

**Grade Three Mid-Point Math Check-up**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Tell us what you thought! After each question, put a happy or sad face to the question. If the question was easy, put the smile on! If the question was hard, put the frown on!**



Easy



Hard

**Part 1- Basic Facts-**For oral questions, state question, give a 3 second pause and state question again with a 3 second pause.

**A. Oral Addition Facts**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**B. Oral Subtraction Facts**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**C. Multiplication**

- a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_

**D. Writing numerals teacher reads orally**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_



**Part II. Number Sense:**

**1. Fill in the blanks to continue the pattern.**

a. 9, 12, 15, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b. 36, 32, 28, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

c. 642, 652, 662, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



**2. Representing numbers**

a. Draw the base tens to show the value of this number.

<p><b>124</b></p>
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b. Write this number in words.

78 - \_\_\_\_\_

c. Write the numeral for this number.

Three hundred twenty-five - \_\_\_\_\_

d. Fill in the blanks

570 - \_\_\_\_\_ ones

\_\_\_\_\_ tens

\_\_\_\_\_ hundreds



### 3. Comparing and Ordering Numbers

a. Using these digits 1, 3, 5 make up as many different 3 digit numerals as possible. There are 6 possible numbers.

b. Put the following numerals in order from least to greatest.

625, 841, 526, 631, 72,

\_\_\_\_\_



### Part III Computation

#### 1. Addition

a. 
$$\begin{array}{r} 49 \\ +17 \\ \hline \end{array}$$

b. 
$$\begin{array}{r} 548 \\ +11 \\ \hline \end{array}$$

c. 
$$\begin{array}{r} 376 \\ +254 \\ \hline \end{array}$$

d.  $\underline{\quad\quad} + 7 = 15$



#### 2. Subtraction

a. 
$$\begin{array}{r} 71 \\ -37 \\ \hline \end{array}$$

b. 
$$\begin{array}{r} 607 \\ -121 \\ \hline \end{array}$$

c. 
$$\begin{array}{r} 550 \\ -273 \\ \hline \end{array}$$

d.  $17 - \underline{\quad\quad} = 9$

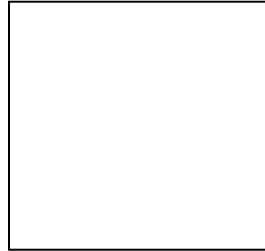


**3. Multiplication-** Draw pictures to show the following multiplication equations.

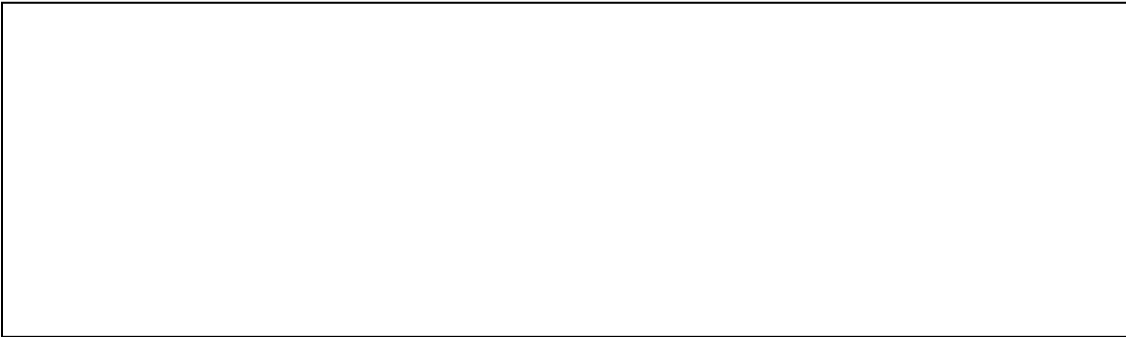
$2 \times 4$



$5 \times 3$



**4. Division** – Draw a picture to show 9 balloons being shared equally among 3 children.



Problem Solving Strategies - for the following questions please feel free to pick from this list when asked "what strategy did you use?"

1. Act it Out
2. Use a Model
3. Draw a Picture
4. Guess and Test
5. Look for a Pattern
6. Use an Open Sentence
7. Make a Chart, Table or Graph
8. Solve a Simpler Problem
9. Other (explain)

#### Part IV. Problem Solving

1. Write your own word problem this equation.

a.  $16 - 8 =$



2. George has 9 cars. Tom has 16 cars. Pete has 7 cars. How many cars do they have all together?



What strategy did you use?

3. 20 people go out for lunch. The café only has tables that seat 4 people. How many tables will be filled. Draw a picture to show how you solved the problem.



There will be \_\_\_\_\_ tables filled.

What strategy did you use?

4. Johnny got \$5.00 a week for an allowance. How much will he make in 4 weeks? Complete the chart to show his savings.



Week	Dollar
1	
2	
3	
4	

Total Amount \_\_\_\_\_

What strategy did you use?

5. Using dimes, nickels and pennies draw 3 different ways to show 25 cents. What strategy did you use?



5. There are 52 frogs in a pond. 28 frogs hopped away. Estimate how many are left?



52 is about \_\_\_\_\_. 28 is about \_\_\_\_\_.

There are about \_\_\_\_\_ left.

What strategy did you use?



Name: \_\_\_\_\_

**Part V. Interview**- *Teacher may choose to have students do all of the stations or a number of students (4 to 5) could do each station (depending on your assessment purpose).*

### 1. Money/Skip Counting

Materials- nickels, dimes and quarters, loonies

Have 10 coins of each denomination. Student should orally skip counts to state the value of the coins.

Evaluative Comments-

### 2. Estimation- using 10 as a referent (known quantity)

Materials – bundle of 10 Popsicle sticks, another bunch of popsicle sticks, not bundled, approximately 100.

Show student bundle of ten and then ask them to estimate the larger amount (without counting).

Evaluation should include not only close proximity to the actual amount but also if they use the referent (bundle of ten).

Evaluative Comments-

### 3. Addition and Subtraction with regrouping using manipulatives

Using manipulatives such as base ten, Popsicle sticks, linking cubes, etc. Students demonstrate how they can add and subtract 2 digit numbers with regrouping.

a.  $46 + 17 =$

b.  $72 - 54 =$

Evaluative Comments-