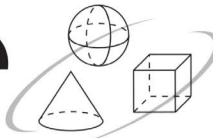


GRADE

3

Mid-Year Assessment

Standards-Based Mathematics

Simple 
Solutions.

Minutes a Day—Mastery for a Lifetime!

Using the Simple Solutions Mid-Year Math Assessment: A Teacher's Guide

This **Simple Solutions Mid-Year Standards-Based Math Assessment** is designed to help you evaluate student progress halfway through the year, providing valuable insights into individual performance, class mastery, and where students need your targeted support most.

Why Use These Assessments



Standards Aligned: Each item connects directly to grade-level math standards



Data-Driven Instruction: Use results to pinpoint strengths and gaps



Built-in Review: Prepares students for year-end assessments while reinforcing prior learning



Easy to Administer: Flexible timing and straightforward format

Before the Assessment:



Follow the Simple Solutions Approach and Routine in the weeks leading up to the Mid-Year Assessment to review covered standards, ensure students are familiar with all topics, and give students ample practice with this routine.



Set and consistently reinforce clear testing expectations, such as silent voices, eyes on your own paper, and raise your hand.



Use any remaining time to check your work.



Decide if your assessment will be taken on paper or digitally through the S²TaR Center.

During the Assessment:

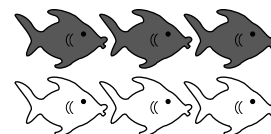
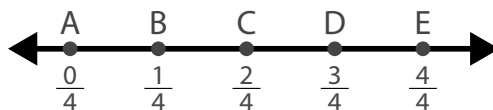
- ✓ **Tell students**, “Today, we are going to do a Mid-Year Assessment to see which __ grade math skills you have mastered and which ones you might need extra help with. Do your best.”
- ✓ **Review** your class testing expectations.
- ✓ **Cover anchor charts** so students rely on their own knowledge.
- ✓ **Provide time checks** until time is up.

After the Assessment:

- ✓ **Grade paper assessments** and enter data into the S²TaR Center. Digital quizzes are instantly graded.
- ✓ **Generate data reports** to analyze student needs and trends. Some data reporting options include:
 - Course Reports for class averages, student scores, individual student progress, and minutes spent completing each question
 - Standards Reports for class standards mastery, individual student’s standards mastery, and minutes spent completing each question
- ✓ **Use the Worksheet Generator** in the S²TaR Center to create additional practice aligned with student needs.
- ✓ **Share progress data** with students and families to celebrate growth and set goals.

Mid-Year Assessment

1. In the box, write the letter that shows 1.
2. Fill in the missing factor.
3. Kara practiced the flute for 25 hours in November and attended dance class for 20 hours. She was in school for 120 hours. How many more hours did Kara spend in school than practicing flute and attending dance together? Write two number sentences. Then, solve for x .
4. If you were using the associative property to solve $5 \times 2 \times 4$, you could multiply (5×2) first. What is the other multiplication problem you could start with?
5. $4 \times 6 = ?$
6. Write a multiplication sentence for $6 + 6 + 6 + 6 + 6$ and solve it.
7. $349 + 528 = ?$
8. $704 - 345 = ?$
9. What fraction is shaded? Fill in the missing numerator.
10. Mrs. Connors made 19 liters of fruit punch for the class picnic. Mr. Martin made 21 liters of lemonade. How many liters of beverages did they make altogether?
11. Katie's volleyball tryouts began at 3:15. The session ended at 3:55. How many minutes did Katie spend at the tryouts?
12. David's dad dropped him off at the movies at 1:00 p.m. He said, "The movie starts in 10 minutes." What time will it be when the movie begins?
13. There are 7 sailboats on the lake. Each sailboat has 5 passengers. How many passengers are there in all? Write an equation. Use a drawing to help you.
14. A dragonfly has 4 wings. How many wings are on 6 dragonflies? Write an equation. Draw a picture to help you.
15. $5 + 5 + 5$ means the same as $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}}$.
 $\underline{\hspace{1cm}}$ groups of five equal $\underline{\hspace{1cm}}$. Draw a picture to help you.



Mid-Year Assessment**1.** 3.NF.2**2.** 3.OA.4**3.** 3.OA.8

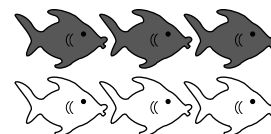
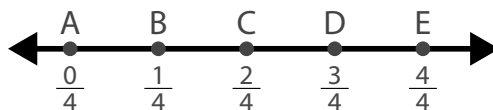
$$6 \times \underline{\quad} = 18$$

4. 3.OA.5**5.** 3.OA.7**6.** 3.OA.7**7.** 3.NBT.2**8.** 3.NBT.2**9.** 3.NF.1
$$\frac{\quad}{6}$$
10. 3.MD.2**11.** 3.MD.1**12.** 3.MD.1**13.** 3.OA.3**14.** 3.OA.3**15.** 3.OA.1

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Mid-Year Assessment

1. 3.NF.2 E	2. 3.OA.4 $6 \times \underline{3} = 18$	3. 3.OA.8 $25 + 20 = 45$ $120 - 45 = x$ $x = 75$ hours
4. 3.OA.5 (2×4)	5. 3.OA.7 24	6. 3.OA.7 $5 \times 6 = 30$
7. 3.NBT.2 877	8. 3.NBT.2 359	9. 3.NF.1 $\frac{3}{6}$
10. 3.MD.2 40 liters	11. 3.MD.1 40 minutes	12. 3.MD.1 1:10 p.m.
13. 3.OA.3 $7 \times 5 = 35$ passengers	14. 3.OA.3 $6 \times 4 = 24$ wings	15. 3.OA.1 $\underline{3} \times \underline{5}$ $\underline{3}$ groups of five equal $\underline{15}$.