Do NOT Affix Student ID Label Here

P

A

Student Name _____

School Name _____

LEA Number _____

MCAP
Maryland Comprehensive Assessment Program

Grade 3
Mathematics
Practice Test

B **Last Name** | **First Name** | **MI**

School Use Only

F **SASID**

C

Place the Student ID Label Here

D **Gender**

○ Female ○ Male ○ Non-Binary

E **Date of Birth**

Day	Month	Year
0 1 2 3	○ Jan ○ Feb ○ Mar ○ Apr ○ May ○ Jun ○ Jul ○ Aug ○ Sep ○ Oct ○ Nov ○ Dec	0 1 2 9
0 1 2 3 4 5 6 7 8 9		0 1 2 3 4 5 6 7 8 9

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SERIAL #

Section 1
(Non-Calculator)

Directions:

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GO ON ▶

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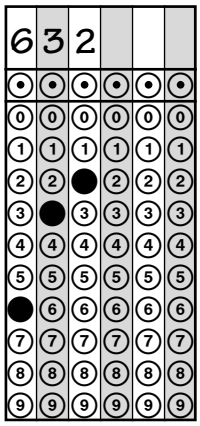
SERIAL #

Directions for Completing the Answer Grids

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.
4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.
5. Do not fill in a circle under an unused box.
6. See below for examples on how to correctly complete an answer grid.

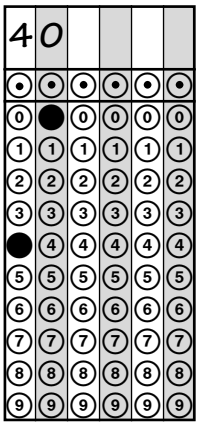
EXAMPLES

To answer 632 in a question, fill in the answer grid as shown below.



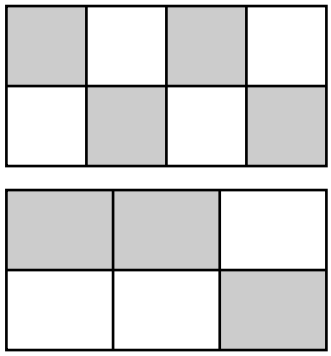
A brick path has 10 rows of 4 bricks. How many bricks are in the path?

Enter your answer in the box.



Section 1

1 Each model shown represents one whole and has been shaded to represent a fraction.



Which equation correctly compares the fractions represented by the models?

Ⓐ $\frac{4}{8} = \frac{3}{6}$

Ⓑ $\frac{4}{4} = \frac{3}{3}$

Ⓒ $\frac{3}{6} = \frac{7}{14}$

Ⓓ $\frac{4}{8} = \frac{7}{14}$

2 Which **two** equations could be used to find the result of 9×8?

Select the **two** correct answers.

Ⓐ $8 \div 72 = 9$

Ⓑ $9 \div 72 = 8$

Ⓒ $72 \div 9 = 8$

Ⓓ $8 + 8 + 8 + 8 + 8 + 8 + 8 + 8 = 72$

Ⓔ $9 + 9 + 9 + 9 + 9 + 9 + 9 + 9 = 72$

GO ON ▶

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SERIAL #

3 The floor of a school hallway is in the shape of a rectangle.
The length of the floor is 8 feet and the width of the floor is 6 feet.

What is the area of this hallway?

Ⓐ 14 square feet

Ⓑ 28 square feet

Ⓒ 48 square feet

Ⓓ 56 square feet

4 Which list shows how $\frac{2}{4}$ compares to $\frac{2}{6}$ and $\frac{2}{8}$?

Ⓐ $\frac{2}{4} < \frac{2}{6}$ and $\frac{2}{8} < \frac{2}{4}$

Ⓑ $\frac{2}{4} > \frac{2}{6}$ and $\frac{2}{8} < \frac{2}{4}$

Ⓒ $\frac{2}{4} < \frac{2}{6}$ and $\frac{2}{8} > \frac{2}{4}$

Ⓓ $\frac{2}{4} > \frac{2}{6}$ and $\frac{2}{8} > \frac{2}{4}$

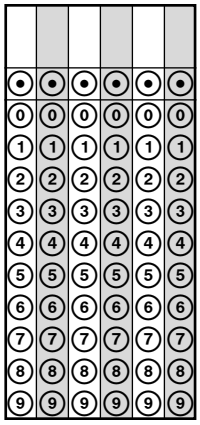
Section 1

5 There are 63 cars parked in a parking lot.

- There are 7 rows in the parking lot.
- Each row has the same number of parked cars.

How many cars are parked in each row?

Enter your answer in the space provided.



6 Two students drew rectangles.

The first student drew a rectangle with a length of 6 inches and a width of 4 inches.

The second student drew a rectangle with the same perimeter as the rectangle the first student drew.

The width of the rectangle the second student drew is 7 inches.

What was the length, in inches, of the rectangle the second student drew?

Ⓐ 3

Ⓑ 6

Ⓒ 13

Ⓓ 17

GO ON ▶

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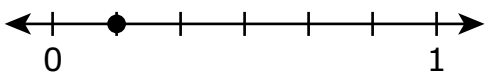
SERIAL #

7 What fraction is represented by the point on the number line?



Ⓐ $\frac{6}{6}$

Ⓑ $\frac{5}{6}$

Ⓒ $\frac{2}{6}$

Ⓓ $\frac{1}{6}$

8 Which statement is true?

Ⓐ When 6 is added to an odd number, the sum will be an even number.

Ⓑ When 7 is added to an even number, the sum will be an odd number.

Ⓒ When 5 is multiplied by an odd number, the product will be an even number.

Ⓓ When 4 is multiplied by an even number, the product will be an odd number.

9 Which number rounds to 300 when rounded to the nearest hundred?

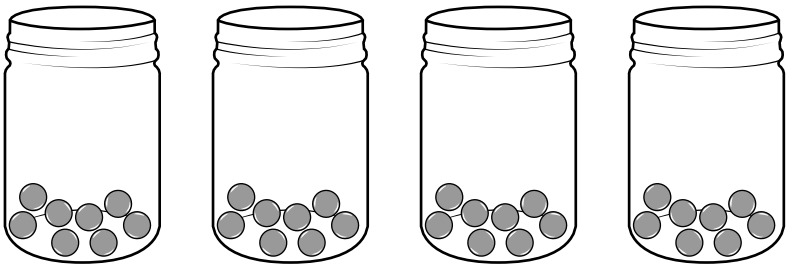
Ⓐ 216

Ⓑ 241

Ⓒ 349

Ⓓ 384

10 The picture shows marbles in jars.



Which expression could be used to find the total number of marbles in the jars?

Ⓐ 4×8

Ⓑ $4 + 8$

Ⓒ $4 + 4 + 4 + 4$

Ⓓ $8 + 8 + 8 + 8 + 8 + 8 + 8 + 8$

11 A person bought 6 bottles of water. Each bottle holds 3 liters of water.

What is the total number of liters of water the person bought?

Ⓐ 2

Ⓑ 3

Ⓒ 9

Ⓓ 18

GO ON ▶

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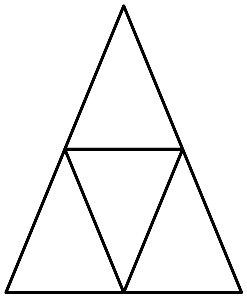
SERIAL #

12 The triangle shown represents one whole and has been partitioned into smaller triangles of equal size.



What fraction of the larger triangle does each smaller triangle represent?

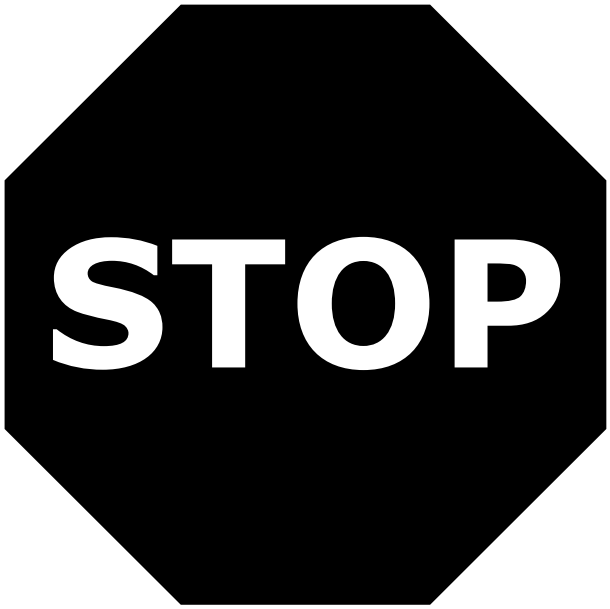
Ⓐ $\frac{3}{4}$

Ⓑ $\frac{2}{3}$

Ⓒ $\frac{1}{3}$

Ⓓ $\frac{1}{4}$

STOP



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SERIAL #

GO ON TO NEXT PAGE

Section 2
(Calculator)

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GO ON ▶

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SERIAL #

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EXAMPLES

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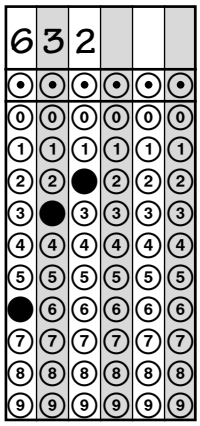

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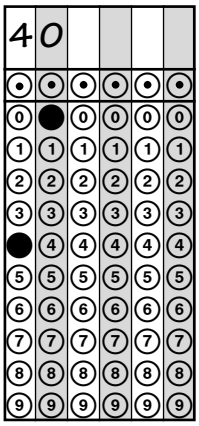

1 A teacher is working with 4 students on an art project. The teacher opened a package of paper and gave each student 9 sheets of paper.

Which question can be answered using **only** this information?

Ⓐ What is the total number of sheets of paper left in the package?

Ⓑ What is the total number of sheets of paper the teacher gave to the students?

Ⓒ What is the total number of students in the teacher's class who did not receive sheets of paper?

Ⓓ What is the total number of sheets of paper that were in the package before the teacher opened it?

GO ON ▶

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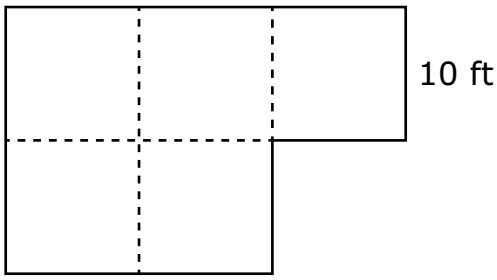
SERIAL #

2 A person will cover a floor with carpet. The shape of the floor is shown. Each of the squares has a side length of 10 feet. The side of one square is labeled.



The person said 25 square feet of carpet are needed to cover the floor.

The person is incorrect.

Which statement explains how the person could correctly find the area of the floor?

Ⓐ There are 5 squares each with a side length of 10 feet, so the person could multiply 5 by 10.

Ⓑ There are 5 squares each with a perimeter of 40 feet, so the person could multiply 5 by 40.

Ⓒ There are 5 squares each with an area of 5 square feet, so the person could multiply 5 by 5.

Ⓓ There are 5 squares each with an area of 100 square feet, so the person could multiply 5 by 100.

Section 2

3 A student has several pennies.

The student organized the pennies into the array shown.

The student wants to put all the pennies in stacks with the same number of pennies in each stack.

Explain three different ways the student could put the pennies in stacks with the same number of pennies in each stack.

Explain how you used the array of pennies to help you find the different ways to stack the pennies.

Enter your answer and your work or explanation in the space provided.

GO ON ▶

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SERIAL #

4 A student had 10 pieces of gum. The student gave 2 pieces of gum to some friends.

Which expression can be used to find the number of pieces of gum the student has left?

Ⓐ $10 + 2$

Ⓑ 10×2

Ⓒ $10 - 2$

Ⓓ $10 \div 2$

5 A student is making 5 treat bags for a party. The student has 3 packages of candy with 20 pieces of candy in each package. The student puts 9 pieces of candy in each treat bag.

The student used the steps shown to find how many pieces of candy are left.

Step one: $3 \times 20 = 60$

Step two: $5 \times 9 = 45$

Step three: $60 - 45 = 15$

Check the student's work.

Explain how each step in the student's work correctly or incorrectly represents the problem.

Enter your answer and your work or explanation in the space provided.

GO ON ▶

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SERIAL #

6 A student made 20 necklaces.

- The student put 5 beads on each necklace.
- There were 10 beads in each package.

Which statement explains the student's correct thinking to find the total number of beads the student used to make all the necklaces?

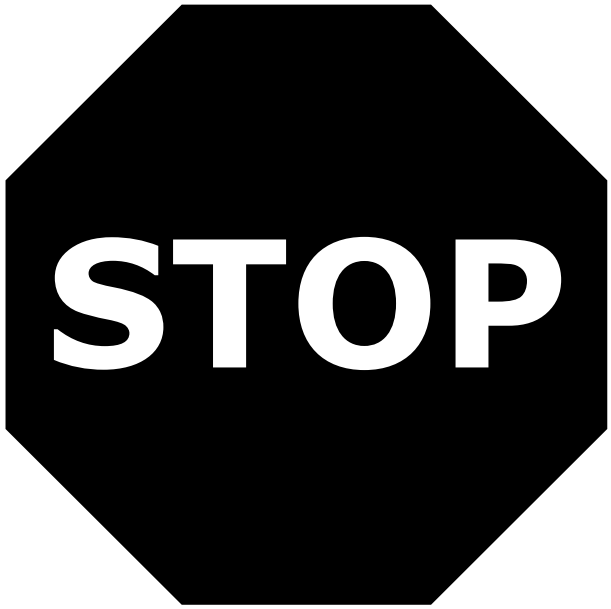
Ⓐ The student thinks that there are 20 necklaces and there are 10 beads in each package, and $20 \div 10 = 2$.

Ⓑ The student thinks that there are 20 necklaces and there are 10 beads in each package, and $20 \times 10 = 200$.

Ⓒ The student thinks that there are 20 necklaces and there are 5 beads on each necklace, and $20 \div 5 = 4$.

Ⓓ The student thinks that there are 20 necklaces and there are 5 beads on each necklace, and $20 \times 5 = 100$.

STOP



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PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

GO ON TO NEXT PAGE

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SERIAL #

Section 3
(Non-Calculator)

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GO ON ▶

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EXAMPLES

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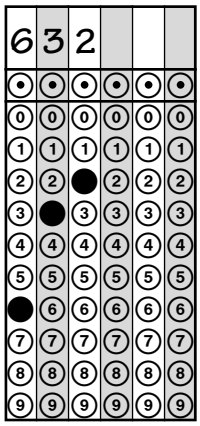
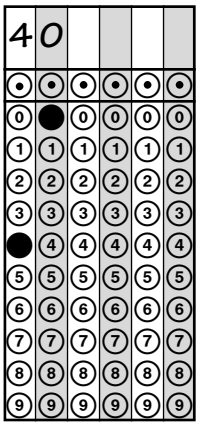


A brick path has 10 rows of 4 bricks. How many bricks are in the path?

Enter your answer in the box.



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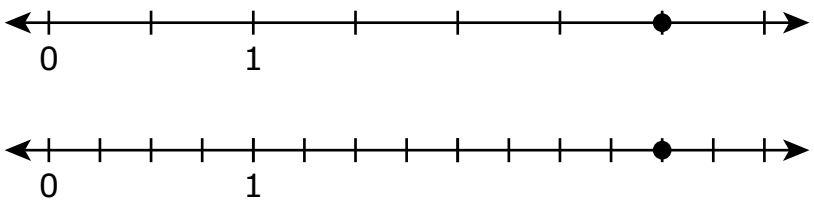
SERIAL #

1 The points on the number lines shown represent equivalent fractions.



Which equation is represented by the points on the number lines?

Ⓐ $\frac{6}{1} = \frac{12}{2}$

Ⓑ $\frac{6}{2} = \frac{12}{4}$

Ⓒ $\frac{6}{3} = \frac{12}{6}$

Ⓓ $\frac{6}{6} = \frac{12}{12}$

2 Which equation is correct?

Ⓐ $30 \div 6 = 5$

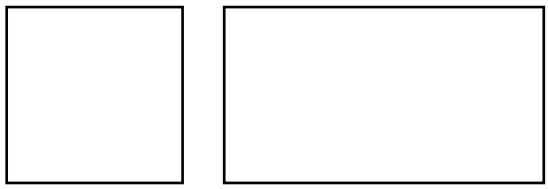
Ⓑ $27 \div 3 = 8$

Ⓒ $36 \div 6 = 7$

Ⓓ $45 \div 5 = 8$

GO ON ▶

3 Two shapes are shown.



Which term can be used to describe both shapes?

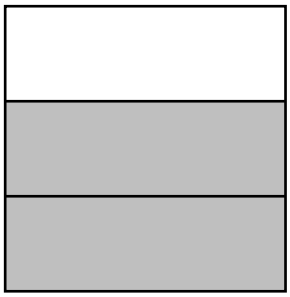
Ⓐ triangle

Ⓑ square

Ⓒ rhombus

Ⓓ rectangle

4 The entire model shown represents one whole and has been shaded to represent a fraction.



Which fraction is represented by the shaded part of the model?

Ⓐ $\frac{1}{3}$

Ⓑ $\frac{1}{2}$

Ⓒ $\frac{2}{3}$

Ⓓ $\frac{2}{1}$

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

5 A teacher arranged 42 bottle caps into 7 rows with the same number of bottle caps in each row.

Which expression can be used to find the number of bottle caps the teacher put in each row?

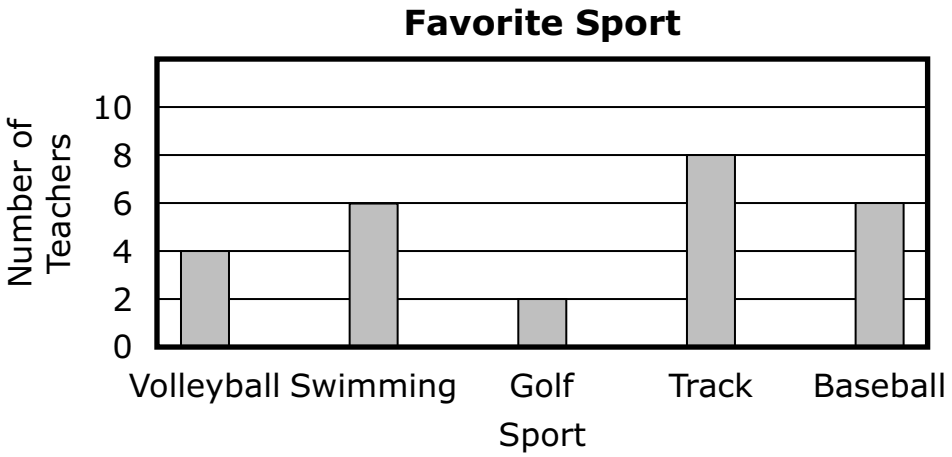
Ⓐ $42 \div 7$

Ⓑ $42 \div 6$

Ⓒ 42×7

Ⓓ 42×6

6 Teachers at a school voted for their favorite sport. The bar graph shows the number of teachers who voted for each sport.



How many more teachers voted for track than voted for volleyball and golf combined?

Ⓐ 1

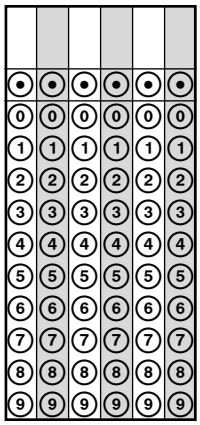
Ⓑ 2

Ⓒ 4

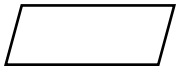
Ⓓ 6

7 What is the value of $353 + 294$?

Enter your answer in the space provided.



8 A piece of a whole model is shown. The piece represents $\frac{2}{6}$ of the whole model.



How many pieces like the one shown are in the whole model?

Ⓐ 2

Ⓑ 3

Ⓒ 4

Ⓓ 6

GO ON ▶

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

9 An expression is shown.

$$3 \times 10$$

Which **two** expressions have the same value as the expression shown?

Select the **two** correct answers.

Ⓐ $3 \times (2 + 5)$

Ⓑ $3 \times (5 + 5)$

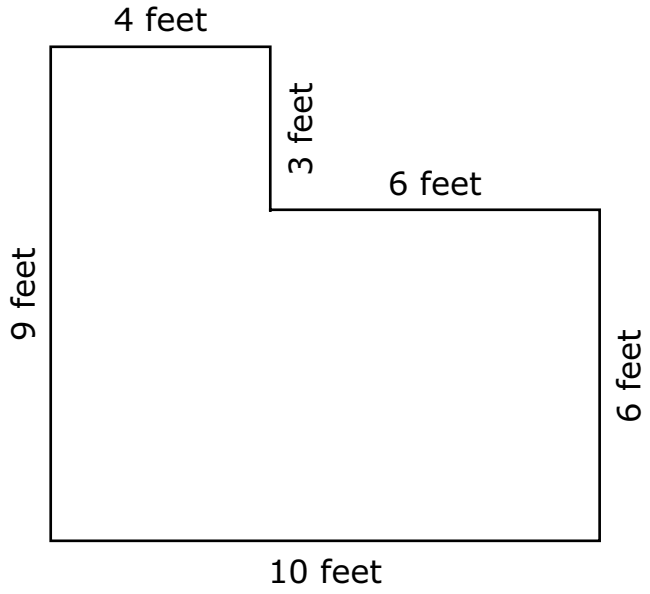
Ⓒ $(3 \times 2) + (3 \times 5)$

Ⓓ $(3 \times 5) + (3 \times 5)$

Ⓔ $(3 \times 5) \times (3 \times 5)$

10 The figure shows a garden.

The figure is composed of two rectangles that do not overlap.



What is the area, in square feet, of the garden?

Ⓐ 38

Ⓑ 61

Ⓒ 72

Ⓓ 90

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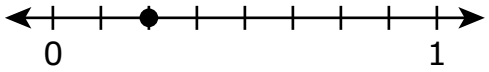
SERIAL #

11 The point on the number line represents a fraction.



Which fraction is represented by the point on the number line?

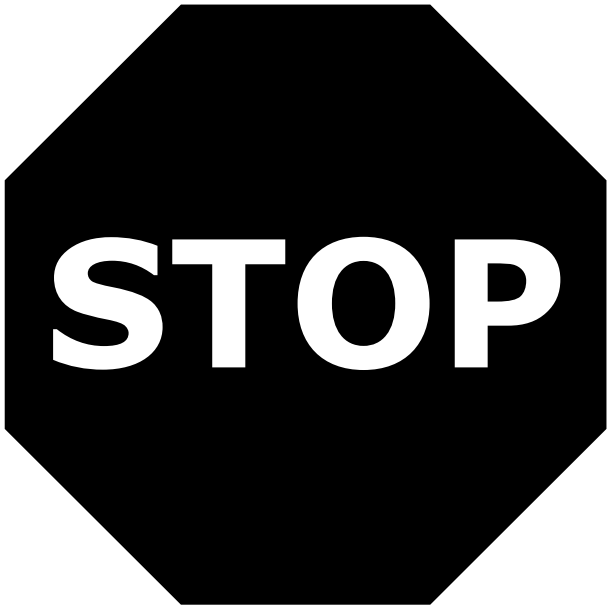
Ⓐ $\frac{2}{8}$

Ⓑ $\frac{2}{6}$

Ⓒ $\frac{3}{6}$

Ⓓ $\frac{6}{8}$

STOP



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STOP

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SERIAL #

Section 4
(Calculator)

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GO ON ▶

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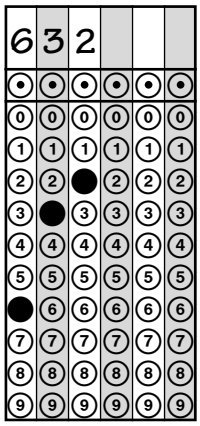

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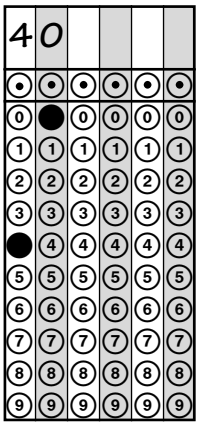

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SERIAL #

1 A gym teacher took some bags of soccer balls to the soccer field.

The teacher put 6 soccer balls in each bag.

What other information is needed to find how many bags of soccer balls the teacher took to the field?

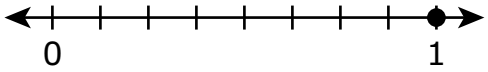
Ⓐ the total number of students in the gym class

Ⓑ the total number of players on the school's soccer team

Ⓒ the total number of soccer balls the teacher took to the field

Ⓓ the total number of soccer balls each group of students will get

2 A point is shown on the number line.



Which **two** equations are true based on the values represented by the point on the number line?

Select the **two** correct answers.

Ⓐ $\frac{1}{1} = 1$

Ⓑ $\frac{1}{1} = 8$

Ⓒ $\frac{1}{8} = 1$

Ⓓ $\frac{1}{8} = 8$

Ⓔ $\frac{8}{8} = 1$

Ⓕ $\frac{8}{8} = 8$

3 A teacher is filling 9 supply boxes for students to use when they work in groups.

- Each supply box will have 6 colored markers.
- The teacher has 15 colored markers to put in the supply boxes.

The teacher thinks that 39 more markers are needed to fill the supply boxes because $6 \times 9 = 54$ and $54 - 15 = 39$.

Explain why the teacher's thinking is correct by explaining what the two equations represent in the problem.

Enter your answer and your work or explanation in the space provided.

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

4 A farmer has a field with 4 rows of apple trees. There are 9 trees in each row.

Which expression could be used to find the total number of apple trees the farmer has in the field?

Ⓐ $9 + 4$

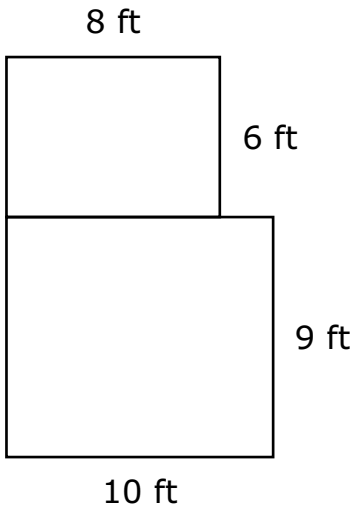
Ⓑ 9×4

Ⓒ $9 - 4$

Ⓓ $9 \div 4$

5 A pet store owner built two dog houses next to each other.

The picture shows the rectangular floors of the two dog houses.



The pet store owner will cover the floors of the dog houses with concrete.

Determine the total area, in square feet, of the floors of the two dog houses. Be sure to show your work or explain how you found your answer.

Enter your answer and your work or explanation in the space provided.

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SERIAL #

6 A student wrote the expression $7 + 7 + 7 + 7 + 7$ to find the value of 7×5.

The student said that when writing a different expression to represent 7×5, only the numbers 7 and 5 can be used.

Which **two** expressions could be used to show that the student's response is incorrect?

Select the **two** correct answers.

Ⓐ 5×7

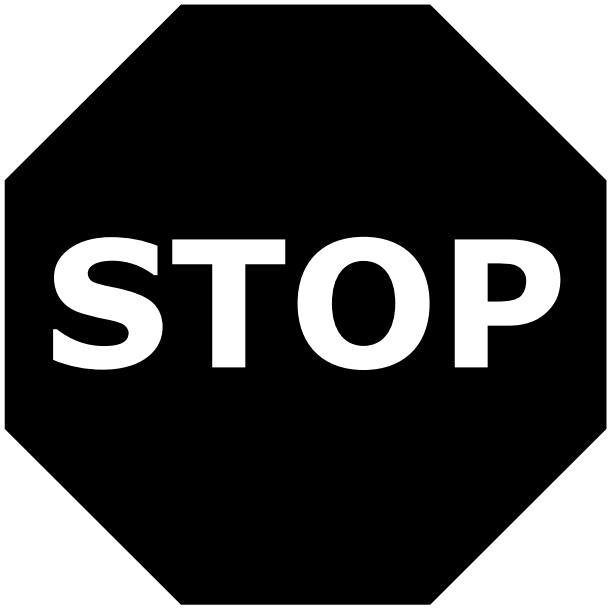
Ⓑ $(4 + 5) \times (3 + 5)$

Ⓒ $(4 \times 5) + (3 \times 5)$

Ⓓ $(7 + 3) \times (7 + 2)$

Ⓔ $(7 \times 3) + (7 \times 2)$

STOP



You have come to the end of Section 4 of the test. Review your answers from Section 4 only.

STOP

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SERIAL #

P

MCAP

Maryland Comprehensive Assessment Program

Grade 3
Mathematics
Practice Test

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