

Grades  
**3–5**

# *Common Core* **Progress** *Monitor*



**Mathematics**

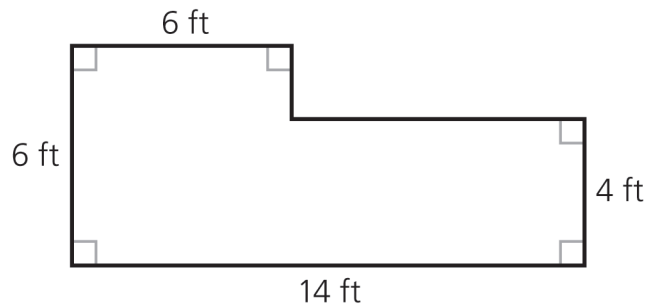
## **Student Benchmark Assessments**

Monitor student progress and guide instruction with all the question types they'll encounter on the Common Core assessments with *Common Core Progress Monitor Mathematics, Grades 1–8*.

To PREVIEW ONLINE, visit:  
**[www.Sadlier.com/PM\\_Math](http://www.Sadlier.com/PM_Math)**

## Selected-Response Items

**30.** The drawing shows the dimensions of Andy's garden.



Which expressions could Andy **best** use to find the total area of his garden?

- I  $(14 \times 4) + (6 \times 2)$
  - II  $(6 \times 6) + (14 \times 4)$
  - III  $(6 \times 6) + (8 \times 4)$
  - IV  $(4 \times 6) + (14 \times 6)$
- A** II and IV  
**B** I and III  
**C** I and II  
**D** III and IV

Grade 3

**10.** Which equations correctly show  $\frac{4}{5}$  decomposed?

I  $\frac{4}{5} = \frac{3}{5} + \frac{1}{5}$

II  $\frac{4}{5} = \frac{2}{5} + \frac{1}{5} + \frac{1}{5}$

III  $\frac{4}{5} = \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

A I and II

B II and III

C I and III

D I, II, and III

Grade 4

**39.** Which statement about the value of the underlined digit is true?

3.112

A It is  $\frac{1}{10}$  as much as the value of the digit 2 to its right.

B It is  $\frac{1}{100}$  as much as the value of the digit 3 to its left.

C It is 100 times as much as the value of the digit 3 to its left.

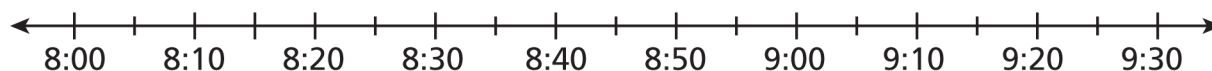
D It is 10 times as much as the value of the digit 1 to its right.

Grade 5

## Constructed-Response Items

- 59.** Mason's soccer practice starts at 8:00 AM. He practices for 40 minutes. After a 10 minute break, Mason practices again for 25 minutes.

Model when Mason's practice ends on the number line.  
Then solve.



Soccer practice ends at \_\_\_\_\_.

Grade 3

- 55.** Use numbers from the box to make a pattern.

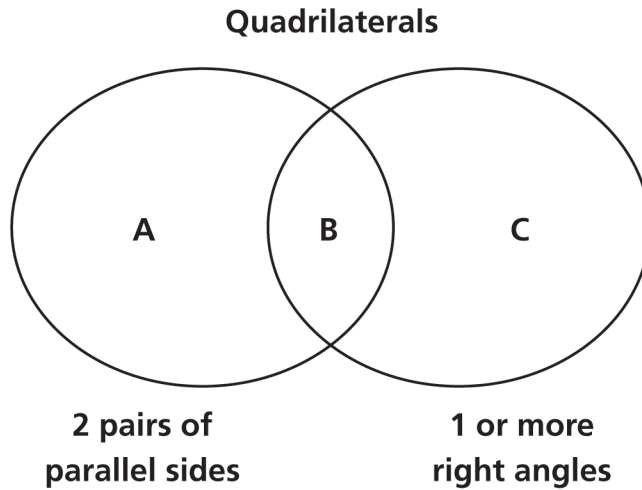
Rule: Subtract 5.

70, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, . . .

40	60	30
55	75	50
35	45	65

Grade 4

- 67.** Name the region or regions of the Venn diagram in which each quadrilateral belongs. Write *None* if the quadrilateral does not belong in Region A, B, or C.



Trapezoid: \_\_\_\_\_

Parallelogram: \_\_\_\_\_

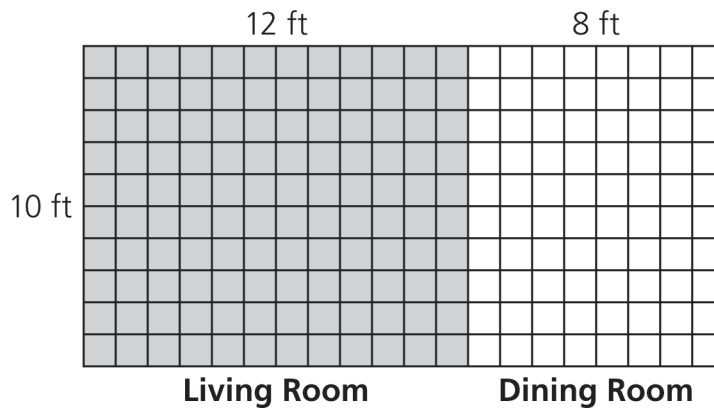
Rectangle: \_\_\_\_\_

Rhombus: \_\_\_\_\_

Square: \_\_\_\_\_

Grade 5

- 47.** Anna covers the floor in her living room and dining room with different-color square tiles as shown in this diagram. Each tile has an area of 1 square foot.



Explain how to use the Distributive Property to find the area of the  $10 \times 20$  floor.

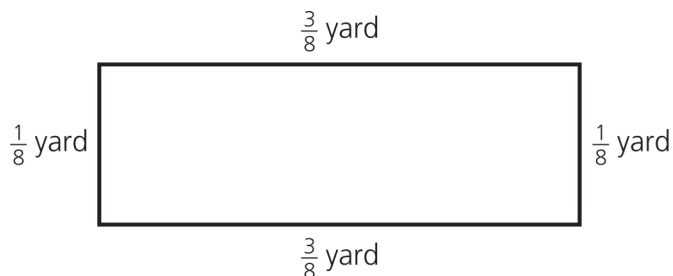
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Grade 3

**70.** Paul wants to put ribbon around this picture.



**A** Explain how to use the formula  $P = \ell + \ell + w + w$  to find how many yards of ribbon Paul needs.

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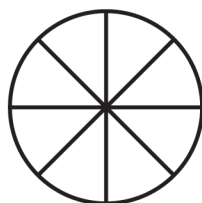


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**B** Shade the model to show the addition.



**C** Explain how the perimeter formula and the model help you solve the problem

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Grade 4

- 70.** Brett is mixing  $\frac{1}{2}$  cup almonds,  $\frac{1}{4}$  cup cranberries, and  $\frac{2}{3}$  cup marshmallows to make one serving of a snack mix.

**A** Write an expression to represent the total amount, in cups, of Brett's snack mix.

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**B** Evaluate the expression in Part A to find the total amount, in cups, of Brett's snack mix.

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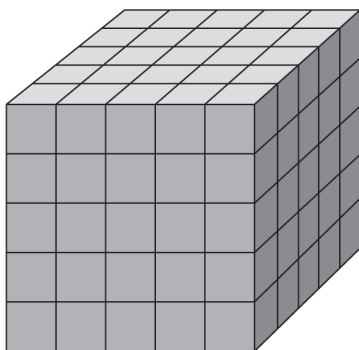
**C** Find how many cups of almonds, cranberries, and marshmallows Brett will need to serve 5 guests. Find how many cups of snack will Brett mix make in all. Write and evaluate an expression to find the answer.

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**D** After Brett's guests leave, he has enough snack mix left over to fill a container with a volume no less than 432 cubic centimeters. Explain whether or not Brett can use the container below to store the leftover snack mix.



Each cube is equal to 1 cubic centimeter.

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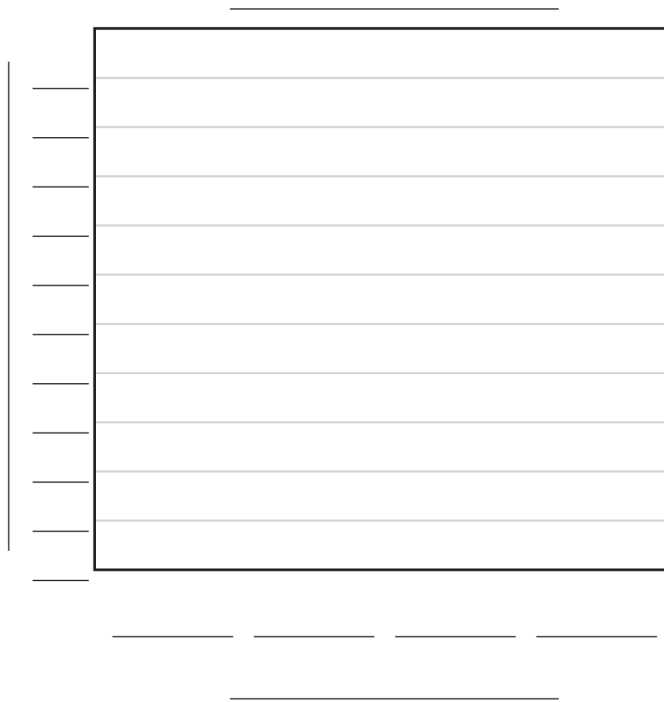
Grade 5



**64.** Ryan identified a total of 48 trees in the park.

- Ryan saw 4 birch trees.
- Ryan saw 6 more ash trees than birch trees.
- Ryan saw 2 times as many maple trees as ash trees.
- The rest of the trees Ryan saw were oak trees.

Make a bar graph to show the data. Be sure to include a title and all labels.



Grade 3

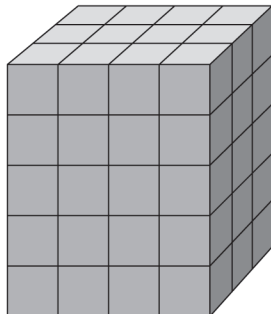
- 43.** Determine if each number is prime or composite. Write the number in the correct box.

41	53	85	95	71	64
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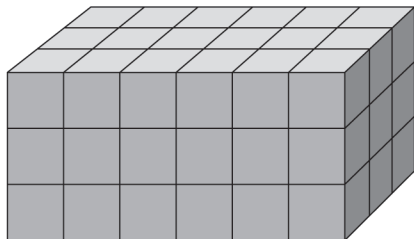
Prime	Composite

Grade 4

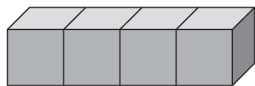
- 52.** Draw lines to match each figure to its volume.



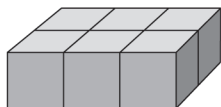
6 cubic units



54 cubic units



60 cubic units



4 cubic units

Grade 5

## Performance Tasks

Each grade level includes *Unit*, *Mid-* and *End-of-Year Performance Tasks*. *Unit Performance Task* are available online at **SadlierConnect.com**.

Mid- and End-of-Year Performance Tasks (*Performance Tasks 1 and 2*) are available in the Student Worktext and online at **SadlierConnect.com**.