

9

Illinois IAR

GRADE 3 MATH PRACTICE TESTS

COMPLETE STANDARDS REVIEW WITH SKILL PRACTICE,
WORD PROBLEMS, AND ANSWER KEY



10

FOR THE COMPREHENSIVE ASSESSMENT PROGRAM

9 Illinois IAR Grade 3 Math Practice Tests

Standards-Aligned Review with Mixed Practice and Answer Key



Nine complete 30-question Grade 3 practice rounds with operations, fractions, measurement, data, area, shapes, answer keys, and clear explanations for every item.

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Illinois, Start Your Nine-Round Math Mission

A careful Grade 3 quest from first try to confident finish

This book gives you nine chances to practice like a thoughtful Illinois IAR test taker. Each round mixes numbers, shapes, fractions, data, measurement, and word problems so your brain learns to switch skills calmly.

Illinois has prairie fields, lakefront paths, river towns, city blocks, and busy classroom routines, where careful steps matter. Strong math follows that same idea: estimate what the question asks, choose a useful tool, show the work, and prove before moving on.

Your Illinois Math Promise

I will slow down enough to understand the question. I will show the work that helps me think. I will use mistakes as practice fuel, then try again with a sharper plan.

Nine rounds is not about rushing. It is about building a math habit that stays strong.

How to Use This Book

A nine-session routine for clear Illinois review

1. **Warm up first.** Read the quick review pages and remind yourself of the big ideas.
2. **Take one test at a time.** Work without rushing. Circle words, sketch models, and label units.
3. **Check the answer key.** Mark correct answers, then star questions that need another look.
4. **Read explanations after trying again.** The explanation works best after your brain has wrestled with the problem.
5. **Use the growth log.** Track the score, one strong habit, and one skill to practice next.

Good rhythm: Test one day, review the next day, then take the next test when your corrections feel clear. In Illinois, that steady routine turns nine tests into one organized prep plan.



What Is Inside the Nine Tests?

Mixed Grade 3 practice with IAR support

Part	What You Practice
Nine full tests	30 mixed Grade 3 questions in each round
Question styles	Multiple choice, select-all, and open-ended work spaces
Math topics	Operations, patterns, rounding, fractions, measurement, data, area, perimeter, and shapes
Answer support	Compact answer keys plus explanations for every item
Standards help	A Illinois standards reference and standard-code boxes in explanations

Why mixed practice helps: Real tests do not announce the next skill. These nine rounds help students recognize the math move they need, even when the topic changes from question to question.



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& answers

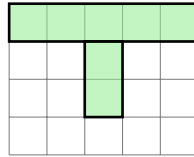
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1) A number is between 50 and 60. When rounded to the nearest 10, it becomes 50. Which number could it be?

- A. 48
- B. 52
- C. 56
- D. 60

2) A grid shows a T-shaped figure made of unit squares. You can count by columns or by rows.



How many unit squares form this T-shape?

- A. 5 sq units
- B. 7 sq units
- C. 10 sq units
- D. 15 sq units

3) This array has 2 rows. Each row has 50 squares. How many squares in total?



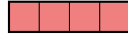
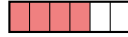
$$2 \times 50 = ?$$

- A. 52
- B. 25
- C. 100
- D. 1000



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- 4) Write a fraction equivalent to $\frac{3}{4}$ by multiplying the numerator and denominator by 2.


 $\frac{4}{4}$

 $\frac{4}{6}$

5)

Compare $\frac{4}{4}$ and $\frac{4}{6}$. Which is true?

A. $\frac{4}{4} < \frac{4}{6}$

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

B. $\frac{4}{4} > \frac{4}{6}$

D. $\frac{4}{6} > \frac{4}{4}$

- 6) A picture graph shows books checked out. Each book symbol is 10 books. Class A checked out 5 symbols, Class B checked out 3 symbols. How many more books did Class A check out?

A. 2

C. 50

B. 20

D. 80

- 7) 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

C. 1 eighth

B. 5 eighths

D. 8 eighths



8) What number makes the equation true?

$$63 \div \square = 7$$

A. 7

C. 8

B. 10

D. 9

9) Tom's teacher asked him to match 8×2 to a picture. Which picture is correct?

A. Eight rows of 8 objects each

D. Eight separate groups with 2 objects in each

B. Two rows of seven objects each

C. A single group of ten objects

10) Find the perimeter of a 9 cm by 4 cm rectangle.



11) Kai skip counts by 6: 6, 12, 18, 24, 30.

Which number should come next?

A. 32

C. 36

B. 35

D. 40

12) Sam fills a bottle with water 3 times. Each time he uses 400 mL. How much water total?

A. 400 mL

C. 1000 mL

B. 800 mL

D. 1200 mL

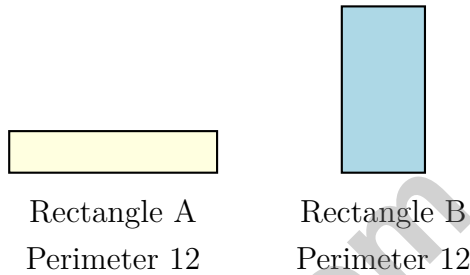


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1) Sam says: " $\frac{4}{8} > \frac{4}{6}$ because 8 is bigger than 6." Is Sam right?

- A. Yes, Sam is right C. No, the fractions are equal
 B. No, Sam got the rule backwards D. Cannot tell from the fractions

2) Two rectangles have the same PERIMETER (distance around). Does that mean they have the same AREA (space inside)?



- A. Yes, same perimeter means same area
 B. No, they can have different areas even with the same perimeter
 C. Only if they are both squares
 D. Area and perimeter are the same thing

3) Here is a rectangle divided into 3 equal columns.



The shaded part is what fraction of the rectangle?

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



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4) Which two products are equal to each other?

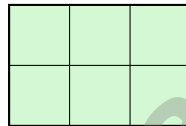
A. 3×80 and 8×30

C. 6×40 and 8×20

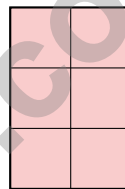
B. 4×50 and 5×50

D. 7×10 and 7×20

5) Noah measures the mass of three books. The first weighs 300 g, the second weighs 400 g, and the third weighs 350 g. If he carries all three books, what is the total mass in grams?



Shape 1



Shape 2

6)

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

7) Find $\frac{1}{8} + \frac{1}{8} + \frac{1}{8}$.



1) A pie is cut into 4 equal slices. Sam eats one slice, and Mia eats one slice. How much pie is left as a fraction?

A. $\frac{3}{4}$
 B. $\frac{2}{4}$

C. $\frac{1}{4}$
 D. $\frac{2}{1}$

2) Which is NOT equivalent to $\frac{1}{2}$?

A. $\frac{2}{4}$
 B. $\frac{3}{6}$

C. $\frac{2}{6}$
 D. $\frac{4}{8}$

3) A rectangle is 10 units long and 2 units wide. What is its area?

A. 20 sq units
 B. 12 sq units

C. 30 sq units
 D. 40 sq units

4) This grid shows a shape made of unit squares.



The area is how many square units?

A. 18 sq units
 B. 15 sq units

C. 9 sq units
 D. 20 sq units

5) A square is covered by 6 rows of 6 unit squares. What is its area?

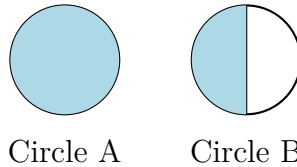


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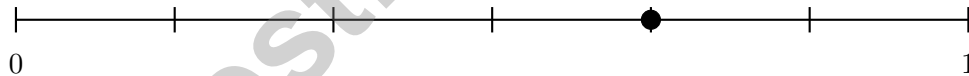
6) What is 8×20 ?

- A. 80 (forgot to include the 8 in decomposition) C. 160
 B. 88 (added 8 and 80) D. 1600 (added two zeros)

7) Which circle shows 1 whole?



- A. Circle B C. Neither
 B. Both circles D. Circle A
- 8) A concert starts at 6 : 15 PM and ends at 8 : 30 PM. How long does the concert last?
- A. 2 hours 15 minutes C. 2 hours 45 minutes
 B. 3 hours 15 minutes D. 1 hour 45 minutes
- 9) A number line from 0 to 1 has 6 equal parts. The dot marks which fraction?



- A. $\frac{2}{6}$ C. $\frac{4}{6}$
 B. $\frac{3}{6}$ D. $\frac{5}{6}$



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 B is correct.** **(3.NBT.A.1)** Numbers from 45 to 54 round to 50. Choice A (48) rounds to 50, but is not between 50–60. Choice B (52) is in range 50–60 and rounds to 50 (ones digit $2 < 5$). Choice C (56) rounds to 60. Choice D is 60 itself, rounds to 60.
- Choice B is correct.** **(3.MD.C.6)** Count the top row: 5 squares. Count the center column below: 2 more squares. Total: $5 + 2 = 7$ unit squares.
- Choice C is correct.** **(3.NBT.A.3)** 2 rows of 50 squares = $2 \times 50 = 100$ squares. Multiply $2 \times 5 = 10$, then multiply by 10 to get 100.
- The correct answer is $\frac{6}{8}$.** **(3.NF.A.3b)** Multiply the numerator and denominator by 2: $\frac{3 \times 2}{4 \times 2} = \frac{6}{8}$.
- Choice B is correct.** **(3.NF.A.3d)** Four fourths is one whole. Four sixths is less than one whole. So $\frac{4}{4} > \frac{4}{6}$.
- Choice B is correct.** **(3.MD.B.3)** Class A: $5 \times 10 = 50$. Class B: $3 \times 10 = 30$. Difference: $50 - 30 = 20$.
- 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.
- Choice D is correct.** **(3.OA.A.4)** Multiply: $7 \times 9 = 63$, so the divisor is 9. Check: $63 \div 9 = 7$.
- Choice D is correct.** **(3.OA.A.1)** 8×2 means 8 groups of 2 objects each, for a total of 16 objects.
- The correct answer is 26 centimeters.** **(3.MD.D.8)** $2(9) + 2(4) = 18 + 8 = 26$ centimeters.
- Choice C is correct.** **(3.OA.D.9)** Add 6 each time: $30 + 6 = 36$. This is skip counting by 6.
- Choice D is correct.** **(3.MD.A.2)** Multiply: $3 \times 400 = 1200$ mL.
- Choice C is correct.** **(3.NF.A.2a)** The denominator tells us how many parts: 6 parts of size $\frac{1}{6}$ each.
- Choice B is correct.** **(3.MD.C.7)** Adding the width 2 six times: $2 + 2 + 2 + 2 + 2 + 2 = 12$. This is the same as $6 \times 2 = 12$ square units.
- The correct answer is 35 sq cm.** **(3.MD.C.7b)** Area = length \times width, so $7 \times 5 = 35$ square centimeters.
- Choices A and C are correct.** **(3.NF.A.3a)** A: $\frac{1}{3} = \frac{2}{6}$ (both equal one-third). C: $\frac{3}{4} = \frac{6}{8}$ (both equal three-fourths). B is false because $\frac{4}{8} = \frac{1}{2}$. D is false because $\frac{1}{4} \neq \frac{3}{8}$. E is false because $\frac{2}{4} = \frac{1}{2} \neq \frac{3}{8}$.
- Choice A is correct.** **(3.NBT.A.2)** Add: $456 + 244 = 700$. Ones: $6 + 4 = 10$ (write 0, carry 1). Tens: $5 + 4 + 1 = 10$ (write 0, carry 1). Hundreds: $4 + 2 + 1 = 7$.
- Choice A is correct.** **(3.NF.A.3c)** $\frac{6}{2}$ means 6 halves. 2 halves make 1 whole, so $6 \div 2 = 3$ wholes. The bar is divided into 3 sections (thick lines).
- Choice A is correct.** **(3.MD.A.1)** On the number line, from 11 : 30 to 12 : 15 spans 3 intervals of 15 minutes each: $15 + 15 + 15 = 45$ minutes.
- Choice A is correct.** **(3.MD.C.7c)** Left rectangle: Area = 10, Height = 2, so Width = $10 \div 2 = 5$. Check: $2 \times (5 + 3) = 2 \times 8 = 16 = 10 + 6$.
- Choice C is correct.** **(3.MD.C.5b)** Count one row of unit squares: 6 squares. Check: 4 rows \times 6 per row = 24 total. So there are 6 unit squares in each row.
- Choice C is correct.** **(3.NF.A.3)** Both bars show the same shaded amount. $\frac{1}{4}$ and $\frac{2}{8}$ are equivalent.
- Choice D is correct.** **(3.OA.A.2)** The array shows 12 items arranged in 4 rows with 3 items in each row. That division sentence is $12 \div 4 = 3$.
- Choice B is correct.** **(3.G.A.2)** Rectangle B has 2 lines that divide it into 3 equal parts. Rectangles A and C have unequal spacing.
- 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.5)** Rectangle: $3 \times 7 = 21$ square units. Square: $5 \times 5 = 25$ square units. The square covers more space.
- Choice C is correct.** **(3.MD.C.5a)** Shape P has area $1 \times 7 = 7$ unit squares. Shape Q has area $7 \times 1 = 7$ unit squares. Both equal 7.
- Choice B is correct.** **(3.MD.C.7d)** Add the areas: $21 + 18 = 39$ square units.
- Choice D is correct.** **(3.OA.B.6)** A complete fact family has two multiplication facts and two division facts. All four link the same three numbers.



Hi, Math Builder!

◇ Through 9 practice tests, you built your math house brick by brick. The walls are strong. The roof is on. You are ready for anything test day brings. ◇

★ **Builders know:** good plans make strong houses. You learned to plan, then build. That helps with any problem. ★

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- **Frame:** STRONG. You can break problems into parts.
- **Walls:** TIDY. Your work is neat and clear.
- **Roof:** DONE. You always answer the question.

Builder tip: on test day, build each answer like a tiny house. Read first. Plan next. Do the math. Then check!

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

Jay Daie

Your Math Builder

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