



Grade 3 Mathematics Assessment

**Eligible Texas Essential
Knowledge and Skills**

This document outlines the assessed curriculum for the Student Success Tool (SST), which will be implemented in Fall 2027. The content standards for the SST assessed curriculum remain unchanged from the content standards for the STAAR assessed curriculum. Since the Mathematical Process Skills are not assessed in isolation, these standards were removed from the document.

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SST Grade 3 Mathematics Assessment

Strand 1: Numerical Representations and Relationships

3.2 **Number and operations.** The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. The student is expected to

- (A) compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate;
Readiness Standard
- (B) describe the mathematical relationships found in the base-10 place value system through the hundred thousands place;
Supporting Standard
- (C) represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers; and **Supporting Standard**
- (D) compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$, $<$, or $=$. **Readiness Standard**

3.3 **Number and operations.** The student applies mathematical process standards to represent and explain fractional units. The student is expected to

- (A) represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines;
Supporting Standard
- (B) determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line; **Supporting Standard**
- (C) explain that the unit fraction $1/b$ represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number; **Supporting Standard**
- (D) compose and decompose a fraction a/b with a numerator greater than zero and less than or equal to b as a sum of parts $1/b$;
Supporting Standard

- (E) solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8;

Supporting Standard

- (F) represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines; ***Readiness Standard***

- (G) explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model; and

Supporting Standard

- (H) compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.

Readiness Standard

3.4 **Number and operations.** The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to

- (I) determine if a number is even or odd using divisibility rules.

Supporting Standard

3.7 **Geometry and measurement.** The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to

- (A) represent fractions of halves, fourths, and eighths as distances from zero on a number line. ***Supporting Standard***

Strand 2: Computations and Algebraic Relationships

3.4 **Number and operations.** The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to

- (A) solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction; **Readiness Standard**
- (B) round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems; **Supporting Standard**
- (D) determine the total number of objects when equally sized groups of objects are combined or arranged in arrays up to 10 by 10; **Supporting Standard**
- (E) represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting; **Supporting Standard**
- (F) recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts; **Supporting Standard**
- (G) use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties; **Supporting Standard**
- (H) determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally; **Supporting Standard**
- (J) determine a quotient using the relationship between multiplication and division; and **Supporting Standard**
- (K) solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts. **Readiness Standard**

3.5 **Algebraic reasoning.** The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to

- (A) represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations; **Readiness Standard**
- (B) represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations; **Readiness Standard**
- (C) describe a multiplication expression as a comparison such as 3×24 represents 3 times as much as 24; **Supporting Standard**
- (D) determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product; and **Supporting Standard**
- (E) represent real-world relationships using number pairs in a table and verbal descriptions. **Readiness Standard**

Strand 3: Geometry and Measurement

- 3.6 **Geometry and measurement.** The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. The student is expected to
- (A) classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language; **Readiness Standard**
 - (B) use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories; **Supporting Standard**
 - (C) determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row; **Readiness Standard**
 - (D) decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area; and **Supporting Standard**
 - (E) decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape. **Supporting Standard**
- 3.7 **Geometry and measurement.** The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to
- (B) determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems; **Readiness Standard**
 - (C) determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes; **Supporting Standard**

- (D) determine when it is appropriate to use measurements of liquid volume (capacity) or weight; and ***Supporting Standard***
- (E) determine liquid volume (capacity) or weight using appropriate units and tools. ***Supporting Standard***

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Strand 4: Data Analysis and Personal Financial Literacy

- 3.4 **Number and operations.** The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to
- (C) determine the value of a collection of coins and bills.
Supporting Standard
- 3.8 **Data analysis.** The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to
- (A) summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals; and
Readiness Standard
 - (B) solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals. **Supporting Standard**
- 3.9 **Personal financial literacy.** The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to
- (A) explain the connection between human capital/labor and income;
Supporting Standard
 - (B) describe the relationship between the availability or scarcity of resources and how that impacts cost; **Supporting Standard**
 - (D) explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest; and **Supporting Standard**
 - (E) list reasons to save and explain the benefit of a savings plan, including for college. **Supporting Standard**