

7

New York

NYSTP

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



7 New York NYSTP 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 New York NYSTP. Each trail is a full 30-question test, so students can practice accuracy, stamina, and clear explanations over time.

New York has city grids, canal paths, lake shores, Adirondack trails, and busy classroom questions, where careful steps matter. Strong math follows that same path: notice the question, choose a tool, show the work, and choose an efficient path through mixed problems.

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 New York students, each trail moves through city grids, canal paths, lake shores, Adirondack trails, and busy classroom questions: 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 New York 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 New York NYSTP path.

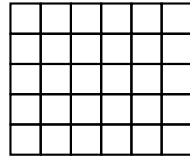


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& answers

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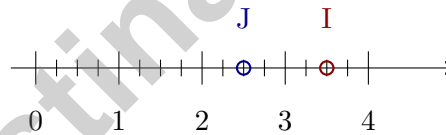
★ Practice Test 1	_____	14
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- 1) Noah is tiling a floor. He needs to cover a space that is 6 units long and 5 units wide. Here is the layout:



How many unit square tiles does Noah need?

- A. 11 tiles (just the perimeter) C. 30 tiles
 B. 22 tiles (counted twice) D. 60 tiles
- 2) A game starts at 10 : 45 and lasts 1 hour 15 minutes. What time does it end?

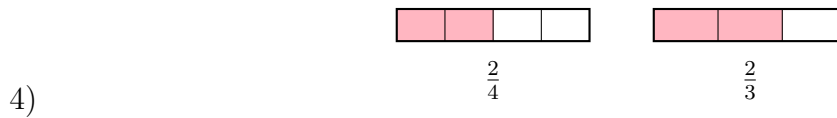


3)

On a number line from 0 to 4 divided into fourths, point J is at 2.5 and point I is at 3.5. Which two fractions label these points?

- A. $J = \frac{10}{4}, I = \frac{14}{4}$ C. $J = \frac{8}{4}, I = \frac{14}{4}$
 B. $J = \frac{10}{4}, I = \frac{13}{4}$ D. $J = \frac{5}{4}, I = \frac{7}{4}$





Using the bars, which is larger?

- A. $\frac{2}{4}$
 C. They are equal
 B. $\frac{2}{3}$
 D. Cannot tell

5) What number makes the equation true?

$$24 \div 3 = \square$$

- A. 9
 C. 6
 B. 7
 D. 8

Equal



Equal

6)

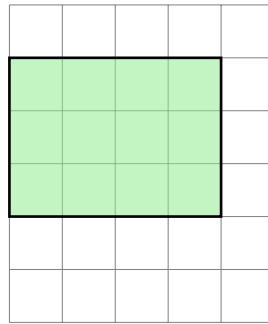
In this square, the green sides are equal and the blue sides are equal. Are all 4 sides equal?

- A. Yes, all 4 sides are equal
 C. No, only the blue sides are equal
 B. No, only the green sides are equal
 D. The sides have no equal length



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7) Look at the shaded squares on the grid. Count the unit squares.



- A. 10 square units C. 11 square units
 B. 12 square units D. 13 square units

8) Which of these does NOT show the associative property?

- A. $(2 \times 3) \times 4 = 2 \times (3 \times 4)$ C. $5 \times 2 = 2 \times 5$
 B. $(5 \times 2) \times 3 = 5 \times (2 \times 3)$ D. $(3 \times 3) \times 2 = 3 \times (3 \times 2)$

9) A toy store has 75 action figures. They donate 15 to a daycare. The remaining figures are packed equally into 12 boxes. How many figures are in each box?

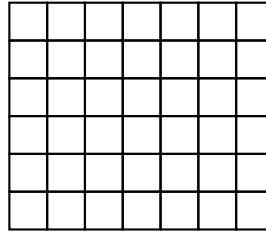
- A. 5 C. 7
 B. 6 D. 60

10) 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



- 1) A teacher shows this grid to her class:

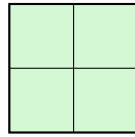


She tells students: "There are 8 unit squares along the top and 6 unit squares down the side. So the area is $8 + 6 = 14$ square units." Is the teacher correct?

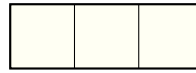
- A. Yes, because $8 + 6 = 14$ C. No, the area is 14 unit squares
 B. No, the area is 48 unit squares D. Yes, adding the sides gives the area
- 2) Which equation matches "sharing 30 items equally among 5 people"?
- A. $30 + 5 = 35$ C. $5 \times 30 = 150$
 B. $30 - 5 = 25$ D. $30 \div 5 = 6$
- 3) Which number sentence shows the commutative property of multiplication?
- A. $(2 \times 3) \times 2 = 2 \times (3 \times 2)$ C. $2 \times 5 = 10$
 B. $5 \times 4 = 20$ D. $5 \times 4 = 4 \times 5$
- 4) 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



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W



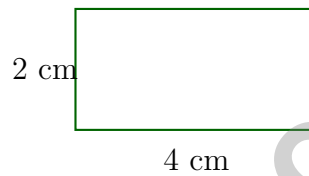
X

1)

Which shape has more unit squares?

- A. Shape W
- B. Shape X

- C. Both have the same number
- D. Cannot tell from the grid



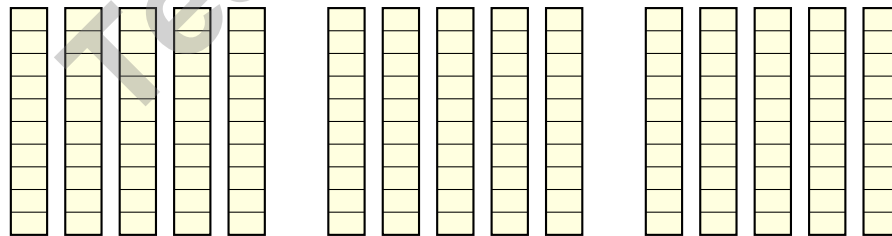
2)

Find the area of the rectangle shown above.

- A. 6 sq cm
- B. 8 sq cm

- C. 4 sq cm
- D. 12 sq cm

3) Three groups of base-ten rods are shown. Each group has 5 rods. Each rod is worth 10. How many units in total?



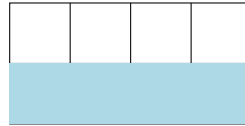
Group 1: $5 \times 10 = 50$ Group 2: $5 \times 10 = 50$ Group 3: $5 \times 10 = 50$

Total: $3 \times (5 \times 10) = ?$

- A. 15
- B. 50

- C. 150
- D. 510

- 4) 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. $\frac{3}{8}$
- 5) Which statement is true?
- A. $\frac{14}{7} = 1$ C. $\frac{14}{7} = 7$
 B. $\frac{14}{7} = 2$ D. $\frac{14}{7} = 14$
- 6) Sam has a picture frame that is 6 inches long and 3 inches wide. What is the area of the frame?
- A. 9 sq in C. 15 sq in
 B. 18 sq in D. 24 sq in
- 7) If a quadrilateral has 4 equal sides but the angles are not all right angles, what is it?
- A. Rectangle C. Trapezoid
 B. Square D. Rhombus
- 8) A small garden is shaped like a rectangle. Its dimensions are 5 meters by 4 meters. What is the total area?
- A. 9 sq m C. 18 sq m
 B. 20 sq m D. 25 sq m



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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 C is correct.** **(3.MD.5b)** Count the rows: 5 rows. Count across: 6 tiles in each row. Total: $6 + 6 + 6 + 6 + 6 = 30$ unit square tiles are needed.
- 2) **The correct answer is 12 : 00.** **(3.MD.1)** $10 : 45 + 1$ hour is $11 : 45$, plus 15 minutes is $12 : 00$.
- 3) **Choice A is correct.** **(3.NF.2b)** At 2.5 on fourths: $\frac{10}{4}$. At 3.5 on fourths: $\frac{14}{4}$.
- 4) **Choice B is correct.** **(3.NF.3d)** Two thirds (with thirds) covers more area than two fourths (with fourths). Larger pieces means larger total.
- 5) **Choice D is correct.** **(3.OA.4)** Use the inverse: $8 \times 3 = 24$, so $24 \div 3 = 8$.
- 6) **Choice A is correct.** **(3.G.1)** In a square, all 4 sides are the same length. So the green sides and blue sides are all equal to each other.
- 7) **Choice B is correct.** **(3.MD.5)** The rectangle is 4 units wide and 3 units tall. $4 \times 3 = 12$ square units.
- 8) **Choice C is correct.** **(3.OA.5)** Option C shows the commutative property (switching order), not the associative property (changing groups).
- 9) **Choice A is correct.** **(3.OA.8b)** Step 1: Subtract donated: $75 - 15 = 60$ figures. Step 2: Divide into boxes: $60 \div 12 = 5$ figures per box. (Choice D is step 1 only.)
- 10) **Choice A is correct.** **(3.NBT.2)** Add: $187 + 246 = 433$. Ones: $7 + 6 = 13$ (write 3, carry 1). Tens: $8 + 4 + 1 = 13$ (write 3, carry 1). Hundreds: $1 + 2 + 1 = 4$.
- 11) **Choice C is correct.** **(3.MD.7d)** One part: $10 \times 2 = 20$ sq units. Other part: $4 \times 3 = 12$ sq units. Total: $20 + 12 = 32$ sq units.
- 12) **Choice B is correct.** **(3.MD.6)** Count the top row: 5 squares. Count the center column below: 2 more squares. Total: $5 + 2 = 7$ unit squares.
- 13) **Choice B is correct.** **(3.MD.2b)** Subtract: $2000 - 1500 = 500$ mL.
- 14) **Choices A and C are correct.** **(3.OA.3)** Choices A and C involve finding a total from equal groups. B, D, and E involve subtraction or addition of separate quantities.
- 15) **Choice D is correct.** **(3.OA.2)** This is a measurement division: How many groups of 5 fit in 25? Divide 25 by 5 to get 5 packs.
- 16) **Choice A is correct.** **(3.MD.7)** Area = $8 \times 3 = 24$ square feet.
- 17) **Choice C is correct.** **(3.MD.5a)** Both shapes are made of 6 unit squares, so both have area 6 square units, even though they have different dimensions.
- 18) **The correct answer is 55 square units.** **(3.MD.7c)** $7 + 4 = 11$, and $5 \times 11 = 55$ square units.
- 19) **Choice A is correct.** **(3.NF.2a)** Option A has 6 equal parts (7 ticks including 0 and 1). Option B has only 4 parts.
- 20) **Choice A is correct.** **(3.NBT.1)** Numbers from 250 to 349 round to 300. Choice A (249) has tens digit $4 < 5$, so it rounds to 200, not 300. The other choices are all within the range 250–349.
- 21) **Choice A is correct.** **(3.OA.1)** Three packs with eight erasers each is 3 groups of 8, which equals $3 \times 8 = 24$ or $8 \times 3 = 24$. Option B is the addition misconception. Option C uses only one factor. Option D is incomplete (only two groups).
- 22) **Choice C is correct.** **(3.NF.2)** $\frac{1}{3}$ and $\frac{2}{6}$ mark the same point on the number line from 0 to 1. They represent the same fraction.
- 23) **Choice C is correct.** **(3.NBT.3)** The array shows 6 rows with 20 items each: $6 \times 20 = 120$ items.
- 24) **Choice D is correct.** **(3.OA.6)** Finding the missing factor: $6 \times 8 = 48$. This is the same as asking $48 \div 8 = \square$. We think: what times 8 makes 48? The answer is 6 because $6 \times 8 = 48$.
- 25) **Choice B is correct.** **(3.G.2)** If 5 out of 8 parts are colored, then $8 - 5 = 3$ parts are not colored, which is $\frac{3}{8}$.
- 26) **Choice C is correct.** **(3.MD.3)** Count: 5 squares in the picture graph. Multiply by scale: $5 \times 2 = 10$ stickers.
- 27) **Choice C is correct.** **(3.NF.3c)** $\frac{20}{4} = 5$, $\frac{7}{1} = 7$, $\frac{8}{8} = 1$. Only $\frac{3}{2} = 1\frac{1}{2}$ is not a whole.
- 28) **Choice B is correct.** **(3.MD.4)** At $12\frac{1}{2}$, there are 4 X's. All other lengths have fewer.
- 29) **The correct answer is 81.** **(3.OA.9)** $9 \times 8 = 72$, and $72 + 9 = 81$.



Lab Notes for a Young Scientist

Hi, Curious Scientist!

◇ 7 tests. So many experiments! You tested ideas. You watched what worked. You learned a lot. That's how scientists work—and how you work! ◇

★ **Scientists know:** mistakes are facts, not failures. Every problem you missed taught you something. You used those facts to do better next time. ★

Lab Results

- **Hypothesis:** CONFIRMED! Practice makes you better.
- **Method:** STRONG! You try, watch, and adjust.
- **Data:** CAREFUL! You read and copy numbers right.
- **Conclusion:** READY! You can do this test.

Scientist tip: on test day, stay curious. Ask, "What is this asking?" Then experiment with your math tools. You will find the answer!

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

Jay Daie

Your Math Scientist

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:



Standards-
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Questions



Variety of
Question
Types



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Math
Applications



Step-by-Step
Progress
Tracking



Build Skills
and Boost
Confidence

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- ✓ Fractions & Decimals
- ✓ Algebraic Thinking
- ✓ Geometry
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