

3

Maryland

MCAP

GRADE 3

MATH

PRACTICE TESTS

Standards-Aligned
Practice for Stronger
Math Skills and
Test Readiness



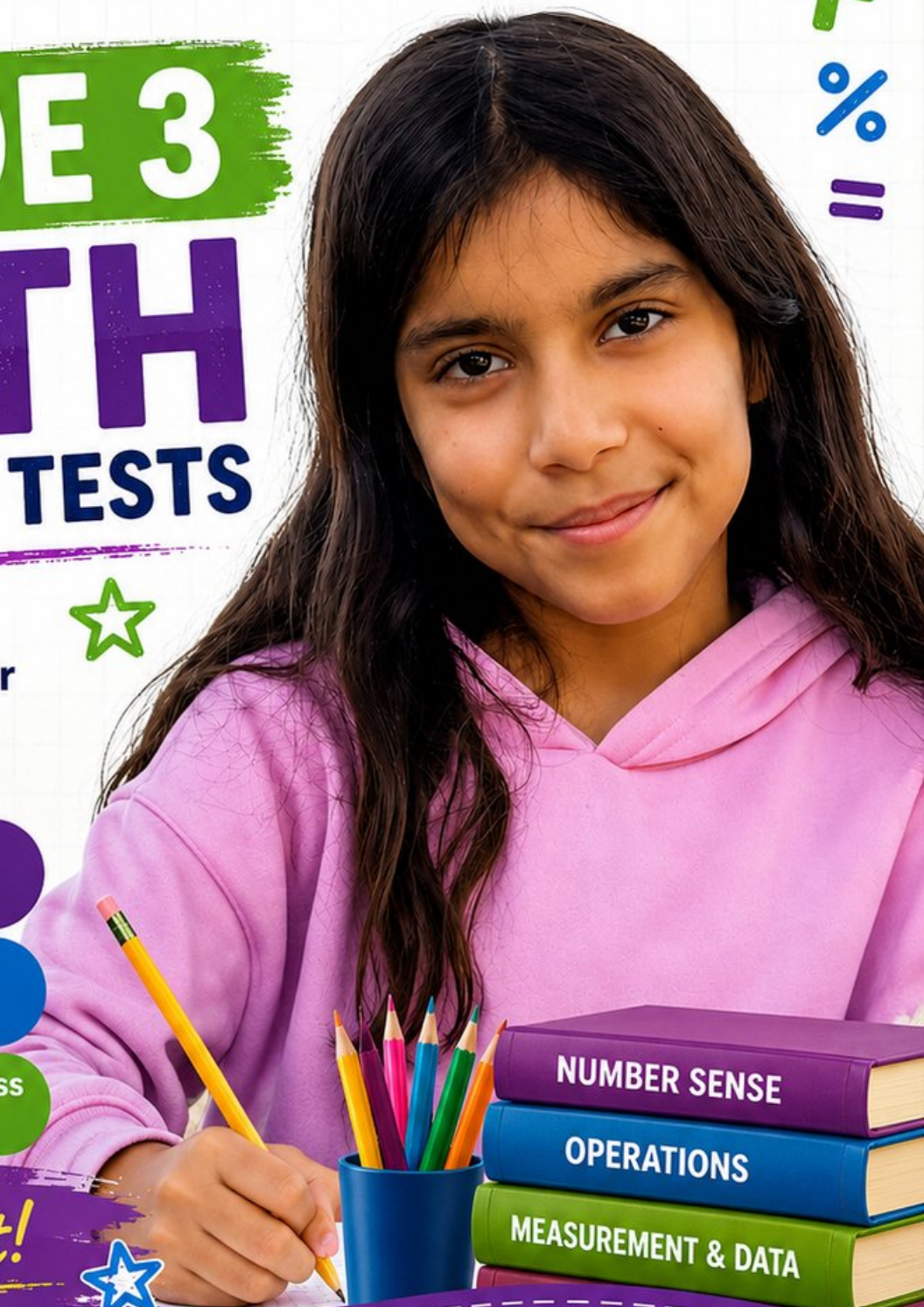
Build Confidence
with Targeted Practice



Strengthen Skills
in Key Math Concepts



Improve Test Readiness
with Realistic Practice

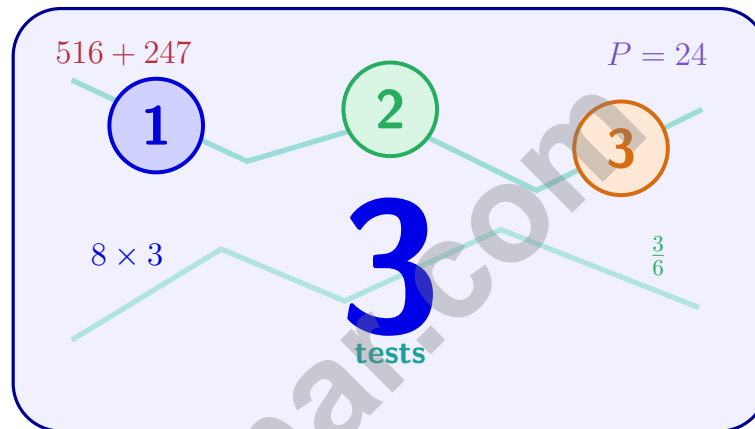


Be Ready.
Do Your Best!



3 Maryland MCAP Grade 3 Math Practice Tests

Standards-Aligned Practice for Stronger Math Skills and Test Readiness



Three 30-question trail tests packed with Grade 3 review, Maryland MCAP strategy tips, answer keys, and step-by-step explanations that turn every miss into the next move.

Jay Daie and Reza Nazari



Copyright ©

Testinar Inc



Published by Testinar Inc

Testinar.com

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the author, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law, including Section 107 or 108 of the 1976 United States Copyright Act.

This publication is independently produced and has no official connection to any state, district, or national testing program.

Test names and organizational names used herein are the property of their respective trademark holders.



Copyright ©

Welcome to the Maryland Math Trail

Three tests, one trail, and a stronger Grade 3 thinker at the end



To the Grade 3 Trail Scout

This book is your practice trail for the Maryland MCAP. You will multiply and divide, read graphs, work with fractions, measure time, find area, and explain your thinking – one trail marker at a time.

Some problems will feel quick, like a clear stretch of wide open trail. Some will ask you to slow down, draw, count, or try again. That slow part is where strong math grows. Every page gives your brain another chance to spot, choose, and build.

Spot

Read carefully and find what the problem is really asking.

Sketch

Use numbers, arrays, number lines, or labels to make your thinking visible.

Signal

Check that your answer makes sense before you wave the next question on.

Trail promise: I will read like a tracker, sketch like a planner, and check like a careful scout. I do not have to be perfect to keep moving forward.

How to Use This Book

A four-step trail plan that turns practice into progress

Step 1: Pack Your Pack

Read the Quick Review first.
Wake up the Grade 3 ideas you will need before you set foot on the trail.

Step 2: Hit the Trail

Take one full test.
Thirty questions. Pencil sharp, work shown, calm pace – one marker at a time.

Step 3: Campfire Check

Check answers honestly.
Circle missed questions. Star any problem that felt confusing – those are tomorrow’s clues.

Step 4: Track Back

Fix a few mistakes.
Read the explanation, rework the problem, and carry that lesson up the next stretch of trail.

A Three-Week Trail Plan

Week 1	Hike Test 1. Map what feels strong and what needs a second look.
Week 2	Hike Test 2. Sharpen the habits: read slow, sketch the model, label every number.
Week 3	Hike Test 3. Bring everything – facts, models, checks, and calm focus.

Best trail habit: Do not only ask, “What did I score?” Ask, “What did I learn how to do better?”



Test Overview

What waits on the trail and what each practice test builds

Each practice test has 30 questions. Together they walk you through the kind of math thinking the Maryland MCAP asks Grade 3 students to use: read carefully, choose a strategy, show work, and check whether an answer makes sense.

Selected-Response Questions

Pick the best answer from the choices. Strong scouts estimate first, cross out answers that cannot be right, and reread the question before circling.

Open-Ended Questions

Write the answer and show the thinking. A clear response uses neat numbers, helpful labels, and a short model or explanation.

Grade 3 Ideas You Will Meet on the Trail

- multiplication, division, arrays, equal groups, and fact fluency
- rounding, adding, subtracting, and multiplying by multiples of 10
- fractions, number lines, equivalent fractions, and comparing fractions
- time, mass, liquid volume, picture graphs, bar graphs, and line plots
- area, perimeter, unit squares, rectangles, and shapes
- two-step word problems and explaining a solution path

What strong MCAP work looks like: the scout reads the whole problem, picks a sensible strategy, writes numbers neatly, labels the answer, and checks that the answer truly fits the question.



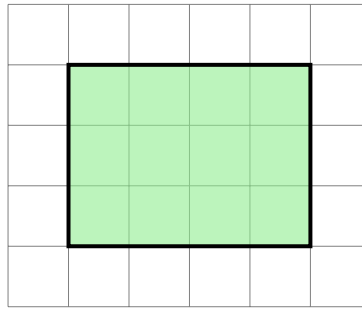
Scan me!
For more practice
& answers

+ - 3 × ÷

Table of Contents

★ Practice Test 1	_____	17
★ Practice Test 2	_____	29
★ Practice Test 3	_____	41
Practice Test Answer Keys	_____	53
Practice Test Answers and Explanations	_____	56

5) Count the shaded square units on this grid without using multiplication. Is it possible?



- A. Yes, you can count them one by one C. Only if the shape is a square
 B. No, you must multiply D. Only if you know the perimeter
- 6) Ava has 20 beads. She wants to make 5 equal bracelets. How many beads are on each bracelet?

- A. 3 C. 15
 B. 25 D. 4

7) Ravi has 4 bags with 5 toys each and loses 8 toys. How many toys are left?

8) Look at odd numbers: 1, 3, 5, 7, 9, 11.
What is the next odd number?

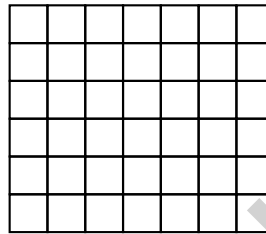
- A. 12 C. 14
 B. 15 D. 13



- 9) Find the perimeter of a 9 cm by 4 cm rectangle.

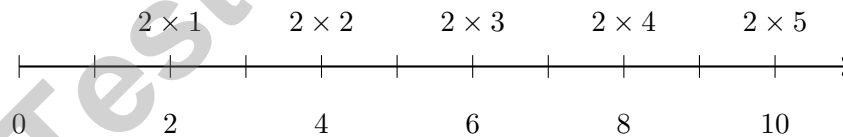


- 10) A teacher shows this grid to her class:



She tells students: "There are 8 unit squares along the top and 6 unit squares down the side. So the area is $8 + 6 = 14$ square units." Is the teacher correct?

- A. Yes, because $8 + 6 = 14$
 C. No, the area is 14 unit squares
 B. No, the area is 48 unit squares
 D. Yes, adding the sides gives the area
- 11) Look at the skip-count pattern. What is the rule?



What is 2×5 ?

- A. 8
 C. 12
 B. 14
 D. 10



Scan me!
For more practice
& answers

1) A library has 8 shelves with 7 books on each shelf. They add 6 more books. Which of these is the correct total?

A. $8 + 7 + 6 = 21$

C. $8 + 7 \times 6 = 50$

B. $8 \times 7 \times 6 = 336$

D. $(8 \times 7) + 6 = 62$

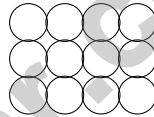
2) There are 5 rows of chairs and 6 chairs in each row. How many chairs are there in total?

 A. 25 chairs C. 35 chairs B. 40 chairs D. 30 chairs

3) What is 472 rounded to the nearest 10?

 A. 470 C. 475 B. 472 D. 500

4)



This array shows 3 rows of 4 circles each. What is 3×4 ?

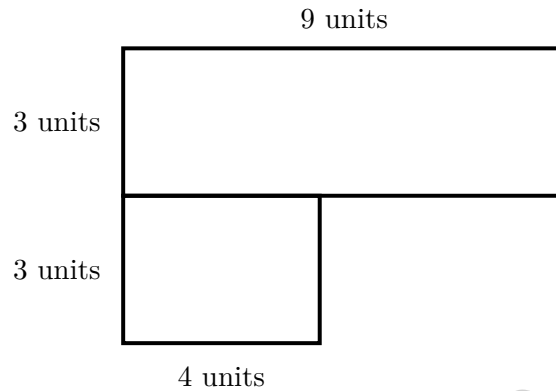
 A. 7 C. 10 B. 15 D. 12

5) A rectangle has length 4 and width 2. How many sides does it have?

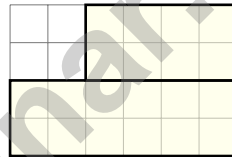


Scan me!
For more practice
& answers

- 6) An L-shaped parking lot is shown. Part 1 is 9 units by 3 units. Part 2 is 4 units by 3 units. What is the total area?



- A. 39 sq units C. 12 sq units
 B. 27 sq units D. 108 sq units
- 7) This grid shows a step-shaped figure made of unit squares. Count by breaking it into parts.



How many unit squares cover this step shape?

- A. 12 sq units C. 20 sq units
 B. 16 sq units D. 24 sq units
- 8) Lily starts playing at 2 : 18 PM. She plays for 44 minutes. What time does Lily stop playing?
- A. 3 : 00 PM C. 3 : 12 PM
 B. 3 : 02 PM D. 2 : 58 PM

Practice Test Answer Keys

How to use this section with a Grade 3 student:

1. check the answer first
2. mark questions to try again
3. rework the problem before reading the full explanation

A calm correction routine builds stronger math habits.

Testinar.com



Scan me!
For more practice
& answers

Practice Test Answers and Explanations

Practice Test 1 Answers and Explanations

- Choice B is correct.** (3.NF.A.2) The point is exactly in the middle between $\frac{2}{6}$ and $\frac{4}{6}$, which is $\frac{3}{6}$.
- Choice A is correct.** (3.NBT.A.3) $5 \times 30 = 150$ because $5 \times 3 = 15$, then add a zero. $6 \times 20 = 120$ because $6 \times 2 = 12$, then add a zero. Since $150 > 120$, 5×30 is greater.
- Choice C is correct.** (3.NF.A.1) A candy bar divided into 2 equal pieces means each piece is a unit fraction of $\frac{1}{2}$ (one-half).
- Choice C is correct.** (3.MD.A.1) From 4 : 30 to 5 : 30 is 1 hour (60 minutes). From 5 : 30 to 5 : 42 is 12 more minutes. Total: $60 + 12 = 72$ minutes.
- Choice A is correct.** (3.MD.C.5) You can count the squares directly by pointing at each one (16 total). You can also multiply: $4 \times 4 = 16$. Counting and multiplying are both valid ways to find area.
- Choice D is correct.** (3.OA.A.2) $20 \div 5 = 4$. Divide the total beads by the number of bracelets.
- The correct answer is 12.** (3.OA.D.8) $4 \times 5 = 20$, and $20 - 8 = 12$.
- Choice D is correct.** (3.OA.D.9) Odd numbers increase by 2 each time: $11 + 2 = 13$.
- The correct answer is 26 centimeters.** (3.MD.D.8) $2(9) + 2(4) = 18 + 8 = 26$ centimeters.
- Choice B is correct.** (3.MD.C.5) The teacher made an error. She added the side lengths ($8 + 6 = 14$) instead of counting all the unit squares inside. The correct area is 8 columns times 6 rows = $6 + 6 + 6 + 6 + 6 + 6 + 6 + 6 = 48$ square units. Adding dimensions finds perimeter, not area.
- Choice D is correct.** (3.OA.C.7) Skip-counting by 2s: 0, 2, 4, 6, 8, 10. So $2 \times 5 = 10$.
- The correct answer is 35.** (3.OA.A.4) Multiply: $7 \times 5 = 35$. Check: $35 \div 5 = 7$.
- Choices A and D are correct.** (3.OA.A.1) 5×3 means "five groups of three," giving $3 + 3 + 3 + 3 + 3 = 15$ (choice A and D are both correct). Choice C is the reverse order (commutative, also equals 15). Choice B is addition. Choice E is incorrect. Technically A, C, and D are all mathematically valid for 5×3 , but the most direct answers matching the notation are A (five groups of three) and D (the repeated addition form of five threes).
- Choice C is correct.** (3.NF.A.2) $\frac{6}{6}$ means six sixths, which make one whole. The point is at 1.
- Choice A is correct.** (3.OA.A.3) Multiply rows by plants per row: $4 \times 8 = 32$ plants.
- Choice B is correct.** (3.MD.D.8) 5 rows \times 2 columns = $5 \times 2 = 10$ square units. A is sum error.
- Choice A is correct.** (3.NF.A.3) $\frac{1}{4}$ and $\frac{2}{8}$ both show one-quarter of a whole.
- Choice A is correct.** (3.NF.A.3) Eli ate $\frac{1}{2}$ and Noah ate $\frac{2}{4}$. These are equivalent: $\frac{1 \times 2}{2 \times 2} = \frac{2}{4}$.
- Choice B is correct.** (3.MD.C.7) $(4 \times 6) + (4 \times 2) = 24 + 8 = 32$. Both rectangles share width 4, so the total width is $6 + 2 = 8$.
- Choice C is correct.** (3.MD.B.3) Red: $2 \times 3 = 6$. Yellow: $4 \times 3 = 12$. Total: $6 + 12 = 18$.
- Choice B is correct.** (3.NF.A.3) Three thirds is one whole. Three sixths is half. So $\frac{3}{3} > \frac{3}{6}$.
- Choice B is correct.** (3.MD.C.5) Find each rectangle: top is $5 \times 3 = 15$ sq m; bottom is $4 \times 2 = 8$ sq m. Total: $15 + 8 = 23$ sq m.
- Choice D is correct.** (3.OA.B.5) The associative property says we can group factors in different ways and still get the same product. The groups change, like $(2 \times 3) \times 4 = 6 \times 4 = 24$ or $2 \times (3 \times 4) = 2 \times 12 = 24$, but the product stays the same.
- Choice B is correct.** (3.NF.A.1) The number line has 8 equal parts, so the first tick is at $\frac{1}{8}$.
- Choice A is correct.** (3.NBT.A.1) First round 328 to nearest 10: ones digit is $8 \geq 5$, so 328 rounds to 330. Then round 330 to nearest 100: tens digit is $3 < 5$, so 330 rounds down to 300. This is a two-step rounding process (double rounding).
- Choice B is correct.** (3.MD.B.4) Total: $2 + 1 + 2 + 2 = 7$ notebooks. Remove 1 with 100 pages: $7 - 1 = 6$ remain.
- Choice C is correct.** (3.MD.D.8) Area = length \times width = $8 \times 4 = 32$ square meters.
- Choice D is correct.** (3.G.A.2) Circle A is completely shaded = $\frac{1}{1} = 1$ whole. Circle B is only half shaded.
- Choice C is correct.** (3.MD.C.6) If each unit square is 1 cm by 1 cm, then 7 unit squares of 1 cm fit along a 7 cm side.

Hi, Hero!

◇ Once there was a Grade 3 student who took 3 practice tests. At first, the math was tricky. But this student kept showing up, kept trying, and kept learning. By the end, the student became a math hero. That hero is you! ◇

★ **Storytellers know:** every story has a hard middle. The hard middle is where heroes grow. You lived your hard middle. Your story ends with confidence! ★

Your Hero Toolkit

- **Brave Heart:** You try hard problems.
- **Sharp Mind:** You think carefully before you act.
- **Steady Hand:** You write neatly and check.
- **Kind Spirit:** You are patient with yourself.

Storyteller tip: on test day, remember the hero you became. The chapters before today made you stronger. Now write your best chapter!

If you want to share something or ask a question, please email me at jay@testinar.com.

Jay Daie

Your Math Storyteller

3 GRADE 3 MATH PRACTICE TESTS

Practice Today. *Succeed* Tomorrow!



Give your child the tools to build strong math skills and test confidence!

This book includes 3 full-length Grade 3 Math practice tests that mirror real test formats and cover all key math standards. With a wide range of question types and real-world problems, students will gain the practice and confidence they need to do their best!

What's Inside?



Standards-Aligned Practice

Questions designed to cover essential Grade 3 math standards.



Variety of Question Types

Multiple-choice, short answer, and more to build well-rounded skills.



Real-World Applications

Engaging problems that connect math to everyday life.



Step-by-Step Progress

Track improvement and build confidence with every test.



Build Skills & Boost Confidence

Strengthen understanding and feel prepared for test day.

COVERS ALL ESSENTIAL TOPICS

- ✓ Whole Numbers & Operations
- ✓ Fractions & Decimals
- ✓ Algebraic Thinking
- ✓ Geometry
- ✓ Measurement & Data
- ✓ Number Patterns
- ✓ Word Problems
- ✓ Ratio & Proportion
- ✓ Perimeter, Area & Volume
- ✓ Graphing & Data Analysis
- ✓ And More!



More Grade 3 Math Resources & Practice Materials

testinar.com/math3

PRACTICE. PREPARE. SUCCEED.