

PARCC Sample Item
Grade 3 - Fluency
 Click on all equations that are true.

- $8 \times 9 = 81$
- $54 \div 9 = 24 \div 6$
- $7 \times 5 = 25$
- $8 \times 3 = 4 \times 6$
- $49 \div 7 = 56 \div 8$

Grade 3	Fluency
Type	Type I, Claim A & E
Most relevant Stand(s) for Mathematical Content	3.OA.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
Most relevant Standard(s) for Mathematical Practice	MP.7 (Look for and make use of structure) – the true equations in the list show two different ways of writing the same number. This circumstance can be useful in checking work on this problem.
Item description and assessment qualities	The task illustrates a fluency standard. Each grade K-6 includes one or two fluency standards that set an explicit expectation for accurate and reasonably fast computation. In this case, standard 3.OA.7 requires fluency in multiplication and division within the 10×10 multiplication table. The standard also sets an expectation for knowing single-digit products from memory, and knowing these products from memory is clearly beneficial for succeeding at this task. This example shows that fluency assessment need not always include explicit timing features such as a ticking clock or countdown, etc. The task would be worth 1 point; answering it reasonably quickly would be necessary in view of the fact that there are many other 1-point tasks on the test as a whole. Unlike traditional multiple choice, it is difficult to guess the correct answer or use a choice elimination strategy.
Scoring	The last two boxes, and only the last two boxes, should be checked to earn 1 point on the item.