

7

Missouri

MAP

Grade 3 MATH

PRACTICE TESTS

Standards-Aligned Practice with
Review, Answer Keys, and Explanations



7 Full-Length
Practice Tests



Standards-Aligned
Math Practice



Detailed Answer Keys
and Explanations



Build Confidence.
Achieve Success.

PREPARE
PRACTICE
SUCCEED



$4 \times 6 = 24$

$2 + 3 = 5$



7 Missouri MAP Grade 3 Math Practice Tests

Standards-Aligned Practice with Review, Answer Keys, and Explanations



Seven complete 30-question practice trails for Grade 3 math:
operations, fractions, measurement, data, area, shapes, answer keys,
and clear explanations for every item.

Jay Daie and Reza Nazari



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Welcome to the Seven Math Trails

Seven full tests, seven fresh chances, and one braver Grade 3 thinker



Read the trail. Mark the clues. Solve with care.

To the Grade 3 Math Trail Leader

This book gives you seven complete practice trails for the Missouri MAP. Each trail is a full 30-question test, so students can practice accuracy, stamina, and clear explanations over time.

Missouri has river arches, cave tours, farm roads, city neighborhoods, and strong school routines, where careful steps matter. Strong math follows that same path: notice the question, choose a tool, show the work, and test each answer against the question.

Scout

Find what the problem is asking before you calculate.

Solve

Pick an equation, model, array, graph, or number line.

Prove

Check the answer and explain the thinking clearly.

Seven-trail promise: I will work with patience, use my scratch space wisely, and let every correction make my next test stronger.

How to Use This Book

A seven-trail routine for steady Grade 3 growth

Use one practice trail at a time. The goal is not to rush through more pages. The goal is to finish, check, repair, and bring a stronger habit to the next test. For Missouri students, each trail moves through river arches, cave tours, farm roads, city neighborhoods, and strong school routines: steady, alert, and ready for the next clue.

1. **Preview the tools.** Skim the reference page before each test.
2. **Take one test.** Work steadily and mark problems that need another look.
3. **Check the key.** Use the compact answer boxes first.
4. **Study explanations.** Read missed items and lucky guesses.
5. **Redo three problems.** Rewrite the work cleanly without copying.
6. **Name one habit.** Choose a focus such as labels, facts, fractions, or checking.
7. **Start the next trail.** Bring that habit into the next full test.

Best review habit: A missed problem is a trail marker. It shows where to slow down, look again, and choose a better step.



What Is Inside?

Seven complete practice tests with review support

Part	What You Do	Why It Helps
Practice Tests 1–7	Solve seven different 30-question tests.	Build stamina and see Grade 3 skills mixed together.
Reference Materials	Review measurement and time facts before each test.	Keep common tools close without turning pages backward.
Answer Keys	Check each answer in compact boxes.	Find mistakes quickly without losing your place.
Explanations	Read why each answer works.	Turn missed items into a clear next step.
Standards Reference	See how Missouri Grade 3 standards connect to practice.	Understand the skills behind the questions.

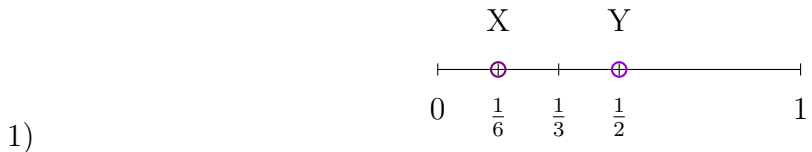
Each test has 26 multiple-choice questions, 1 select-all question, and 3 open-ended questions. This gives students practice with quick decisions, careful reading, and short written math answers for the Missouri MAP path.



Scan me!
For more practice
& answers

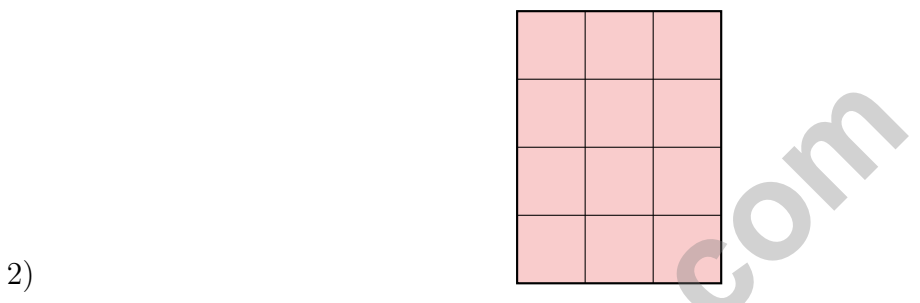
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Which statement is true about points X and Y on the number line?

- A. X is $\frac{1}{6}$ and Y is $\frac{1}{2}$
- C. Both X and Y are greater than $\frac{1}{3}$
- B. X is $\frac{1}{4}$ and Y is $\frac{1}{3}$
- D. X is less than $\frac{1}{6}$



Count all the unit squares in the grid shown. How many are there?

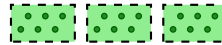
- A. 10 unit squares
- C. 12 unit squares
- B. 11 unit squares
- D. 13 unit squares

3) Which picture shows 18 items divided equally into 6 groups?

A. Six groups of two



B. Three groups of six



C. Eighteen groups of one



D. Six groups of three



4) What is $40 \div 5$?

A. 7

C. 9

B. 10

D. 8

5) A rectangular tile is 7 inches long and 3 inches wide. How much area does one tile cover?

A. 20 sq in

C. 21 sq in

B. 28 sq in

D. 10 sq in

6) A toy store has 7 shelves with 9 toys on each shelf. How many toys are on all the shelves?

A. 70 toys

C. 16 toys

B. 56 toys

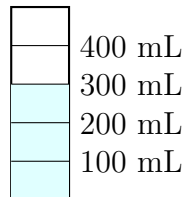
D. 63 toys



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- 1) A number line from 0 to 1 is divided into 6 equal parts. Which point is at $\frac{4}{6}$?
- A. The 2nd tick C. The 4th tick
 B. The 3rd tick D. The 6th tick
- 2) A teacher has 20 pencils. She wants to make packets with 5 pencils each. How many packets can she make?
- A. 3 C. 5
 B. 25 D. 4
- 3) A 8×5 rectangle is tiled into two smaller rectangles by a horizontal line. If one rectangle is 8×3 , what is the area of the other?
- A. 16 C. 40
 B. 24 D. 14
- 4) Which description does NOT clearly show equal groups for multiplication?
- A. Four groups of three objects each C. Six columns of two dots each
 B. Two rows of nine stars each D. Counting by ones from 0 to 10

5)



The beaker shows liquid to the 300 mL mark. If we pour out half the liquid, how much remains?

- A. 100 mL C. 200 mL
 B. 150 mL D. 300 mL



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6) A classroom floor is shaped like a rectangle with a length of 9 feet and a width of 8 feet. What is the area of the classroom floor?

A. 17 sq ft

B. 72 sq ft

C. 64 sq ft

D. 63 sq ft

7) Which fraction is equivalent to $\frac{2}{4}$?

A. $\frac{2}{6}$

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

C. $\frac{4}{6}$

D. $\frac{1}{4}$

8) A picture graph shows toy soldiers in a collection. Each soldier drawing is 10 soldiers. Carlos has 3 drawings. How many soldiers does Carlos have?

A. 13

B. 20

C. 30

D. 40

9) Ben has $\frac{2}{2}$ of a sticker sheet. Write an equivalent fraction with denominator 4.

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

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

C. $\frac{4}{4}$

D. $\frac{1}{4}$



- 1) If you want to measure the area of a wall, which is the best unit to use?
- A. Inches (like the perimeter) C. Feet (the height or length)
 B. Square feet (space covered) D. Miles (for large distances)
- 2) Which tiling shows $4 \times (7 + 5) = (4 \times 7) + (4 \times 5)$?
- A. A tall rectangle with width 4 split into two parts: top part is 4×7 , bottom is 4×5 C. A wide rectangle with height 5 split into parts
 B. A tall rectangle with width 7 split into two parts D. One 4×12 rectangle
- 3) Ava reads 187 pages on Monday and 246 pages on Tuesday. How many pages does Ava read in total?
- A. 433 C. 423
 B. 434 D. 432
- 4) Which shows a correct way to find the total area of an L-shaped figure?
- A. Multiply the length times the width once C. Multiply the perimeter by 2
 B. Break it into rectangles and add their areas D. Count only the longest parts
- 5) What is 6×7 ?
- A. 36 C. 48
 B. 54 D. 42



6) Sam marks $\frac{5}{8}$ and $\frac{8}{8}$ on a number line from 0 to 1 divided into eighths. How far apart, in eighths, are these two points?

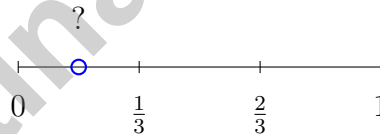
- A. 3 eighths
 B. 5 eighths
 C. 1 eighth
 D. 8 eighths

7) Two shelves each have cookies. Shelf 1 has 3 piles of 4 cookies. Shelf 2 has 4 piles of 3 cookies. How many cookies on each shelf?

- A. Shelf 1 has more
 B. Shelf 2 has more
 C. Both shelves have 7 cookies
 D. Both shelves have 12 cookies

8) Mia finished at 4 : 52 and started 39 minutes earlier. What time did she start?

9)



The blue dot is halfway between 0 and $\frac{1}{3}$. Which comparison is true?

- A. The dot $> \frac{1}{3}$
 B. The dot $< \frac{1}{3}$
 C. The dot $= \frac{2}{3}$
 D. The dot $= 0$



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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 A is correct.** **(3.NF.A.7)** X is halfway between 0 and $\frac{1}{3}$, which is $\frac{1}{6}$. Y is between $\frac{1}{3}$ and 1, at the $\frac{1}{2}$ mark.
- 2) **Choice C is correct.** **(3.GM.C.9)** The grid is $3 \times 4 = 12$ unit squares.
- 3) **Choice D is correct.** **(3.NF.A.2)** $18 \div 6 = 3$. The picture shows 6 equal groups, each with 3 items.
- 4) **Choice D is correct.** **(3.RA.A.5)** $40 \div 5 = \square$ means $\square \times 5 = 40$. Since $8 \times 5 = 40$, the answer is 8.
- 5) **Choice C is correct.** **(3.GM.C.12)** Area = length \times width = $7 \times 3 = 21$ square inches.
- 6) **Choice D is correct.** **(3.RA.A.1)** 7 shelves with 9 toys each means 7 groups of 9. So $7 \times 9 = 63$ toys.
- 7) **The correct answer is 40 sq units.** **(3.GM.C.9)** Students should show understanding of skip-counting or repeated addition. Both row-counting and column-counting are valid strategies.
- 8) **Choice D is correct.** **(3.RA.E.11)** The marks show 0, 10, 20, 30, 40, 50. Each jump is 10 units.
- 9) **Choice C is correct.** **(3.RA.D.10)** Step 1: Total shells: $5 \times 8 = 40$ shells. Step 2: Subtract given away: $40 - 12 = 28$ shells kept.
- 10) **Choice A is correct.** **(3.RA.A.5)** The fact family for 4, 9, and 36 has equations like $4 \times 9 = 36$ and $36 \div 9 = 4$. The equation $36 \div 6 = 6$ uses 6, not 4 or 9.
- 11) **Choice D is correct.** **(3.NBT.A.1)** The tens digit is 9. Since $9 \geq 5$, round up: 893 rounds to 900.
- 12) **Choice A is correct.** **(3.NF.A.5)** $\frac{1}{2} = \frac{3}{6}$ because $\frac{1 \times 3}{2 \times 3} = \frac{3}{6}$. Both Lily and Sam used the same fraction of their crayons.
- 13) **Choice B is correct.** **(3.GM.B.8)** 5000 mL = 5 L. Subtract: $12 - 5 = 7$ L.
- 14) **Choices A and B are correct.** **(3.GM.B.6)** A: 9 : 20 to 9 : 50 = 30 min. B: 1 : 15 to 2 : 30 = 1 hr 15 min. C: 6 : 00 to 7 : 00 = 60 min (true, but not selected). D: 11 : 45 to 12 : 30 = 45 min (true, but not selected). E: 4 : 00 to 5 : 05 = 1 hr 5 min (true, but not selected). Correct answers require careful minute counting across hour boundary.
- 15) **Choice B is correct.** **(3.NF.A.1)** The rectangle has 3 equal parts, and 1 part is shaded. The unit fraction is $\frac{1}{3}$ (one-third).
- 16) **Choice C is correct.** **(3.GM.A.3)** 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.
- 17) **Choice D is correct.** **(3.NF.A.5)** Both parts are shaded, so it is $\frac{2}{2}$, which equals 1 whole. (A) is only one shaded part. (B) and (C) are not written with correct denominator 2.
- 18) **Choice C is correct.** **(3.GM.A.1)** Any 4-sided shape with 4 right angles is either a rectangle or a square. A square is just a special rectangle with equal sides.
- 19) **The correct answer is 55 square units.** **(3.GM.C.11)** $7 + 4 = 11$, and $5 \times 11 = 55$ square units.
- 20) **Choice C is correct.** **(3.DS.A.4)** At 6 inches there are 3 X's and at $6\frac{1}{2}$ inches there is 1 X. Total: $3 + 1 = 4$.
- 21) **Choice A is correct.** **(3.NF.A.1)** Fewer parts mean larger size. The shaded segment for $\frac{1}{2}$ is longer than the shaded segment for $\frac{1}{4}$.
- 22) **Choice D is correct.** **(3.RA.A.4)** Area = $7 \times 5 = 35$ ft².
- 23) **Choice C is correct.** **(3.NF.A.3)** From 0 to $\frac{4}{8}$ is a count of 4 equal units.
- 24) **Choice B is correct.** **(3.GM.C.9)** Area is the space INSIDE a shape. Maria must count or multiply to find all the unit squares, not just the border. $5 \times 3 = 15$ square units.
- 25) **The correct answer is 26 centimeters.** **(3.GM.C.12)** $2(9) + 2(4) = 18 + 8 = 26$ centimeters.
- 26) **Choice B is correct.** **(3.DS.A.2)** Class A: $5 \times 10 = 50$. Class B: $3 \times 10 = 30$. Difference: $50 - 30 = 20$.
- 27) **Choice A is correct.** **(3.NBT.A.4)** Since $7 \times 50 = 350$, the missing factor is 7. We can work backwards: $350 \div 50 = 7$.
- 28) **Choice B is correct.** **(3.RA.C.7)** The grid has 10 columns and 3 rows. Area = $10 \times 3 = 30$ square units. You can also add: $10 + 10 + 10 = 30$ (three rows of ten).
- 29) **Choice A is correct.** **(3.NBT.A.3)** 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.



Inventor's Workshop Note

Hi, Math Inventor!

◇ 7 practice tests. 7 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

PRACTICE TODAY. MASTER TOMORROW.

This book is designed to help **Grade 3** students strengthen their math skills through focused practice and real progress.

- ✓ 7 full-length practice tests
- ✓ Aligned to Grade 3 standards
- ✓ Build confidence and achieve success
- ✓ Review, answer keys, and explanations



EACH PRACTICE TEST INCLUDES:



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Aligned
Questions



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Question
Types



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