

9

North Dakota NDSA

GRADE 3 MATH PRACTICE TESTS

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



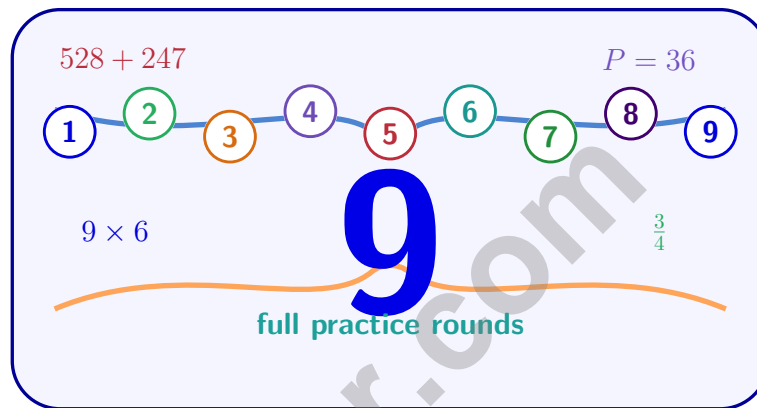
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FOR THE COMPREHENSIVE ASSESSMENT PROGRAM



9 North Dakota NDSA 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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North Dakota, Start Your Nine-Round Math Trail

A sharp Grade 3 trail from first try to confident finish

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

North Dakota has prairie roads, badland layers, farm fields, big open skies, and steady practice days, where careful steps matter. Strong math follows that same idea: explain what the question asks, choose a useful tool, show the work, and compare before moving on.

Your North Dakota 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 North Dakota 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 North Dakota, that steady routine turns nine tests into one organized prep plan.



What Is Inside the Nine Tests?

Mixed Grade 3 practice with NDSA 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 North Dakota 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.



Scan me!
For more practice
& answers

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1) Sam said $\frac{5}{2} = 5$. Is he correct?

- A. Yes, because the numerator is 5 D. No, the numerator must equal the denominator
- B. Yes, because $5 > 2$
- C. No, it equals $\frac{5}{1}$

2) What is $635 - 241$?

- A. 394 C. 384
- B. 404 D. 464

3) A tiled rectangle has two parts: $10 \times 3 = 30$ and $10 \times 7 = 70$. Which expanded distributive equation is correct?

- A. $10 \times (3 + 7) = 10 + 10 = 20$ C. $10 \times 3 + 7 = 37$
- B. $(10 \times 3) + (10 \times 7) = 30 + 70 = 100$ D. $3 + 7 = 10$

4) Noah has 12 cookies. His mom bakes 8 more cookies. Then Noah eats 6 cookies. How many cookies are left?

- A. 12 C. 20
- B. 14 D. 26

5)

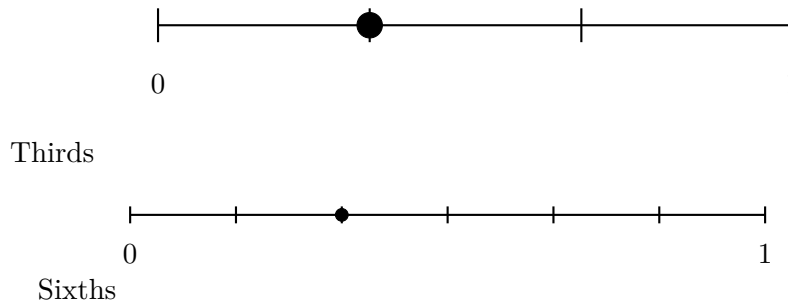
Row	1st	2nd	3rd	4th
A	3	6	9	12
B	5	10	15	20

Which row shows multiples of 3?

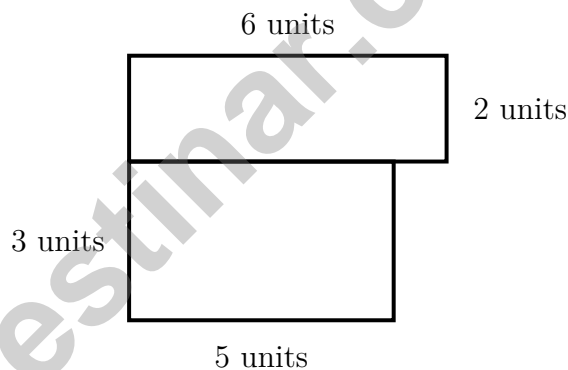
- A. Row A only C. Both rows
- B. Row B only D. Neither row



- 10) Two different number lines show 0 to 1. Compare $\frac{1}{3}$ on a thirds line with $\frac{2}{6}$ on a sixths line. Which is true?



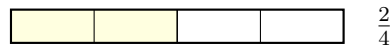
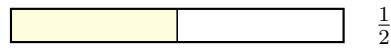
- A. $\frac{1}{3}$ is greater
 B. $\frac{2}{6}$ is greater
 C. They are equal
 D. Cannot be compared
- 11) An L-shaped shop has two rectangles: top 6 units by 2 units, bottom 5 units by 3 units. What is the total area?



- A. 12 sq units
 B. 27 sq units
 C. 15 sq units
 D. 36 sq units



1) Look at the bars. Are $\frac{1}{2}$ and $\frac{2}{4}$ equivalent?



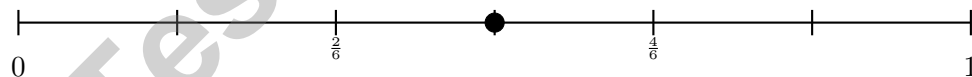
- A. Yes, they are equivalent C. The first is larger
 B. No, they are not equivalent D. The second is larger
- 2) On a number line from 0 to 1, the first tick is very small and close to zero. Which unit fraction makes sense?

- A. $\frac{1}{2}$ C. $\frac{1}{8}$
 B. $\frac{1}{3}$ D. $\frac{1}{1}$

3) $902 - 418 = ?$

- A. 484 C. 584
 B. 494 D. 394

4) On a number line from 0 to 1, a point is marked but not labeled. The point is between $\frac{2}{6}$ and $\frac{4}{6}$. Which fraction best describes its position?

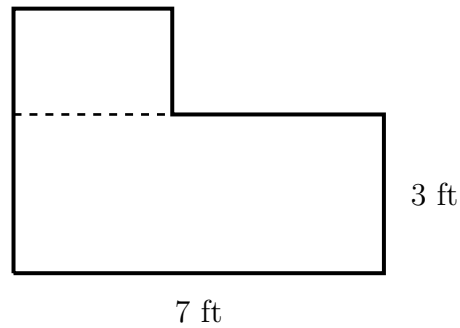


- A. $\frac{2}{6}$ C. $\frac{4}{6}$
 B. $\frac{3}{6}$ D. $\frac{5}{6}$



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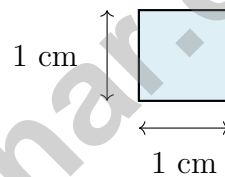
5) An L-shaped patio is shown with dashed decomposition lines:



Bottom: 7 ft by 3 ft. Top: 3 ft by 2 ft. What is the total area?

- A. 6 sq ft
- B. 27 sq ft
- C. 21 sq ft
- D. 42 sq ft

6) A unit square has side length 1 cm. What is the area of this unit square?

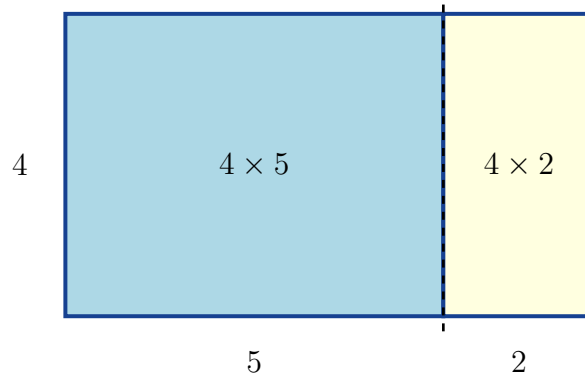


- A. 1 centimeter
- B. 2 square centimeters
- C. 1 square centimeter
- D. 4 square centimeters

7) A chocolate bar is divided into 4 equal pieces. What fraction is one piece?



5) Sam draws an area model to find $4 \times 7 = 4 \times (5 + 2)$.



What is $4 \times 5 + 4 \times 2$?

A. 20

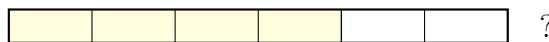
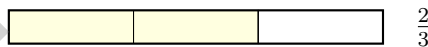
C. 30

B. 22

D. 28

6) Eli ate $\frac{1}{3}$ of a pizza. Write an equivalent fraction that has 6 as the denominator.

7) Look at the bars. Which fraction is equivalent to $\frac{2}{3}$?



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

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

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

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



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.NO.NF.4)** $\frac{5}{1}$ means 5 wholes. But $\frac{5}{2}$ means 5 halves, which is more than 2 wholes. Only $\frac{5}{1} = 5$ (denominator of 1).
- 2) **Choice A is correct.** **(3.NO.NBT.3)** Ones: $5 - 1 = 4$. Tens: $3 - 4$ requires regrouping, so $13 - 4 = 9$. Hundreds: $5 - 2 = 3$. Answer: 394.
- 3) **Choice B is correct.** **(3.GM.M.8)** The expanded distributive equation adds the two smaller rectangle areas: $(10 \times 3) + (10 \times 7) = 30 + 70 = 100$.
- 4) **Choice B is correct.** **(3.AR.OA.3)** Step 1: Add: $12 + 8 = 20$ cookies. Step 2: Subtract: $20 - 6 = 14$ cookies. (Choice C is step 1 only; choice A ignores new cookies.)
- 5) **Choice A is correct.** **(3.AR.OA.6)** Row A shows 3, 6, 9, 12, which are multiples of 3. Row B shows multiples of 5.
- 6) **The correct answer is $\frac{1}{3}$.** **(3.NO.NF.5)** $\frac{2}{6}$ equals one-third of a whole, so the equivalent fraction is $\frac{1}{3}$.
- 7) **Choice D is correct.** **(3.NO.NF.2)** $\frac{4}{8} = \frac{1}{2}$. On a 0-to-2 line, $\frac{1}{2}$ of the distance is at 1.
- 8) **Choice A is correct.** **(3.NO.NBT.2)** The ones digit is 3. Since $3 < 5$, round down: 283 rounds to 280.
- 9) **Choice D is correct.** **(3.AR.OA.2)** Divide: $28 \div 4 = 7$. Check: $7 \times 4 = 28$.
- 10) **Choice C is correct.** **(3.NO.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.
- 11) **Choice B is correct.** **(3.GM.M.7)** Top: $6 \times 2 = 12$ sq units. Bottom: $5 \times 3 = 15$ sq units. Total: $12 + 15 = 27$ sq units.
- 12) **Choice A is correct.** **(3.GM.M.8)** Very long rectangle: $9 \times 2 = 18$ square units. B is perimeter sum; D is concatenation.
- 13) **Choice A is correct.** **(3.GM.M.8)** Area = width \times height, so $72 = 8 \times$ height. Therefore, height = $72 \div 8 = 9$ inches. Choice B (80) adds area and width; C (64) is area minus width; D (10) is a common computation error.
- 14) **Choice D is correct.** **(3.NO.NBT.4)** 7 packs of 10 pencils = $7 \times 10 = 70$ pencils.
- 15) **Choice B is correct.** **(3.GM.M.3)** $9 : 23 \text{ PM} + 9 \text{ hours} = 6 : 23 \text{ AM}$. Then $6 : 23 + 37 \text{ min} = 7 : 00 \text{ AM}$.
- 16) **Choices A and C are correct.** **(3.GM.G.2)** 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.
- 17) **The correct answer is $\frac{1}{6}$.** **(3.NO.NF.1)** When a circle is divided into 6 equal parts, each part is $\frac{1}{6}$ of the whole.
- 18) **Choice D is correct.** **(3.NO.NF.1)** $35 \div 7 = 5$. The blocks are divided equally among the friends.
- 19) **Choice D is correct.** **(3.GM.M.8)** The array shows 6 columns and 2 rows. So $6 \times 2 = 12$ or $2 \times 6 = 12$.
- 20) **Choice C is correct.** **(3.NO.NF.3)** $\frac{4}{6} = \frac{2}{3}$ because both represent two-thirds of the poster.
- 21) **Choice A is correct.** **(3.GM.M.8)** Area = $6 \times 4 = 24$ square units.
- 22) **Choice B is correct.** **(3.NO.NF.5)** Same numerator, different denominators. One third has bigger pieces than one sixth. Ava has a larger piece.
- 23) **Choice C is correct.** **(3.GM.M.8)** A 6×2 arrangement of unit squares has area $6 \times 2 = 12$ square units.
- 24) **Choice C is correct.** **(3.GM.M.2)** Estimate: $150 + 80 + 20 \approx 250$ g. This tests Grade 3 estimation skill.
- 25) **Choice C is correct.** **(3.AR.OA.2)** Area = $6 \times 3 = 18$ square units. The dots show that all squares are included.
- 26) **Choice A is correct.** **(3.NO.NF.1)** The first tick of eight equal parts is at the unit fraction $\frac{1}{8}$.
- 27) **The correct answer is $\frac{4}{6}$.** **(3.NO.NF.4)** Multiply the numerator and denominator by 2: $\frac{2 \times 2}{3 \times 2} = \frac{4}{6}$.
- 28) **Choice C is correct.** **(3.AR.OA.1)** The order does not matter in multiplication. $7 \times 8 = 56$ and $8 \times 7 = 56$.
- 29) **Choice B is correct.** **(3.NO.NF.1)** The circle has 8 equal parts, so one shaded part is $\frac{1}{8}$, not $\frac{1}{4}$. Ana made an error by not counting the total number of equal parts.
- 30) **Choice D is correct.** **(3.AR.OA.5)** This is a division problem: $48 \div 6 = \square$ means $\square \times 6 = 48$. To find the missing factor, we think: 6 times what number gives 48? Since $8 \times 6 = 48$, Eli can complete 8 shirts. This shows how multiplication and division are inverse operations.



Hi, Math Pilot!

◇ 9 flights done in your math airplane. You have flown through smooth skies and bumpy clouds. You are a real pilot now. ◇

★ **Pilots know:** a good check before takeoff makes a smooth flight. Before each problem, do your check: read, plan, solve, verify. ★

Pilot Skills

- **Pre-Flight:** You read the question carefully.
- **Steering:** You pick the right strategy.
- **Smooth Flight:** You stay calm in long tests.
- **Landing:** You always check your final answer.

Pilot tip: on test day, take off one problem at a time. Trust your training. You earned your wings!

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

Jay Daie

Your Math Pilot

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9
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