THIRD SPACE LEARNING

Back to School Math Quiz

A formative assessment of Grade 2 content to diagnose learning gaps and inform planning for the school year

Grade 3

Questions

Name: ..... Class: .....

Date: ..... Score: .....

Answer the questions. You can use the space provided below the question for working out if you need it.

1 What is 10 more than 287?

2 Which number is 100 less than 326?

3 Order these numbers from smallest to largest:

450 420 435 480 400

4 Fill in the missing numbers in the sequence:

395	396						

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5 Skip count to fill in the missing numbers in each sequence:

Count by 5:

175				195		

Count by 10:

550				590		

Count by 100:

	500			800		

6 What is the value of the digit 8 in 786?

7 Write 392 in expanded form and word form.

8 Write < or > in the box to make the statement true.

496 ☐ 489

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9 Solve each equation mentally.

15 + 4 =

18 – 6 =

12 + 2 =

13 – 4 =

10 Solve each equation.

97 – 28 =

53 + 41 =

11 217 + 437 =

12 982 – 148 =

13 42 + 15 + 29 =

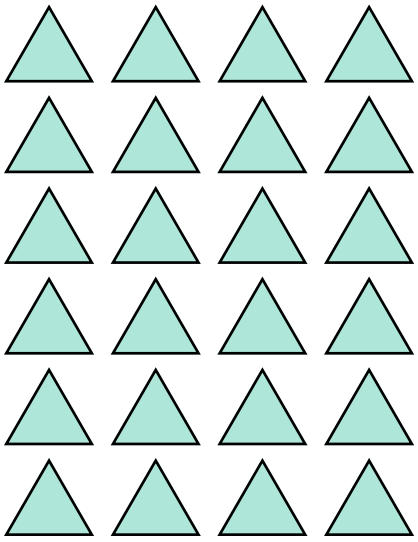
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14 Circle all the odd numbers:

4 9 14 20 23

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15 Fill in the blanks in the equation to find the total number of triangles.



____ + ____ + ____ + ____ = ____

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16 Jason has 84 stickers. He gives 15 of them to Hannah. Then he gives some to Frankie. Now Jason has 24 stickers. How many stickers does Jason give to Frankie?

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17 Jane has 288 cubes. She uses 149 cubes to make a tower. How many cubes does she have left?

18 Jasmine has 3 horses. Each horse needs to eat 6 carrots. How many carrots does Jasmine need to feed all of her horses?

19 On a video game, Dele scored 976 points. Hugo scored 100 points less than Dele. Toby scored 100 points more than Dele. How many points did Hugo and Toby score?

Hugo

Toby

20 A book shop has 424 books. On Monday, they receive 275 new books. They also sell 104 books. How many books are left in the book shop altogether?

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Answers

Question number	Question	Answer and Guidance	Standard
1	What is 10 more than 287?	297 Students are expected to be able to find 10 more or less than a given number. Students should answer by increasing the tens digit by one.	2.NBT.8
2	Which number is 100 less than 326?	226 Students are expected to be able to find 100 more or less than a given number. Students should answer by decreasing the hundreds digit by one.	2.NBT.8
3	Order these numbers from smallest to largest: 450, 420, 435, 480, 400	400, 420, 435, 450, 480	2.NBT.1 2.NBT.2
4	Fill in the missing numbers in the sequence: 395, 396, ?, ?, ?, ?, ?, ?	... 397, 398, 399, 400, 401, 402	2.NBT.2
5	Skip count to fill in the missing numbers in each sequence: Count by 5: 175, ?, ?, ?, 195, ?, ? Count by 10: 550, ?, ?, ?, 590, ?, ? Count by 100: ?, 500, ?, ?, 800, ?, ?	175, 180, 185, 190, 195, 200, 205 550, 560, 570, 580, 590, 600, 610 400, 500, 600, 700, 800, 900, 1,000	2.NBT.2

Answers

Question number	Question	Answer and Guidance	Standard
6	What is the value of the digit 8 in 786?	80 Some students may write '8' or 'tens' but need to be specific. Note, the answer 'eight tens' is also correct.	2.NBT.1
7	Write 392 in expanded form and word form.	Expanded form: (3 × 100) + (9 × 10) + (2 × 1) Word form: Three hundred ninety-two	2.NBT.3
8	Write < or > in the box to make the statement true. 496 ? 489	>	2.NBT.4
9	Solve each equation mentally. 15 + 4 = 18 – 6 = 12 + 2 = 13 – 4 =	19 12 14 9 Students should be able to fluently add or subtract within 20.	2.NBT.2
10	Solve each equation. 97 – 28 = 53 + 41 =	69 94 Students should be able to add and subtract within 100 fluently using any strategy.	2.NBT.5
11	217 + 437 =	654 Students are expected to be able to add numbers with up to 3-digits. Check students are using regrouping methods correctly.	2.NBT.7

Answers

Question number	Question	Answer and Guidance	Standard
12	982 – 148 =	834 Students are expected to be able to subtract numbers with up to 3-digits. Check students are using exchanging methods correctly.	2.NBT.7
13	42 + 15 + 29 =	86 Students should be able to add up to four 2-digit numbers.	2.NBT.6
14	Circle all the odd numbers: 4, 9, 14, 20, 23	9, 23 Check students have a good understanding of how to recognize odd and even numbers.	2.OA.3
15	Fill in the blanks in the equation to find the total number of triangles.	6 + 6 + 6 + 6 = 24	2.OA.4
16	Jason has 84 stickers. He gives 15 of them to Hannah. Then he gives some to Frankie. Now Jason has 24 stickers. How many stickers does Jason give to Frankie?	45 Students should be able to solve 1 or 2 step word problems within 100.	2.OA.1

Answers

Question number	Question	Answer and Guidance	Standard
17	Jane has 288 cubes. She uses 149 cubes to make a tower. How many cubes does she have left?	139 Check students read the question carefully and identified subtraction as the operation needed. Identify the phrase 'how many cubes does she have left' as the key phrase for determining that subtraction is required. Check students have used exchanging methods correctly in the calculation.	2.NBT.7
18	Jasmine has 3 horses. Each horse needs to eat 6 carrots. How many carrots does Jasmine need to feed all of her horses?	18 Students can use repeated addition to solve.	2.OA.1 2.OA.2
19	On a video game, Dele scored 976 points. Hugo scored 100 points less than Dele. Toby scored 100 points more than Dele. How many points did Hugo and Toby score?	Hugo scored 876, Toby scored 1,076 Students are expected to be able to find 100 more or 100 less than a given number. However, some students may struggle to find 100 more than 976 since it crosses into thousands.	2.OA.1 2.NBT.8
20	A book shop has 424 books. On Monday, they receive 275 new books. They also sell 104 books. How many books are left in the book shop altogether?	595 (424 + 275 = 699, 699 – 104 = 595) Since this is a two step problem, students need to read the question carefully to determine which operations to use. A class discussion on which language in the problem determines which operations to use may be useful here.	2.OA.1

Do you have a group of students who need a boost in math?

Each student could receive a personalized lesson every week from our specialist one-on-one math tutors.

- Differentiated instruction for each student
- Aligned to your state's standard
- Scaffolded learning to close gaps

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