

**KENYAPLEX END TERM TRIAL EXAMINATIONS**  
**COMPETENCY BASED CURRICULUM**  
**GRADE 3 MATHEMATICS ACTIVITIES**  
**TERM 3 2022**

3

NAME \_\_\_\_\_ CLASS \_\_\_\_\_

CODE 001/21

Total Marks: 50

DATE \_\_\_\_\_

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

Write the missing numbers

1. 35, 37, \_\_\_\_\_, \_\_\_\_\_, 43,  
\_\_\_\_\_
2. 107, \_\_\_\_\_, 109, \_\_\_\_\_, \_\_\_\_\_,  
112
3. 4, 8, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 24

Add

4.  $10 + 9 =$
5.  $13 + 4 =$
6.  $235$

+4

\_\_\_\_\_

7.  $293$

+25

\_\_\_\_\_

Multiply

8.  $6 \times 8 =$
9.  $17 \times 0 =$

Workout

10.  $65$

- 22

\_\_\_\_\_

11.  $837$

-24

\_\_\_\_\_

12. Mary had nine sweets. Her mother gave three more sweets. How many sweets did she have altogether?

13.  $56 =$  \_\_\_\_\_ tens \_\_\_\_\_ ones

- 14.

6

3

+4

\_\_\_\_\_

15. What is the place value of 6 in 657?

\_\_\_\_\_

16. What do you get when you take away 4 from 11?

\_\_\_\_\_

17. One day has \_\_\_\_\_ hours.

18. Kamau bought 9 eggs. He fell down and 5 eggs broke. How many eggs was she left with?

# End Of Year Math Test Grade 3

**Raffaela Di Napoli**



### **End Of Year Math Test Grade 3:**

Curriculum Compacting Sally M. Reis, Joseph S. Renzulli, Deborah E. Burns, 2021-09-03 Curriculum compacting is one of the most well researched and commonly used ways of differentiating instruction to challenge advanced learners This practical and inexpensive method of differentiating both content and instruction enables classroom teachers to streamline the regular curriculum ensure students mastery of basic skills and provide time for stimulating enrichment and acceleration activities With information on the history and rationale of curriculum compacting as well as successful implementation strategies and multiple case studies the second edition of Curriculum Compacting introduces the strategies that teachers need to understand to implement this differentiation strategy for high potential highly motivated and academically talented and gifted students 2017 NAGC Book of the Year Award Winner

**Kweller Prep Common Core Grade 3 Mathematics**  
Kweller Prep, 2019-02 Kweller Prep's Common Core Practice Book Grade 3 for math is to provide students educators and parents with practice materials focused on the core skills needed to help students succeed on third grade State assessments A student will fare better on a test when s he has practiced and mastered the skills measured by the assessment A student also excels when s he is familiar with the format and structure of the test This book helps students do both Students can use this math practice workbook to review key material and practice with standard tethered skill building exercises They can also take math Grade 3 practice tests that reflect the rigor and format of the State tests Students will become accustomed to how test content is presented which will enhance their test taking skills By exam day students will feel confident and prepared to do their best on challenging mathematics assessments CCSS Test Preparation College and Career Readiness Math Grade 3 The Grade 3 end of year math test determines if students have mastered third grade Common Core mathematics standards and makes sure that they are getting ready for fourth grade Preparation for these State assessments is essential This workbook includes questions that mimic the format and content on official assessment so students can excel on exam day covering all the 3rd grade math curriculum including arithmetic geometry algebra and measurement What You Get When You Purchase this Math 3 Common Core Book Skill building exercises organized by Common Core standard to help students learn review concepts in the order that they will be presented in the classroom These worksheets also help identify weaknesses that need to be addressed to excel on the exam We include a variety of question types to help build skills in answering questions in multiple formats so students don't get tripped up by unfamiliar questions on test day Two Grade 3 Practice Tests Our practice tests are based on official State assessments for the Grade 3 Common Core curriculum They contain the major question types including Multiple Choice and Constructed Response and include the same rigorous content found on State tests Practice with Technology Enhanced Items TEIs in a paper based format By using this workbook students can get used to all Grade 3 item types response formats Answer Keys that contain detailed explanations to help students not make the same mistake twice If a student is having difficulty in one area encourage the student to practice that specific set of

skills in the relevant worksheet Test Prep Tips so students approach the test strategically with confidence Additional Test Prep Books Kweller Prep creates workbooks and test prep books written by seasoned educators who have familiarity with Common Core assessments and curriculum Our educational workbooks are used by parents teachers and tutors throughout the US Apart from 3rd grade common core math workbooks and practice tests we also offer practice test books for ELA and math for the higher grades including Kweller Prep Common Core Grade 4 Mathematics and Kweller Prep Common Core Grade 4 English Language Arts which your child can use to get ready for 4th Grade

**Fundamentals of Gifted Education** Carolyn M. Callahan, Holly L. Hertberg-Davis, 2017-08-09 The field of gifted education is characterized by a perplexing array of perspectives concerning such fundamental issues as definition identification curriculum social and emotional development and underserved populations Fundamentals of Gifted Education provides a coherent framework for planning effective programs providing appropriate educational services and evaluating programs for the gifted Parts are organized around fundamental issues confronting the field and follow a common structure an introductory chapter that provides an overview of the theme of that part as well as guiding points and questions for the reader followed by representative point of view chapters written by leading experts that provide varied perspectives on the topic at hand

**Resources in Education**, 2001-04

**Assessment Tools and Systems** Barbara J. Smith, 2022-12-27 Feedback matters for everyone committed to school improvement Rather than tweaking flawed assessment tools it is time to consider developing more meaningful feedback systems the impact the critical masses that make up the school community Cultivating new assessment approaches for students staff as well as non instructional staff teacher leaders principals superintendents trustees and grant philanthropic funders can lead to remarkable change The goal of learning for students should not be separate or secondary to performing well on standardized tests Implementing feedback systems that engage and prompt critical and creative thinking should matter more in today s schools Assessment tools that explicitly align with expectations not only create a fair playing field but they can enhance deep learning Assessment Tools and Systems Meaningful Feedback Approaches to Promote Critical and Creative Thinking presents a comprehensive compilation of constructive assessment choices grounded in educational research that emerged through 60 years of experiences as a student teacher principal teacher educator consultant school founder school trustee and educational philanthropist

**The TurnAround ToolKit** Lynn Winters, Joan Herman, 2011 Lynn Winters s and Joan Herman s The Turnaround Toolkit is written for school leaders who are focused on transforming instruction and who may be working under significant time constraints to reverse declining student achievement or public perceptions of school failure Based on the evidence that simply implementing continuous improvement is not enough to close the achievement gap The Turnaround Toolkit provides a nine step formative evaluation program designed to achieve an immediate and consistent focus on improving instruction in order to bolster student achievement In a straightforward and accessible fashion Herman and Winters explain three overarching Turnaround Tasks that frame these

steps and the necessary and sometimes drastic actions that must be taken by school leaders as they use data to strategically choose implement monitor and revise school interventions A dedicated online toolkit offers numerous worksheets and templates that support each stage of the process and help school leaders scaffold the work of educators to put an aggressive turnaround plan into action while a leadership guide at the end of the book provides guidance to turnaround teams and facilitators

*Designing Instruction* Judith K. March, Karen H. Peters, 2008 A fresh new approach that strengthens the need for teaching with creative thinking strategies for administrative leadership teams Few textbooks have such detailed examples combined with the background study of best practices The authors have great credibility experience resources and abundant research to support their proposal A very well written text offering ample review of the research Sara E Spruce Professor of Education Olivet Nazarene University Use this research based instructional model to meet students achievement goals As the achievement gap between advantaged and disadvantaged students gets wider teachers and administrators need a proven process to help all students meet the requirements of NCLB This practitioner friendly guidebook provides a step by step approach to a complete standards based curriculum and the integration of best practices into the delivery and assessment of instruction in every classroom The authors present three capacity building features of the design process 1 training for building leadership teams to help teachers plan and lead the reform process 2 stewardship training to assist district administrators and principals in supporting and sustaining the implemented reforms and 3 a collaborative observation process to help teachers work together and in partnership with principals to monitor and improve classroom instruction Offering an education model that has been field tested with more than 50 school districts in the U S and Canada this book shows school leaders how to maximize collaborative observation and other team leadership processes to integrate reforms into a school s existing culture Educators will learn ways to Integrate instructional design with successful instructional reform Strengthen the learning culture through standards Develop effective performance indicators Apply curriculum mapping to instructional design *Designing Instruction* supports teachers and administrators working together to raise student achievement by using proven instructional design and best practices

**Mathematical Difficulties** , 2008-07-25 This book examines the mathematical difficulties in typical and atypical populations It discusses the behavioural educational and neuropsychological characteristics of people with mathematical difficulties and educational interventions to prevent diagnose treat or ameliorate such difficulties The book brings together studies from different disciplines including developmental psychology neuroscience and education and includes perspectives from practicing teachers The book is divided into three major sections The first includes chapters about the nature and characteristics of mathematical difficulties in the population as a whole in relation to both psychology and education The second deals with mathematical difficulties in children with other problems such as specific language impairment and dyslexia The third discusses methods of interventions aimed at preventing treating or ameliorating mathematical difficulties and will include discussions of assessment and

diagnosis     School Size Effects Revisited Hans Luyten, Maria Hendriks, Jaap Scheerens, 2014-06-26 This book provides a thorough review of the research literature on the effect of school size in primary and secondary education on three types of outcomes student achievement non cognitive outcomes and costs per student Based on 84 scientific publications and several prior reviews the book discusses four main areas the impact of school size on cognitive learning outcomes and non cognitive outcomes the state of the art of empirical research on economies of size the direct and indirect impact of school size conditioned by other school context variables on student performance and the specific position of the Netherlands in an international perspective The book presents summaries of the results and main conclusions found and discusses these with respect to their relevance for educational policy in general and for the Netherlands in particular The book concludes with suggestions for future research on school size     Science Indicators , 1985     *Report of the National Science Board , Hearings, Reports, Public Laws* United States. Congress. House. Committee on Education and Labor, 1967     *Growing as a Teacher* Clive Beck, Clare Kosnik, 2014-05-12 Teacher learning doesn't end with initial preparation many insights and skills remain to be added This book is concerned with ongoing teacher learning its goals Part I and pathways Part II It is based on a longitudinal study of 42 teachers 20 over their first 8 years of teaching and 22 over their first 5 years The areas of continued teacher learning identified in our study were vision of teaching program planning assessment relevance subject content and pedagogy classroom organization and community inclusion and professional identity The pathways of learning included informal and formal PD teacher inquiry and school based learning A key finding of our research was that over the years teachers learn a great deal informally However they do so largely on their own and under considerable stress Teachers need more support than they currently receive both for survival and to enhance their informal learning Teachers can benefit significantly from external input but their everyday learning makes them key experts in teaching Accordingly PD providers should work with teachers utilizing their existing knowledge This book is written for consideration by teachers student teachers teacher educators PD providers policy developers and others interested in facilitating teacher learning Some of us have been writing somewhat desperately on these ideas for years Beck and Kosnik have given us strong evidence that the ideas are effective in practice I hope this persuasive and beautifully written book will be widely read Nel Noddings Lee Jacks Professor of Education Emerita Stanford University This book makes a powerful case for taking teachers professional development seriously It brings us the voices of beginning teachers as they deepen their professional knowledge over time and makes clear the depth of commitment they bring to the job Professor Gemma Moss Institute of Education University of London     The Economics of Education Steve Bradley, Colin Green, 2020-01-20 The Economics of Education A Comprehensive Overview Second Edition offers a comprehensive and current overview of the field of that is broadly accessible economists researchers and students This new edition revises the original 50 authoritative articles and adds Developed US and European and Developing Country perspectives reflecting the differences in institutional structures that

help to shape teacher labor markets and the effect of competition on student outcomes      Research in Education ,1973

**Congressional Record** United States. Congress,2001 The Congressional Record is the official record of the proceedings and debates of the United States Congress It is published daily when Congress is in session The Congressional Record began publication in 1873 Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the United States 1789 1824 the Register of Debates in Congress 1824 1837 and the Congressional Globe 1833 1873

*Handbook of Research on Schools, Schooling and Human Development* Judith L. Meece, Jacquelynne S. Eccles, 2010-06-10 Children spend more time in school than in any social institution outside the home And schools probably exert more influence on children s development and life chances than any environment beyond the home and neighbourhood The purpose of this book is to document some important ways schools influence children s development and to describe various models and methods for studying schooling effects Key features include Comprehensive Coverage this is the first book to provide a comprehensive review of what is known about schools as a context for human development Topical coverage ranges from theoretical foundations to investigative methodologies and from classroom level influences such as teacher student relations to broader influences such as school organization and educational policies Cross Disciplinary this volume brings together the divergent perspectives methods and findings of scholars from a variety of disciplines among them educational psychology developmental psychology school psychology social psychology psychiatry sociology and educational policy Chapter Structure to ensure continuity chapter authors describe 1 how schooling influences are conceptualized 2 identify their theoretical and methodological approaches 3 discuss the strengths and weaknesses of existing research and 4 highlight implications for future research practice and policy Methodologies chapters included in the text feature various methodologies including longitudinal studies hierarchical linear models experimental and quasi experimental designs and mixed methods

**International Handbook of Mathematical Learning Difficulties** Annemarie Fritz, Vitor Geraldi Haase, Pekka Räsänen, 2019-01-30 This comprehensive volume provides teachers researchers and education professionals with cutting edge knowledge developed in the last decades by the educational behavioural and neurosciences integrating cognitive developmental and socioeconomic approaches to deal with the problems children face in learning mathematics The neurocognitive mechanisms and the cognitive processes underlying acquisition of arithmetic abilities and their significance for education have been the subject of intense research in the last few decades but the most part of this research has been conducted in non applied settings and there s still a deep discrepancy between the level of scientific knowledge and its implementation into actual educational settings Now it s time to bring the results from the laboratory to the classroom Apart from bringing the theoretical discussions to educational settings the volume presents a wide range of methods for early detection of children with risks in mathematics learning and strategies to develop effective interventions based on innovative cognitive test instruments It also provides insights to translate research knowledge into public policies in order to address

socioeconomic issues And it does so from an international perspective dedicating a whole section to the cultural diversity of mathematics learning difficulties in different parts of the world All of this makes the International Handbook of Mathematical Learning Difficulties an essential tool for those involved in the daily struggle to prepare the future generations to succeed in the global knowledge society

**Mismeasuring Schools' Vital Signs** Steve Rees,Jill Wynns,2022-09-29 This book helps school and district leaders avoid the pitfalls that await those making sense of their school s data Whether you re interpreting achievement gaps graduation rates or test results you re at risk of reaching a mistaken judgment By learning about common errors and how they re made you ll be ready to choose safer surer paths to making better sense of the wealth of data in your school or district The authors help educators build better evidence see conclusions more clearly and explain the data more persuasively Special features Include Questions to Spark Discussion in each chapter encourage school site district leaders and board trustees to apply each chapter s content to their own situations Data visualizations together with the authors interpretations will help you learn how to do visual analysis and reach the right conclusions Practical tips provide clear guidance Supplemental resources can be found at the book s website [k12measures.com](http://k12measures.com) including interactive data visualizations and analytic exercises to help you learn a concept by doing

*Children, Schools, And Inequality* Doris R Entwisle,2018-03-05 Educational sociologists have paid relatively little attention to children in middle childhood ages 6 to 12 whereas developmental psychologists have emphasized factors internal to the child much more than the social contexts in explaining children s development *Children Schools and Inequality* redresses that imbalance It examines elementary school outcomes e g test scores grades retention rates in light of the socioeconomic variation in schools and neighborhoods the organizational patterns across elementary schools and the ways in which family structure intersects with children s school performance Adding data from the Baltimore Beginning School Study to information culled from the fields of sociology child development and education this book suggests why the gap between the school achievement of poor children and those who are better off has been so difficult to close Doris Entwistle Karl Alexander and Linda Olson show why the first grade transition how children negotiate entry into full time schooling is a crucial period They also show that events over that time have repercussions that echo throughout children s entire school careers Currently the only study of this life transition to cover a comprehensive sample and to suggest straightforward remedies for urban schools *Children Schools and Inequality* can inform educators practitioners and policymakers as well as researchers in the sociology of education and child development



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