

# 4

# New Jersey NJSLA

## 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 New Jersey NJSLA 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 New Jersey 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 New Jersey NJSLA. 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.

New Jersey has shore towns, garden paths, and busy routes where math helps organize the day. 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

<b>Session 1</b>	Take Test 1 and mark the topics that need attention.
<b>Session 2</b>	Take Test 2 and focus on showing every step clearly.
<b>Session 3</b>	Take Test 3 and watch for units, labels, and two-step problems.
<b>Session 4</b>	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 New Jersey NJSLA: 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 NJSLA work looks like:** the answer matches the question, the units make sense, and the work is clear enough to check.



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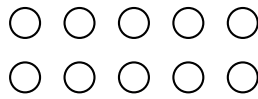
1) Lily buys 3 packages of toy cars. Each package has 40 toy cars. How many toy cars does Lily buy?

A. 34

C. 120

B. 43

D. 1200



2)

What multiplication does this show?

A.  $2 \times 10 = 20$

C.  $3 \times 5 = 15$

B.  $5 \times 5 = 25$

D.  $2 \times 5 = 10$

3) Sam divides a number line from 0 to 1 into 4 equal parts. How many parts are between 0 and the second tick mark?

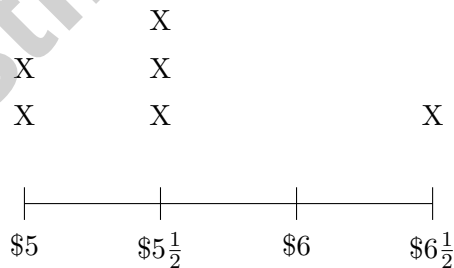
A. 1

C. 3

B. 2

D. 4

4) A line plot shows lunch amounts in dollars:  $5$ ,  $5\frac{1}{2}$ ,  $6$ ,  $6\frac{1}{2}$ .



How many lunch costs were  $\$5\frac{1}{2}$ ?

A. 2

C. 4

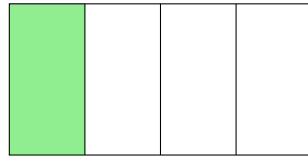
B. 3

D. 6

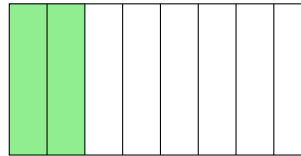


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- 5) Two identical rectangular gardens are shown. Garden 1 has  $\frac{1}{4}$  planted with flowers. Garden 2 has  $\frac{2}{8}$  planted with flowers. Do the flower sections cover the same area?

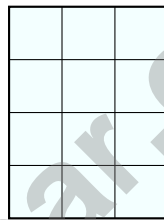


Garden 1:  $\frac{1}{4}$  flowers



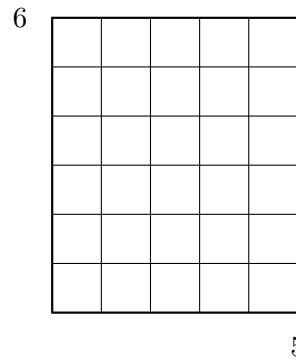
Garden 2:  $\frac{2}{8}$  flowers

- A. The gardens are different sizes.       C. No, Garden 1 has more.  
 B. No, Garden 2 has more.             D. Yes, same amount.
- 6) Ben counts unit squares to find the area of a shape. He counts 12 unit squares. What is the area?



- A. 6 square units                                       C. 12 square units  
 B. 10 square units                                     D. 24 square units





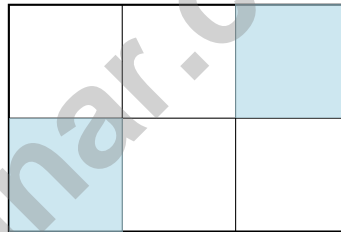
7)

What is the area of this tiled rectangle?

- A. 11
- B. 20

- C. 30
- D. 56

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



- A.  $\frac{2}{6}$
- B.  $\frac{4}{6}$

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



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- 1) Which measurement describes how much space is inside a shape?
- A. Area  C. Distance  
 B. Perimeter  D. Length
- 2) A square mural is made of unit tiles. It has 6 columns and 6 rows. What is the area of the mural?
- A. 12  C. 36  
 B. 24  D. 66
- 3) A fish tank holds 12 liters. Ava drains 5000 mL. How many liters of water remain?
- A. 5 L  C. 12 L  
 B. 7 L  D. 17 L
- 4) Which shows why  $4 \times 20$  equals 80?
- A.  $(4 + 2) \times 10 = 60$   C.  $4 \times (2 + 10) = 48$   
 B.  $4 + 2 + 10 = 16$   D.  $(4 \times 2) \times 10 = 8 \times 10 = 80$
- 5) A circle is divided into 6 equal parts. What fraction is one part?
- 
- 6) A bar graph shows games played. Soccer bar is 3 units, basketball bar is 4 units, tag bar is 2 units. Each unit is 5 games. How many total games were played?
- A. 45  C. 55  
 B. 50  D. 60



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7) Talia has 45 stickers. She wants to arrange them in 9 equal rows. How many stickers will be in each row?

A. 4 stickers

C. 6 stickers

B. 7 stickers

D. 5 stickers

8) A line plot shows water bottle volumes in milliliters: 250,  $250\frac{1}{2}$ , 251,  $251\frac{1}{2}$ , 252 (using halves for simplicity in Grade 3 scale). There are 2 X's at 250 mL. How many more X's would we need at  $250\frac{1}{2}$  to make the total 9 if the others have 1 X each?

A. 2

C. 4

B. 3

D. 5

9) Find  $9 \times (2 + 6)$ .

10) Noah is decorating a wall with square tiles. The wall space is 6 units long and 6 units tall. How many square tiles does he need?

A. 12 tiles

C. 36 tiles

B. 24 tiles

D. 48 tiles



## 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.NBT.A.3) 3 packages of 40 cars =  $3 \times 40 = 120$  cars. Multiply  $3 \times 4 = 12$ , then add one zero.
- 2) **Choice D is correct.** (3.OA.A.1) The picture shows 2 rows with 5 circles in each row. So  $2 \times 5 = 10$  or  $5 \times 2 = 10$ .
- 3) **Choice B is correct.** (3.NF.A.2a) The second tick is two of the four equal parts from 0.
- 4) **Choice B is correct.** (3.MD.B.4) Count the X's above  $\$5\frac{1}{2}$ . There are 3 X's.
- 5) **Choice D is correct.** (3.NF.A.3a)  $\frac{1}{4} = \frac{2}{8}$ . Both sections cover one-quarter of their gardens.
- 6) **Choice C is correct.** (3.MD.C.5a) If a shape covers 12 unit squares, the area is 12 square units.
- 7) **Choice C is correct.** (3.MD.C.7a)  $5 \times 6 = 30$  square units.
- 8) **Choice B is correct.** (3.G.A.2) If 2 out of 6 parts are shaded, then  $6 - 2 = 4$  parts are not shaded, which is  $\frac{4}{6}$ .
- 9) **Choice A is correct.** (3.NF.A.1) The circle is divided into 6 equal parts. One part is shaded, so the shaded fraction is  $\frac{1}{6}$  (one-sixth).
- 10) **Choice A is correct.** (3.NBT.A.2) Add:  $234 + 167 = 401$ . Ones:  $4 + 7 = 11$  (write 1, carry 1). Tens:  $3 + 6 + 1 = 10$  (write 0, carry 1). Hundreds:  $2 + 1 + 1 = 4$ .
- 11) **Choice D is correct.** (3.NF.A.2) This number line has thirds (3 equal parts), so only fractions with denominator 3 or 1 are tick marks.  $\frac{1}{4}$  would need 4 equal parts.
- 12) **Choice D is correct.** (3.OA.D.8) Step 1: Subtract:  $80 - 8 = 72$  chairs. Step 2: Divide by rows:  $72 \div 8 = 9$  chairs per row.
- 13) **Choice A is correct.** (3.MD.C.5)  $8 \times 3 = 24$  square units, same as Rectangle A.
- 14) **Choices A and C are correct.** (3.G.A.1) Both squares and rectangles are defined by having exactly 4 right angles. Rhombuses do not require right angles (only equal sides). Trapezoids and general parallelograms do not need right angles.
- 15) **Choice D is correct.** (3.NF.A.3b)  $\frac{2}{4} = \frac{1}{2}$ . Choices A, B, and C are all equivalent. Only  $\frac{3}{4}$  is different.
- 16) **Choice A is correct.** (3.NBT.A.1) The tens digit is 1. Since  $1 < 5$ , round down: 916 rounds to 900.
- 17) **Choice A is correct.** (3.OA.A.4) If  $\square \div 4 = 9$ , then the unknown is 36 because  $4 \times 9 = 36$ .
- 18) **Choice A is correct.** (3.NF.A.3d) Same numerator (4): sixths are bigger pieces than eighths. Comparing the shaded areas: 4 sixths covers more than 4 eighths. The fewer pieces the denominator divides into, the bigger each piece.
- 19) **Choice D is correct.** (3.OA.D.9) Odd  $\times$  odd is always odd. Examples:  $1 \times 1 = 1$ ,  $3 \times 5 = 15$ ,  $7 \times 9 = 63$ .
- 20) **Choice C is correct.** (3.MD.C.5b)  $10 \times 4 = 40$  unit square tiles are needed.
- 21) **The correct answer is 26 minutes.** (3.MD.A.1) From 11 : 38 to 12 : 00 is 22 minutes. From 12 : 00 to 12 : 04 is 4 minutes. Total:  $22 + 4 = 26$  minutes.
- 22) **Choice C is correct.** (3.MD.C.7d) Top:  $3 \times 5 = 15$  sq units. Bottom left:  $2 \times 4 = 8$  sq units. Bottom right:  $2 \times 4 = 8$  sq units. Total:  $15 + 8 + 8 = 31$  sq units.
- 23) **Choice A is correct.** (3.OA.A.2) The picture shows 12 items split into 6 equal groups. The division sentence is  $12 \div 6 = 2$ .
- 24) **Choice C is correct.** (3.MD.B.3) Count: 5 squares in the picture graph. Multiply by scale:  $5 \times 2 = 10$  stickers.
- 25) **Choice A is correct.** (3.MD.C.7c) Total area is 56. First rectangle is 42. Second is  $56 - 42 = 14$ , which is  $7 \times 2$  (so width is 2).
- 26) **The correct answer is 24.** (3.OA.B.5)  $(2 \times 3) \times 4 = 6 \times 4 = 24$ .
- 27) **Choice B is correct.** (3.MD.C.7) Lily's area =  $6 \times 5 = 30$  sq units. Mia's area =  $7 \times 4 = 28$  sq units.  $30 > 28$ , so Lily's is larger.
- 28) **Choice A is correct.** (3.NF.A.2b) The distance from  $\frac{5}{8}$  to  $\frac{8}{8}$  is  $\frac{8}{8} - \frac{5}{8} = \frac{3}{8}$ , or 3 eighths.
- 29) **The correct answer is 9.** (3.OA.B.6)  $27 \div 3 = 9$  because  $9 \times 3 = 27$ . Division is the inverse of multiplication. To solve the division, we find the missing factor in the related multiplication fact.
- 30) **Choice B is correct.** (3.MD.A.2) Divide:  $2000 \div 5 = 400$  mL per glass.



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**From Your Math Family**

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**Hi, Math Family Member,**

◇ Welcome to a special note from your math family. You finished 4 full practice tests, and that hard work matters more than any score. We see you. We are proud of you. ◇

★ **Our math family knows:** math is a journey. You have taken many steps already. The test is just one stop. Every skill you built is yours forever. ★

**What Your Math Family Sees**

- **Hard Work:** You keep showing up.
- **Real Growth:** You can do problems today you couldn't before.
- **Brave Heart:** You face hard problems with brave thinking.
- **Bright Future:** Your math journey is just beginning.

**Family tip:** on test day, picture us standing behind you, smiling and rooting for you. You are not alone. Your math family is with you!

If you want to share something or ask a question, please email me at [jay@testinar.com](mailto:jay@testinar.com).

**Jay Daie**

Your Math Family

# Build Skills. Achieve More.

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