

4

Nevada

Smarter Balanced

Grade 3

MATH

PRACTICE TESTS

Standards-Aligned Practice



STANDARDS-ALIGNED

Practice to build skills and boost confidence



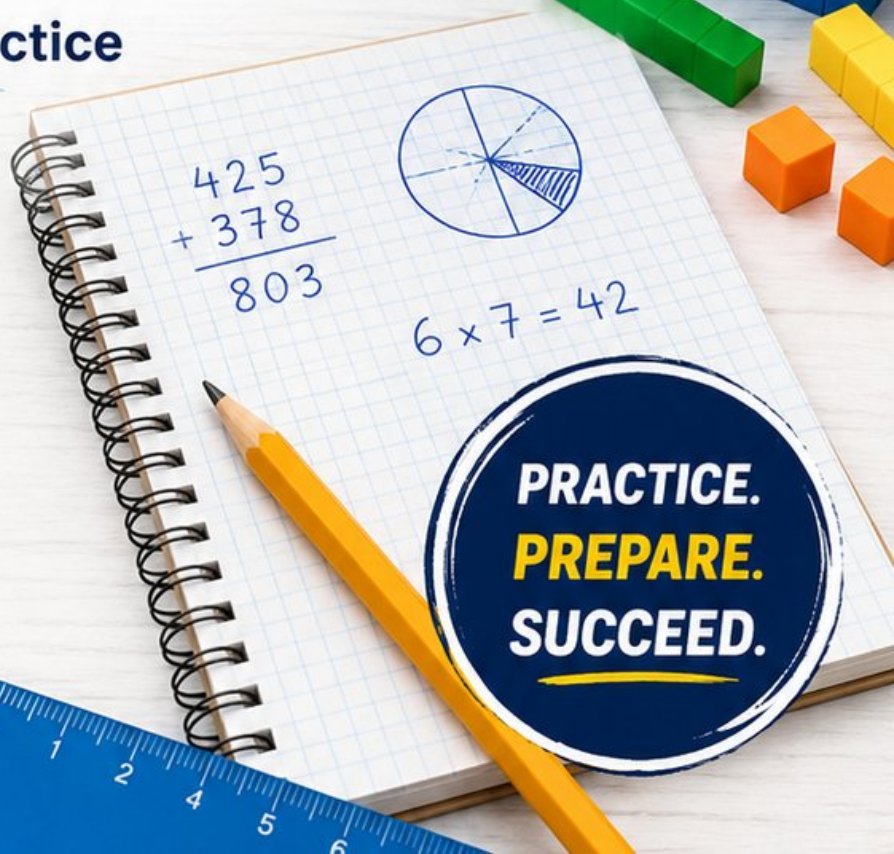
4 FULL-LENGTH TESTS

Realistic questions to prepare for test day



ANSWER KEYS & EXPLANATIONS

Detailed solutions to learn and improve



4 Nevada 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.

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Welcome to the Nevada 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 Nevada 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.

Nevada has desert roads, mountain shadows, and bright cities where precision matters. 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 Nevada 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.

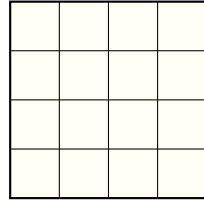


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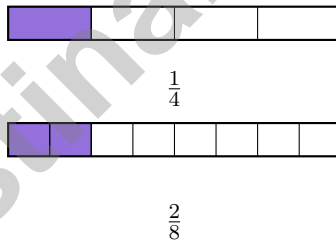
★ Practice Test 1	_____	15
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- 5) Mia needs to tile a floor that is 4 feet by 4 feet using 1-foot by 1-foot tiles (unit squares in feet). How many tiles does she need?



4 feet

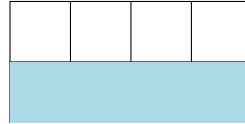
- A. 8 tiles C. 16 tiles
 B. 12 tiles D. 20 tiles
- 6) Which equation is true?
- A. $3 \times 6 = 19$ C. $8 \times 5 = 42$
 B. $9 \times 3 = 28$ D. $5 \times 6 = 30$
- 7) Which fraction is equivalent to $\frac{2}{8}$?



- A. $\frac{1}{4}$ C. $\frac{2}{4}$
 B. $\frac{1}{2}$ D. $\frac{3}{4}$
- 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) Look at the rectangle divided into 8 equal parts. Which fraction in eighths describes the shaded part?

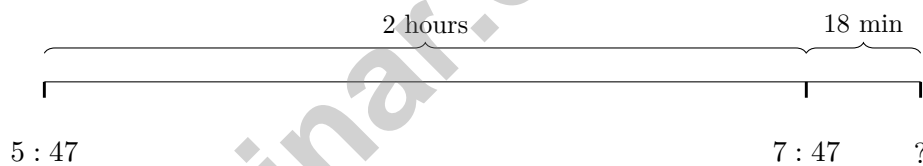


- A. $\frac{1}{8}$
 C. $\frac{4}{8}$
 B. $\frac{2}{8}$
 D. $\frac{3}{8}$

- 10) Which comparison is true?

- A. $\frac{3}{5} > \frac{3}{4}$
 C. $\frac{3}{4} < \frac{3}{5}$
 B. $\frac{3}{5} < \frac{3}{4}$
 D. $\frac{3}{5} = \frac{3}{4}$

- 11) A farmer starts working at 5 : 47 AM. He works for 2 hours and 18 minutes. What time does he stop working?



- A. 8 : 00 AM
 C. 8 : 10 AM
 B. 8 : 05 AM
 D. 8 : 15 AM



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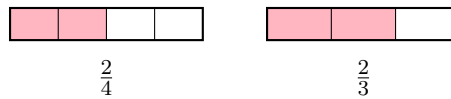
1) Noah has 12 cookies. His mom bakes 8 more cookies. Then Noah eats 6 cookies. How many cookies are left?

A. 12

C. 20

B. 14

D. 26



2)

Using the bars, which is larger?

A. $\frac{2}{4}$

C. They are equal

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

D. Cannot tell

3) A picture graph shows books read in a month. Each book icon is 2 books. Raj read 4 icons. How many books did Raj read?

A. 6

C. 10

B. 8

D. 12

4) A movie starts at 7 : 05 PM and lasts 95 minutes. What time does the movie end?

A. 8 : 40 PM

C. 8 : 35 PM

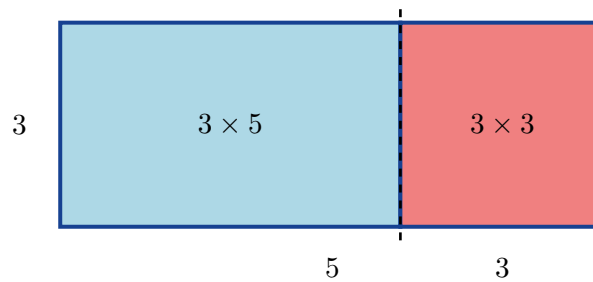
B. 8 : 25 PM

D. 8 : 15 PM



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5) Mia splits a rectangle to show $3 \times 8 = 3 \times (5 + 3)$.



What is $3 \times 5 + 3 \times 3$?

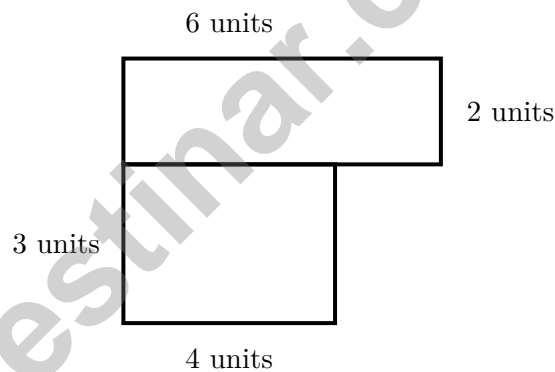
A. 14

C. 27

B. 20

D. 24

6) A floor plan shows an L-shaped room. One part is 4 units long and 3 units wide. The other part is 6 units long and 2 units wide. What is the total floor area?



A. 24 sq units

C. 12 sq units

B. 18 sq units

D. 36 sq units



1)

×	1	2	3	4
2	2	4	6	8

All highlighted products are even. Why?

- A. Because they are in a table C. Because the numbers are small
 B. Because they have 4 entries D. Because they are multiplied by 2

2) A baker puts 6 cupcakes in each box. If he has 9 boxes, how many cupcakes does he have in total?

- A. 15 C. 63
 B. 45 D. 54

3) Mia spent \$176 on books and \$245 on pencils. How much did Mia spend in total?

- A. \$411 C. \$420
 B. \$431 D. \$421

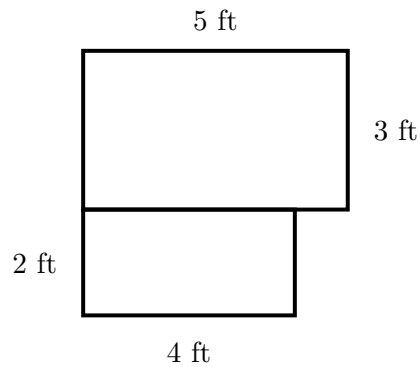
4) Lily used $\frac{1}{2}$ of her crayons. Sam used $\frac{3}{6}$ of his crayons. Used the same fraction?

- A. Yes, they used the same fraction C. No, Sam used more
 B. No, Lily used more D. Cannot determine



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- 5) 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
- 6) There are 18 apples in a basket. 7 apples are eaten. Then 4 new apples are added. How many apples are in the basket now?
- A. 11 C. 15
 B. 14 D. 18
- 7) Which number sentence represents “28 beads made into 7 equal necklaces”?
- A. $28 + 7$ C. $28 - 7$
 B. 7×28 D. $28 \div 7$
- 8) Maya buys 7 packs of stickers. Each pack has 30 stickers. How many stickers does Maya buy?



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.OA.D.9)** From 7 to 14 is +7; from 14 to 21 is +7; from 21 to 28 is +7.
- Choice A is correct.** **(3.NF.A.2b)** Point C at 2 is 4 halves: $\frac{4}{2} = 2$.
- Choice A is correct.** **(3.OA.A.4)** We can check: $7 \times 8 = 56$. Sam is correct.
- Choice B is correct.** **(3.MD.C.7a)** $6 \times 9 = 54$ tiles. Larger product.
- Choice C is correct.** **(3.MD.C.5a)** A 4×4 square needs $4 \times 4 = 16$ unit squares (tiles of 1 foot by 1 foot).
- Choice D is correct.** **(3.OA.C.7)** $5 \times 6 = 30$ is correct. The other answers are: $3 \times 6 = 18$, $8 \times 5 = 40$, and $9 \times 3 = 27$.
- Choice A is correct.** **(3.NF.A.3)** $\frac{2}{8}$ and $\frac{1}{4}$ both equal one-quarter of a whole.
- Choice D is correct.** **(3.OA.A.1)** 5 shelves with 8 boxes each means 5 groups of 8. So $5 \times 8 = 40$ boxes.
- Choice C is correct.** **(3.NF.A.3b)** The rectangle has 8 equal parts and 4 are shaded, so the shaded fraction written in eighths is $\frac{4}{8}$.
- Choice B is correct.** **(3.NF.A.3d)** When comparing fractions with the same numerator (3), look at the denominator: fifths are bigger pieces than fourths. So $\frac{3}{5}$ (3 large pieces) is less than $\frac{3}{4}$ (3 slightly larger pieces). Key rule: smaller denominator = bigger pieces.
- Choice B is correct.** **(3.MD.A.1)** $5 : 47 + 2$ hours = $7 : 47$. Then $7 : 47 + 18$ min = $8 : 05$ AM.
- Choice B is correct.** **(3.NBT.A.3)** The pattern shows: when you multiply any number by 10, you write the number and add a zero. So $8 \times 10 = 80$.
- Choices A and C are correct.** **(3.OA.D.8)** Step 1: Total boxes: $60 \div 6 = 10$ boxes, so A is true. Step 2: Figures sold: $5 \times 6 = 30$ figures, so B is false. The remaining figures are $60 - 30 = 30$, so C is true. D is false because each box has 6 figures, and E is false because 30 figures remain.
- Choice D is correct.** **(3.OA.B.5)** Groups 1 and 2 keep the factors in the same order and only change the grouping: $(2 \times 6) \times 5 = 2 \times (6 \times 5)$. Group 3 also has product 60, but it changes the order of the factors.
- Choice A is correct.** **(3.NF.A.1)** The circle is divided into 4 equal parts. One part is shaded, so the unit fraction is $\frac{1}{4}$ (one-fourth).
- The correct answer is 8.** **(3.OA.A.3)** $48 \div 6 = 8$.
- Choice A is correct.** **(3.NBT.A.2)** For $405 - 189$, the standard algorithm with regrouping (forming 3 hundreds 9 tens from 4 hundreds 0 tens) is most direct. Count-up (C) requires many jumps; estimation (D) loses precision; place-value (B) requires tracking three separate subtractions. The algorithm minimizes errors for this problem.
- Choice C is correct.** **(3.MD.C.5b)** Counting rows and columns: 5 units wide and 3 units tall gives $5 \times 3 = 15$ unit squares.
- Choice C is correct.** **(3.MD.A.2)** Estimate: $150 + 80 + 20 \approx 250$ g. This tests Grade 3 estimation skill.
- The correct answer is 2.** **(3.NF.A.2)** From 0 to $\frac{2}{3}$ is a count of 2 equal sections.
- Choice C is correct.** **(3.NF.A.3c)** 5 wholes = $\frac{5}{1}$. Any whole number with denominator 1 equals that number. (A) equals 1, (B) is a unit fraction, (D) is more than 2 but not 5 wholes.
- Choice B is correct.** **(3.G.A.1)** A triangle has 3 sides. A quadrilateral has 4 sides, so a parallelogram, rhombus, and square are all quadrilaterals, but a triangle is not.
- Choice B is correct.** **(3.MD.C.7)** Area = $10 \times 2 = 20$ square meters.
- Choice B is correct.** **(3.MD.B.3)** Summer: $5 \times 8 = 40$. Winter: $3 \times 8 = 24$. Difference: $40 - 24 = 16$.
- Choice A is correct.** **(3.OA.B.6)** To solve $42 \div 7 = \square$ using the unknown-factor strategy, we ask: $\square \times 7 = 42$. Since $6 \times 7 = 42$, the missing factor is 6. Options B, C, D produce different products, not 42.
- Choice A is correct.** **(3.NF.A.2a)** Option A has 6 equal parts (7 ticks including 0 and 1). Option B has only 4 parts.
- The correct answer is 55 square units.** **(3.MD.C.7c)** $7 + 4 = 11$, and $5 \times 11 = 55$ square units.
- Choice C is correct.** **(3.MD.B.4)** At 6 inches there are 3 X's and at $6\frac{1}{2}$ inches there is 1 X. Total: $3 + 1 = 4$.
- Choice B is correct.** **(3.MD.C.7d)** Top rectangle: $6 \times 4 = 24$ sq units. Bottom rectangle: $5 \times 3 = 15$ sq units. Total: $24 + 15 = 39$ sq units.



Inventor's Workshop Note

Hi, Math Inventor!

◇ 4 practice tests. 4 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

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.



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Build skills with multiple formats and challenges.



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Engaging problems that connect math to life.



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Track improvement and see growth over time.



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- ✓ Geometry
- ✓ Measurement & Data
- ✓ Number Patterns
- ✓ Word Problems
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- ✓ Perimeter, Area & Volume
- ✓ Graphing & Data Analysis
- ✓ And More!



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