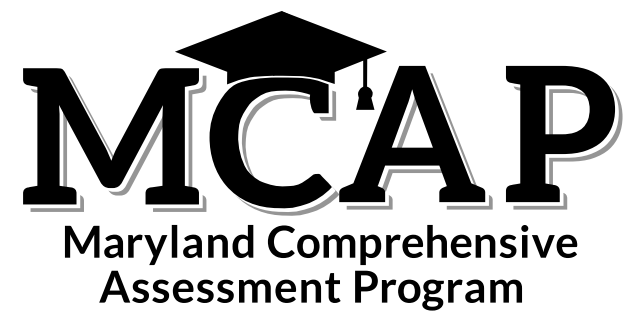


A

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

LEA Number \_\_\_\_\_



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Grade 3

Mathematics

Practice Test

B

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C

Place the Student ID Label Here

D

Gender

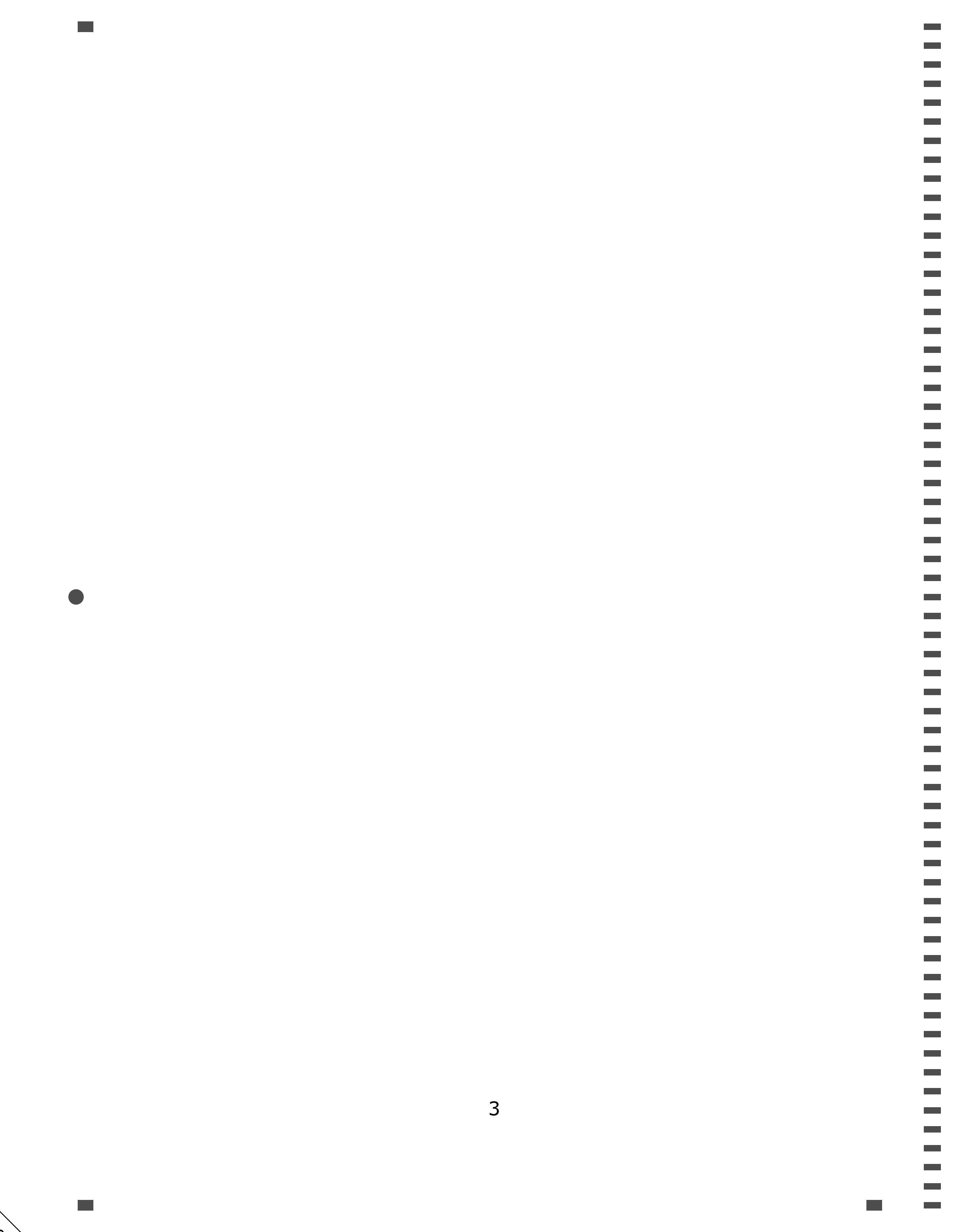
☐ Female    ☐ Male  
☐ Non-Binary

E

Date of Birth

Day	Month	Year
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3	<input type="radio"/> Apr	3
4	<input type="radio"/> May	4
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# Section 1

## (Non-Calculator)

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. 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.

6	3	2			
○	○	○	○	○	○

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

Enter your answer in the box.

4	0				
○	○	○	○	○	○

- |       |       |       |       |
|-------|-------|-------|-------|
| Gray  | White | Gray  | White |
| White | Gray  | White | Gray  |
- 
- |       |       |       |
|-------|-------|-------|
| Gray  | Gray  | White |
| White | White | Gray  |

Ⓐ  $\frac{4}{8} = \frac{3}{6}$

Ⓐ  $\frac{4}{4} = \frac{3}{3}$

$$\textcircled{c} \quad \frac{3}{6} = \frac{7}{14}$$

Ⓓ  $\frac{4}{8} = \frac{7}{14}$

- Select the **two** correct answers.

Ⓐ  $8 \div 72 = 9$

Ⓐ  $9 \div 72 = 8$

©  $72 \div 9 = 8$

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

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

- 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?

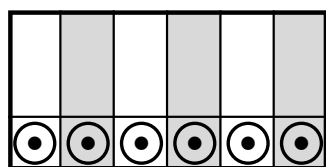
- Ⓐ 14 square feet
- Ⓑ 28 square feet
- Ⓒ 48 square feet
- Ⓓ 56 square feet

- 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  $\frac{2}{8} > \frac{2}{4}$

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

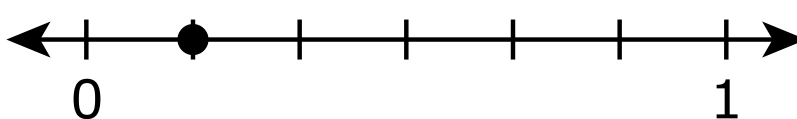
Enter your answer in the space provided.



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

- Ⓐ 3
- Ⓑ 6
- Ⓒ 13
- Ⓓ 17

- 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

- 
- Four identical jars are shown in a row. Each jar is filled with 10 gray beads. The beads are arranged in a similar pattern in each jar: a back row of 4 beads, a middle row of 3 beads, and a front row of 3 beads.

(A)  $4 \times 8$

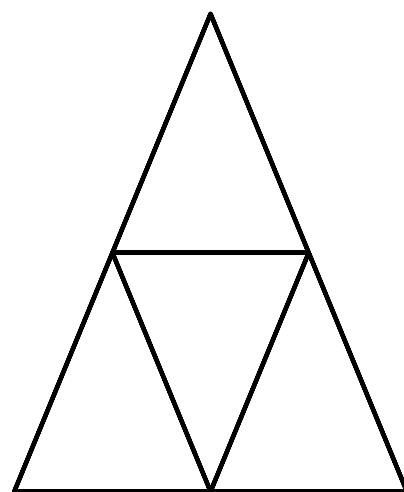
(B)  $4 + 8$

(C)  $4 + 4 + 4 + 4$

(D)  $8 + 8 + 8 + 8 + 8 + 8 + 8 + 8$

- Ⓐ 2
- Ⓑ 3
- Ⓒ 9
- Ⓓ 18

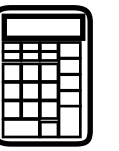
- 12** The triangle shown represents one whole and has been partitioned into smaller triangles of equal size.



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

- Ⓐ  $\frac{3}{4}$
- Ⓑ  $\frac{2}{3}$
- Ⓒ  $\frac{1}{3}$
- Ⓓ  $\frac{1}{4}$





**GO ON TO NEXT PAGE**



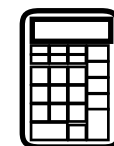
# Section 2

## (Calculator)

Today, you will take Section 2 of the Grade 3 Mathematics Practice Test. You will be allowed to use a calculator.

Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test book. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely. If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the space provided will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.



## 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. 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.

6	3	2			
⊙	⊙	⊙	⊙	⊙	⊙

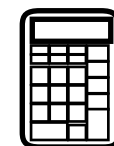
A brick path has 10 rows of 4 bricks. How many bricks are in the path?

Enter your answer in the box.

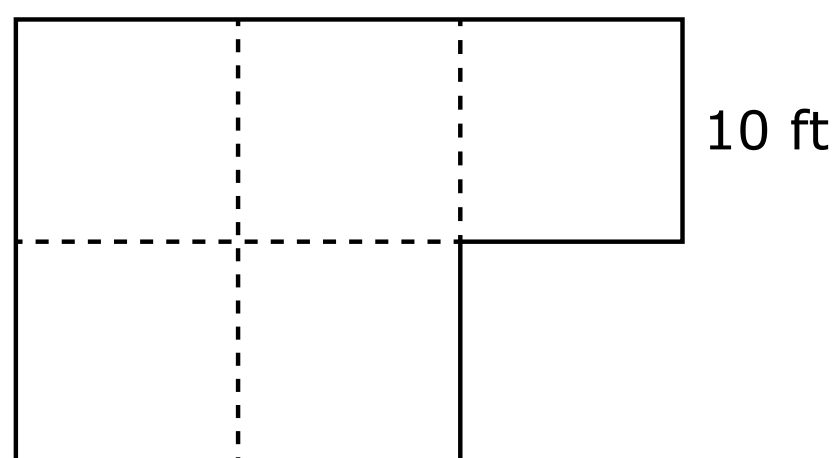
4	0				
⊙	⊙	⊙	⊙	⊙	⊙



- Ⓐ 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?



- 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.



**3** A student has several pennies.

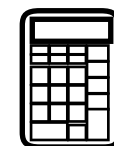
The student organized the pennies into the array shown.



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.



- 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?

- Ⓐ  $10 + 2$
- Ⓑ  $10 \times 2$
- Ⓒ  $10 - 2$
- Ⓓ  $10 \div 2$



Step one:  $3 \times 20 = 60$

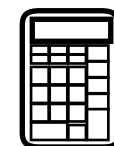
Step two:  $5 \times 9 = 45$

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.



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  $20 \times 5 = 100$ .







# Section 3

## (Non-Calculator)

**Directions:**

Today, you will take Section 3 of the Grade 3 Mathematics Practice Test. You will not be allowed to use a calculator.

Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test book. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely. If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the space provided will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

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. See below for examples on how to correctly complete an answer grid.

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

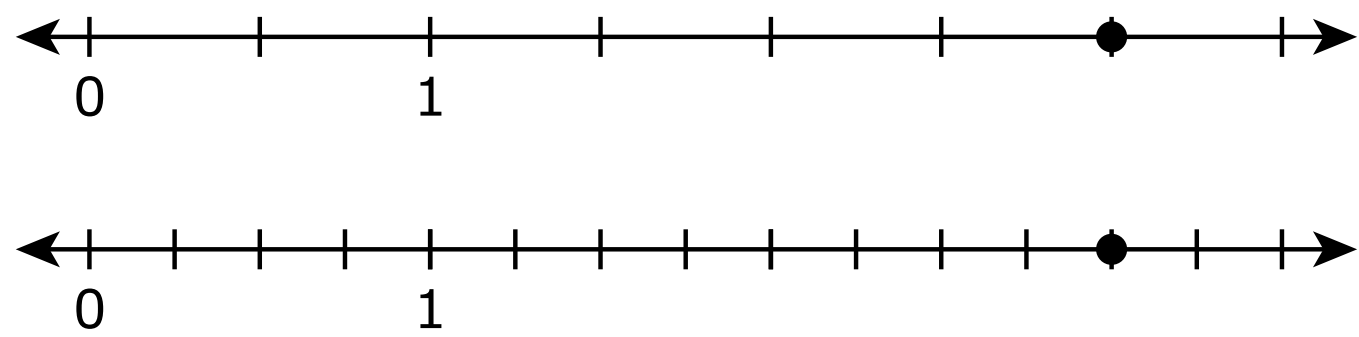
6	3	2			
○	○	○	○	○	○

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

Enter your answer in the box.

4	0				

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



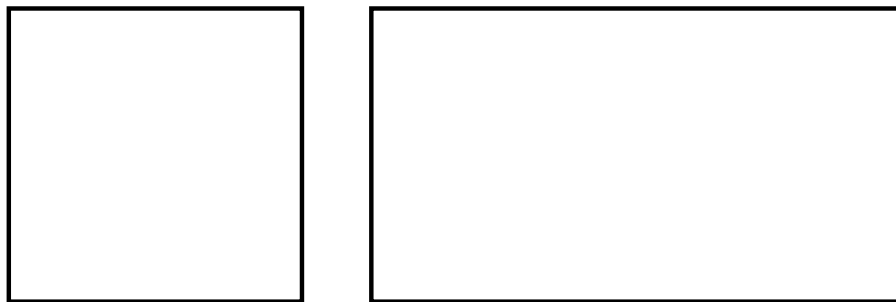
Which equation is represented by the points on the number lines?

- Ⓐ  $\frac{6}{1} = \frac{12}{2}$
- Ⓑ  $\frac{6}{2} = \frac{12}{4}$
- Ⓒ  $\frac{6}{3} = \frac{12}{6}$
- Ⓓ  $\frac{6}{6} = \frac{12}{12}$

2 Which equation is correct?

- Ⓐ  $30 \div 6 = 5$
- Ⓑ  $27 \div 3 = 8$
- Ⓒ  $36 \div 6 = 7$
- Ⓓ  $45 \div 5 = 8$

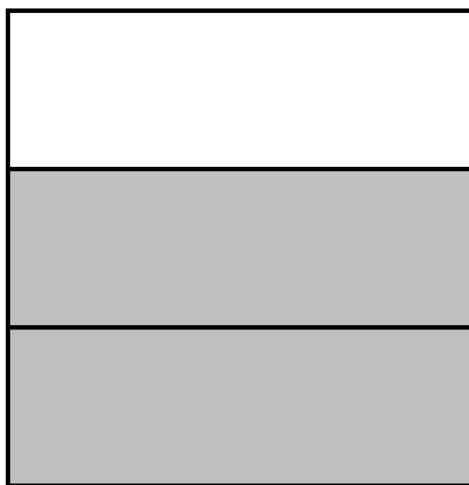
# 3



Which term can be used to describe both shapes?

- Ⓐ triangle
- Ⓑ square
- Ⓒ rhombus
- Ⓓ rectangle

4



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

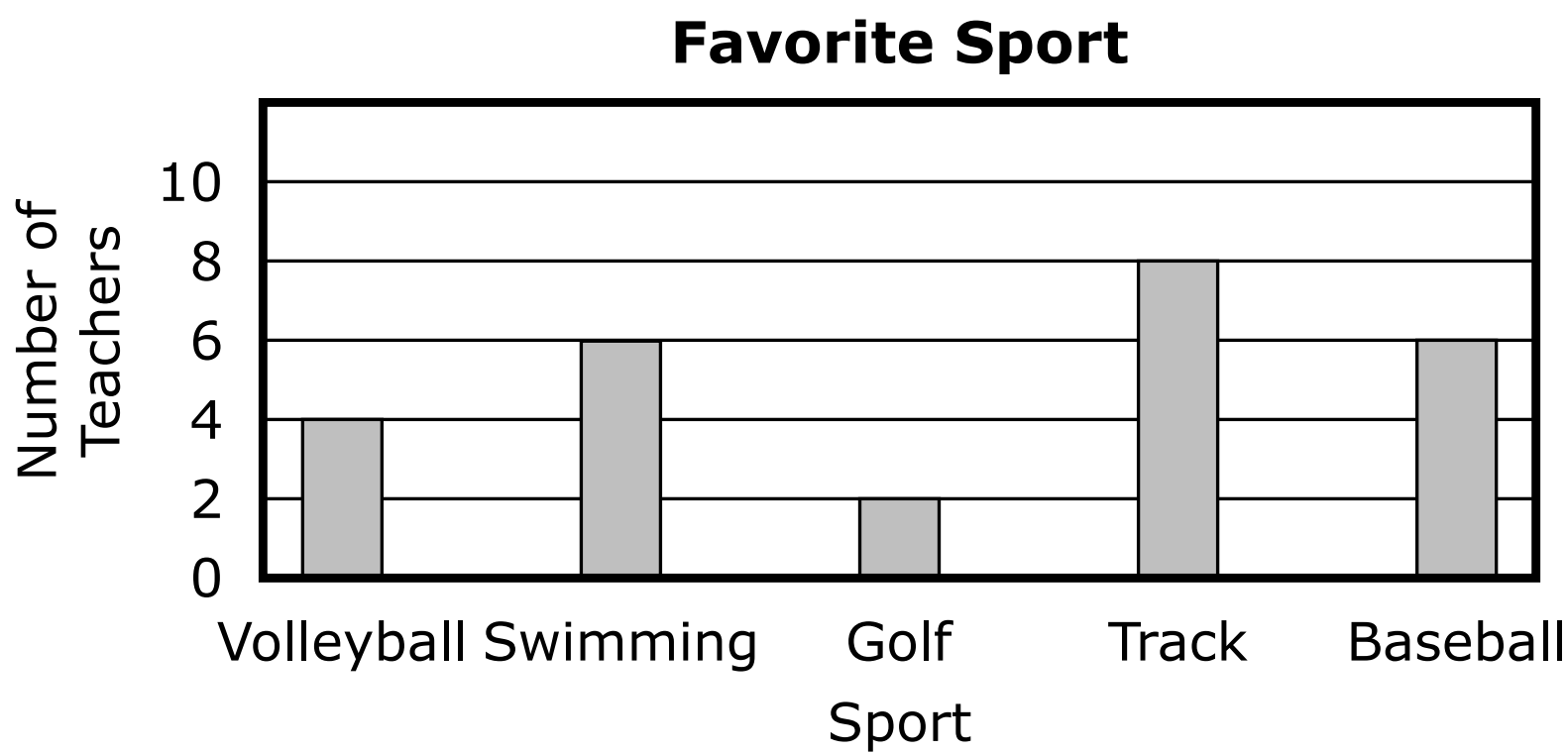
- Ⓐ  $\frac{1}{3}$
- Ⓑ  $\frac{1}{2}$
- Ⓒ  $\frac{2}{3}$
- Ⓓ  $\frac{2}{1}$

- 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?

- Ⓐ  $42 \div 7$
- Ⓑ  $42 \div 6$
- Ⓒ  $42 \times 7$
- Ⓓ  $42 \times 6$

- 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

Enter your answer in the space provided.

- 8



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

- Ⓐ 2
- Ⓑ 3
- Ⓒ 4
- Ⓓ 6

- 9 An expression is shown.

$$3 \times 10$$

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

Select the **two** correct answers.

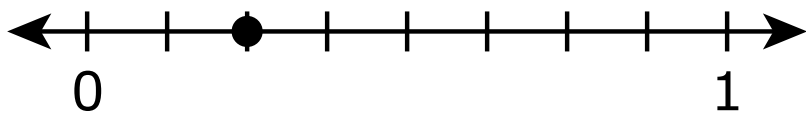
- Ⓐ  $3 \times (2 + 5)$
- Ⓑ  $3 \times (5 + 5)$
- Ⓒ  $(3 \times 2) + (3 \times 5)$
- Ⓓ  $(3 \times 5) + (3 \times 5)$
- Ⓔ  $(3 \times 5) \times (3 \times 5)$

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



- Ⓐ 38
- Ⓑ 61
- Ⓒ 72
- Ⓓ 90

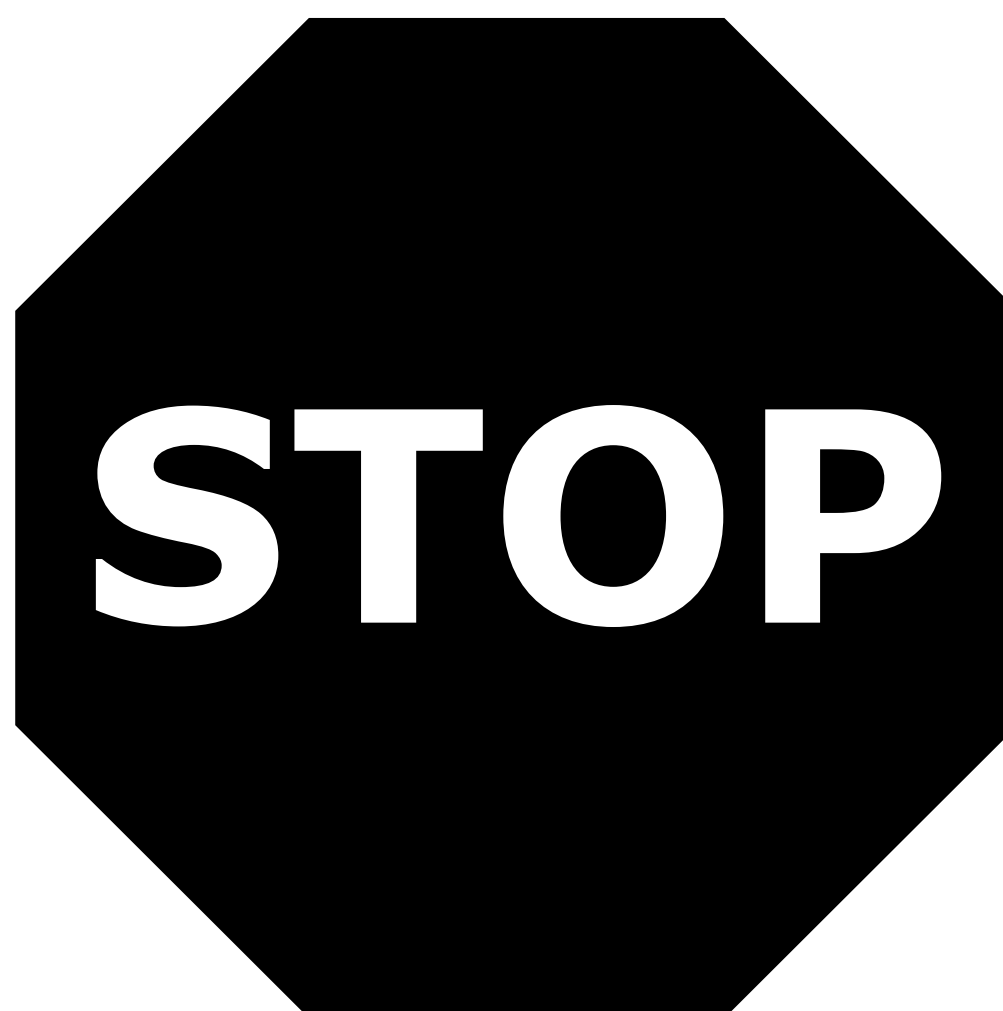
11 The point on the number line represents a fraction.



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

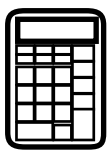
- Ⓐ  $\frac{2}{8}$
- Ⓑ  $\frac{2}{6}$
- Ⓒ  $\frac{3}{6}$
- Ⓓ  $\frac{6}{8}$





**You have come to the end of Section 3 of the test. Review your answers from Section 3 only.**





# Section 4

## (Calculator)

**Directions:**

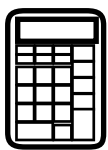
Today, you will take Section 4 of the Grade 3 Mathematics Practice Test. You will be allowed to use a calculator.

Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test book. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely. If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the space provided will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

6	3	2			
○	○	○	○	○	○

4	0				

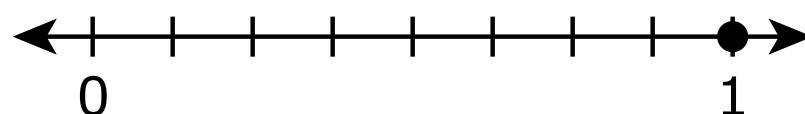


- 1** A gym teacher took some bags of soccer balls to the soccer field.  
The teacher put 6 soccer balls in each bag.

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.

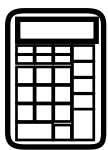


Which **two** equations are true based on the values represented by the point on the number line?

Select the **two** correct answers.

- Ⓐ  $\frac{1}{1} = 1$
- Ⓑ  $\frac{1}{1} = 8$
- Ⓒ  $\frac{1}{8} = 1$
- Ⓓ  $\frac{1}{8} = 8$
- Ⓔ  $\frac{8}{8} = 1$
- Ⓕ  $\frac{8}{8} = 8$





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

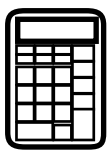
Which expression could be used to find the total number of apple trees the farmer has in the field?

- Ⓐ  $9 + 4$
- Ⓑ  $9 \times 4$
- Ⓒ  $9 - 4$
- Ⓓ  $9 \div 4$

- 
- A composite figure consisting of two rectangles. The bottom rectangle has a width of 10 ft and a height of 9 ft. The top rectangle is placed on top of the bottom one, with a width of 8 ft and a height of 6 ft. The total height of the figure is 15 ft.

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.



- 6 A student wrote the expression  $7 + 7 + 7 + 7 + 7$  to find the value of  $7 \times 5$ .

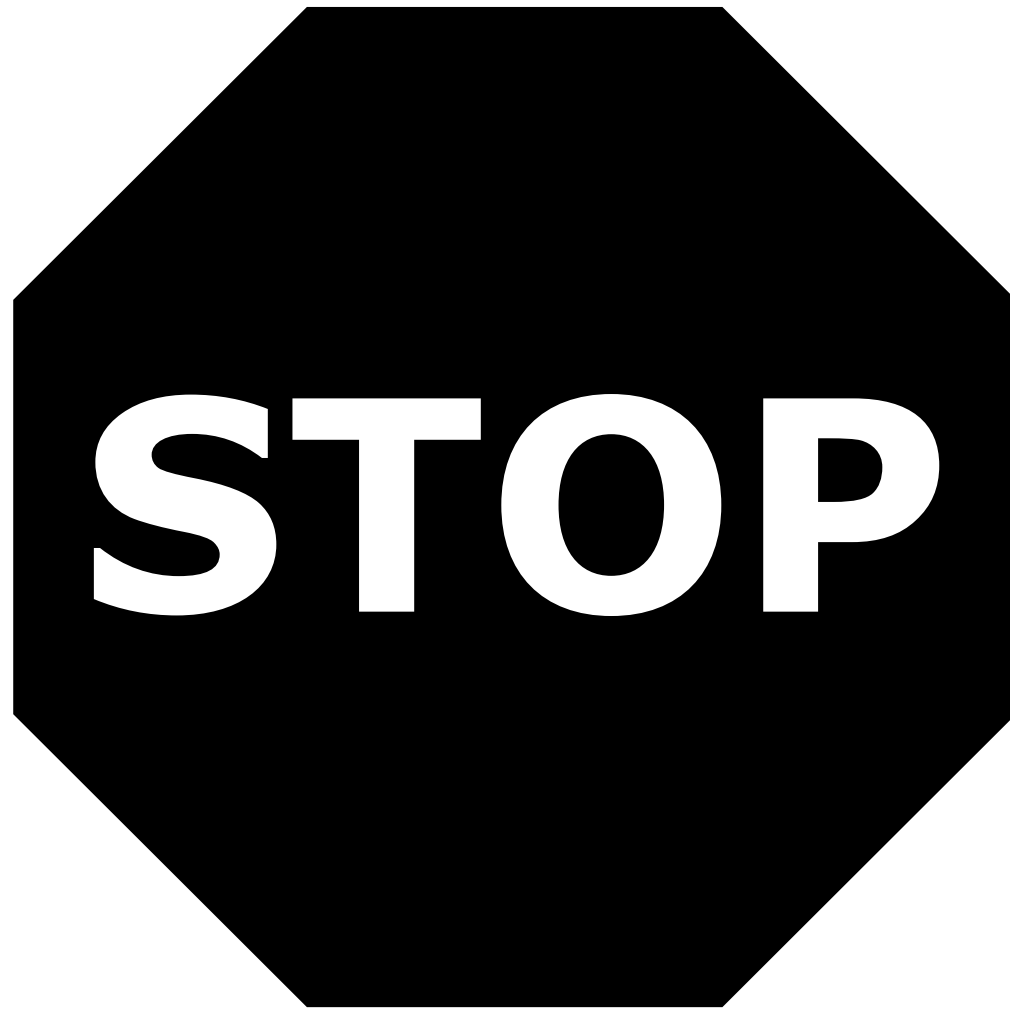
The student said that when writing a different expression to represent  $7 \times 5$ , only the numbers 7 and 5 can be used.

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

Select the **two** correct answers.

- Ⓐ  $5 \times 7$
- Ⓑ  $(4 + 5) \times (3 + 5)$
- Ⓒ  $(4 \times 5) + (3 \times 5)$
- Ⓓ  $(7 + 3) \times (7 + 2)$
- Ⓔ  $(7 \times 3) + (7 \times 2)$





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

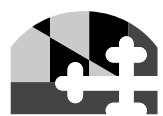




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