

3

Utah RISE

GRADE 3

MATH PRACTICE TESTS

Standards-Aligned
Practice for Stronger
Math Skills and
Test Readiness



Build Confidence
with Targeted Practice



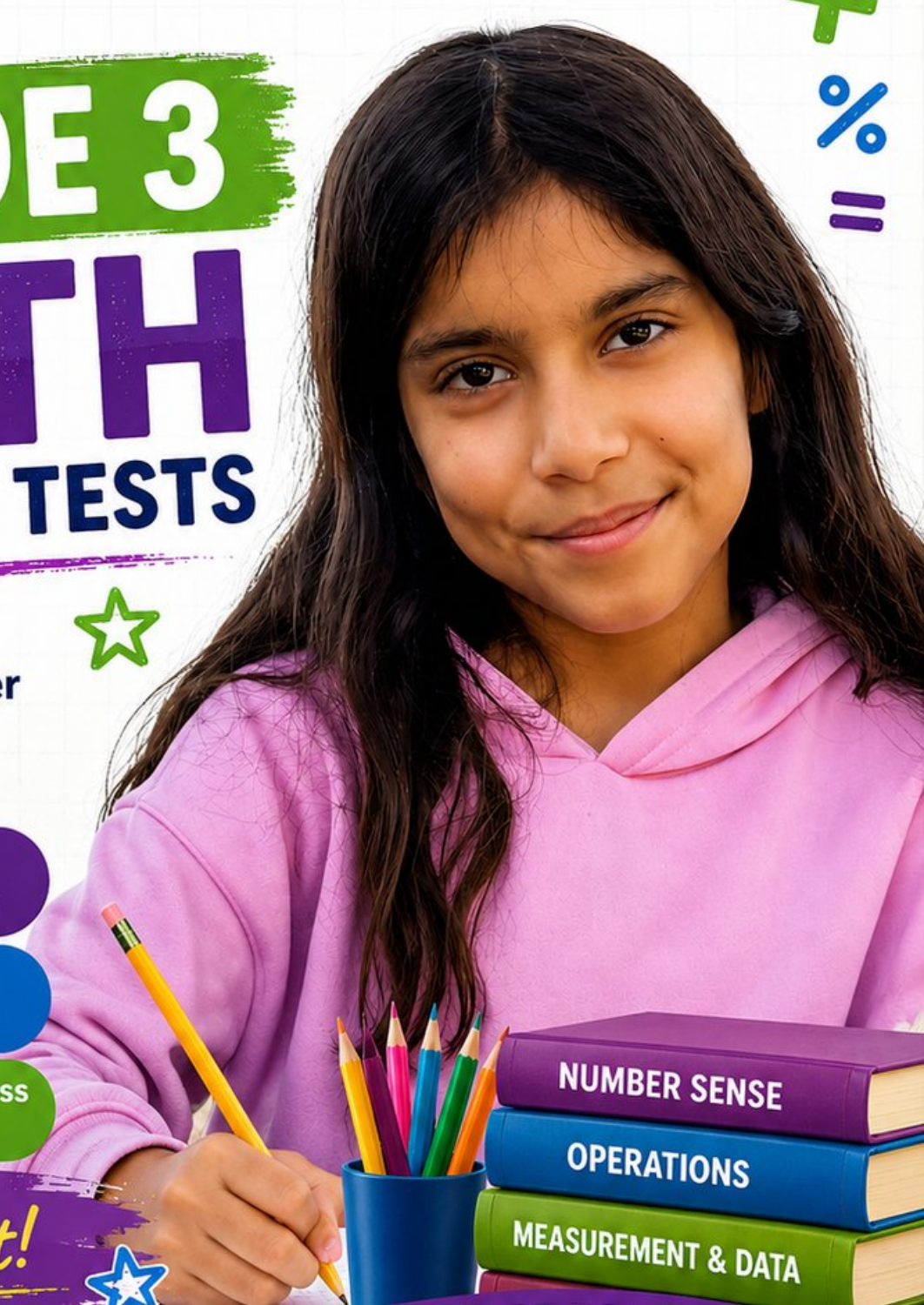
Strengthen Skills
in Key Math Concepts



Improve Test Readiness
with Realistic Practice



Be Ready.
Do Your Best!



3 Utah RISE 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, Utah RISE 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 Utah 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 Utah RISE. 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 Utah RISE 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

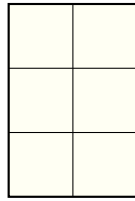
What strong RISE work looks like: the scout reads the whole problem, picks a sensible strategy, writes numbers neatly, labels the answer, and checks that the answer truly fits the question.



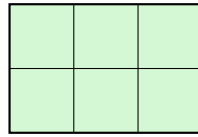
Scan me!
For more practice
& answers

Table of Contents

★ Practice Test 1	_____	16
★ Practice Test 2	_____	29
★ Practice Test 3	_____	40
Practice Test Answer Keys	_____	51
Practice Test Answers and Explanations	_____	54



Y



Z

1)

Shapes Y and Z are both made of unit squares. Which is true?

- A. Y has area 6, Z has area 6 C. Y has area 4, Z has area 8
 B. Y has area 5, Z has area 5 D. Y has area 2, Z has area 3

2) A rectangular bookmark has length 9 cm and width 2 cm. Find the area of the bookmark.



3) A rope is shown on a number line from 0 to 1 with 8 equal sections. Eli marks off one section. What fraction of the rope is one section?

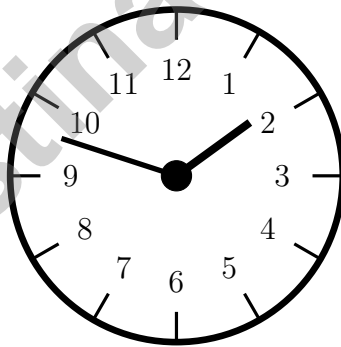
- A. $\frac{1}{8}$ C. $\frac{8}{8}$
 B. $\frac{1}{7}$ D. $\frac{2}{8}$

4) Mia sees a number line from 0 to 3 divided into thirds. She marks $\frac{5}{3}$. Is this past the 1 on the number line?

- A. No, before 1 C. Right at 1
 B. Way past 3 D. Yes, past 1

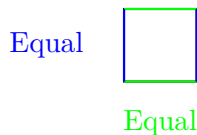


- 10) Which of these shows tiling that proves $3 \times 9 = 3 \times (5 + 4)$?
- A. Two rectangles with width 3: one is 3×5 , the other is 3×4
- B. Two rectangles with width 2: one is 2×5 , the other is 2×4
- C. A single rectangle 3×9
- D. Two rectangles with length 9: one is 9×3 , the other is 9×2
- 11) A floor has unit tiles arranged in 4 rows and 8 columns. How many unit tiles cover the floor?
- A. 12
- B. 32
- C. 24
- D. 48
- 12) Which strategy uses 10 groups of 4 and subtracts 1 group of 4 to find 9×4 ?
- A. $9 \times 4 = (5 \times 4) + (4 \times 4) = 20 + 16 = 36$
- B. $9 \times 4 = (8 \times 4) + (1 \times 4) = 32 + 4 = 36$
- C. $9 \times 4 = 9 \times (2 \times 2) = 9 \times 4 = 36$
- D. $9 \times 4 = (10 \times 4) - (1 \times 4) = 40 - 4 = 36$
- 13) What time is shown on the clock?



- A. 9 : 08
- B. 1 : 38
- C. 1 : 48
- D. 10 : 48





6)

In this square, the green sides are equal and the blue sides are equal. Are all 4 sides equal?

- A. Yes, all 4 sides are equal C. No, only the blue sides are equal
 B. No, only the green sides are equal D. The sides have no equal length

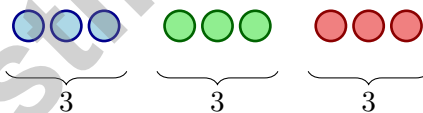
7) Which equation is true?

- A. $3 \times 6 = 19$ C. $8 \times 5 = 42$
 B. $9 \times 3 = 28$ D. $5 \times 6 = 30$

8) A classroom has 5 shelves of puzzle boxes. Each shelf has 8 boxes. How many puzzle boxes are there?

- A. 13 boxes (adds $5 + 8$) C. 35 boxes (confuses: 5×7 instead)
 B. 45 boxes (adds $5 + 8 + 32$) D. 40 boxes

9) Which division sentence matches this picture?



- A. $9 \div 1$ C. $3 \div 3$
 B. $9 + 3$ D. $9 \div 3$

10) A bag of flour has a mass of 2000 grams. A block of butter has a mass of 250 grams. How many more grams does the flour weigh than the butter?

- A. 250 grams C. 2000 grams
 B. 1750 grams D. 2250 grams

1) Lily has 20 stickers. She puts them in 4 equal groups. How many stickers are in each group?

A. 5

C. 6

B. 4

D. 24

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

3) Noah thinks of a number. He multiplies it by 5. The result is 45. Which equation shows what Noah did?

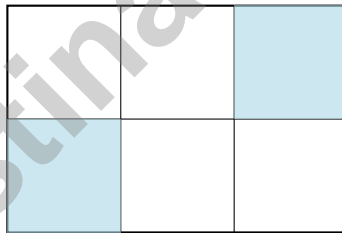
A. $\square \times 5 = 45$

C. $5 + \square = 45$

B. $45 \div 5 = \square$

D. $\square - 5 = 45$

4) A rectangle is divided into 6 equal parts with 2 shaded. What fraction is NOT shaded?



A. $\frac{2}{6}$

C. $\frac{1}{6}$

B. $\frac{4}{6}$

D. $\frac{6}{6}$

5) The theater has 8 rows of seats. Each row has 30 seats. How many seats are in the theater?

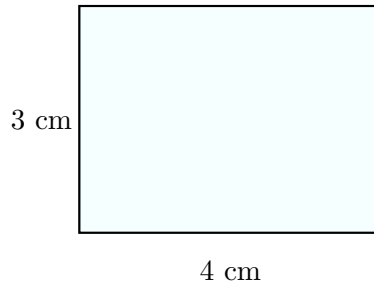
A. 38

C. 240

B. 83

D. 2400





6)

Find the area of this rectangle.

- A. 7 sq cm
- B. 12 sq cm
- C. 14 sq cm
- D. 21 sq cm

7) Mia folds a paper into 3 equal parts. What unit fraction is one part?

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

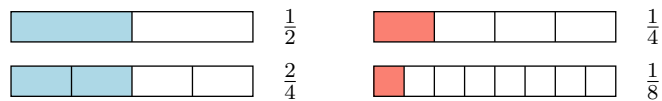
8) A train arrives at 2 : 18 PM. A bus arrives 22 minutes after the train. What time does the bus arrive?

- A. 2 : 30 PM
- B. 2 : 35 PM
- C. 2 : 40 PM
- D. 2 : 45 PM

9) Mia drinks juice from four bottles. Each bottle holds 250 mL. How many milliliters does she drink in total?

- A. 250 mL
- B. 750 mL
- C. 1000 mL
- D. 2000 mL

10) Look at the fraction bars below. Which fractions are equivalent?



- A. $\frac{1}{2}$ and $\frac{1}{8}$
- B. $\frac{1}{4}$ and $\frac{1}{8}$
- C. $\frac{1}{2}$ and $\frac{2}{4}$
- D. $\frac{1}{4}$ and $\frac{2}{4}$



Scan me!
For more practice
& answers

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 A is correct.** **(3.MD.6)** Y is $2 \times 3 = 6$ unit squares. Z is $3 \times 2 = 6$ unit squares. Both have the same area of 6 square units.
- The correct answer is 18 sq cm.** **(3.MD.7)** Area = $9 \times 2 = 18$ square centimeters. You can multiply the side lengths or imagine 9 rows of 2 unit squares.
- Choice A is correct.** **(3.NF.2)** One of eight equal sections is $\frac{1}{8}$.
- Choice D is correct.** **(3.NF.2)** $\frac{5}{3} = 1\frac{2}{3} \approx 1.67$. This is past 1.
- Choice C is correct.** **(3.MD.4)** 56 inches or taller includes 56 and $56\frac{1}{2}$; that is $3 + 2 = 5$ students.
- Choice D is correct.** **(3.OA.1)** 9×2 means 9 groups of 2, so $2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 18$.
- Choice B is correct.** **(3.NF.2)** Reading left to right on the number line: first tick ($\frac{1}{6}$), third tick ($\frac{3}{6}$), fifth tick ($\frac{5}{6}$). Least to greatest.
- Choice B is correct.** **(3.G.2)** 8 fourths \div 4 fourths per whole = $8 \div 4 = 2$ wholes. The bar shows 2 full sections (thick line at middle).
- Choice B is correct.** **(3.NF.3)** Same numerator: sixths are bigger pieces than eighths. Two sixths is greater than two eighths.
- Choice A is correct.** **(3.MD.7)** The equation $3 \times (5 + 4) = (3 \times 5) + (3 \times 4)$ needs rectangles with the same width of 3.
- Choice B is correct.** **(3.MD.8)** 4 rows \times 8 columns = $4 \times 8 = 32$ tiles. Reverse order from typical.
- Choice D is correct.** **(3.OA.5)** Since 9 groups of 4 is one group of 4 less than 10 groups of 4, $9 \times 4 = 10 \times 4 - 1 \times 4 = 40 - 4 = 36$.
- Choice C is correct.** **(3.MD.1)** The minute hand points to 48 (just before 10), and the hour hand is nearly at 2, meaning the hour is 1. The time is 1 : 48.
- Choices A and C are correct.** **(3.NBT.3)** $6 \times 40 = 240$ and $4 \times 60 = 240$. Choice B is $8 \times 20 = 160$, choice D is $3 \times 70 = 210$, and choice E is $6 \times 30 = 180$.
- Choice C is correct.** **(3.MD.5)** Bottom rectangle: $4 \times 3 = 12$ sq units. Top rectangle: $2 \times 2 = 4$ sq units. Total: $12 + 4 = 16$ sq units.
- The correct answer is $\frac{2}{4}$.** **(3.NF.3)** Multiply the numerator and denominator by 2: $\frac{1 \times 2}{2 \times 2} = \frac{2}{4}$.
- Choice D is correct.** **(3.OA.4)** Divide: $21 \div 3 = 7$ columns. Check: $3 \times 7 = 21$.
- Choice D is correct.** **(3.OA.3)** Multiply: 3 bags \times 7 marbles per bag = 21 marbles.
- Choice C is correct.** **(3.MD.8)** $P = 2(8) + 2(2) = 16 + 4 = 20$ m.
- Choice B is correct.** **(3.G.2)** The rectangle is divided into 2 equal parts with 1 shaded, so the fraction is $\frac{1}{2}$ (one-half).
- Choice A is correct.** **(3.NF.3)** Both pies show the same shaded region. $\frac{1}{4}$ and $\frac{2}{8}$ are equivalent.
- Choice A is correct.** **(3.MD.3)** Divide total by scale: $12 \div 4 = 3$ icons.
- Choice C is correct.** **(3.MD.8)** Area = length \times width = $7 \times 3 = 21$ square inches.
- The correct answer is 81.** **(3.OA.9)** $9 \times 8 = 72$, and $72 + 9 = 81$.
- Choice B is correct.** **(3.MD.5)** The shaded rectangle is 5 units wide and 2 units tall. $5 \times 2 = 10$ square units.
- Choice C is correct.** **(3.NBT.1)** For 567: ones digit is $7 \geq 5$, so it rounds up to the nearest 10, which is 570.
- Choice C is correct.** **(3.MD.2)** Add: $400 + 600 = 1000$ mL.
- Choice B is correct.** **(3.G.2)** When a circle is divided into 2 equal parts, each part is $\frac{1}{2}$ of the whole circle.
- Choice D is correct.** **(3.OA.1)** Measurement division: $40 \div 5 = 8$. There are 8 groups of 5 in 40.
- Choice D is correct.** **(3.NBT.2)** $54 \div 6 = 9$ because $9 \times 6 = 54$.

Practice Test 2 Answers and Explanations

A Quiet Word From Your Mentor

Hi, Thoughtful Student,

◇ I want to take a moment to tell you something true: you did excellent work. 3 practice tests is a real promise that you kept to yourself. That matters. ◇

★ **Mentors notice:** growth is quiet. It doesn't shout. But it shows up in how you handle a problem today vs how you did weeks ago. That growth is your real prize. ★

What I See in You

- **Hard Work:** You don't quit when problems are tough.
- **Curiosity:** You wonder why and how.
- **Kindness:** You are patient with yourself.
- **Brave Heart:** You try things that scare you.

Mentor's note: on test day, treat yourself like you would a friend. Be kind. Be patient. Be encouraging. The skills are inside you!

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

Jay Daie

Your Math Mentor

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.