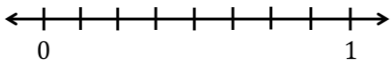
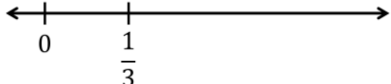


Depth of Knowledge Matrix – Third Grade Math

Topic	Rounding	Adding 3-Digit Numbers	Subtracting 3-Digit Numbers	Multiplying Multiples Of Ten
CCSS Stand.	• 3.NBT.1	• 3.NBT.2	• 3.NBT.2	• 3.NBT.3
DOK 1 Example	Round to the nearest hundred. 436	Add. $253 + 419 =$	Solve. $821 - 357 =$	Multiply. 4×60
DOK 2 Example	Using the digits 0 to 9 at most one time each, place a digit in each box to make two different three-digit numbers that round (to the nearest hundred) to 500. □□□ and □□□	Using the digits 1 to 9 exactly one time each, place a digit in each box two times: once to make a sum that is greater than 700 and once to make a sum that is less than 700. You may reuse all the digits each time. $\begin{array}{r} \square\square\square \\ + \square\square\square \\ \hline \end{array}$	Using the digits 1 to 9 at most one time each, place a digit in each box to make two different pairs of three-digit numbers that form a true number sentence. You may reuse all the digits each time. □□□ - 291 = □□□	Using the digits 0 to 9 at most one time each, place a digit in each box to make two different true number sentences: one with a product that's less than 500 and one with a product that's greater than 500. You may reuse all the digits each time. □ × □0 = □□□
DOK 3 Example	Using the digits 0 to 9 at most one time each, place a digit in each box to make the greatest possible three-digit number that still rounds (to the nearest hundred) to 500. □□□	Using the digits 1 to 9 exactly one time each, place a digit in each box to make the sum as close to 1000 as possible. $\begin{array}{r} \square\square\square \\ \square\square\square \\ + \square\square\square \\ \hline \end{array}$	Using the digits 1 to 9 at most one time each, place a digit in the boxes to make a difference that is as close to 329 as possible. □□□ - □□□ =	Using the digits 0 to 9 at most one time each, place a digit in each box to make a product that's as close to 500 as possible. □ × □0 = □□□

Depth of Knowledge Matrix – Third Grade Math

Topic	Fractions on a Number Line	Multiple and Divide Within 100	Operations with Time	Area and Perimeter
CCSS Stand.	• 3.NF.2b	• 3.OA.7	• 3.MD.1	• 3.MD.8
DOK 1 Example	Which point is located at $\frac{5}{8}$ below? 	Find the product and quotient. 8×7 $54 \div 9$	What time will it be 14 minutes after 1:27 pm?	Find the perimeter of a rectangle that measures 4 units by 8 units.
DOK 2 Example	Label the point where $\frac{3}{4}$ belongs on the number line below. Be as precise as possible. 	Using the digits 2 to 9 at most one time each, place a digit in each box to make two correct equations: one where the value is greater than 50 and one less than 50. You may reuse all the digits each time. $\square \times \square = \square \div \square$	Using the digits 1 to 9 at most one time each, place a digit in each box to make a time that is 4:37 pm. $\square \square$ minutes after $\square:\square \square$ pm	List the measurements of three different rectangles that each has a perimeter of 20 units.
DOK 3 Example	Using the digits 0 to 5 at most one time each, place a digit to create five fractions and place them all on a number line with the correct order and spacing. $\frac{\square}{2}, \frac{\square}{3}, \frac{\square}{4}, \frac{\square}{6}, \frac{\square}{8}$	Using the digits 2 to 9 at most one time each, place a digit in each box to make a correct equations where the value is as close to 38 as possible. $\square \times \square = \square \div \square$	Using the digits 1 to 9 at most one time each, place a digit in each box to make the latest possible time. $\square \square$ minutes after $\square:\square \square$ pm	What is the greatest area you can make with a rectangle that has a perimeter of 24 units?