

4

Idaho ISAT

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 Idaho ISAT 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 Idaho 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 Idaho ISAT. 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.

Idaho has mountain lakes, river canyons, and wide fields where steady work goes far. 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 Idaho ISAT: 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 ISAT work looks like: the answer matches the question, the units make sense, and the work is clear enough to check.



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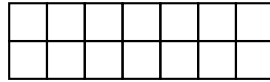
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1) A concert starts at 6 : 15 PM and ends at 8 : 30 PM. How long does the concert last?

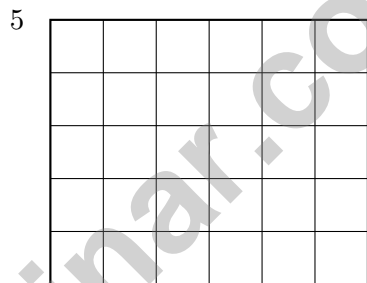
- A. 2 hours 15 minutes C. 2 hours 45 minutes
 B. 3 hours 15 minutes D. 1 hour 45 minutes

2) Look at this grid:



The area is:

- A. 9 sq units C. 16 sq units
 B. 14 sq units D. 18 sq units



3)

A playground is covered with square tiles. It is 6 tiles wide and 5 tiles long. How many tiles are there?

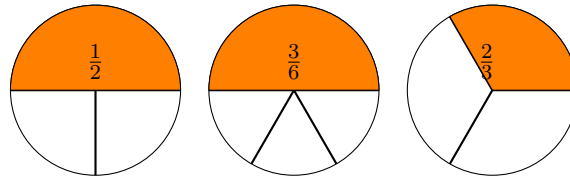
- A. 22 C. 11
 B. 30 D. 65

4) A rectangle has length 5 and width 7. If we split the width into $4 + 3$, which equation shows the area?

- A. $5 \times 7 = 5 \times (4 + 3) = (5 \times 4) + (5 \times 3)$ C. $(5 + 4) + (5 + 3) = 17$
 B. $5 + 4 + 3 = 12$ D. $5 \times 7 = 35$



- 5) Look at the pie charts. Which fraction does NOT match the group?



- A. $\frac{1}{2}$
 C. $\frac{2}{3}$
 B. $\frac{3}{6}$
 D. All match
- 6) A shape is made of two rectangles. Rectangle 1 has area 12 sq units, and Rectangle 2 has area 15 sq units. What is the total area?
- A. 15 sq units
 C. 27 sq units
 B. 24 sq units
 D. 180 sq units
- 7) A bar graph shows paint cans. Red is 2 units, blue is 4 units, yellow is 3 units. Scale is 10 cans per unit. Which color has the most cans?
- A. Red
 C. Yellow
 B. Blue
 D. Red and Blue together
- 8) Find 6×4 .

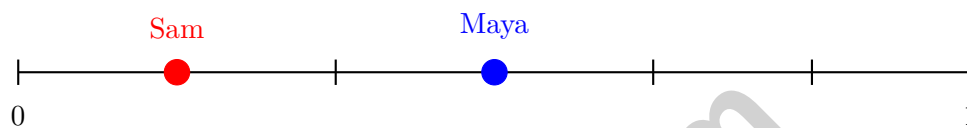
- 9) A pet store has 9 cages. Each cage has 5 rabbits. Which equation can be used to find the total number of rabbits?
- A. $9 + 5 = 14$
 C. $5 + 5 = 10$
 B. $9 \times 5 = 45$
 D. $9 - 5 = 4$



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- 10) If a number line from 0 to 3 is divided into thirds, how many thirds tall is the entire line?

- 11) On a number line from 0 to 1 with 6 equal parts, Sam marks the point at $\frac{1}{6}$. Maya marks the point at $\frac{3}{6}$. How many parts apart are their marks?



- A. 1 part
- B. 2 parts
- C. 3 parts
- D. 4 parts
- 12) Lily has 20 stickers. She puts them in 4 equal groups. How many stickers are in each group?
- A. 5
- B. 4
- C. 6
- D. 24
- 13) What is 9×80 ?
- A. 72 (forgot to multiply by 10)
- B. 7200 (added two zeros)
- C. 89 (added the digits)
- D. 720
- 14) Which two shapes have an area of 12 square units?
- A. A rectangle that is 2 units by 6 units
- B. A rectangle that is 3 units by 4 units
- C. A square that is 3 units on each side
- D. A rectangle that is 5 units by 2 units
- E. A rectangle that is 4 units by 2 units



1) 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. $27 \div 6 = 4$

2) A rectangle has an area of 15 square units. Which dimensions could be the length and width?

- A. length 3, width 6 C. length 3, width 5
 B. length 4, width 4 D. length 2, width 8

3) Write a fraction with numerator 3 that is larger than $\frac{3}{8}$.

4) Maria draws a rectangle on a grid. The rectangle is 5 units long and 3 units wide. She counts 12 unit squares instead of 15. What did Maria do wrong?

- A. She counted the perimeter instead of area C. She multiplied 4 and 3 instead of 5 and 3
 B. She counted only the edges, not the whole inside D. She added instead of multiplied



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5) Lily made 5 flower pots. She put 6 flowers in each pot. What is the total number of flowers?

- A. 11 flowers (adds $5 + 6$)
- B. 35 flowers (multiplies by wrong amount)
- C. 25 flowers (confuses: 5×5 instead of 5×6)
- D. 30 flowers

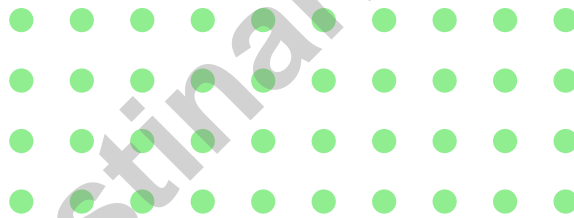
6) Marcus has 15 toy cars and his friend gives him 9 more. They divide all the cars equally among 3 children. Let m be the number of cars each child gets. Which equation is correct?

- A. $m = (15 + 9) \div 3$
- B. $m = 15 + 9 \div 3$
- C. $m = (15 + 9) - 3$
- D. $m = 15 \times 9 \div 3$

7) Lily has 6 whole crayons. Which shows this as a fraction?

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

8) There are 4 rows of apples. Each row has 10 apples. How many apples are there?



$$4 \times 10 = ?$$

- A. 14
- B. 401
- C. 410
- D. 40

9) Mia buys 8 bags of candy. Each bag has 3 candies. How many candies does Mia buy?

- A. 11
- B. 16
- C. 18
- D. 24



1) Which fact family shows numbers that belong together?

A. 5, 8, 40 and $40 \div 5 = 7$

C. 6, 7, 42 and $42 \div 7 = 5$

B. 4, 6, 24 and $24 \div 4 = 6$

D. 3, 9, 27 and $27 \div 3 = 8$

2) Eli has a rectangle divided into 4 equal parts. What is the denominator of the unit fraction for one part?

A. 1

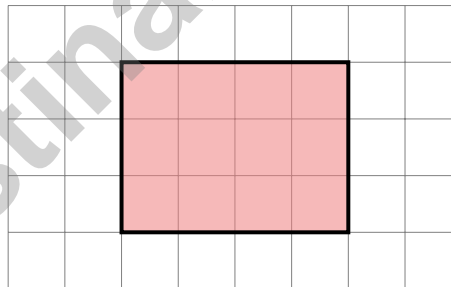
C. 4

B. 3

D. 5

3) Find $80 \div 5 - 2$.

4) Look at the grid. What is the area of the shaded shape?



A. 8 square units

C. 12 square units

B. 10 square units

D. 15 square units



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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

- Choice A is correct.** **(3.MD.A.1)** From 6 : 15 PM to 8 : 15 PM is 2 hours. From 8 : 15 PM to 8 : 30 PM is 15 more minutes. Total: 2 hours 15 minutes. Distractor C adds incorrectly; B over-counts hours.
- Choice B is correct.** **(3.MD.C.5b)** $7 \times 2 = 14$ square units.
- Choice B is correct.** **(3.MD.C.7a)** Playground: $6 \times 5 = 30$ tiles. Real-world context.
- Choice A is correct.** **(3.MD.C.7c)** $5 \times (4 + 3) = (5 \times 4) + (5 \times 3) = 20 + 15 = 35$. Splitting the width lets us show the distributive property with area.
- Choice C is correct.** **(3.NF.A.3)** $\frac{1}{2}$ and $\frac{3}{6}$ are equivalent, but $\frac{2}{3}$ is larger and does not match.
- Choice C is correct.** **(3.MD.C.7d)** When a composite shape is divided into non-overlapping rectangles, the total area equals the sum of the individual rectangle areas. Here: $12 + 15 = 27$ square units.
- Choice B is correct.** **(3.MD.B.3)** Blue is 4 units, tallest. $4 \times 10 = 40$ cans, the most.
- The correct answer is 24.** **(3.OA.A.3)** $6 \times 4 = 24$.
- Choice B is correct.** **(3.OA.A.1)** Nine cages with five rabbits in each means 9 groups of 5. Option A is a common misconception (adding). Option C only represents two groups. Option D uses subtraction instead of multiplication.
- The correct answer is 9.** **(3.NF.A.2b)** From 0 to 3, there are 3 whole units. Each unit has 3 thirds, so $3 \times 3 = 9$ thirds total, or $\frac{9}{3} = 3$.
- Choice B is correct.** **(3.NF.A.2)** Sam is at tick 1 and Maya is at tick 3. The distance between them is $3 - 1 = 2$ parts.
- Choice A is correct.** **(3.OA.B.6)** $20 \div 4 = \square$ means $\square \times 4 = 20$. Since $5 \times 4 = 20$, there are 5 stickers in each group. Option B (confuses divisor with quotient); Option D adds instead of divides.
- Choice D is correct.** **(3.NBT.A.3)** Multiply $9 \times 8 = 72$, then multiply by 10 to get 720: $9 \times 80 = (9 \times 8) \times 10 = 72 \times 10 = 720$.
- Choices A and B are correct.** **(3.MD.C.5)** A is correct: $2 \times 6 = 12$ square units. B is correct: $3 \times 4 = 12$ square units. C is wrong: $3 \times 3 = 9$. D is wrong: $5 \times 2 = 10$. E is wrong: $4 \times 2 = 8$.
- Choice C is correct.** **(3.MD.C.5a)** Area = $9 \text{ in} \times 2 \text{ in} = 18$ square inches = 18 unit squares.
- Choice C is correct.** **(3.OA.D.9)** $5 \times 5 = 25$. This is sometimes called a “perfect square”.
- Choice D is correct.** **(3.OA.B.5)** $3 \times 2 = 6$ and $3 \times 1 = 3$, so $6 + 3 = 9$. Also $3 \times 3 = 9$.
- The correct answer is 4.** **(3.OA.A.4)** In a fact family, if $4 \times 8 = 32$, then $32 \div 8 = 4$. Multiplication and division are inverse operations.
- Choice A is correct.** **(3.NF.A.1)** The denominator (bottom number) tells us how many equal parts the whole is divided into. For example, in $\frac{1}{4}$, the 4 means the whole is divided into 4 equal parts.
- Choice A is correct.** **(3.NBT.A.2)** Regroup 803 as 7 hundreds, 9 tens, 13 ones. Ones: $13 - 7 = 6$. Tens: $9 - 6 = 3$ (after regrouping ones). Hundreds: $7 - 3 = 4$ (after regrouping tens). Answer: 436.
- Choice C is correct.** **(3.MD.A.2)** Add: $750 + 250 = 1000$ mL.
- Choice B is correct.** **(3.MD.C.7)** Area = $7 \times 2 = 14$ square inches.
- Choice A is correct.** **(3.G.A.1)** Not all rectangles have equal sides. Only squares have all 4 sides equal. All rectangles do have 4 sides, 4 right angles, and opposite sides equal.
- Choice A is correct.** **(3.NF.A.3b)** Both bars show the same shaded length. $\frac{1}{4} = \frac{2}{8}$ because $\frac{1 \times 2}{4 \times 2} = \frac{2}{8}$.
- Choice A is correct.** **(3.MD.C.7b)** Area = length \times width, so $36 = \text{length} \times 4$. Therefore, length = $36 \div 4 = 9$ feet. Choice B (8) is a common error; C (40) confuses with perimeter; D (32) is area minus width.
- Choice B is correct.** **(3.MD.B.4)** Count the X’s directly above the 4-inch mark. There are three X’s stacked there.
- Choice C is correct.** **(3.NF.A.2a)** Eighths are small pieces, so $\frac{1}{8}$ is close to 0 compared to halves or thirds.
- Choice D is correct.** **(3.NBT.A.1)** The ones digit is 2. Since $2 < 5$, round down: 92 rounds to 90.
- Choice D is correct.** **(3.OA.A.2)** $24 \div 6 = 4$. Divide the total students by the number of teams.
- Choice C is correct.** **(3.NF.A.3c)** $\frac{3}{1} = 3$ (three wholes). $\frac{6}{2} = 6 \div 2 = 3$ wholes. $\frac{9}{3} = 9 \div 3 = 3$ wholes. All three equal 3.



Hi, Math Pilot!

◇ 4 flights done in your math airplane. You have flown through smooth skies and bumpy clouds. You are a real pilot now. ◇

★ **Pilots know:** a good check before takeoff makes a smooth flight. Before each problem, do your check: read, plan, solve, verify. ★

Pilot Skills

- **Pre-Flight:** You read the question carefully.
- **Steering:** You pick the right strategy.
- **Smooth Flight:** You stay calm in long tests.
- **Landing:** You always check your final answer.

Pilot tip: on test day, take off one problem at a time. Trust your training. You earned your wings!

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

Jay Daie

Your Math Pilot

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