category A than in category B?”

Applying graphs is inherent in making graphs. It is not necessary to separate this from the previous goal.

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M03.D-M.2.1.3: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot, where the horizontal scale is marked in appropriate units—whole numbers, halves, or quarters.

Line plots are not necessary.

once again, i don't get this!

This is complicated for a 3rd grade level.

This is tedious, with several steps, and will be very confusing for the children. Consider breaking this question down.

This questions has too much information, and the pictures are very confusing.

This task probably measures executive functioning at this age more than it measures understanding of math concepts. If we want children to understand measuring, let's have them measure.

Too confusing.....

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What rationale deems it necessary for a student to be able to measure something and be able to put it onto a line plot? I can think of no higher math skills in which this is necessary. The two skills do not go together well and should not be part of eligible content. In relationship to college and career readiness this is not a necessary skill for students to possess. At this grade level it is more appropriate to see if students can either measure OR read a line plot.

You already have measuring and making graphs. Combining them is not necessary. There are too many standards with too much specificity. Just require big ideas; leave the details to the teachers.

Is this a life skill? No. Making change, elasped time, reading data are life skills. Reading a number line to a fraction is not a life skill.

M03.D-M.2.1.4: Translate information from one type of display to another. Limit to pictographs, tally charts, bar graphs, and tables. Example: Convert a tally chart to a bar graph.

This adds little to the requirement that students make scaled graphs. There are too many standards with too much specificity. Just require big ideas; leave the details to the teachers.

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test.

M03.D-M.3.1.1: Measure areas by counting unit squares (square cm, square m, square in., square ft, and non-standard square units).

Since the next goal is to calculate area, you can assume counting unit squares was done. There are too many standards with too much specificity. Just require big ideas; leave the details to the teachers.

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M03.D-M.3.1.2: Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

kids this age will not get this!

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M03.D-M.4.1.1: Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, exhibiting rectangles with the same perimeter and different areas, and exhibiting rectangles with the same area and different perimeters. Use the same units throughout the problem.

all statements should be deleted! you are going to screw my kid up because he comes home, and his math grade is low, and he's really upset about, so get rid of this CRAP!

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Suggested Eligible Content

Test

Students in this grade should be required to MEMORIZE their times tables.

I believe you make this more complex than necessary. There is no way for a lay person to know what a third grader's knowledge should be nor how this fits into an overall mathematics curriculum. Further ALL tests should be made public in its entirety after its administration. Testing should be transparent

DO NOT use common core for math it makes the kids idiots in the real world

I believe less material, not more, should be a part of the Eligible Content. Again, the focus needs to be on MASTERY of basic skills that are conducive with the developmental capabilities of most children. I am not aware of any sound evidence showing that introduction of more math concepts at earlier ages (e.g., division and geometry in third grade) in a scattered, confusing, illogical sequence, leads to better mastery of math concepts. I have worked with students of many ages, I have worked with my own children on math up through seventh grade, and I have listened to many parents who express concern for their children. There are many very capable students experiencing consistent frustration over math curricula that INTRODUCE many concepts but lead to MASTERY of none. Current teaching practices work under the assumption that introducing concepts, such as geometry, every year will lead to better skills later on when geometry concepts are expected to be mastered. I have my doubts about the effectiveness of such practices with current methods. Regardless of long-term effectiveness, TESTING children in third grade on geometry and other more advanced math concepts is a damaging practice to children who feel they are not smart because they don't truly understand. To quote my own twelve-year-old, "this stuff is for older kids."

This is the worst!! My son comes home and tells me that the kids are so frustrated and doing so poorly with the math. the teachers are frustrated that these kids are not picking up concepts in the time that is set to learn a module. The parents are so unhappy that we can not help our

children with homework because we were taught to go right to the answer, quickly. These are to be "real world" ways to do math but changing a number so they will not have to borrow or carry the 1 is not the way to do it. They need to learn rote multiplication before applying division and that is not happening. Division comes so much easier if they know the multiplication first. This needs to be re-thought because, not only Pa, but states are going to have low math scores on standardized tests. Kids are not "cookie cutters" when it comes to learning because kids learn at different paces and sometimes kids need to get the answer a different way that makes more sense to them. This does not allow for that because they have to get the "process" right or it is marked wrong; even when the answer is right. I always said I don't care how my child gets the answer as long as they get the right answer. I have a daughter that graduated and sometimes I had to show her how we were taught to do a math problem for it to click for her and it worked but with this we, as parents, can not do that. I was appalled to learn that the teacher HAD to move on even though the kids never mastered what they were being taught. I hate to say this but maybe if the people that come up with these learning ideas actually spent time in classes of different grades and learning levels then maybe they would see what really would work, but then I am guessing they have not been teaching for a while and have lost touch in all THEIR education of what really works for these kids. We are not producing smarter

This concept is not teaching the children to actually problem solve. In our profession we have worked with young adults/teens who are very smart but cannot seem to solve a simple problem. They are so focused on follow an instruction like little robots that they cannot use their own minds to think outside the box for a solution. I do believe however that the government has set this program for the purpose of making future generation little drones who do not think for themselves.

Are these standards all age appropriate?

Let's go back to basic math and give our children a solid foundation to build upon. Common core is dumbing down our children...It has to go!!!

include more word problem vocabulary; include pre algebra concepts; include working fractions as part of a pie

Many of these questions are poorly written. The objective is / has not been directly achieved. This material needs much work!

I checked the readability of many of the statements. Based on what I found, many of the statements were very challenging to read. Granted, our 3rd grade teachers have post-secondary educations, but mathematics is not where they received their training. The eligible content as currently written is truly written for someone with a background in mathematics and can decipher and then translate its meaning into instruction for the students. If an elementary

teacher does not possess the skills to understand the content, we are set up for failure before we even start. This is not fair to our schools, our teachers, and most importantly our students. It is also imperative that the assessments align with the eligible content. It is not appropriate to put make a problem multi-step just to increase the rigor. Are we assessing whether a student can persevere or whether they know and understand the mathematical concepts that are part of the PA Core Standards? We should NOT be measuring perseverance! The increased rigor of the content is sufficient to measure the success of our students.

These are GREAT examples and our current text books are not aligned to the new standards so it would be wonderful to have more examples to teach the students the standards.

I thought there would be eligible content for grades other than 3rd.

Hello, I was told that I could share thoughts about the standards as a whole here, rather than commenting on each piece of eligible content. I am a proponent of standards, as I believe well defined goals are necessary for almost every endeavor. Furthermore, I support the premises of the Common Core and PA Core, as it's important that we assist students in examining concepts in greater depth as well as helping them apply the standards in authentic and relevant situations. As a recently retired director of curriculum, instruction, and assessment (retired June 2014) as well as a former acting superintendent, I worked closely with the standards during my career. Given my background and belief in contributing to the educational process in whatever way I can, I began to review the Grade 3 ELA standards. Perhaps it was the bit of distance I've gained since I haven't worked with the standards on a regular basis since June, but when I began to review them two realizations became readily apparent. The first is that there are a number of redundancies that make the eligible content more complex to understand than needed and necessitate a number of re-readings to fully comprehend. To be truly effective, their meaning should be crystal clear on first reading. The second realization is that there are too many standards. Research in many fields points to the merits of a "less is more" approach, and I believe the PA standards would greatly benefit from a thorough overhaul in which the "critical few" are identified and advanced as the guideposts for each grade. This is not just speculation on my part, I've seen the fruits such an approach has yielded. In the interest of apace, this is just a summary of my thoughts. If you have any questions, please feel free to contact me at drpamlenz@gmail.com Sincerely, Pamela A. Lenz, Ed.D.

Student need to master addition and subtraction with regrouping in Grade 3.

I believe that there should be alternate content or assessment for Learning Disability, Other Health Impaired, higher functioning Autistic ann Intelectual disability not taking the PASA but required to take the PSSA. I have third grade L.D. and O.H.I. students who are reading at a 1st or a low 2nd grade level I think that subjecting these students who already struggle and try the best of their ability is an injustice to them. They come away from the test feeling inferior,

incompatible, and highly frustrated.

I believe that all grades content should be available to review.

It is important for students to be able to compose and decompose numbers. This helps them better understand addition and subtraction as well as multiplication and division. (That should be two separate standards.) These skills can help students solve problems for efficiently. For example, it is NOT efficient to solve 300-182 with the algorithm. However, knowing that I can start with 182 and add 8, then add 10 (to get to 200) means I can quickly figure out the answer is 118. For multiplication & division, having a solid understanding of what happens is essential to understanding and using the algorithms (eventually). 52 x 5 is the same as 50 x 5 and 2 x 5. Or, it would be the same as taking half of the answer for 52 x 10. But 52 x 14 has four "parts" to it, which is often very confusing to students. Alternate strategies, which often have composing & decomposing numbers as a part of them, can help them build their understandings better.

Basic multiplication and division facts are necessary for all math skills. They seem to be overlooked with the new math program at my son's school. He seems to be learning things backwards and in a much more difficult way. But the school is forced to use this new program to keep up with the new standards, I just don't understand how new ways of doing math are being used when the old ways are proven to work.

I am an engineer and my child is a 3rd grade student at Peter's Township School District, a top school district in the state. I have no problem with the Common Core standards, rather my issues have to do with the curriculum developed to conform to these standards. Specifically, my issues have to do with the method of teaching multiplication and how the deficiencies in the method make it difficult for the student to comprehend division. You will have to check with my school to determine the textbook that they use. It is a recently written text presented as conforming to Common Core standards. In teaching multiplication, the text stresses knowing how to multiply using the factors 0,1,2,4,5,and 9. I find it odd that the distributive property of multiplication is not listed here as a component of the standards as that is the principle method presented in the text as the method the student should use when multiplying by 3, 6, 7, and 8. Multiplication is presented as repeated addition earlier but in this section of the text the students are expected to learn that 8x7 = (8x5) + (8x2). Nowhere in the text or in the instruction provided in the classroom is it stressed that students should learn their multiplications table by rote memorization? As a person skilled in math and the manipulation of numbers, I understand the need to comprehend and be able to apply the distributive property of multiplication. However, the 3rd grade, as an initial introduction to multiplication, is not the appropriate time. It is basically using algebraic concepts to teach basic arithmetic, presenting the information in the reverse order of that which is natural. Multiplication presented as repeated addition and as an array is appropriate for the 3rd grade. Rote memorization of the multiplication tables is important because it is the foundation upon which division is understood. The text presents division as

repeated subtraction instead of the inverse of multiplication. I suppose that will lead to an easier explanation of long division down the road, but it does not stress the fundamental relationship between multiplication and division. And the text goes on to expect the student to know 56/7=8 without ever expecting him to know that 7*8=56. I am frustrated by the new curriculum because it appears that those who developed it asked themselves 'How do those who understand math and how to manipulate numbers in their head do what they do?' They found that they use 'tricks' based on the distributive property of multiplication to do multiplication in their heads and come to the conclusion that we should present that as an introduction to multiplication. It neglects the fact that that is not how 'high achievers' in math progressed in their understanding of multiplication concepts. The curriculum seems to be developed on the concept that it is possible to have all student become high achievers in math if they learn the tricks used by those that are high achievers in math. Presenting these ‘tricks’ in 3rd grade, prior to a solid understanding of arithmetic, will not achieve this result. Instead, those students that are high achievers in math will continue to be so, perhaps advancing at a faster pace than students taught using the previous methods, and those who are not high achievers in math will fall behind even faster because comprehension of the distributive property of multiplication is beyond them in the 3rd grade, and they will move on to higher math concepts without the necessary understanding of arithmetic that can only be understood and applied by them through rote memorization. My children will be fine because I am able to recognize the deficiencies in the curriculum and personally provide the instruction that is lacking. But that is not the case for all students, unfortunately.

I require my methods students to align their lesson plans with the PA Core. Many times this past semester, my students had difficulty finding specific standards that identified the content in their lessons. When they looked at CCSS-M, they were able to find the specific content. The PA Core needs to more specific in the descriptions on all of the k-8 content.