

Summary of 2008 Mathematics Standard Changes

GRADE 3			
Removed POs	POs Moved to a Different Grade Level	POs Moved within the Grade Level or from another Grade Level	New POs
M03-S1C2-05 (2003) Select the grade-level appropriate operation to solve word problems. (This skill is required throughout the standard).	M03-S1C1-16 (2003) Use decimals through hundredths in contextual situations. MOVED to M04-S1C2-01 (2008)	M03-S1C2-14 (2003) MOVED to M03-S1C1-01 (2008) Express whole numbers through six digits using and connecting multiple representations. (“,” only)	M03-S1C2-02 (2008) Create and solve word problems based on addition, subtraction, multiplication, and division.
M03-S1C2-06 (2003) Solve word problems using grade-level appropriate operations and numbers. (This skill is required throughout the standard).	M03-S1C1-17 (2003) Compare two decimals, through hundredths, using models, illustrations, or symbols. MOVED to M04-S1C1-04 (2008)	M03-S1C3-02 (2003) MOVED to M03-S4C4-02 (2008) Apply measurement skills to measure length, weight, and capacity using US Customary units.	M03-S1C2-06 (2008) Describe the effect of operations (multiplication and division) on the size of whole numbers.
M03-S1C2-15 (2003) Use grade-level appropriate mathematical terminology. (This skill is required throughout the standard).	M03-S1C1-18 (2003) Order three or more decimals, through hundredths, using models, illustrations, or symbols. MOVED to M04-S1C1-04 (2008)	M03-S1C3-03 (2003) MOVED to M03-S4C4-02 (2008) Apply measurement skills to measure length, weight, and capacity using US Customary units.	M03-S2C3-02 (2008) Solve a variety of problems based on the multiplication principle of counting.
M03-S2C1-01 (2003) Formulate questions to collect data in contextual situations.	M03-S1C1-19 (2003) Determine the equivalency among decimals, fractions, and percents (e.g., half-dollar = 50¢ = 50% and $1/4 = 0.25 = 25%$). MOVED to M05-S1C1-01 (2008)	M03-S1C3-04 (2003) MOVED to M03-S4C4-02 (2008) Apply measurement skills to measure length, weight, and capacity using US Customary units.	M03-S2C4-01 (2008) Investigate properties of vertex-edge graphs <ul style="list-style-type: none"> • circuits in a graph, • weights on edges, and • shortest path between two vertices

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M03-S4C1-01 (2003) Build geometric figures with other common shapes (e.g., tangrams, pattern blocks, geoboards).	M03-S1C1-20 (2003) Identify whole-number factors and/or pairs of factors for a given whole number through 24. MOVED to M04-S1C1-02 (2008)	M03-S4C1-05 (2003) MOVED to M03-S4C2-02 (2008) Identify, with justification, all lines of symmetry in a 2-dimensional figure.	M03-S2C4-02 (2008) Solve problems using vertex-edge graphs.
	M03-S1C1-21 (2003) Determine multiples of a given whole number with products through 24 (skip counting). MOVED to M04-S1C1-02 (2008)	M03-S5C1-01 (2003) MOVED to M03-S5C2-02 (2008) Identify relevant, missing, and extraneous information related to the solution to a problem.	M03-S3C2-02 (2008) Translate between the different representations of whole number relationships, including symbolic, numerical, verbal, or pictorial.
	M03-S1C2-14 (2003) Apply the symbols: \times , \div , $/$, $*$, $\%$, and the grouping symbols () and “,”. MOVED to M04-S1C1-01 (2008), M04-S1C2-06 (2008)		M03-S3C3-01 (2008) Record equivalent forms of whole numbers to six digits by constructing models and using numbers.
	M03-S1C2-16 (2003) Add or subtract fractions with like denominators (halves, thirds, fourths, eighths, and tenths) appropriate to grade level. MOVED to M04-S1C2-01 (2008)		M03-S4C1-01 (2008) Describe sequences of 2-dimensional figures created by increasing the number of sides, changing size, or changing orientation.
	M03-S1C2-17 (2003) Apply addition and subtraction in contextual situations, through \$20.00. MOVED to M04-S1C2-01 (2008)		M03-S5C2-01 (2008) Analyze a problem situation to determine the question(s) to be answered.

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	M03-S2C2-01 (2003) Name the possible outcomes for a probability experiment. MOVED to M04-S2C2-01 (2008)		M03-S5C2-03 (2008) Select and use one or more strategies to efficiently solve the problem and justify the selection.
	M03-S2C2-02 (2003) Make predictions about the probability of events being more likely, less likely, equally likely or unlikely. MOVED to M04-S2C2-01 (2008)		M03-S5C2-04 (2008) Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.
	M03-S2C2-03 (2003) Predict the outcome of a grade-level appropriate probability experiment. MOVED to M05-S2C2-02 (2008)		M03-S5C2-05 (2008) Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.
	M03-S2C2-04 (2003) Record the data from performing a grade-level appropriate probability experiment. MOVED to M05-S2C2-02 (2008)		M03-S5C2-07 (2008) Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.
	M03-S2C2-05 (2003) Compare the outcome of an experiment to predictions made prior to performing the experiment. MOVED to M05-S2C2-02 (2008)		M03-S5C2-08 (2008) Make and test conjectures based on data (or information) collected from explorations and experiments.

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	M03-S2C2-06 (2003) Compare the results of two repetitions of the same grade-level appropriate probability experiment. MOVED to M05-S2C2-02 (2008)		
	M03-S3C4-01 (2003) Identify the change in a variable over time (e.g., an object gets taller, colder, heavier). MOVED to M04-S3C4-01 (2008)		
	M03-S3C4-02 (2003) Make simple predictions based on a variable (e.g., increases in allowance as you get older). MOVED to M04-S3C4-01 (2008)		
	M03-S4C3-01 (2003) Identify points in the first quadrant of a grid using ordered pairs. MOVED to M04-S4C3-01 (2008)		
	M03-S4C4-02 (2003) Tell time with one-minute precision (analog). MOVED to M02-S4C4-01 (2008)		

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	M03-S4C4-05 (2003) Record temperatures to the nearest degree in degrees Fahrenheit and degrees Celsius as shown on a thermometer. MOVED to M02-S4C4-03 (2008)		