

4

Oregon OSAS

Grade 3

MATH

PRACTICE TESTS

Standards-Aligned Practice



STANDARDS-ALIGNED

Practice to build skills and boost confidence



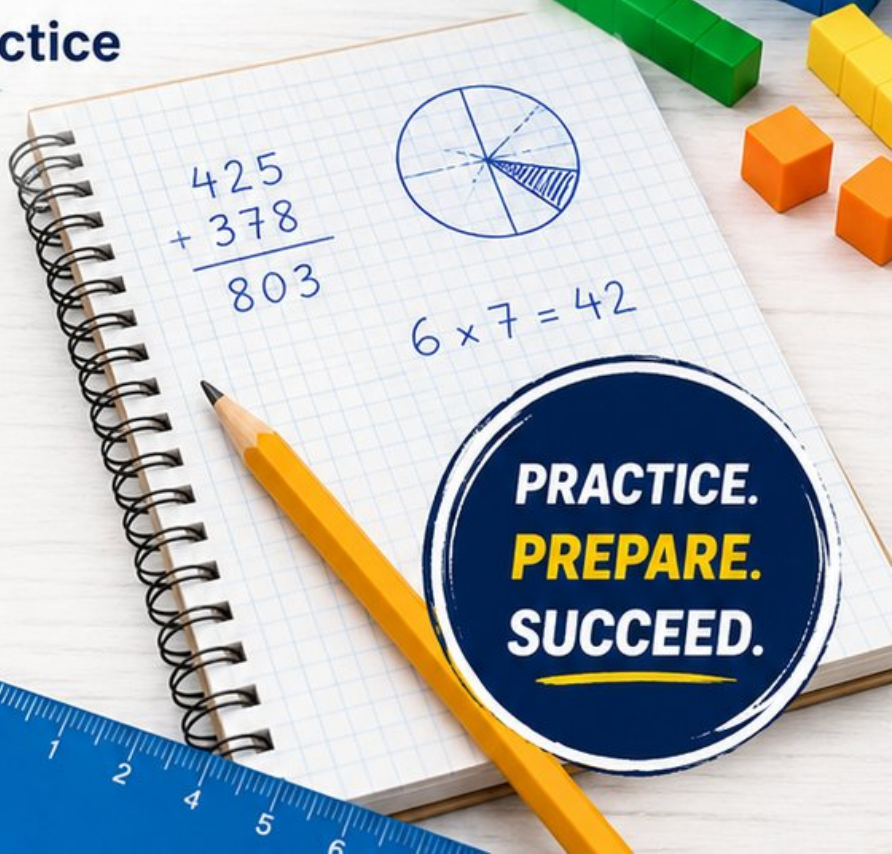
4 FULL-LENGTH TESTS

Realistic questions to prepare for test day



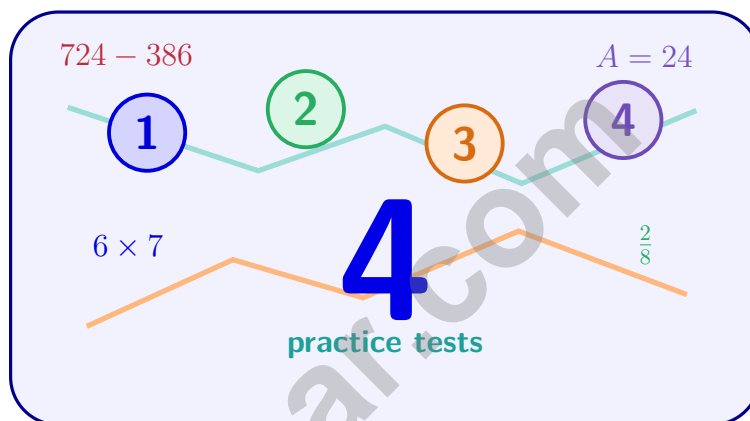
ANSWER KEYS & EXPLANATIONS

Detailed solutions to learn and improve



4 Oregon OSAS 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 Oregon 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 Oregon OSAS. 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.

Oregon has forest trails, coast roads, and mountain views that reward careful planning. 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 Oregon OSAS: 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 OSAS 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) Which of the following is true about a square?

- A. It is a rectangle and a rhombus C. It is a triangle
 B. It is a trapezoid D. It has no right angles

2) A rectangle is partitioned into two parts with areas 21 and 12. Both share a width of 3. Which equation uses the distributive property to add the two smaller areas?

- A. $3 \times (7 + 4) = 3 \times 11 = 33$ C. $3 + 7 + 4 = 14$
 B. $3 \times (7 + 4) = (3 \times 7) + (3 \times 4) = 21 + 12 = 33$ D. $(7 \times 4) + (3) = 31$

3) Which fraction represents 5 whole items?

- A. $\frac{5}{5}$ C. $\frac{5}{1}$
 B. $\frac{1}{5}$ D. $\frac{5}{2}$

4) Mia's desk is rectangular with length 7 feet and width 3 feet. Using repeated addition ($3 + 3 + 3 + 3 + 3 + 3 + 3$), find the area.



5) A composite figure is divided by dashed lines into two rectangles. If one has area 16 sq units and the other has area 12 sq units, what is the total area?

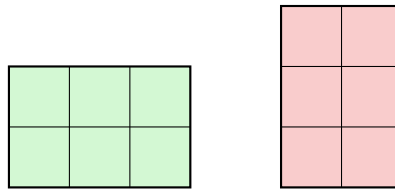
- A. 4 sq units C. 192 sq units
 B. 28 sq units D. 32 sq units



- 6) When you round 45 to the nearest 10, why does the ones digit matter more than the hundreds digit?
- A. Because we are rounding to the nearest 10, not the nearest 100
- B. Because the ones digit is always bigger
- C. Because 45 is a large number
- D. Because 50 is better than 40
- 7) Three identical pizzas are divided. Pizza 1 has 2 parts shaded out of 3. Pizza 2 has 4 parts shaded out of 6. Pizza 3 has 3 parts shaded out of 4. Which two are equivalent?
- A. None are equivalent
- B. Pizza 2 and Pizza 3
- C. Pizza 1 and Pizza 3
- D. Pizza 1 and Pizza 2
- 8) What is $32 \div 4$?
- A. 6
- B. 7
- C. 8
- D. 9
- 9) Which fraction is equivalent to $\frac{1}{2}$ by multiplying numerator and denominator by 3?
- A. $\frac{2}{6}$
- B. $\frac{3}{6}$
- C. $\frac{2}{5}$
- D. $\frac{4}{6}$
- 10) Noah thinks of a number. He multiplies it by 5. The result is 45. Which equation shows what Noah did?
- A. $\square \times 5 = 45$
- B. $45 \div 5 = \square$
- C. $5 + \square = 45$
- D. $\square - 5 = 45$



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Shape 1

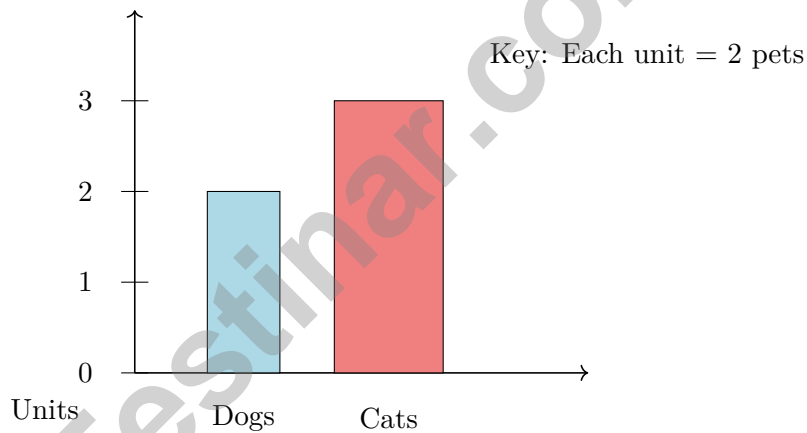
Shape 2

11)

Shape 1 has an area of 6 square units. Shape 2 has an area of 6 square units. Which statement is correct?

- A. Shape 1 is larger
- B. Shape 2 is larger
- C. Both shapes have the same area
- D. Shape 1 has no area

12) Look at the bar graph. What is the height of each bar in units?



- A. Dogs is 3 units, Cats is 2 units.
- B. Dogs is 2 units, Cats is 3 units.
- C. Dogs is 2 units, Cats is 2 units.
- D. Dogs is 1 unit, Cats is 4 units.

13)

Multiplier	1	2	3	4
Product by 7	7	14	21	28

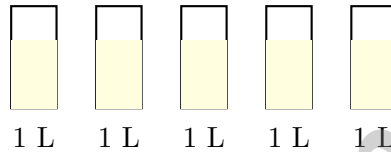
By how much does each product increase?

- A. By 1
- B. By 4
- C. By 7
- D. By 14

1) A teacher buys 5 packs of colored paper with 10 sheets each for a project. She divides them equally among 5 students. How many sheets does each student get?

- A. 5 C. 15
 B. 25 D. 10

Five Bottles of Oil



2)

A grocery store receives a shipment of 5 bottles of olive oil. Each bottle holds 1 liter. How many liters of oil total?

- A. 1 L C. 5 L
 B. 3 L D. 500 mL

3) Eli makes baskets with 10 apples in each basket. If Eli makes 8 baskets, how many apples are needed?

- A. 18 (added instead of multiplied) C. 810 (digit concatenation)
 B. 80 D. 800 (added two zeros)

4) Which statement correctly compares a square and a rectangle?

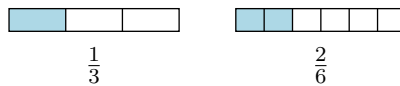
- A. Every rectangle is a square C. They are never related
 B. Every square is a rectangle D. A square has no parallel sides



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5) What is $2 + 2 + 2 + 2 + 2$? What multiplication sentence matches this?

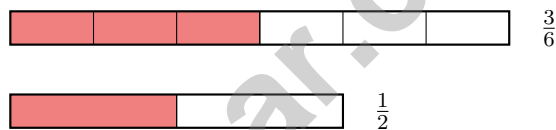
6) Look at the fraction bars. Which shows $\frac{1}{3}$ and an equivalent fraction?



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

- C. $\frac{3}{6}$
 D. $\frac{1}{2}$

7) Which fraction is equivalent to $\frac{3}{6}$?



- A. $\frac{2}{5}$
 B. $\frac{1}{3}$

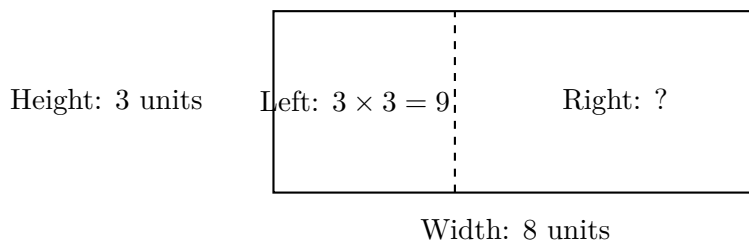
- C. $\frac{1}{2}$
 D. $\frac{2}{6}$

8) What is 586 rounded to the nearest 100?

- A. 500
 B. 580

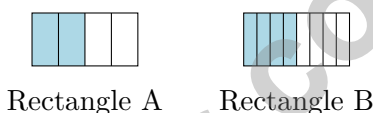
- C. 586
 D. 600

5) A rectangle shown with a split:

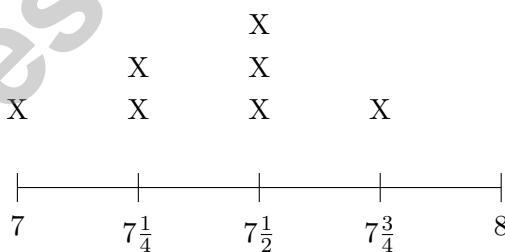


If the total area is 24, what is the right part's area?

- A. 15 square units
 - B. 5 square units
 - C. 12 square units
 - D. 8 square units
- 6) Which rectangle shows $\frac{2}{4}$ and $\frac{4}{8}$ as equivalent?



- A. Both rectangles
 - B. Rectangle A only
 - C. Rectangle B only
 - D. Neither rectangle
- 7) A line plot shows paintbrush lengths in inches: $7, 7\frac{1}{4}, 7\frac{1}{2}, 7\frac{3}{4}, 8$.



What is the most common paintbrush length?

- A. 7 inches
- B. $7\frac{1}{4}$ inches
- C. $7\frac{1}{2}$ inches
- D. $7\frac{3}{4}$ inches

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.G.A.1)** A square has 4 equal sides (making it a rhombus) and 4 right angles (making it a rectangle). So a square is both.
- Choice B is correct.** **(3.MD.C.7c)** $21 = 3 \times 7$ and $12 = 3 \times 4$. The distributive property shows the total as $3 \times (7 + 4) = 33$.
- 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.
- The correct answer is 21 square feet.** **(3.MD.C.7)** $3 + 3 + 3 + 3 + 3 + 3 + 3 = 21$, which matches $7 \times 3 = 21$ square feet.
- Choice B is correct.** **(3.MD.C.7d)** Add the areas: $16 + 12 = 28$ square units.
- 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.
- Choice D is correct.** **(3.NF.A.3a)** $\frac{2}{3} = \frac{4}{6}$ because both represent two-thirds of the pizza.
- Choice C is correct.** **(3.OA.C.7)** $32 \div 4 = 8$ because $8 \times 4 = 32$. You need 4 groups with 8 in each group.
- Choice B is correct.** **(3.NF.A.3b)** Multiply numerator and denominator by 3: $\frac{1 \times 3}{2 \times 3} = \frac{3}{6}$.
- Choice A is correct.** **(3.OA.A.4)** Noah multiplies a number by 5 to get 45. This is a multiplication equation: $\square \times 5 = 45$, so the unknown is 9.
- Choice C is correct.** **(3.MD.C.5a)** Both shapes are made of 6 unit squares, so both have area 6 square units, even though they have different dimensions.
- Choice B is correct.** **(3.MD.B.3)** Read the height of each bar on the vertical axis by counting the grid lines.
- 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 B is correct.** **(3.NF.A.2a)** Splitting from 0 to 1 into three equal parts gives $\frac{1}{3}$ for each.
- Choice C is correct.** **(3.MD.B.4)** Looking at the line plot, the mark at $13\frac{1}{2}$ has no X's above it, so there are no measurements at that height.
- Choice C is correct.** **(3.NF.A.2b)** $\frac{4}{6}$ means count 4 copies of unit $\frac{1}{6}$ starting at 0. The 4th tick mark is $\frac{4}{6}$.
- Choices A and B are correct.** **(3.NBT.A.3)** $5 \times 70 = 350$ (multiply $5 \times 7 = 35$, add zero). $7 \times 50 = 350$ (multiply $7 \times 5 = 35$, add zero). *C*: $7 \times 30 = 210$. *D*: $5 \times 60 = 300$. *E*: $5 \times 50 = 250$. Choices A and B equal 350.
- Choice D is correct.** **(3.OA.A.1)** The rectangle has 3 columns and 2 rows of equal parts. So $3 \times 2 = 6$ parts in total.
- Choice D is correct.** **(3.MD.C.5b)** $7 \times 7 = 49$ unit square tiles.
- Choice A is correct.** **(3.OA.A.3)** Divide: $36 \div 4 = 9$ books per shelf.
- The correct answer is 26 centimeters.** **(3.MD.D.8)** $2(9) + 2(4) = 18 + 8 = 26$ centimeters.
- 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 B is correct.** **(3.MD.C.7a)** 4 rows \times 8 columns = $4 \times 8 = 32$ tiles. Reverse order from typical.
- 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 A is correct.** **(3.NBT.A.2)** Subtract: $300 - 145 = 155$. Ones: $0 - 5$ requires regrouping, so $10 - 5 = 5$. Tens: $9 - 4 = 5$ (after regrouping). Hundreds: $2 - 1 = 1$ (after regrouping).
- Choice A is correct.** **(3.OA.B.5)** The distributive property says $5 \times (4 + 2) = 5 \times 4 + 5 \times 2 = 20 + 10 = 30$.
- Choice A is correct.** **(3.OA.A.2)** Dividing equally among groups means the total is shared into equal parts. Use division.
- Choice B is correct.** **(3.NF.A.3d)** With the same numerator, a LARGER denominator means SMALLER pieces. So $\frac{4}{8} < \frac{4}{6}$, not greater.
- The correct answer is 10.** **(3.OA.D.8)** $48 \div 6 = 8$, and $8 + 2 = 10$.
- Choice B is correct.** **(3.MD.C.5)** Multiply length by width: $9 \times 2 = 18$ square feet.



Cheer Squad Final Pep Talk

Hi, Math Star!

◇ 4 practice tests! That's a LOT of work, and you did it ALL. I am cheering so loud right now. You earned every clap and every cheer! ◇

★ **Cheerleader truth:** confidence is built by showing up. You showed up 4 times. That's real confidence. It is not pretend! ★

Cheer Roll Call

- **Effort:** 100% YOU SHOWED UP!
- **Heart:** BIG!
- **Skills:** STRONG and growing!
- **Spirit:** BRIGHT!

Cheer tip: on test day, be your own cheerleader. Whisper to yourself: "I can do this. I practiced." Tiny cheers make a big difference!

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

Jay Daie

Your Math Cheerleader

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.



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Engaging problems that connect math to life.



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Strengthen understanding and perform better.

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- ✓ Measurement & Data
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