Step Up to the TEKS
by GF Educators, Inc.

Third Grade Mathematics

2018 Released Items Analysis

Teacher: _____

Edition I

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Teacher: _____

Date: _____

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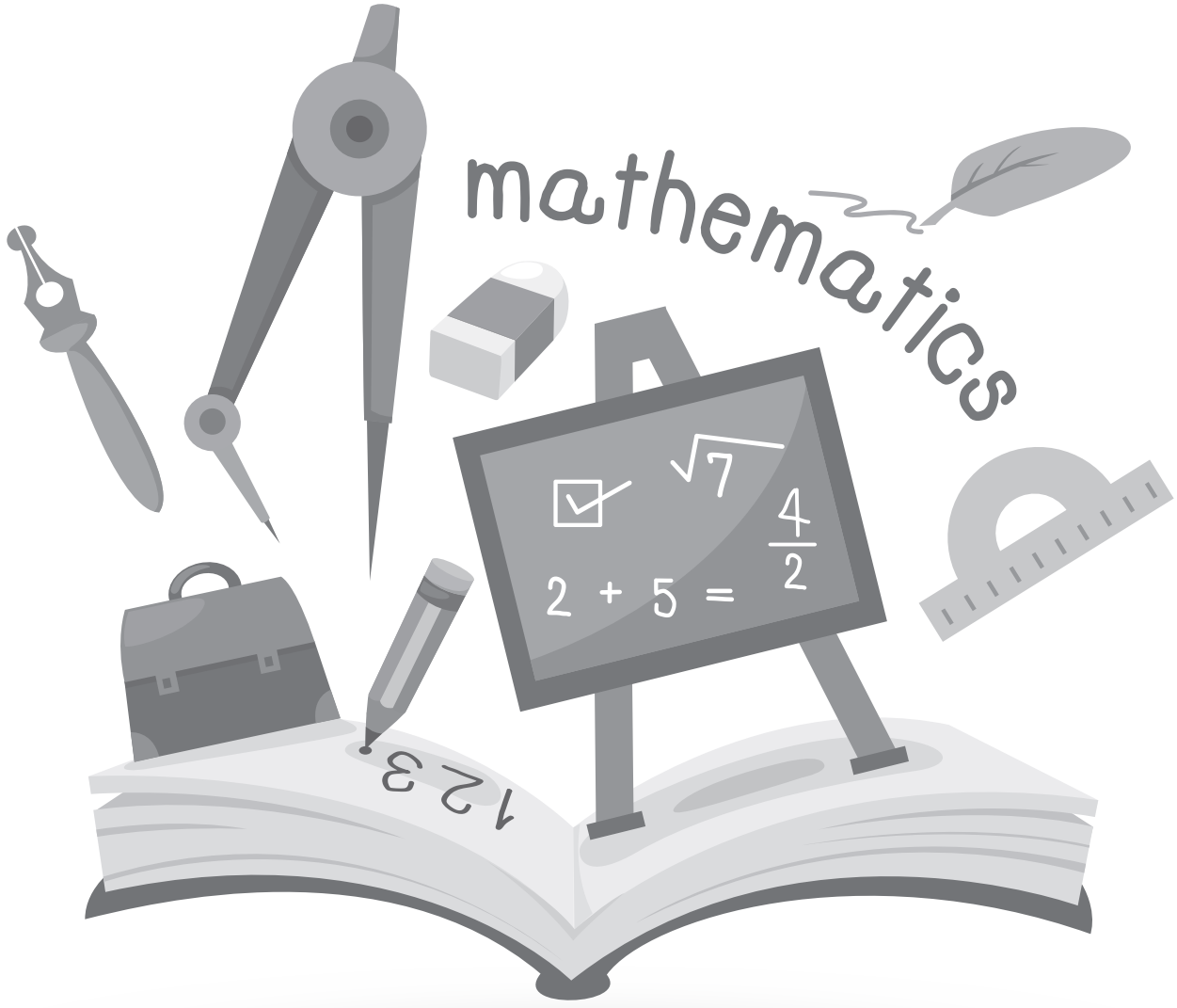
Instructional Analysis
2018 Released Test



TEKS 3.2A Readiness Standard
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

ITEM

21 The expanded notation of a number is shown.

$$(9 \times 10{,}000) + (4 \times 100) + (1 \times 10)$$

What is the standard form of this number?

A 9,410
B 94,010
C 90,401
D 90,410

Item Analysis	
Verb	Compose
Using or Including	Standard Notation
Concept	Numbers up to 100,000
Process TEKS	**3.1B, 3.1F**

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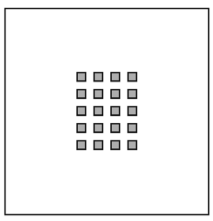
TEKS 3.2C Supporting Standard
describe the mathematical relationships found in the base-10 place value system through the hundred thousands place

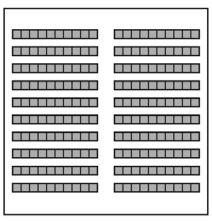
ITEM

4 Which of these models represent the same number?

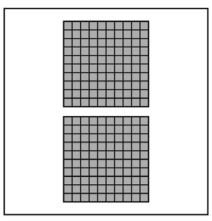
Model X



Model Y



Model Z



F Model X and Model Y, because 20 ones is equivalent to 20 tens.
G Model X and Model Z, because 20 ones is equivalent to 2 hundreds.
H Model Y and Model Z, because 20 tens in equivalent to 2 hundreds.
J None of these

Item Analysis	
Verb	Describe
Using or Including	Mathematical Relationships
Concept	Base-10 place value system
Process TEKS	**3.1B, 3.1E, 3.1G**

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TEKS 3.2D Readiness Standard

compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =

ITEM

31 The table shows the weight of four elephants.

Elephant Weights

Elephant	Weight (pounds)
R	12,345
S	13,960
T	12,509
U	11,960

Which comparison of these weights is true?

A The weight of Elephant R < the weight of Elephant T
B The weight of Elephant U > the weight of Elephant T
C The weight of Elephant S = the weight of Elephant U
D The weight of Elephant S < the weight of Elephant T

Item Analysis

Verb	Compare
Using or Including	Using Symbols
Concept	Whole Numbers up to 100,000
Process TEKS	**3.1A, 3.1B, 3.1E, 3.1G**

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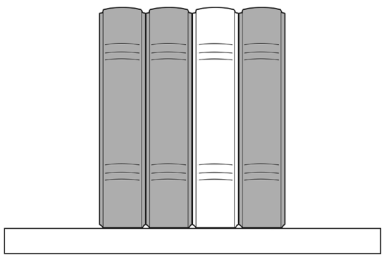
TEKS 3.3D Supporting Standard

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*

ITEM

23 There are 4 books on a shelf. In the model the shaded books represent nonfiction books.



Which expression represents the fraction of the books on the shelf that are nonfiction?

A $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$
B $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$
C $\frac{1}{3} + \frac{1}{3} + \frac{1}{3}$
D $\frac{3}{1} + \frac{3}{1} + \frac{3}{1}$

Item Analysis

Verb	Decompose
Using or Including	NA
Concept	Sum of Parts 1/*b*
Process TEKS	**3.1A, 3.1B, 3.1E, 3.1F**

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TEKS 3.3E Supporting Standard
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

ITEM

15 The picture represents the trophies 3 brothers have on a shelf. Each brother won the same number of trophies.

What fraction of the trophies did each brother win?

A $\frac{2}{3}$
B $\frac{2}{6}$
C $\frac{3}{6}$
D $\frac{3}{3}$

Item Analysis	
Verb	Solve
Using or Including	Set of Objects
Concept	Denominators of 3 or 6
Process TEKS	**3.1A, 3.1B, 3.1D, 3.1F**

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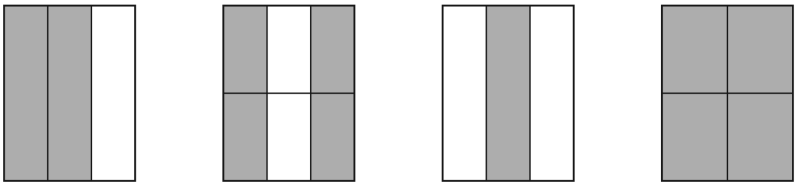
TEKS 3.3F Readiness Standard
represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines

ITEM

8 Four fraction models are shown.

Model 1 Model 2 Model 3 Model 4



Which two models are shaded to show equivalent fractions?

F Models 1 and 2
G Models 1 and 3
H Models 2 and 4
J Models 2 and 3

Item Analysis	
Verb	Represent
Using or Including	Pictorial Models
Concept	Denominators of 2, 3, 4, or 6
Process TEKS	**3.1B, 3.1D, 3.1G**

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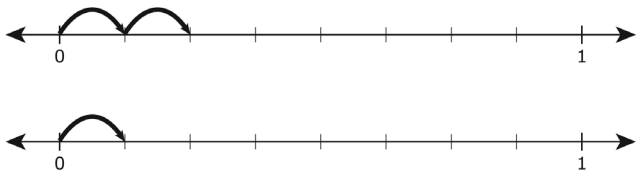
TEKS 3.3H Readiness Standard
compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.

ITEM

6 The number lines model two different fractions.



Which comparison of these fraction is true?

F $\frac{1}{2} > \frac{1}{1}$

G $\frac{2}{8} > \frac{1}{8}$

H $\frac{1}{8} = \frac{2}{8}$

J $\frac{2}{8} = \frac{1}{8}$

Item Analysis	
Verb	Compare
Using or Including	Pictorial Models
Concept	Same Denominators
Process TEKS	**3.1A, 3.1B, 3.1E, 3.1F**

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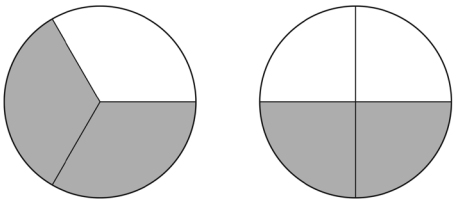
TEKS 3.3H Readiness Standard
compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.

ITEM

28 The models shown are the same size and are each divided into equal-size parts. The models are shaded to represents two fractions.



Which statement is true?

F $\frac{2}{3} > \frac{2}{4}$, because thirds are larger than fourths.

G $\frac{2}{3} = \frac{2}{4}$, because each model has 2 parts shaded.

H $\frac{1}{3} < \frac{1}{4}$, because 3 is less than 4.

J $\frac{1}{3} = \frac{1}{4}$, because each model shows 1 whole.

Item Analysis	
Verb	Compare
Using or Including	Pictorial Models
Concept	Same Numerators
Process TEKS	**3.1B, 3.1E, 3.1G**

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TEKS 3.4A Readiness Standard
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

ITEM

14 There are 297 peach trees on a farm. There are 615 peach trees on a different farm. What is the difference between the numbers of peach trees on these farms?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

Item Analysis	
Verb	Solve
Using or Including	Strategies
Concept	Subtraction
Process TEKS	**3.1A, 3.1B, 3.1F**

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TEKS 3.4A Readiness Standard
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

ITEM

27 Elisha listed the amounts she paid for guitar lessons for three months.

- February: $78
- March: $90
- April: $156

What is the amount Elisha paid for guitar lessons for these three months?

A $314
B $324
C $114
D $325

Item Analysis	
Verb	Solve
Using or Including	Strategies
Concept	Addition
Process TEKS	**3.1A, 3.1B, 3.1F**

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TEKS 3.4E Supporting Standard
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

ITEM

25 The model shown can represent two number sentences.

Which two number sentences can the model represent?

A 3 x 3 = ☐
3 + 3 = ☐

B 3 x 2 = ☐
3 + 3 = ☐

C 2 x 3 = ☐
2 x 2 x 2 = ☐

D 3 + 3 + 3 = ☐
2 + 2 + 2 = ☐

Item Analysis	
Verb	Represent
Using or Including	Arrays Repeated Division
Concept	Multiplication Fact
Process TEKS	**3.1B, 3.1E, 3.1F**

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TEKS 3.4F Supporting Standard
recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts

ITEM

5 Lin has a total of 36 sodas in packs. There are 6 soda in each pack. How many packs of soda does Lin have?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

Item Analysis	
Verb	Recall
Using or Including	Automaticity
Concept	Division Facts
Process TEKS	**3.1A, 3.1B, 3.1F**

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TEKS 3.4K Readiness Standard
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

ITEM

16 A group of 64 children and 24 adults will travel to a zoo in vans. There will be 8 people in each van.

How many vans will be needed to take the group to the zoo?

F 11
G 80
H 8
J 5

Item Analysis	
Verb	Solve
Using or Including	Strategies
Concept	Two-step Addition and Division
Process TEKS	**3.1A, 3.1B, 3.1F**

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TEKS 3.5A Readiness Standard
represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations

ITEM

12 Tyrese had 572 baseball cards. He sold some of the baseball cards and then had 98 baseball cards left.

Which equation could NOT be used to find the number of baseball cards Tyrese sold?

F 572 – ☐ = 98
G 572 – 98 = ☐
H 98 + ☐ = 572
J 98 + 572 = ☐

Item Analysis	
Verb	Represent
Using or Including	Equations
Concept	One-step Subtraction
Process TEKS	**3.1A, 3.1B, 3.1E, 3.1F**

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TEKS 3.5A Readiness Standard
represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations

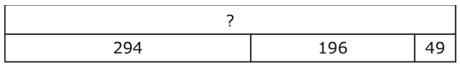
ITEM

30 There are a total of 294 restaurants in a city.

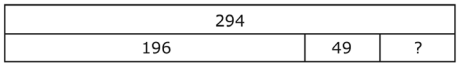
- Of these restaurants, 196 are along the highways, and 49 are downtown.
- The rest of the restaurants are in the shopping malls.

Which model can be used to find the number of restaurants in the city are in shopping malls?

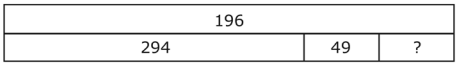
F



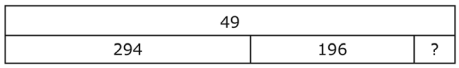
G



H



J



Item Analysis	
Verb	Represent
Using or Including	Strip Diagram
Concept	One-Step
Process TEKS	**3.1A, 3.1B, 3.1D, 3.1F**

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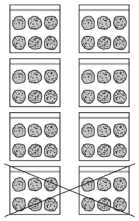
TEKS 3.5B Readiness Standard
represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations

ITEM

22 Noah has 48 cookies. The model represents what he did with the cookies.



Based on the model, which of these could explain what Noah did with the cookies?

F He put (48 ÷ 8) cookies into each of the 8 bags and ate (2 x 6) of the cookies.

G He put (48 ÷ 6) cookies into each of the 8 bags and ate (2 x 8) of the cookies.

H He put (48 – 6) cookies into each of the 8 bags and ate (2 x 6) of the cookies.

J He put (48 x 6) cookies into each of the 8 bags and ate (2 + 6) of the cookies.

Item Analysis	
Verb	Represent
Using or Including	Pictorial Models
Concept	Two-Step
Process TEKS	**3.1A, 3.1B, 3.1D, 3.1G**

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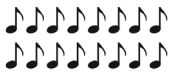
TEKS 3.5B Readiness Standard
represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations

ITEM

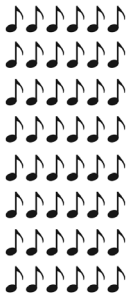
2 A band plays 8 songs at every show. Last year the band had 8 shows.

Which model can be used to find the number of songs the band played at shows last year?

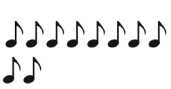
F



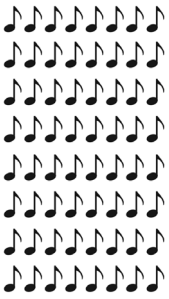
G



H



J



Item Analysis	
Verb	Represent
Using or Including	Arrays
Concept	One-Step Multiplication
Process TEKS	**3.1A, 3.1B, 3.1D, 3.1F**

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TEKS 3.5C Supporting Standard
describe a multiplication expression as a comparison such as 3 x 24 represents 3 times as much as 24;

ITEM

20 Hakeem received 13 phone calls on Tuesday. This expression can be used to show the number of phone calls he received on Saturday.

13 x 4

Which statement is true?

F Hakeem received 4 more phones calls on Saturday then he received on Tuesday.

G Hakeem received 4 more phones calls on Tuesday then he received on Saturday.

H Hakeem received 4 times as many phones calls on Saturday then he received on Tuesday.

J Hakeem received 4 times as many phones calls on Tuesday then he received on Saturday.

Item Analysis	
Verb	Describe
Using or Including	Comparison
Concept	Multiplication Expression
Process TEKS	**3.1A, 3.1B, 3.1D, 3.1G**

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TEKS 3.5D Supporting Standard
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

ITEM

10 What number goes in the ☐ to make the equation true?

☐ ÷ 11 = 9

F 99
G 91
H 20
J 2

Item Analysis	
Verb	Determine
Using or Including	Factor
Concept	Equation
Process TEKS	**3.1B, 3.1E, 3.1F**

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TEKS 3.5E Readiness Standard
represent real-world relationships using number pairs in a table and verbal descriptions

ITEM

7 The table shows the relationship between the number of toy airplanes made in a factory and the number of batteries needed for the airplanes.

Batteries for Toy Airplanes

Number of Toy Airplanes	5	7	9	11	13	15
Number of Batteries	15	21	27	33	39	45

Based on the relationship shown in the table, which statement is true?

A The number of batteries is equal to the number of toy airplanes times 3.
B The number of batteries is equal to the number of toy airplanes times 2.
C The number of batteries is equal to the number of toy airplanes times 6.
D The number of batteries is equal to the number of toy airplanes times 5.

Item Analysis	
Verb	Represent
Using or Including	Table
Concept	Number Pairs
Process TEKS	**3.1A, 3.1B, 3.1D, 3.1F**

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TEKS 3.5E Readiness Standard
represent real-world relationships using number pairs in a table and verbal descriptions

ITEM

18 A store is having a sale on books. The sale price of each book is $6 less than the regular price. Which table shows prices of different books at this store?

F

Book Sale

Regular Price	$12	$19	$26	$33
Sale Price	$18	$25	$32	$39

G

Book Sale

Regular Price	$18	$25	$32	$39
Sale Price	$12	$19	$26	$33

H

Book Sale

Regular Price	$36	$30	$24	$18
Sale Price	$34	$28	$22	$16

J

Book Sale

Regular Price	$36	$30	$24	$18
Sale Price	$6	$5	$4	$3

Item Analysis	
Verb	Represent
Using or Including	Table
Concept	Number Pairs
Process TEKS	**3.1A, 3.1B, 3.1D, 3.1F**

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Item Analysis	
Verb	
Using or Including	
Concept	
Process TEKS	

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TEKS 3.6A Readiness Standard

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

ITEM

19 Dominique put figures into groups based on certain attributes. Sometimes she put figures into more than one groups.

Dominique's Figures

Group	Attribute
1	Has all sides congruent
2	Has exactly 4 sides
3	Is a polygon

Which statement is true?

A A square could be put into all the groups.
B A triangle could be put in all the groups.
C A rectangle could be put into Groups 1 and 2 only.
D A pentagon could be put into Group 1 only.

Item Analysis

Verb	Classify
Using or Including	Square, Triangle, Rectangle, Pentagon
Concept	Formal Geometric Language
Process TEKS	**3.1A, 3.1B, 3.1E, 3.1G**

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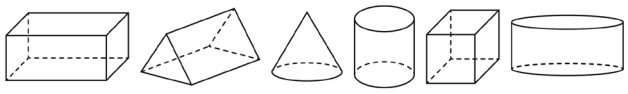
TEKS 3.6B Supporting Standard

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

ITEM

9 The figures shown can be sorted into groups.



Which list shows a correct way to group the figures?

A 2 primes, 1 cone, 2 cylinders, and 1 pyramid
B 3 prisms, 1 cones, and 2 cylinders
C 2 prisms, 2 cylinder, 1 sphere, and 1 cube
D 3 prisms, 1 cylinder, and 2 cones

Item Analysis

Verb	Use
Using or Including	Prisms, Cones, Cylinders
Concept	Attributes
Process TEKS	**3.1B, 3.1E, 3.1F**

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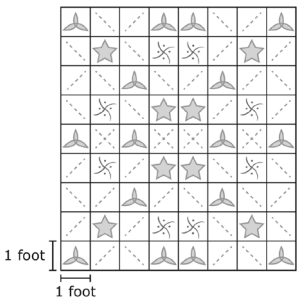
TEKS 3.6C Readiness Standard

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

ITEM

32 Maria put cloth squares together to make a blanket. The blanket is modeled by this rectangle.



What is the area of the blanket in square feet?

F 17 square feet
G 34 square feet
H 72 square feet
J 63 square feet

Item Analysis	
Verb	Determine
Using or Including	Multiplication
Concept	Area of Rectangles
Process TEKS	**3.1A, 3.1B, 3.1E, 3.1F**

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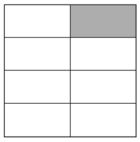
TEKS 3.6E Supporting Standard

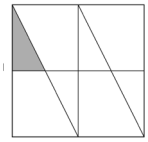
decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape.

ITEM

26 Kailani drew four congruent squares. She shaded the same fraction of each square. This is one of Kailani's squares.

Which square CANNOT be another one of Kailani's squares?

F


H


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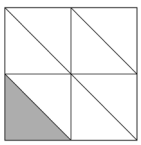

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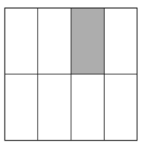

Item Analysis	
Verb	Decompose
Using or Including	Unit Fractions
Concept	Equal Shares
Process TEKS	**3.1A, 3.1B, 3.1E, 3.1G**

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TEKS 3.7B Readiness Standard
determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems

ITEM

3 Gretchen made this table to show the side lengths and perimeters of three figures.

Gretchen's Figures

Figure	Side Lengths (yards)	Perimeter (yards)
Square	6, 6, 6, 6	24
Triangle	4, 7, 8	19
Rectangle	4, 8, 4, 8	32

What mistakes, if any, did Gretchen make?

A The perimeter of the rectangle should be 24 yards.
B The perimeter of the square should be 36 yards.
C The perimeter of the triangle should be 20 yards.
D Gretchen did not make any mistakes in the table.

Item Analysis

Verb	Determine
Using or Including	NA
Concept	Perimeter
Process TEKS	**3.1A, 3.1B, 3.1C, 3.1E, 3.1F**

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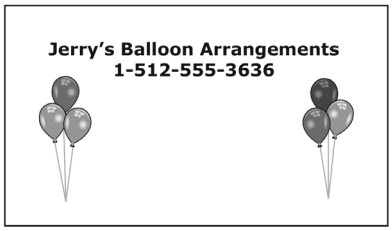
TEKS 3.7B Readiness Standard
determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems

ITEM

13 A rectangular business card is shown. Use the ruler provided to measure the length and width of the business card to the nearest centimeter.



Which measurement is closed to the perimeter of the business care in centimeters?

A 14 cm
B 28 cm
C 45 cm
D 32 cm

Item Analysis

Verb	Determine
Using or Including	NA
Concept	Side Lengths
Process TEKS	**3.1A, 3.1B, 3.1C, 3.1F**

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TEKS 3.7D Supporting Standard
determine when it is appropriate to use measurements of liquid volume (capacity) or weight;

ITEM

17 A container of liquid laundry detergent at a grocery store is marked with the volume of detergent inside. Which unit of measurement could be marked on the container?

A Kilograms
B Meters
C Pounds
D Liters

Item Analysis	
Verb	Determine
Using or Including	NA
Concept	Liquid Volume
Process TEKS	**3.1A, 3.1B, 3.1F**

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Item Analysis	
Verb	
Using or Including	
Concept	
Process TEKS	

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TEKS 3.8A Readiness Standard
summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals

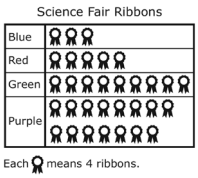
ITEM

11 The list shows the number of ribbons of each color that a school ordered for a science fair.

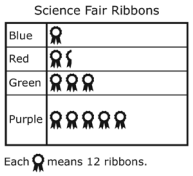
- 12 blue
- 18 red
- 36 green
- 60 purple

Which pictograph best represents the information in the list?

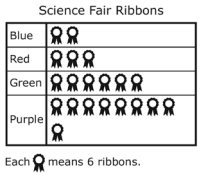
A



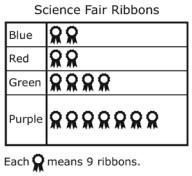
C



B



D



Item Analysis	
Verb	Summarize
Using or Including	Pictograph
Concept	Set of Data
Process TEKS	**3.1A, 3.1B, 3.1D, 3.1F**

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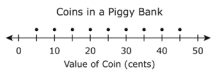
TEKS 3.8A Readiness Standard
summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals

ITEM

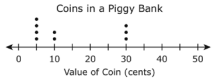
29 The picture shows the coins that are in a piggy bank.

Which dot plot represents the value in cents of each coin in the piggy bank?

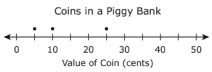
A



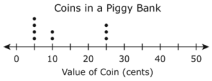
B



C



D



Item Analysis	
Verb	Summarize
Using or Including	Dot Plot
Concept	Set of Data
Process TEKS	**3.1A, 3.1B, 3.1D, 3.1F**

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TEKS 3.8B Supporting Standard
solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals

ITEM

24 The frequency table shows the number of points scored by each player on a basketball team during a game.

Points Scored

Player	Tally
Stephen	𝍸 𝍸 IIII
Alfred	IIII
Kenji	𝍸 𝍸 II
Pete	𝍸 III
Eric	𝍸 𝍸 II
Wesley	𝍸 I
Hayes	𝍸 𝍸

What is the combined number of points scored by Stephen, Alfred, Pete, and Wesley?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

Item Analysis	
Verb	Solve
Using or Including	Frequency Table
Concept	Set of Data
Process TEKS	**3.1A, 3.1B, 3.1E, 3.1F**

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TEKS 3.9A Supporting Standard
explain the connection between human capital/labor and income

ITEM

1 Nina works for a restaurant. The restaurant pays her every week for the work she does. Some weeks she works more hours than other weeks.

Which statement is most likely true?

A When Nina works fewer hours, she earns more income from the restaurant.
B When Nina works more hours, she earns more income from the restaurant.
C When Nina works more hours, the restaurant gets less labor from her.
D When Nina works fewer hours, the restaurant gets more labor from her.

Item Analysis	
Verb	Explain
Using or Including	Connection
Concept	Labor and Income
Process TEKS	**3.1A, 3.1B, 3.1F**

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Category 1
Numerical Representations and Relationships
8 Total Questions

TEKS	Item	Correct Answer	Process TEKS
3.2A 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	21	A	3.1B, 3.1F
3.2B describe the mathematical relationships found in the base-10 place value system through the hundred thousands place	NT		
3.2C 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	4	H	3.1B, 3.1E, 3.1G
3.2D compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =	31	A	3.1A, 3.1B, 3.1E, 3.1G
3.3A 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	NT		
3.3B 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	NT		
3.3C 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	NT		
3.3D 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	23	B	3.1A, 3.1B, 3.1E, 3.1F
3.3E 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	15	B	3.1A, 3.1B, 3.1E, 3.1F
3.3F represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines	8	F	3.1B, 3.1E, 3.1F
3.3G 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	NT		
3.3H 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	6	G	3.1B, 3.1E, 3.1F
	28	F	3.1B, 3.1E, 3.1G
3.4I determine if a number is even or odd using divisibility rules	NT		
3.7A represent fractions of halves, fourths, and eighths as distances from zero on a number line	NT		

Shaded - Readiness TEKS, NT - Not Tested
Readiness TEKS - 5/8 questions

Category 2
Computations and Algebraic Relationships
13 Total Questions

TEKS	Item	Correct Answer	Process TEKS
3.4A 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	14	318	3.1A, 3.1B, 3.1F
	27	B	3.1A, 3.1B, 3.1F
3.4B round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems	NT		
3.4D determine the total number of objects when equally sized groups of objects are combined or arranged in arrays up to 10 by 10	NT		
3.4E 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	25	B	3.1B, 3.1E, 3.1F
3.4F recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts	5	6	3.1A, 3.1B, 3.1F
3.4G 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	NT		
3.4H 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	NT		
3.4J determine a quotient using the relationship between multiplication and division	NT		
3.4K 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	16	F	3.1A, 3.1B, 3.1F
3.5A represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations	12	F	3.1A, 3.1B, 3.1D, 3.1F
	30	G	3.1A, 3.1B, 3.1D, 3.1F
3.5B represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations	2	J	3.1A, 3.1B, 3.1D, 3.1F
	22	F	3.1A, 3.1B, 3.1D, 3.1G
3.5C describe a multiplication expression as a comparison such as 3 x 24 represents 3 times as much as 24	20	H	3.1A, 3.1B, 3.1D, 3.1G
3.5D 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	10	F	3.1A, 3.1B, 3.1E, 3.1F
3.5E represent real-world relationships using number pairs in a table and verbal descriptions	7	A	3.1A, 3.1B, 3.1D, 3.1F
	18	G	3.1A, 3.1B, 3.1D, 3.1F

Shaded - Readiness TEKS, NT - Not Tested
Readiness TEKS - 9/13 questions

Category 3
Geometry and Measurement
7 Total Questions

TEKS	Item	Correct Answer	Notes
3.6A 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	19	A	3.1A, 3.1B, 3.1E, 3.1G
3.6B 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	9	B	3.1B, 3.1E, 3.1F
3.6C 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	32	H	3.1A, 3.1B, 3.1E, 3.1F
3.6D decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area	NT		
3.6E 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	26	H	3.1A, 3.1B, 3.1C, 3.1E, 3.1F
3.7B determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems	3	A	3.1A, 3.1B, 3.1C, 3.1E, 3.1F
	13	B	3.1A, 3.1B, 3.1C, 3.1E, 3.1F
3.7C 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	NT		
3.7D determine when it is appropriate to use measurements of liquid volume (capacity) or weight	17	A	3.1A, 3.1B, 3.1F
3.7E determine liquid volume (capacity) or weight using appropriate units and tools	NT		

Shaded - Readiness TEKS, NT - Not Tested
Readiness TEKS - 4/7 questions

Category 4
Data Analysis and Personal Finance
4 Total Questions

TEKS	Item	Correct Answer	Notes
3.4C determine the value of a collection of coins and bills	NT		
3.8A summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals	11	D	3.1A, 3.1B, 3.1D, 3.1F
	29	C	3.1A, 3.1B, 3.1D, 3.1F
3.8B solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals	24	32	3.1A, 3.1B, 3.1F
3.9A explain the connection between human capital/labor and income	1	B	3.1A, 3.1B, 3.1G
3.9B describe the relationship between the availability or scarcity of resources and how that impacts cost	NT		
3.9D 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	NT		
3.9E list reasons to save and explain the benefit of a savings plan, including for college	NT		

Shaded - Readiness TEKS, NT - Not Tested
Readiness TEKS - 2/4 questions