

4

Georgia Milestones

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



4 Georgia Milestones 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.

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Welcome to the Georgia 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 Georgia Milestones. 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.

Georgia has mountain paths, peach orchards, busy cities, and classrooms ready for strong effort. 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 Georgia Milestones: 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 Milestones work looks like: the answer matches the question, the units make sense, and the work is clear enough to check.

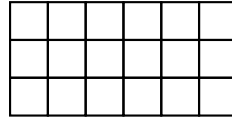


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& answers

Table of Contents

★ Practice Test 1	_____	14
★ Practice Test 2	_____	27
★ Practice Test 3	_____	39
★ Practice Test 4	_____	50
Practice Test Answer Keys	_____	63
Practice Test Answers and Explanations	_____	66

- 1) Noah is counting unit squares on a tiled wall pattern. The wall displays this arrangement:



What is the total area covered?

- A. 9 sq units C. 18 sq units
 B. 15 sq units D. 24 sq units
- 2) 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. $\frac{2}{8}$
- 3) Eli marks $\frac{1}{6}$ on a number line from 0 to 1 divided into 6 equal parts. Then he marks $\frac{5}{6}$. Which point is closer to the right end of the line?
- A. $\frac{5}{6}$ C. Neither is close to the end
 B. Both are equally close D. $\frac{1}{6}$
- 4) The minute hand points to 9. What could be the time?
- A. 2 : 45 C. 3 : 30
 B. 9 : 05 D. 5 : 09
- 5) A cup holds 200 mL. About how many cups would fill a 1000 mL pitcher? ESTIMATE.



6) A classroom floor is a rectangle. It is 8 meters long and 6 meters wide. How many square meters is the classroom floor?

A. 14 square meters

C. 28 square meters

B. 48 square meters

D. 56 square meters

7) Mia colored $\frac{2}{3}$ of a circle. Write an equivalent fraction that uses 6 as the denominator.

8) A city library has some books. After donating 156 books, it has 489 books left. How many books did the library have at the start?

A. 645

C. 646

B. 635

D. 636

9) What is 3×80 ? Write the multiplication fact and show how you add the zero.

10) Ben has 4 sticker sheets with 8 stickers on each sheet. How many stickers does Ben have?

A. 24 stickers

C. 32 stickers

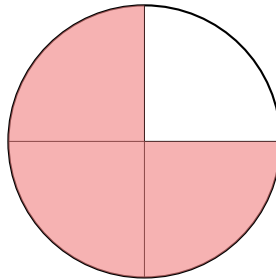
B. 28 stickers

D. 36 stickers

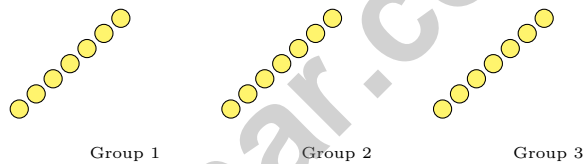


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- 11) A circle is divided into 4 equal parts. If 3 parts are shaded, what fraction of the circle is NOT shaded?



- A. $\frac{1}{4}$ C. $\frac{3}{4}$
 B. $\frac{2}{4}$ D. $\frac{4}{4}$
- 12) A farmer has 3 groups of chickens with 7 chickens in each group. He sells 6 chickens. How many chickens does the farmer have left?



- A. 12 C. 21
 B. 27 D. 15



1) Which is NOT equivalent to $\frac{2}{4}$?

A. $\frac{4}{8}$

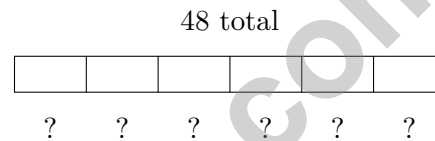
B. $\frac{1}{2}$

C. $\frac{3}{6}$

D. $\frac{3}{4}$

2) Find $\frac{1}{8} + \frac{1}{8} + \frac{1}{8}$.

3) The bar model shows 48 divided into 6 equal parts. What is each part?



A. 6

B. 12

C. 10

D. 8

4) A bar graph shows fish in aquariums. The goldfish bar is 3 units tall, and the betta bar is 2 units tall. The scale is 5 fish per unit. How many goldfish are in the aquarium?

A. 10

B. 15

C. 20

D. 25

5) Which of the following is measured in square units (like square inches or square centimeters)?

 A. Time B. Perimeter (measured in inches, feet, or meters) C. Length (measured in inches, feet, or meters) D. Area (space inside a shape)

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6) Which shows the distributive property for $4 \times (6 + 1)$?

A. $(4 \times 6) + (4 \times 1) = 24 + 4 = 28$

C. $(4 + 6) \times (4 + 1) = 10 \times 5 = 50$

B. $4 \times 7 = 28$

D. $(4 + 6) + (4 + 1) = 14$

7) Find $35 \div 5$.

8) What is $486 + 237$?

A. 613

C. 723

B. 713

D. 624

9)



What is the area of this rectangle in unit squares?

A. 2 square units

C. 4 square units

B. 3 square units

D. 5 square units

10) Look at this table:

$3 \times 9 = 27$	$9 \times 3 = 27$
$27 \div 3 = 9$	$27 \div 9 = 3$

Which equation does NOT belong in this fact family?

A. $27 \div 3 = 9$

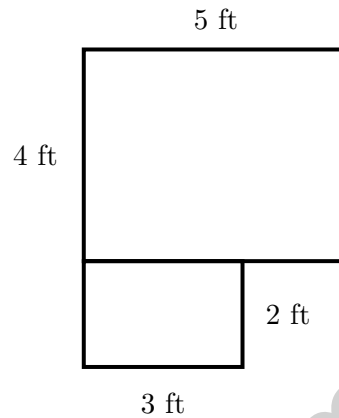
C. $3 \times 9 = 27$

B. $9 \times 3 = 27$

D. $27 \div 6 = 4$



- 4) An L-shaped patio is shown with dashed lines dividing it into two rectangles. The first rectangle is 5 ft by 4 ft. The second is 3 ft by 2 ft. What is the total area of the patio?



- A. 26 sq ft
- B. 20 sq ft
- C. 14 sq ft
- D. 40 sq ft
- 5) A rectangular picture has an area of 35 square centimeters. Which dimensions could make this area?
- A. 5 cm and 7 cm
- B. 5 cm and 6 cm
- C. 4 cm and 8 cm
- D. 6 cm and 6 cm
- 6) Two identical containers are filled. Container 1 is $\frac{3}{6}$ full. Container 2 is $\frac{1}{2}$ full. Which container has more water?
- A. The containers are different sizes.
- B. Container 2 has more.
- C. They have the same amount.
- D. Container 1 has more.



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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 turns every missed item into useful practice.

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Practice Test Answers and Explanations

Practice Test 1 Answers and Explanations

- 1) **Choice C is correct.** **(3.MD.C.5b)** 6 units wide by 3 units tall: $6 \times 3 = 18$ square units.
- 2) **Choice A is correct.** **(3.NF.A.2a)** One of eight equal sections is $\frac{1}{8}$.
- 3) **Choice A is correct.** **(3.NF.A.2b)** $\frac{5}{6}$ is much closer to 1 (the right end) than $\frac{1}{6}$ is.
- 4) **Choice A is correct.** **(3.MD.A.1)** When the minute hand points to 9, that means 45 minutes ($9 \times 5 = 45$). Choice A shows 45 minutes. Distractor B confuses hand position with hour (reads the 9 as 9 o'clock instead of 45 minutes).
- 5) **The correct answer is about 5 cups.** **(3.MD.A.2)** Divide: $1000 \div 200 = 5$ cups. Estimation practice aligned to 3.MD.A.2.
- 6) **Choice B is correct.** **(3.MD.C.5)** Multiply length by width: $8 \times 6 = 48$ square meters.
- 7) **The correct answer is $\frac{4}{6}$.** **(3.NF.A.3b)** Multiply the numerator and denominator by 2: $\frac{2 \times 2}{3 \times 2} = \frac{4}{6}$.
- 8) **Choice A is correct.** **(3.NBT.A.2)** Add to find the starting amount: $489 + 156 = 645$. Check: $645 - 156 = 489$.
- 9) **The correct answer is 240.** **(3.NBT.A.3)** $3 \times 8 = 24$, then add one zero to get 240: $3 \times 80 = 240$.
- 10) **Choice C is correct.** **(3.OA.C.7)** There are 4 equal groups of 8 stickers, so $4 \times 8 = 32$.
- 11) **Choice A is correct.** **(3.G.A.2)** If 3 out of 4 parts are shaded, then 1 part is not shaded, which is $\frac{1}{4}$.
- 12) **Choice D is correct.** **(3.OA.D.8)** Step 1: Total chickens: $3 \times 7 = 21$ chickens. Step 2: Subtract sold: $21 - 6 = 15$ chickens left.
- 13) **Choice B is correct.** **(3.MD.C.7c)** The rectangle has width 5 and combined height $2 + 2 = 4$, so $5 \times (2 + 2) = 20$.
- 14) **Choice A is correct.** **(3.NF.A.3)** Sam ate $\frac{1}{3}$, which is equivalent to $\frac{2}{6}$.
- 15) **Choice B is correct.** **(3.NF.A.3c)** 12 sixths divided into groups of 6 sixths (one whole) gives 2 wholes. $12 \div 6 = 2$.
- 16) **Choice D is correct.** **(3.OA.A.3)** Divide: $54 \div 9 = 6$ flowers per bouquet.
- 17) **Choices A and C are correct.** **(3.NF.A.3a)** A: $\frac{1}{3} = \frac{2}{6}$ (both equal one-third). C: $\frac{3}{4} = \frac{6}{8}$ (both equal three-fourths). B is false because $\frac{4}{8} = \frac{1}{2}$. D is false because $\frac{1}{4} \neq \frac{3}{8}$. E is false because $\frac{2}{4} = \frac{1}{2} \neq \frac{3}{8}$.
- 18) **Choice B is correct.** **(3.NF.A.3d)** Same numerator (1): eighths divide the whole into 8 tiny pieces (each piece is small), fourths divide into 4 larger pieces. One eighth (1 tiny piece) < one fourth (1 larger piece). Rule: same numerator, larger denominator means smaller pieces.
- 19) **Choice D is correct.** **(3.OA.B.5)** $5 \times 4 = 20$ and $5 \times 5 = 25$, so $20 + 25 = 45$. This also equals $5 \times 9 = 45$.
- 20) **Choice C is correct.** **(3.NF.A.2)** $\frac{3}{4}$ means 3 out of 4 equal parts. The distance from 0 to the mark contains exactly 3 parts.
- 21) **Choice C is correct.** **(3.MD.B.4)** Add all X's: $1 + 3 + 2 + 4 = 10$ stems total.
- 22) **Choice A is correct.** **(3.MD.B.3)** Tom: $3 \times 10 = 30$. Sue: $2 \times 10 = 20$. Difference: $30 - 20 = 10$.
- 23) **Choice A is correct.** **(3.NBT.A.1)** When rounding to the nearest 10, we look at the ones digit to decide if we round up or down. The ones digit is 5, so 45 rounds to 50.
- 24) **Choice D is correct.** **(3.OA.A.1)** The repeated addition $2 + 2 + 2 + 2$ has four 2's added, so it equals $4 \times 2 = 8$.
- 25) **Choice C is correct.** **(3.G.A.1)** A rectangle has 4 right angles, and a rhombus has 4 equal sides; both are quadrilaterals. They share the attribute of having four sides, even though they differ in other properties.
- 26) **Choice A is correct.** **(3.MD.C.5a)** Shape M is $2 \times 2 = 4$ unit squares. Shape N is $4 \times 1 = 4$ unit squares. Both are equal.
- 27) **Choice C is correct.** **(3.MD.C.7d)** Part 1: $6 \times 4 = 24$ sq m. Part 2: $3 \times 3 = 9$ sq m. Total: $24 + 9 = 33$ sq m.
- 28) **Choice C is correct.** **(3.MD.C.7a)** Count rows and columns: $6 \times 4 = 24$ square units. Bridge from visual tiling to multiplication.
- 29) **Choice C is correct.** **(3.MD.C.7)** $3 \times 5 = 15$ square units. Choice A gives 18, B gives 16, and D gives 16.
- 30) **Choice A is correct.** **(3.OA.B.6)** $7 \times 8 = 56$, so the missing factor is 7. The related division is $56 \div 8 = 7$. Multiplication and division work together.



Hi, Strong Climber!

◇ You climbed all 4 tests. One step at a time. That takes patience and grit. The view from the top is amazing because you earned it! ◇

★ **Mountain guides say:** steady steps win the climb. You climbed steady. You stayed strong. ★

Climber's Skills

- **Strong Steps:** You move forward, problem by problem.
- **Steady Pace:** You don't rush. You don't stop.
- **Map Skills:** You read questions carefully.
- **Top of the Mountain:** You can finish a long test.

Guide's tip: on test day, take small breaths between problems. One foot, then the next. You'll reach the top!

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

Jay Daie

Your Math Trail Guide

Build Skills. Achieve More.

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

What's Inside?



Standards-Aligned Practice

Questions designed to match Grade 3 math standards.



Variety of Question Types

Build skills with multiple formats and challenges.



Real-World Applications

Engaging problems that connect math to life.



Step-by-Step Progress

Track improvement and see growth over time.



Build Skills & Boost Confidence

Strengthen understanding and perform better.

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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& Practice Materials

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