

3

Rhode Island

RICAS

GRADE 3

MATH PRACTICE TESTS

Standards-Aligned
Practice for Stronger
Math Skills and
Test Readiness



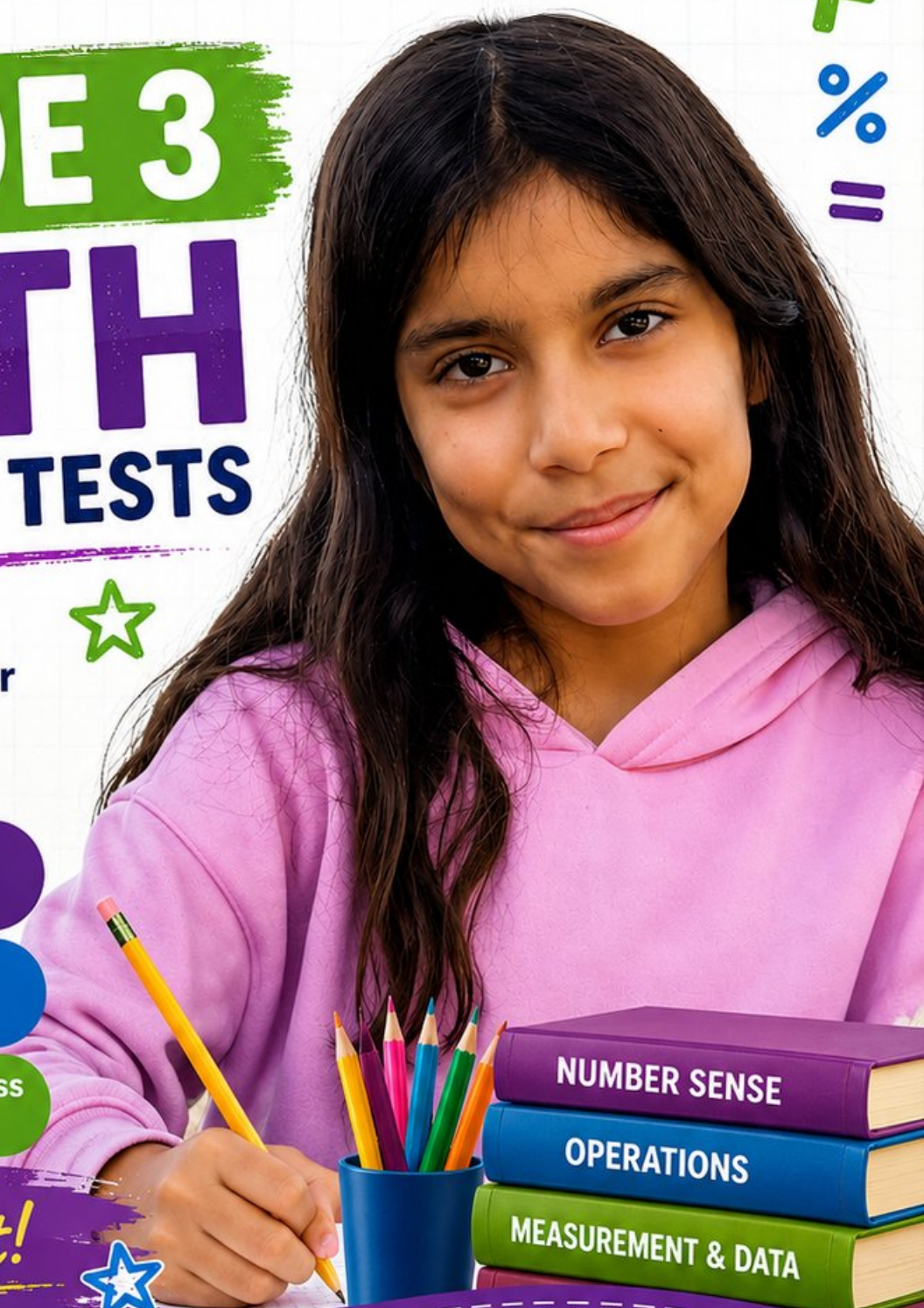
Build Confidence
with Targeted Practice



Strengthen Skills
in Key Math Concepts



Improve Test Readiness
with Realistic Practice



Be Ready.
Do Your Best!



3 Rhode Island RICAS 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, Rhode Island RICAS strategy tips, answer keys, and step-by-step explanations that turn every miss into the next move.

Jay Daie and Reza Nazari



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Welcome to the Rhode Island 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 Rhode Island RICAS. 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 Rhode Island RICAS 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 RICAS 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.



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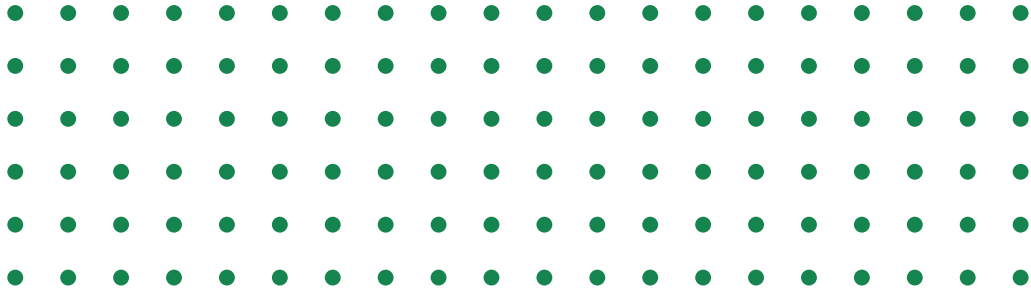
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- 1) There are 6 rows of flowers. Each row has 20 flowers. How many flowers are there in total?



$$6 \times 20 = ?$$

- A. 26 C. 120
 B. 62 D. 1200

- 2) A picture graph shows apples in baskets. The key says each apple symbol represents 5 apples. Basket A has 2 symbols and Basket B has 4 symbols. How many apples are there in total in both baskets?

- 3) Mia used the distributive property to break 5×9 into $5 \times (6 + 3)$. What is $5 \times 6 + 5 \times 3$?

- A. 30 C. 40
 B. 35 D. 45

- 4) If $\frac{1}{3} = \frac{2}{6}$, what numerator goes with denominator 6?

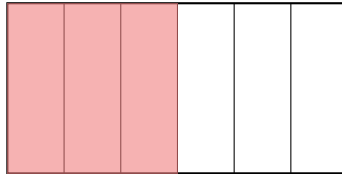


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5) $? - 187 = 256$. What is the missing minuend?

- A. 433 C. 444
 B. 413 D. 443

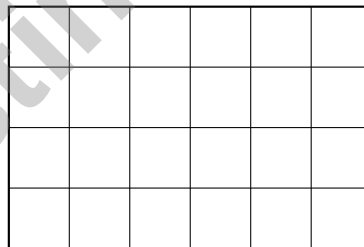
6) A rectangle is split into 6 equal strips. What fraction of the rectangle is 3 strips?



- A. $\frac{1}{6}$ C. $\frac{3}{6}$
 B. $\frac{1}{3}$ D. $\frac{4}{6}$

7) Lily starts a project at 7 : 29 AM. She works for 1 hour and 16 minutes. What time does she finish?

- A. 8 : 35 AM C. 8 : 45 AM
 B. 8 : 40 AM D. 9 : 00 AM



8)

6

The rectangle is tiled with unit squares. How many unit squares are there?

- A. 10 C. 24
 B. 20 D. 48

- 9) Sam colors $\frac{3}{6}$ of a shape. Write an equivalent fraction.



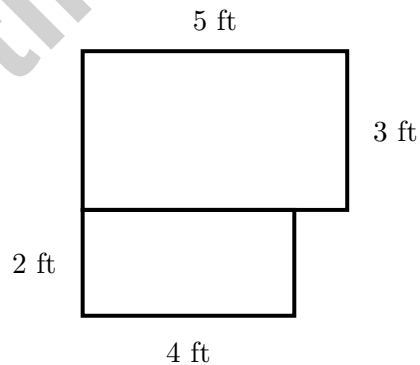
- 10) A chef estimates the mass of three items before weighing them: an apple (about 150 g), a bread roll (about 80 g), and a pat of butter (about 20 g). Which is the BEST estimate of the total mass?

- A. 50 g C. 250 g
 B. 150 g D. 400 g

- 11) What whole number equals $\frac{10}{2}$?

- A. 2 C. 10
 B. 5 D. 3

- 12) An L-shaped room plan shows two rectangles. Top: 5 ft by 3 ft. Bottom: 4 ft by 2 ft. What is the total floor area?

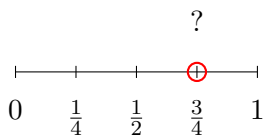


- A. 15 sq ft C. 120 sq ft
 B. 8 sq ft D. 23 sq ft



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- 1) Mrs. Chen has two identical sheets of stickers. She uses $\frac{2}{8}$ of the first sheet and $\frac{1}{4}$ of the second sheet. Does she use the same amount of stickers?
- A. The sheets might be different. C. Yes, same amount.
 B. No, she used more from the second. D. No, she used more from the first.
- 2) A large rectangle with total area 56 is split into two smaller rectangles. One is 7×6 with area 42. Using the distributive property with the shared dimension of 7, what is the area of the second rectangle?
- A. 14 C. 7
 B. 42 D. 8
- 3) Mia measures juice in three containers. Container 1 has 1000 mL, Container 2 has 500 mL, and Container 3 has 500 mL. What is the total?
- A. 1000 mL C. 2000 mL
 B. 1500 mL D. 3000 mL
- 4) Which repeated addition matches 5×10 ?
- A. $5 + 5 + 5$ C. $10 + 10 + 10 + 10 + 10$
 B. $10 + 5$ D. $5 + 10$



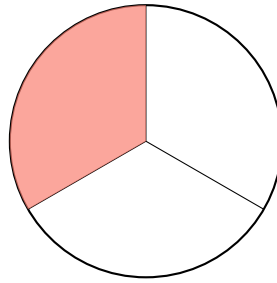
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On the number line, the red dot is at the same position as which label?

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



- 6) Here is a circle divided into 3 equal parts. One part is shaded.



What fraction of the circle is shaded?

A. $\frac{1}{3}$

B. $\frac{1}{2}$

C. $\frac{2}{3}$

D. $\frac{3}{3}$

- 7) A bag of flour weighs 3 kilograms. If a baker buys 7 bags of flour, how much flour does he have in total?

A. 10 kg

B. 20 kg

C. 4 kg

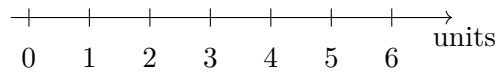
D. 21 kg

- 8) Write a fraction equivalent to $\frac{1}{2}$.



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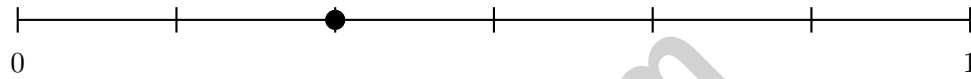
1)



On a number line, the distance from 0 to 4 is divided into fourths. Which mark shows $\frac{3}{4}$ of the distance from 0 to 4?

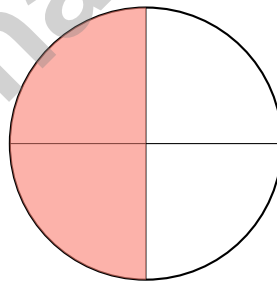
- A. 3.5
- B. 2
- C. 4
- D. 3

2) On this number line, the distance from 0 to 1 is divided into 6 equal parts. The point shown is at which fraction?



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

3) A circle is divided into 4 equal parts. If two parts are shaded, what fraction of the circle is shaded?



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



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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.

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Practice Test Answers and Explanations

Practice Test 1 Answers and Explanations

- 1) **Choice C is correct.** **(3.NBT.A.3)** The array shows 6 rows with 20 items each: $6 \times 20 = 120$ items.
- 2) **The correct answer is 30 apples.** **(3.MD.B.3)** Basket A: $2 \times 5 = 10$ apples. Basket B: $4 \times 5 = 20$ apples. Total: $10 + 20 = 30$ apples.
- 3) **Choice D is correct.** **(3.OA.B.5)** $5 \times 6 = 30$ and $5 \times 3 = 15$, so $30 + 15 = 45$. Also $5 \times 9 = 45$.
- 4) **The correct answer is 2.** **(3.NF.A.2)** $\frac{1}{3}$ is equivalent to $\frac{2}{6}$.
- 5) **Choice D is correct.** **(3.NBT.A.2)** Add to find the missing minuend: $256 + 187 = 443$. Check: $443 - 187 = 256$.
- 6) **Choice C is correct.** **(3.G.A.2)** Three out of six equal strips make $\frac{3}{6}$.
- 7) **Choice C is correct.** **(3.MD.A.1)** $7 : 29 + 1 \text{ hour} = 8 : 29$. Then $8 : 29 + 16 \text{ min} = 8 : 45 \text{ AM}$.
- 8) **Choice C is correct.** **(3.MD.D.8)** Count rows and columns: $6 \times 4 = 24$ square units. Bridge from visual tiling to multiplication.
- 9) **The correct answer is $\frac{1}{2}$.** **(3.NF.A.3)** $\frac{3}{6}$ equals half of a whole, so the equivalent fraction is $\frac{1}{2}$.
- 10) **Choice C is correct.** **(3.MD.A.2)** Estimate: $150 + 80 + 20 \approx 250$ g. This tests Grade 3 estimation skill.
- 11) **Choice B is correct.** **(3.G.A.2)** $10 \text{ halves} \div 2 \text{ halves per whole} = 10 \div 2 = 5$ wholes.
- 12) **Choice D is correct.** **(3.MD.C.5)** Top: $5 \times 3 = 15$ sq ft. Bottom: $4 \times 2 = 8$ sq ft. Total: $15 + 8 = 23$ sq ft.
- 13) **Choices A and B are correct.** **(3.NF.A.1)** With denominator 4, there are exactly 4 equal parts (A). The first tick is at $\frac{1}{4}$ (B). The second tick is $\frac{3}{4}$, not $\frac{2}{4}$, so C is false. D is false because there are 4 parts, and E is false because $\frac{1}{4} < \frac{1}{2}$.
- 14) **Choice A is correct.** **(3.NBT.A.1)** Numbers from 65 to 74 round to 70. Among choices, A (65) is odd and rounds to 70. B (68) is even. C (72) is even. D (74) is even.
- 15) **Choice C is correct.** **(3.MD.D.8)** $P = 2(8) + 2(2) = 16 + 4 = 20$ m.
- 16) **Choice B is correct.** **(3.NF.A.3)** Same numerator: fourths are bigger pieces than sixths. Two fourths is greater than two sixths.
- 17) **Choice B is correct.** **(3.MD.D.8)** Area = width \times height = $10 \times 8 = 80$ square inches.
- 18) **Choice C is correct.** **(3.MD.C.7)** Area = $10 \times 2 = 20$ square cm.
- 19) **Choice B is correct.** **(3.MD.C.5)** $4 \times 5 = 20$ square units. The other options give: $2 \times 8 = 16$, $3 \times 6 = 18$, $2 \times 9 = 18$.
- 20) **Choice C is correct.** **(3.OA.D.8)** Step 1: After eating: $18 - 7 = 11$ apples. Step 2: Add new: $11 + 4 = 15$ apples. (Choice A is step 1 only.)
- 21) **Choice D is correct.** **(3.OA.B.6)** If $35 \div \square = 7$, rewrite this as a missing-factor problem: $7 \times \square = 35$. We ask: 7 times what gives 35? Since $7 \times 5 = 35$, the missing divisor is 5. This shows division working backwards from multiplication.
- 22) **Choice A is correct.** **(3.NF.A.1)** The rectangle has 4 equal parts, and 1 is shaded, so the fraction is $\frac{1}{4}$ (one-fourth).
- 23) **Choice D is correct.** **(3.OA.A.4)** Multiply: $7 \times 3 = 21$. Check: $21 \div 3 = 7$.
- 24) **Choice A is correct.** **(3.OA.A.3)** Use division: $45 \div 5 = 9$ inches. Check: $9 \times 5 = 45$ square inches. ✓
- 25) **Choice A is correct.** **(3.NF.A.3)** Both rectangles show the same shaded area. $\frac{3}{4} = \frac{6}{8}$ because $\frac{3 \times 2}{4 \times 2} = \frac{6}{8}$.
- 26) **Choice D is correct.** **(3.G.A.1)** A square is a special rhombus that also has all right angles. If a rhombus has 4 right angles, it becomes a square.
- 27) **Choice C is correct.** **(3.MD.B.4)** The mode is the value with the most X's. Since 5 inches has 2 X's and 6 inches has 1, the mode at $5\frac{1}{2}$ inches must have more than 2. The minimum is 3 X's.
- 28) **Choice A is correct.** **(3.OA.D.9)** 1, 3, and 5 are odd numbers (shown in blue). 2 and 4 are even (shown in red).
- 29) **Choice D is correct.** **(3.MD.C.6)** Area = $6 \times 8 = 48$ square meters.
- 30) **Choice C is correct.** **(3.OA.C.7)** $8 \times 7 = 56$. Think $8 \times 7 = 8 \times (5 + 2) = 40 + 16 = 56$.

Practice Test 2 Answers and Explanations



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Inventor's Workshop Note

Hi, Math Inventor!

◇ 3 practice tests. 3 chances to invent new ways to think. You tried things. You changed them. You made your math brain stronger! ◇

★ **Inventors know:** the first try isn't always the best try. Sometimes you fix it. Sometimes you start over. You did all of that! ★

Inventor's Workshop

- **Sketch Pad:** Full of ideas!
- **Toolbox:** Lots of math strategies.
- **Workbench:** Neat and organized.
- **Brave Mind:** You try new things.

Inventor tip: on test day, if your first try doesn't work, switch tools. Inventors don't get stuck on one tool. Pick the right one for the job!

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

Jay Daie

Your Math Inventor

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!



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