

4

Connecticut Smarter Balanced

Grade 3

MATH

PRACTICE TESTS

Standards-Aligned Practice



STANDARDS-ALIGNED

Practice to build skills and boost confidence



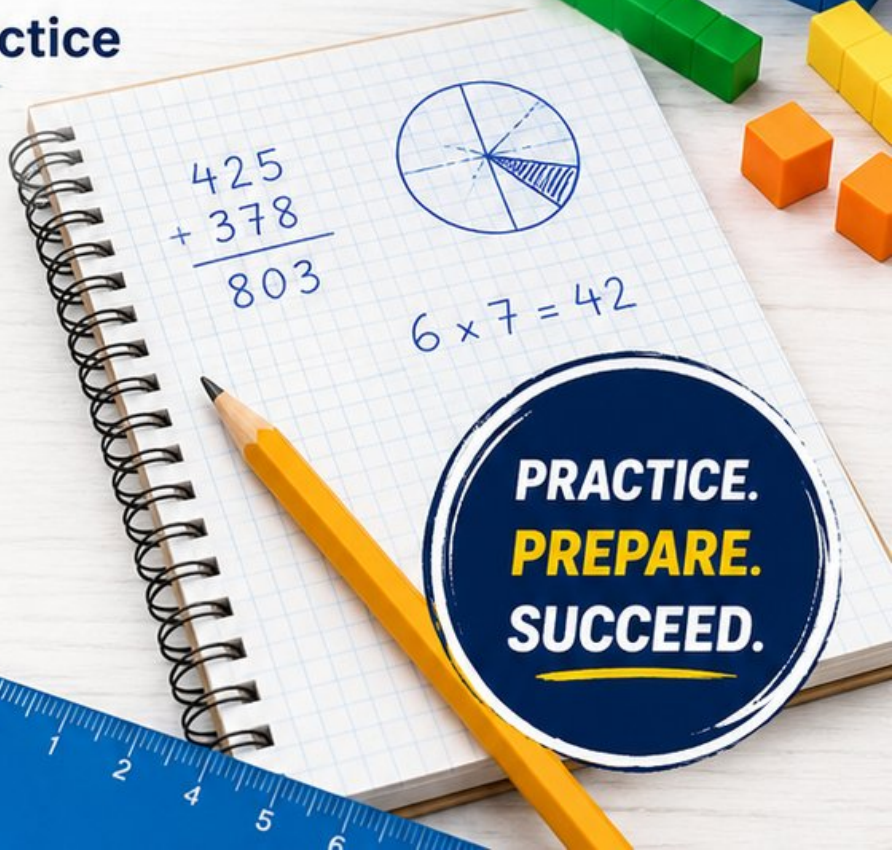
4 FULL-LENGTH TESTS

Realistic questions to prepare for test day

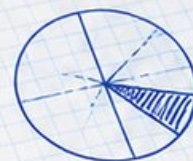


ANSWER KEYS & EXPLANATIONS

Detailed solutions to learn and improve



$$\begin{array}{r} 425 \\ + 378 \\ \hline 803 \end{array}$$



$$6 \times 7 = 42$$

PRACTICE.
PREPARE.
SUCCEED.

4 Connecticut Smarter Balanced Grade 3 Math Practice Tests

Standards-Aligned Review with Mixed Practice and Answer Key



Four focused 30-question missions for Grade 3 math: number facts, fractions, measurement, data, area, shapes, answer keys, and clear explanations for every item.

Jay Daie and Reza Nazari



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Welcome to the Connecticut Math Launch

Four missions, careful work, and a stronger Grade 3 thinker



Read the mission. Show the work. Check the answer. Launch again.

To the Grade 3 Mission Leader

This book is a four-mission practice launch for the Connecticut Smarter Balanced. Each test gives you a fresh chance to multiply, divide, read graphs, compare fractions, measure, find area, and explain math in a way someone else can follow.

Connecticut has river towns, coastal harbors, and historic streets built by careful choices. Good math uses the same habit: pause, check the details, and move forward with a steady plan.

Notice

Find the numbers, units, and question before choosing a path.

Model

Draw an array, number line, table, or quick equation.

Verify

Ask whether your answer fits the story and the unit.

Launch promise: I will slow down at the important moments, show the work I can, and use every miss as a clue for the next mission.

How to Use This Book

A four-mission routine for steady Grade 3 growth

1. Warm Up the System

Read the review pages first. Remind your brain how equal groups, fractions, clocks, graphs, and area models work.

2. Fly One Mission

Take one complete 30-question test. Keep your work neat enough that you can check it later.

3. Review the Flight

Use the answer key, then pause. A wrong answer is useful when you can name what happened.

4. Repair and Relaunch

Rework a few missed questions before starting the next test. The repair step is where the score begins to move.

A Four-Session Plan

Session 1	Take Test 1 and mark the topics that need attention.
Session 2	Take Test 2 and focus on showing every step clearly.
Session 3	Take Test 3 and watch for units, labels, and two-step problems.
Session 4	Take Test 4 and finish with calm, careful checking.

Best mission habit: After checking answers, write one sentence: “Next time I will pay attention to _____.”



Test Overview

What each Grade 3 math mission asks you to do

Each practice test has 30 questions. Across four tests, you will practice the kind of Grade 3 math thinking used on the Connecticut Smarter Balanced: reading carefully, choosing a strategy, doing accurate computation, and explaining enough work to make your answer clear.

Multiple Choice

Look for the best answer. Estimate first when you can, cross out choices that do not fit, and reread the question before you choose.

Open Response

Write the answer and show the reason. A good Grade 3 response may use a drawing, equation, table, number line, or a few clear words.

Math Ideas Inside the Four Tests

- multiplication, division, arrays, missing factors, and two-step word problems
- place value, rounding, addition, subtraction, and multiplying by tens
- unit 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 shape categories

What strong Smarter Balanced work looks like: the answer matches the question, the units make sense, and the work is clear enough to check.



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& answers

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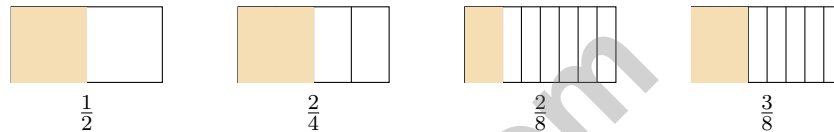
1) Sam reads for 26 minutes starting at 6 : 19 PM. What time does Sam finish reading?

- A. 6 : 35 PM C. 6 : 45 PM
 B. 6 : 40 PM D. 6 : 50 PM

2) Lily cuts an orange into 8 equal slices. What fraction is one slice?

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

3) Which pair of fractions shows the SAME amount shaded?



- A. $\frac{1}{2}$ and $\frac{2}{4}$ C. $\frac{1}{2}$ and $\frac{2}{8}$
 B. $\frac{2}{4}$ and $\frac{2}{8}$ D. $\frac{2}{4}$ and $\frac{3}{8}$

4) Which split could show $6 \times (4 + 3) = (6 \times 4) + (6 \times 3)$?

- A. Two rectangles share a 6-unit side; the other sides are 4 and 3
 B. Two rectangles have no matching side lengths
 C. One rectangle is not split into parts
 D. One rectangle is split into three unrelated parts

5) Lily sees a number line from 0 to 1 with 8 equal parts. She wants to find $\frac{2}{8}$. How many tick marks does she count from 0?

- A. 8 ticks C. 2 ticks
 B. 4 ticks D. 1 tick



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- 6) Look at this problem. Which property of multiplication lets you group the factors differently?

$$(2 \times 3) \times 4 = 2 \times (3 \times 4)$$

- A. Distributive property
 B. Commutative property
 C. Identity property
 D. Associative property
- 7) What fraction is the third tick on a number line split into 4 equal parts?

- 8) A rectangle has 5 rows of unit squares and 2 columns of unit squares. What is the area?

- A. 7
 B. 10
 C. 14
 D. 52
- 9) In a multiplication table, the diagonal from top-left goes: $1 \times 1 = 1$, $2 \times 2 = 4$, $3 \times 3 = 9$, $4 \times 4 = 16$, $5 \times 5 = 25$.

What pattern do you see?

- A. All numbers are even
 B. Numbers increase by 5
 C. All products are even
 D. Numbers are perfect squares
- 10) 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?



- 11) A rectangle is divided into 3 equal parts. Two parts are shaded. What fraction of the rectangle is NOT shaded?



- A. $\frac{1}{3}$ C. $\frac{3}{3}$
 B. $\frac{2}{3}$ D. $\frac{1}{2}$
- 12) A classroom floor is tiled with unit squares (1 meter by 1 meter). If the floor is 7 meters by 6 meters, how many tiles cover the floor?
- A. 13 tiles C. 38 tiles
 B. 26 tiles D. 42 tiles
- 13) Look at this number line divided equally from 0 to 1. What is the unit fraction?



- A. $\frac{1}{3}$ C. $\frac{1}{4}$
 B. $\frac{1}{2}$ D. $\frac{1}{5}$
- 14) Which division sentence relates to $4 \times 9 = 36$?
- A. $36 \div 4 = 9$ C. $36 + 4 = 40$
 B. $36 \div 9 = 5$ D. $36 - 9 = 27$

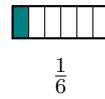
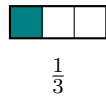


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4) What is 586 rounded to the nearest 100?

- A. 500
 B. 580

- C. 586
 D. 600



5)

Which symbol makes this true? $\frac{1}{3}$ _____ $\frac{1}{6}$

- A. <
 B. >

- C. =
 D. \neq

6) Lily's garden is T-shaped. Top rectangle: 4 m by 2 m. Bottom left: 2 m by 3 m. Bottom right: 2 m by 3 m. What is the total area?

- A. 8 sq m
 B. 20 sq m

- C. 12 sq m
 D. 24 sq m

7) Sofia has 18 flowers. She puts them into 2 equal bouquets. How many flowers are in each bouquet?

- A. 8 flowers
 B. 11 flowers

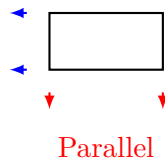
- C. 10 flowers
 D. 9 flowers

8) Eli cut a sandwich into 2 equal pieces and ate 1 piece. Noah cut his sandwich into 4 equal pieces and ate 2 pieces. Did they eat the same amount?

- A. Yes, they ate the same amount
 B. No, Eli ate more

- C. No, Noah ate more
 D. Cannot be determined



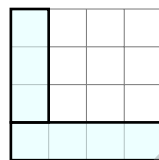


5)

Which statement about parallel sides is true?

- A. All triangles have parallel sides
- C. No quadrilaterals have parallel sides
- B. All rectangles have parallel sides
- D. Only circles have parallel sides

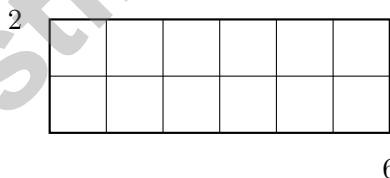
6) This grid shows an L-shaped figure made of unit squares. Count all the unit squares to find the area.



How many unit squares cover this L-shape?

- A. 4 sq units
- C. 8 sq units
- B. 7 sq units
- D. 12 sq units

7)



How many unit squares are in this rectangle?

- A. 8
- C. 16
- B. 12
- D. 62

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 turns every missed item into useful practice.

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Practice Test Answers and Explanations

Practice Test 1 Answers and Explanations

- Choice C is correct.** **(3.MD.A.1)** $6 : 19 + 26 \text{ min} = 6 : 45 \text{ PM}$.
- Choice A is correct.** **(3.NF.A.1)** When an orange is cut into 8 equal slices, one slice is $\frac{1}{8}$ (one-eighth).
- Choice A is correct.** **(3.NF.A.3a)** Both bars show the same shaded region (one-half of each bar). They are equivalent fractions.
- Choice A is correct.** **(3.MD.C.7c)** Both smaller rectangles need the same 6-unit side. Then the other sides, 4 and 3, join to make the full rectangle.
- Choice C is correct.** **(3.NF.A.2b)** $\frac{2}{8}$ means 2 out of 8 equal parts. Count 2 ticks from 0.
- 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.
- The correct answer is $\frac{3}{4}$.** **(3.NF.A.2)** The third tick out of 4 equal parts is $\frac{3}{4}$.
- Choice B is correct.** **(3.MD.C.7a)** $5 \text{ rows} \times 2 \text{ columns} = 5 \times 2 = 10$ square units. A is sum error.
- Choice D is correct.** **(3.OA.D.9)** Each product is made by multiplying a number by itself: 1×1 , 2×2 , 3×3 , and so on. That is the pattern on this diagonal.
- 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.
- Choice A is correct.** **(3.G.A.2)** If 2 out of 3 parts are shaded, then 1 part is not shaded, which is $\frac{1}{3}$.
- Choice D is correct.** **(3.MD.C.5a)** Floor area = $7 \text{ m} \times 6 \text{ m} = 42$ square meters = 42 unit-square tiles of 1 m each.
- Choice A is correct.** **(3.NF.A.2a)** Three equal parts means each is $\frac{1}{3}$.
- Choice A is correct.** **(3.OA.B.6)** $36 \div 4 = 9$ is related to $4 \times 9 = 36$ through the inverse relationship.
- Choice C is correct.** **(3.MD.C.7b)** Area = width \times height = $11 \times 5 = 55$ square feet.
- Choices A and C are correct.** **(3.MD.D.8)** Perimeter is the total distance around the outside (A). For rectangles, $P = 2l + 2w$ (C). Options B and E describe area, and option D is wrong because perimeter and area are different measurements.
- Choice A is correct.** **(3.NF.A.3d)** Same numerator (1): both fractions take 1 piece from their bar. But the first bar is divided in half (larger piece), the second in thirds (smaller piece). One half $>$ one third. Visually: the green shaded area is larger in the first bar.
- Choice B is correct.** **(3.MD.C.7)** The diagram shows length 4 and width 3. Area = $4 \times 3 = 12$ square units. You can also add: $3 + 3 + 3 + 3 = 12$ (four rows of three).
- Choice C is correct.** **(3.MD.B.4)** Shorter than $4\frac{1}{2}$ inches means 4 and $4\frac{1}{4}$ inches: that is $2 + 1 = 3$ pots.
- Choice C is correct.** **(3.NBT.A.3)** Multiply $6 \times 5 = 30$, then add one zero: $6 \times 50 = 300$.
- Choice A is correct.** **(3.OA.A.4)** The fact family for 4, 9, and 36 has equations like $4 \times 9 = 36$ and $36 \div 9 = 4$. The equation $36 \div 6 = 6$ uses 6, not 4 or 9.
- Choice C is correct.** **(3.MD.C.7d)** Vertical part: $3 \times 8 = 24$ sq ft. Horizontal part: $5 \times 2 = 10$ sq ft. Total: $24 + 10 = 34$ sq ft.
- Choice C is correct.** **(3.NF.A.3c)** One whole cake can be written as $\frac{1}{1}$ because the numerator and denominator are the same.
- The correct answer is trapezoid.** **(3.G.A.1)** There are many quadrilaterals beyond rectangles, squares, and rhombuses. A trapezoid (with one pair of parallel sides) is one example. Students may also draw an irregular quadrilateral with no parallel sides.
- Choice B is correct.** **(3.MD.C.5b)** 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.MD.C.5)** Area is the amount of space inside a flat shape. It is measured in square units such as square inches, square feet, or square centimeters. Perimeter and length use regular units (inches, feet), not square units.



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From a Friend Who Believes in You

Hi, Friend!

◇ I just want to say something important: I am proud of you. You did 4 full practice tests. That takes time, hard work, and heart. ◇

★ **Friendly truth:** a test is just one part of your math journey. You are SO much more than a score. The work you did is the real win! ★

What I Want You to Know

- **You are smart.** Every test you finished proves it.
- **You are brave.** You tried hard problems.
- **You are growing.** Mistakes taught you new things.
- **You are ready.** The skills are inside you.

One more thing: on test day, take a deep breath. Smile. Remember that someone (me!) believes in you. You can do this!

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

Jay Daie

Your Math Friend

Build Skills. Achieve More.

This book gives **Grade 3** students the focused practice they need to master math concepts with confidence.

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