

## Introduction - Grade 3 Mathematics

The following released test questions are taken from the Grade 3 Mathematics Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content standards in Grade 3 Mathematics. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test forms in 2003, 2004, 2005, 2006, and 2007. First on the pages that follow are lists of the standards assessed on the Grade 3 Mathematics Test. Next are released test questions. Following the questions is a table that gives the correct answer for each question, the content standard that each question is measuring, and the year each question last appeared on the test.

The following table lists each strand/reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document.

STRAND/REPORTING CLUSTER	NUMBER OF QUESTIONS ON EXAM	NUMBER OF RELEASED TEST QUESTIONS
Number Sense – Place Value, Fractions, and Decimals	16	20
Number Sense – Addition, Subtraction, Multiplication, and Division	16	19
Algebra and Functions	12	15
Measurement and Geometry	16	20
Statistics, Data Analysis, and Probability	5	6
TOTAL	65	80

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Grade 3 Mathematics Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the California Standards Tests, visit the California Department of Education's Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

## THE NUMBER SENSE STRAND

In Grade 3, there are two reporting clusters within the Number Sense strand: 1) Place Value, Fractions, and Decimals and 2) Addition, Subtraction, Multiplication, and Division. This booklet contains released test questions for each of these clusters.

The following nine California content standards are included in the Place Value, Fractions, and Decimals reporting cluster of the Number Sense strand and are represented in this booklet by 20 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 3 California Mathematics Standards Test.

### CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Number Sense	
<b>Standard Set 1.0</b>	<b>Students understand the place value of whole numbers:</b>
3NS1.1	Count, read, and write whole numbers to 10,000.
3NS1.2	Compare and order whole numbers to 10,000.
3NS1.3*	Identify the place value for each digit in numbers to 10,000.
3NS1.4	Round off numbers to 10,000 to the nearest ten, hundred, and thousand.
3NS1.5*	Use expanded notation to represent numbers (e.g., $3,206 = 3,000 + 200 + 6$ ).
<b>Standard Set 3.0</b>	<b>Students understand the relationship between whole numbers, simple fractions, and decimals:</b>
3NS3.1	Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., $1/2$ of a pizza is the same amount as $2/4$ of another pizza that is the same size; show that $3/8$ is larger than $1/4$ ).
3NS3.2*	Add and subtract simple fractions (e.g., determine that $1/8 + 3/8$ is the same as $1/2$ ).
3NS3.3*	Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.
3NS3.4	Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is $1/2$ of a dollar, 75 cents is $3/4$ of a dollar).

\* Denotes key standards (*Mathematics Framework for California Public Schools*)

The following seven California content standards are included in the Addition, Subtraction, Multiplication, and Division reporting cluster of the Number Sense strand and are represented in this booklet by 19 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 3 California Mathematics Standards Test.

### CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

#### Number Sense

#### Standard Set 2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:

3NS2.1*	Find the sum or difference of two whole numbers between 0 and 10,000.
3NS2.3*	Use the inverse relationship of multiplication and division to compute and check results.
3NS2.4*	Solve simple problems involving multiplication of multi-digit numbers by one-digit numbers ( $3,671 \times 3 = \underline{\quad}$ ).
3NS2.5	Solve division problems in which a multi-digit number is evenly divided by a one-digit number ( $135 \div 5 = \underline{\quad}$ ).
3NS2.6	Understand the special properties of 0 and 1 in multiplication and division.
3NS2.7	Determine the unit cost when given the total cost and number of units.
3NS2.8	Solve problems that require two or more of the skills mentioned above.

\* Denotes key standards (*Mathematics Framework for California Public Schools*)

## THE ALGEBRA AND FUNCTIONS STRAND/REPORTING CLUSTER

The following seven California content standards are included in the Algebra and Functions strand/reporting cluster and are represented in this booklet by 15 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 3 California Mathematics Standards Test.

### CALIFORNIA CONTENT STANDARDS IN THIS STRAND/CLUSTER

#### Algebra and Functions

<b>Standard Set 1.0</b>	<b>Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships:</b>
3AF1.1*	Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.
3AF1.2	Solve problems involving numeric equations or inequalities.
3AF1.3	Select appropriate operational and relational symbols to make an expression true (e.g., if $4 \underline{\quad} 3 = 12$ , what operational symbol goes in the blank?).
3AF1.4	Express simple unit conversions in symbolic form (e.g., $\underline{\quad}$ inches = $\underline{\quad}$ feet $\times$ 12).
3AF1.5	Recognize and use the commutative and associative properties of multiplication (e.g., if $5 \times 7 = 35$ , then what is $7 \times 5$ ? and if $5 \times 7 \times 3 = 105$ , then what is $7 \times 3 \times 5$ ?).
<b>Standard Set 2.0</b>	<b>Students represent simple functional relationships:</b>
3AF2.1*	Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).
3AF2.2	Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).

\* Denotes key standards (*Mathematics Framework for California Public Schools*)

## THE MEASUREMENT AND GEOMETRY STRAND/REPORTING CLUSTER

The following ten California content standards are included in the Measurement and Geometry strand/reporting cluster and are represented in this booklet by 20 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 3 California Mathematics Standards Test.

### CALIFORNIA CONTENT STANDARDS IN THIS STRAND/CLUSTER

<b>Measurement and Geometry</b>	
<b>Standard Set 1.0</b>	<b>Students choose and use appropriate units and measurement tools to quantify the properties of objects:</b>
3MG1.1	Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.
3MG1.2*	Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.
3MG1.3*	Find the perimeter of a polygon with integer sides.
3MG1.4	Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).
<b>Standard Set 2.0</b>	<b>Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems:</b>
3MG2.1*	Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).
3MG2.2*	Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).
3MG2.3*	Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).
3MG2.4	Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.
3MG2.5	Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).
3MG2.6	Identify common solid objects that are the components needed to make a more complex solid object.

\* Denotes key standards (*Mathematics Framework for California Public Schools*)

## THE STATISTICS, DATA ANALYSIS, AND PROBABILITY STRAND/REPORTING CLUSTER

The following three California content standards are included in the Statistics, Data Analysis, and Probability strand/reporting cluster and are represented in this booklet by six test questions. These questions represent only some ways in which these standards may be assessed on the Grade 3 California Mathematics Standards Test.

### CALIFORNIA CONTENT STANDARDS IN THIS STRAND/CLUSTER

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#### Statistics, Data Analysis, and Probability

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#### Standard Set 1.0 Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:

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3PS1.1	Identify whether common events are certain, likely, unlikely, or improbable.
3PS1.2*	Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.
3PS1.3*	Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).

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\* Denotes key standards (*Mathematics Framework for California Public Schools*)

## Released Test Questions

## Math

## 3

**1** How is eight thousand, seventy-six written in standard form?

- A 8067
- B 8076
- C 8706
- D 8760

CSM20462

**2** Which of the following is the same as 8024?

- A eight hundred twenty-four
- B eight thousand twenty-four
- C eight thousand two hundred four
- D eighty thousand two hundred four

CSM10101

**3** Which set of numbers is in order from greatest to least?

- A 147, 163, 234, 275
- B 275, 234, 163, 147
- C 275, 163, 234, 147
- D 163, 275, 234, 147

CSM01593

**4** Which number has a 4 in the tens place and a 4 in the hundreds place?

- A 6424
- B 6244
- C 4462
- D 6442

CSM01057

**5** Which digit is in the hundreds place in the number 3174?

- A 1
- B 3
- C 4
- D 7

CSM20464

**6** What does the 3 represent in the number below?

**3051**

- A 3
- B 30
- C 300
- D 3000

CSM02188

**7** Which of these is eight hundred seven?

- A 8007
- B 870
- C 807
- D 8070

CSM01097

**8** Sophie has 527 seashells in her collection. Which of these equals 527?

- A  $5 + 2 + 7$
- B  $5 + 20 + 700$
- C  $500 + 20 + 7$
- D  $500 + 200 + 70$

CSM00051

**9** Which number is  $4000 + 80 + 5$ ?

- A 458
- B 485
- C 4085
- D 4805

CSM10576

**10** Which number means  $1000 + 600 + 8$ ?

- A 168
- B 1068
- C 1608
- D 1680

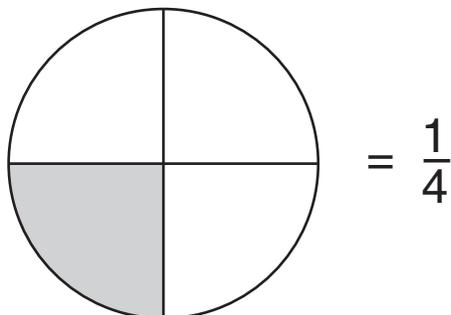
CSM00094

## Released Test Questions

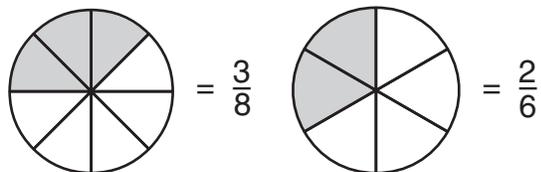
## Math

3

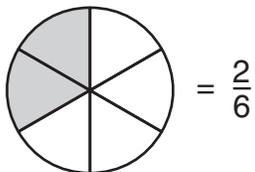
- 11** The circle shows  $\frac{1}{4}$  shaded.



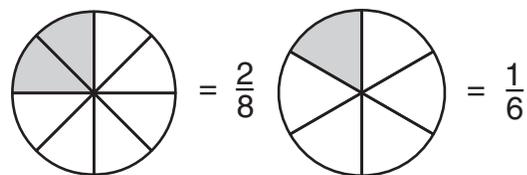
Which fractional part of a circle below is equal to  $\frac{1}{4}$ ?



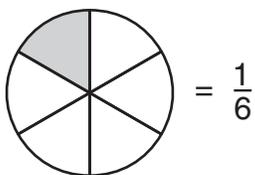
A



C



B



D

CSM02123

- 12**  $\frac{1}{4} + \frac{2}{4} =$

A  $\frac{6}{6}$

B  $\frac{2}{6}$

C  $\frac{2}{3}$

D  $\frac{3}{4}$

CSM02203

- 13** A pie was divided into fifths. Emily ate  $\frac{1}{5}$  of the pie. Tony ate  $\frac{2}{5}$  of the pie. Jenny ate  $\frac{1}{5}$  of the pie. How much of the pie was left?

A  $\frac{4}{5}$

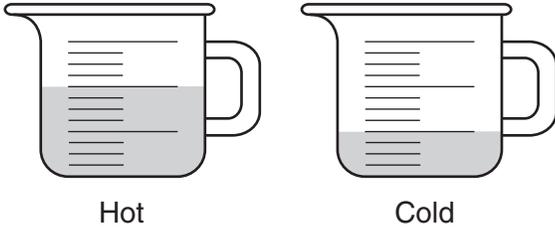
B  $\frac{3}{5}$

C  $\frac{2}{5}$

D  $\frac{1}{5}$

CSM02175

- 14** Jorge is making gelatin. He adds  $\frac{2}{3}$  of a cup of hot water to a bowl. Then he adds  $\frac{1}{3}$  of a cup of cold water. How much water does he add all together?



- A**  $\frac{1}{3}$  of a cup of water
- B**  $\frac{3}{6}$  of a cup of water
- C** 1 cup of water
- D** 3 cups of water

CSM10112

- 15** Reggie compared the prices of two radios. The table below shows the prices.

Brand	Cost
A	\$31.47
B	\$34.71

How much more does Brand B cost than Brand A?

- A** \$3.24
- B** \$3.26
- C** \$3.34
- D** \$3.36

CSM02174

- 16** Adam has \$5.00 to buy an airplane that costs \$4.28. How much change should he get back?

- A** 70¢
- B** 72¢
- C** 75¢
- D** 82¢

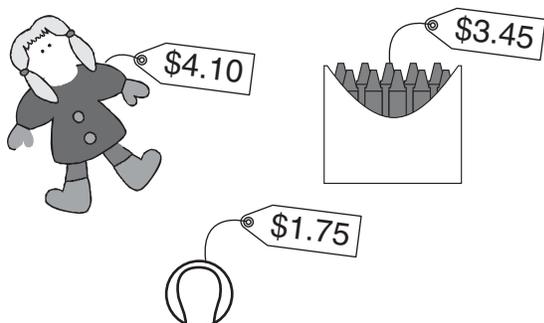
CSM01079

## Released Test Questions

## Math

## 3

- 17** Carmen bought these three things.



What was the total cost of these three items?

- A \$9.30
- B \$9.20
- C \$8.30
- D \$8.20

CSM02182

- 18** Lisa rented 4 videotapes for \$4.80. How much did each tape cost to rent?

- A \$1.20
- B \$8.80
- C \$12.00
- D \$19.20

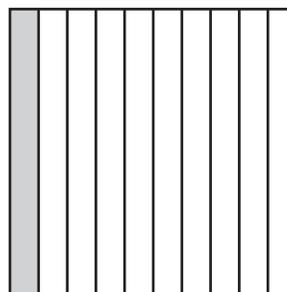
CSM20665

- 19** Four children earned \$50 from selling cookies. They decided to divide the money equally. How much money did each of the four children get?

- A \$10.00
- B \$12.50
- C \$46.00
- D \$125.00

CSM10597

- 20** Donna shaded  $\frac{1}{10}$  of the figure.



Which decimal equals  $\frac{1}{10}$ ?

- A 0.01
- B 0.1
- C 0.110
- D 1.0

CSM01089

**21**  $9000 - 3782 =$

- A 5218
- B 5328
- C 6782
- D 12,782

CSM02197

**22** Look at the number sentence below.

$$67 + \square = 121$$

Which number will make the number sentence true?

- A 54
- B 56
- C 64
- D 68

CSM10431

**23** Which number is 6 more than 1026?

- A 1022
- B 1032
- C 1122
- D 1132

CSM10424

**24** The town of Milburg has 5256 grown-ups and 2987 children. How many people live in Milburg?

- A 7133
- B 8133
- C 8243
- D 8343

CSM10580

**25** 
$$\begin{array}{r} 502 \\ - 273 \\ \hline \end{array}$$

- A 229
- B 239
- C 371
- D 775

CSM10049

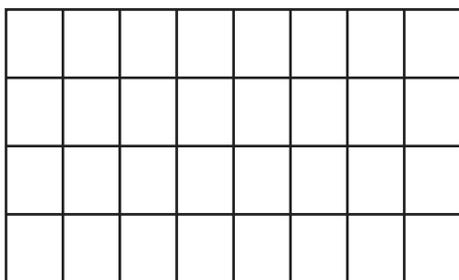
## Released Test Questions

## Math

## 3

- 26** The figure below is a model for the multiplication sentence.

$$8 \times 4 = 32$$



Which division sentence is modeled by the same figure?

- A  $8 \div 4 = 2$   
 B  $12 \div 4 = 3$   
 C  $24 \div 8 = 3$   
 D  $32 \div 8 = 4$

CSM01096

- 27** Lily did this division problem.

$$375 \div 25 = 15$$

Which problem could she do to check her answer?

- A  $25 + 15 = \square$   
 B  $25 - 15 = \square$   
 C  $25 \times 15 = \square$   
 D  $25 \div 15 = \square$

CSM01040

- 28** Reese and Jay each correctly used a different number sentence to solve the same problem. Reese used this number sentence:

$$13 \times 4 = 52$$

Which of the following number sentences could Jay have used?

- A  $13 + 4 = 17$   
 B  $52 - 13 = 39$   
 C  $52 \div 4 = 13$   
 D  $13 \div 52 = 4$

CSM11482

- 29** A company has 6 big trucks. Each truck has 18 wheels. How many wheels is this in all?

- A 24  
 B 96  
 C 108  
 D 116

CSM01045

**30** On Friday, 1250 people visited the zoo. Three times as many people visited on Saturday than on Friday. How many people visited the zoo on Saturday?

- A 3615
- B 3650
- C 3750
- D 3753

CSM10106

**31** Third-grade students went to a concert in 8 buses. Each bus took 45 students. How many students went to the concert?

- A 320
- B 360
- C 380
- D 3240

CSM00052

**32** There are 124 students making 3 stars each for the school wall. How many stars will they make all together?

- A 127
- B 357
- C 362
- D 372

CSM10687

**33** How much is nine times four hundred fifty-eight?

- A 4042
- B 4122
- C 4311
- D 4589

CSM10589

**34** Six students were sitting at each table in the lunch room. There are 34 tables. How many students were sitting in the lunch room?

- A 208
- B 204
- C 188
- D 1,824

CSM00419

**35**

$$\begin{array}{r} 1857 \\ \times \quad 5 \\ \hline \end{array}$$

- A 5055
- B 9055
- C 9235
- D 9285

CSM21406

## Released Test Questions

## Math

## 3

**36** During Field Day, 1624 students from Glen Hill School were equally divided into 8 different events. How many students were in each event?

- A 203
- B 206
- C 221
- D 224

CSM10107

**39** Tony had \$20. He paid \$8 for a ticket to a baseball game. At the game, he bought a hot dog for \$3. What amount of money did Tony have then?

- A \$5
- B \$9
- C \$11
- D \$15

CSM02117

**37** What number can be multiplied by 5768 to give the answer 5768?

$$5768 \times \square = 5768$$

- A 0
- B 1
- C 2
- D 10

CSM10592

**40** Mr. Guzman bought 48 doughnuts packed equally into 4 boxes. Which number sentence shows how to find the number of doughnuts in each box?

- A  $48 - 4 = \square$
- B  $48 \div 4 = \square$
- C  $48 + 4 = \square$
- D  $48 \times 4 = \square$

CSM02176

**38** Mr. Brown bought 6 towels. All the towels were the same price. The total cost was \$84. How much money did each towel cost?

- A \$11
- B \$14
- C \$78
- D \$504

CSM02134

**41** The Sumata family took a five-day vacation by car. Each day they drove 250 miles. Which number sentence could be used to find out how many total miles they drove?

- A  $250 + 5 = \square$
- B  $250 - 5 = \square$
- C  $250 \times 5 = \square$
- D  $250 \div 5 = \square$

CSM10599

- 42** If Mai bought apples for \$2.50 and she paid with a \$10 bill, which expression shows the correct amount of change?

A  $\$10 + \$2.50$   
 B  $\$10 - \$2.50$   
 C  $\$10 \times \$2.50$   
 D  $\$10 \div \$2.50$

CSM10097

- 43** Mr. Carter drove 25 miles on Monday. On Tuesday he drove 30 miles, and on Wednesday he drove 15 miles. Which number sentence can be used to find the total number of miles he drove?

A  $25 + 30 = \square$   
 B  $25 + 30 - 15 = \square$   
 C  $30 - 25 + 15 = \square$   
 D  $25 + 30 + 15 = \square$

CSM02196

- 44** Which statement shows twice as much as 8?

A  $2 + 8$   
 B  $2 - 8$   
 C  $2 \times 8$   
 D  $2 \div 8$

CSM10115

- 45** What number makes this number sentence true?

$$3 + 5 = \square \times 2$$

A 3  
 B 4  
 C 5  
 D 6

CSM02121

- 46** What number makes this number sentence true?

$$6 \times 9 < 3 \times \square$$

A 18  
 B 19  
 C 16  
 D 17

CSM00425

- 47** Which sign goes in the box to make the number sentence true?

$$48 \square 6 = 8$$

A +  
 B -  
 C  $\times$   
 D  $\div$

CSM01071

## Released Test Questions

## Math

## 3

**48** Which of the following is used to find out how many inches are in 5 feet?

- A  $5 \times 12$
- B  $12 \div 5$
- C  $5 + 12$
- D  $12 - 5$

CSM20848

**49** If  $7 \times 11 \times 13 = 1001$ , then what is  $11 \times 7 \times 13$ ?

- A 77
- B 91
- C 143
- D 1001

CSM10058

**50** One stamp costs 34¢. Two stamps cost 68¢. Three stamps cost \$1.02. If the cost of each stamp remains the same, how much would 4 stamps cost?

- A \$1.26
- B \$1.34
- C \$1.36
- D \$12.16

CSM02192

**51** The table shows the number of colored pencils needed for different numbers of students.

Colored Pencils

Number of Students	Number of Pencils
1	4
2	8
3	12

If each student gets the same number of pencils, how many are needed for 6 students?

- A 22
- B 24
- C 26
- D 27

CSM02194

**52** If bananas cost 35¢ per pound, how much will 4 pounds cost?

- A \$0.39
- B \$1.20
- C \$1.29
- D \$1.40

CSM10690

- 53** If oranges are on sale for 3 for \$1.00, how much will 6 oranges cost?



- A \$2.00
- B \$3.00
- C \$6.00
- D \$9.00

CSM10439

- 54** Look at the linear pattern below.

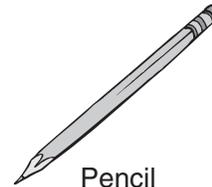
**3, 6, 9, 12, 15, 18, \_\_**

What number comes next in this pattern?

- A 19
- B 20
- C 21
- D 22

CSM10046

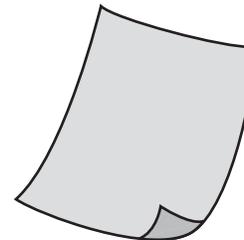
- 55** Which of the following objects is heavier than 1 pound?



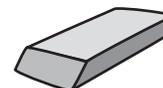
Pencil  
**A**



Backpack  
**B**



Paper  
**C**



Eraser  
**D**

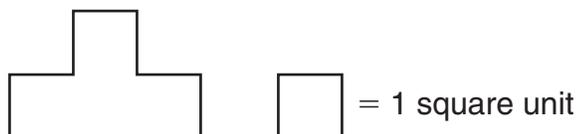
CSM10440

## Released Test Questions

## Math

## 3

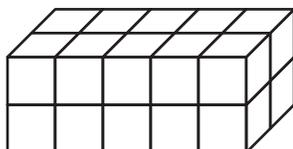
- 56** What is the area of this figure?



- A 2 square units
- B 3 square units
- C 4 square units
- D 6 square units

CSM01078

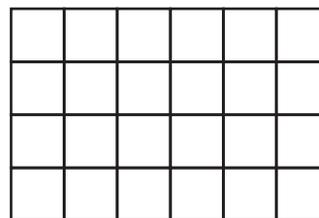
- 57** What is the volume of this solid figure made with cubes?



- A 10 cubic units
- B 17 cubic units
- C 20 cubic units
- D 22 cubic units

CSM01099

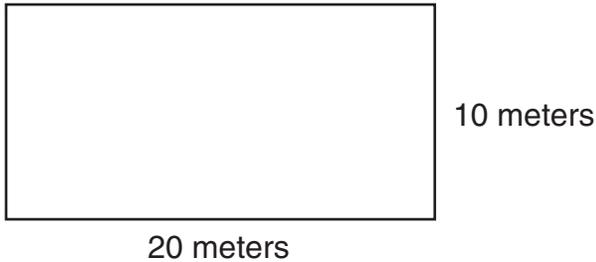
- 58** A rectangle is 6 inches long and 4 inches wide. What is the area of the rectangle?



- A 24 square inches
- B 30 square inches
- C 74 square inches
- D 120 square inches

CSM10610

- 59** A basketball court is shaped like a rectangle 20 meters long and 10 meters wide.

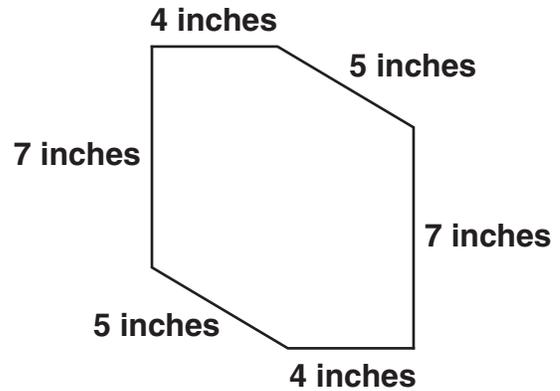


What is the perimeter in meters of the court?

- A 30 meters
- B 50 meters
- C 60 meters
- D 200 meters

CSM00104

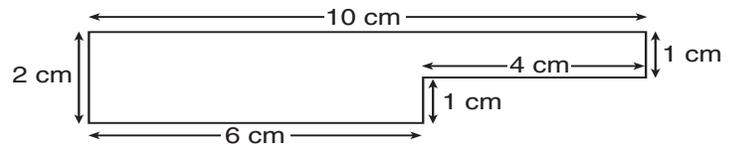
- 60** What is the perimeter of the figure?



- A 18 inches
- B 22 inches
- C 24 inches
- D 32 inches

CSM21415

- 61** Look at the polygon below.



1 centimeter = 1 cm

What is the perimeter of the polygon?

- A 16 cm
- B 20 cm
- C 24 cm
- D 28 cm

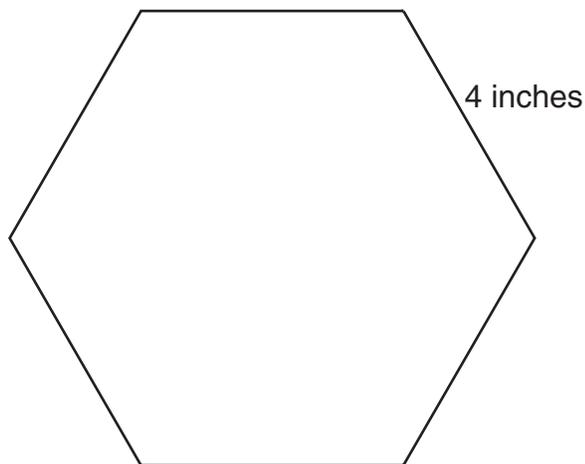
CSM10447

## Released Test Questions

## Math

## 3

- 62** Each side of this hexagon is 4 inches long.



What is the perimeter in inches of the hexagon?

- A 24 inches
- B 20 inches
- C 16 inches
- D 10 inches

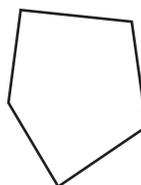
CSM00086

- 63** There are 1,000 meters in 1 kilometer. How many meters are in 5 kilometers?

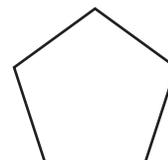
- A 1,000 meters
- B 50 meters
- C 200 meters
- D 5,000 meters

CSM00399

- 64** Which of these is a hexagon?



A



C



B



D

CSM00620

65 Which sign is shaped like a pentagon?



A



C



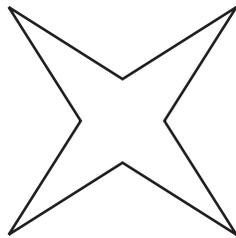
B



D

CSM00088

66 The figure below is what shape?



- A square
- B triangle
- C octagon
- D hexagon

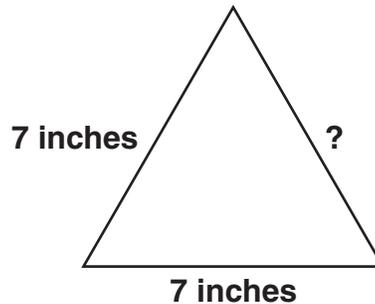
CSM10510

67 An isosceles triangle **MUST** have

- A 4 sides that are the same length.
- B 3 sides that are the same length.
- C 2 sides that are the same length.
- D no sides that are the same length.

CSM01070

68 What measurement is missing on the equilateral triangle below?



- A 1 inch
- B 7 inches
- C 14 inches
- D 49 inches

CSM21491

## Released Test Questions

## Math

## 3

**69** One side of a rectangle is 8 feet long. Another side of the rectangle is 10 feet long. What are the lengths of the other 2 sides of the rectangle?

- A They could be any length.
- B 10 feet and 8 feet
- C 10 feet and 10 feet
- D 8 feet and 8 feet

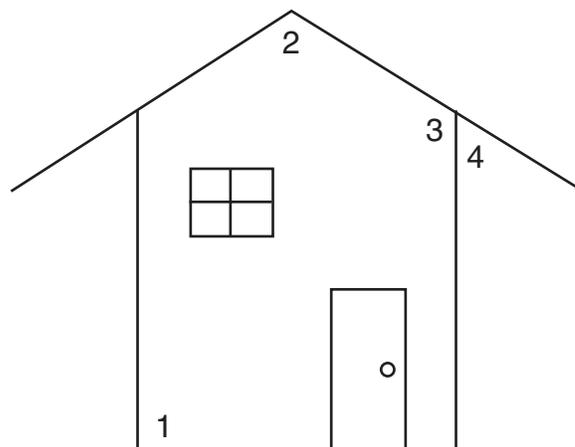
CSM02180

**70** How many right angles are in a rectangle?

- A 1
- B 2
- C 3
- D 4

CSM20168

**71** Look at the four angles marked on the picture of a house.

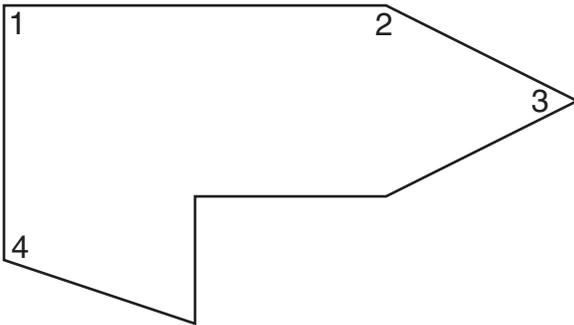


Which angle is a right angle?

- A angle 1
- B angle 2
- C angle 3
- D angle 4

CSM00108

72



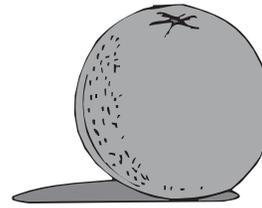
In the picture, which numbered angle measures LESS than a right angle?

- A 1
- B 2
- C 3
- D 4

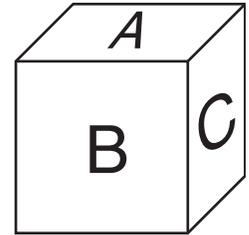
CSM10065

73

Which object is a cylinder?



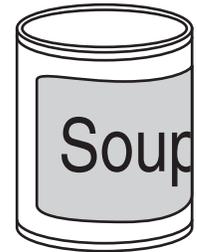
A



C



B



D

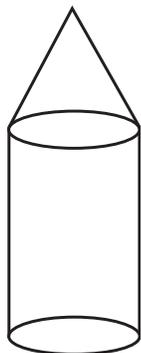
CSM10521

## Released Test Questions

## Math

## 3

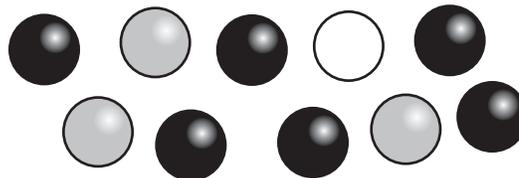
- 74** Which shapes make up this solid object?



- A** cone and cylinder
- B** circle and triangle
- C** triangle and cylinder
- D** rectangle, triangle, and circle

CSM10134

- 75** Miriam put 10 marbles in a paper sack. Six of the marbles were black, three were gray, and one was white.



Miriam closed her eyes and took one marble out of the sack. Is it certain, likely, unlikely, or impossible that the marble she picked was white?

- A** certain
- B** likely
- C** unlikely
- D** impossible

CSM10615

- 76** There are 12 gumballs in a gumball machine. There are 1 red, 6 yellow, 2 green, and 3 blue gumballs. What color is MOST likely to come out of the machine next?

- A** red  
**B** yellow  
**C** green  
**D** blue

CSM30034

- 77** A spinner landed on “Red” 6 times, “Blue” 4 times, and “Green” 5 times. Which tally chart shows these results?

Spin Results	
Red	
Blue	
Green	

**A**

Spin Results	
Red	
Blue	
Green	

**C**

Spin Results	
Red	
Blue	
Green	

**B**

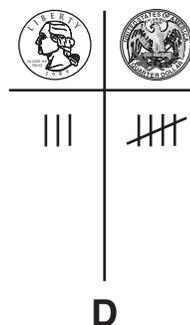
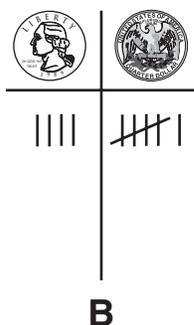
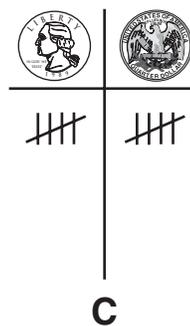
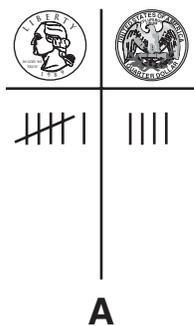
Spin Results	
Red	
Blue	
Green	

**D**

CSN00095

78

A group of children tossed a coin 10 times. The coin landed on heads 4 times and tails 6 times. Which tally chart shows these tosses?



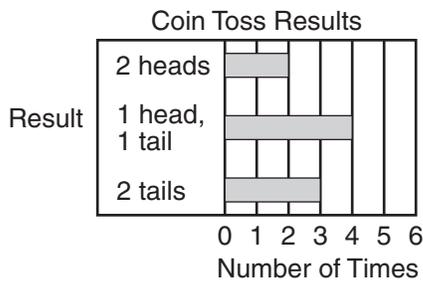
CSM10068

79

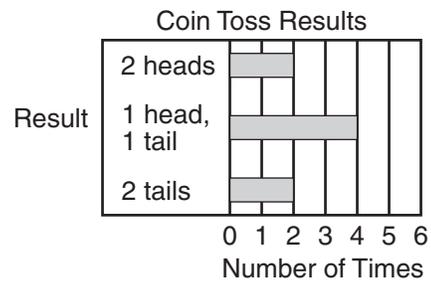
Danny tossed 2 nickels 10 times. The results are shown in the tally chart below.

	//
	///
	///

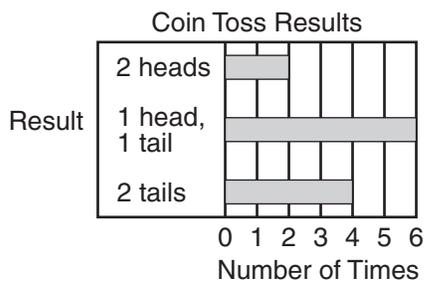
Which graph shows these results?



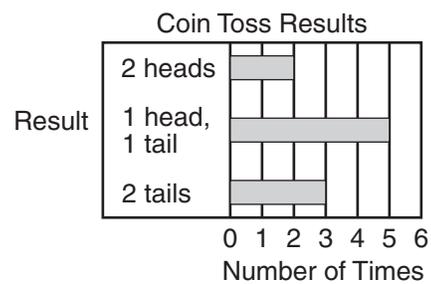
A



C



B



D

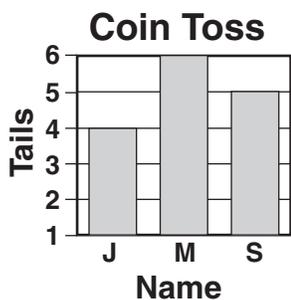
Released Test Questions **Math**

80

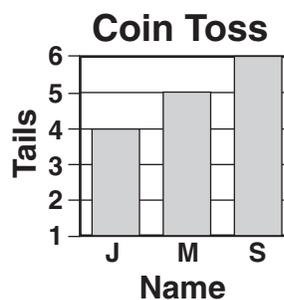
Josie, Mary, and Susana were tossing a coin to see how many times it would land on tails. They each tossed the coin 10 times and recorded their results with tally marks.

Coin Toss	
Name	Tails
Josie	
Mary	
Susana	

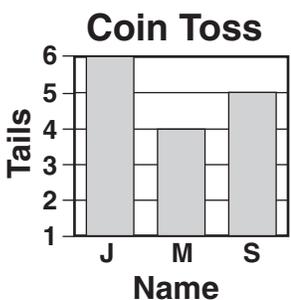
Which graph shows their results?



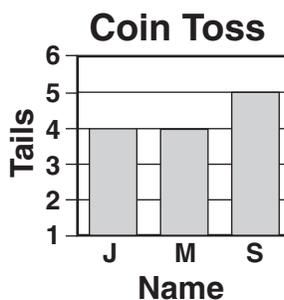
A



C



B



D

Question Number	Correct Answer	Standard	Year of Release
1	<i>B</i>	3NS1.1	2005
2	<i>B</i>	3NS1.1	2007
3	<i>B</i>	3NS1.2	2003
4	<i>D</i>	3NS1.3	2004
5	<i>A</i>	3NS1.3	2005
6	<i>D</i>	3NS1.3	2006
7	<i>C</i>	3NS1.3	2007
8	<i>C</i>	3NS1.5	2003
9	<i>C</i>	3NS1.5	2006
10	<i>C</i>	3NS1.5	2006
11	<i>B</i>	3NS3.1	2003
12	<i>D</i>	3NS3.2	2003
13	<i>D</i>	3NS3.2	2004
14	<i>C</i>	3NS3.2	2007
15	<i>A</i>	3NS3.3	2003
16	<i>B</i>	3NS3.3	2004
17	<i>A</i>	3NS3.3	2005
18	<i>A</i>	3NS3.3	2006
19	<i>B</i>	3NS3.3	2007
20	<i>B</i>	3NS3.4	2004
21	<i>A</i>	3NS2.1	2003
22	<i>A</i>	3NS2.1	2005
23	<i>B</i>	3NS2.1	2005
24	<i>C</i>	3NS2.1	2006
25	<i>A</i>	3NS2.1	2007
26	<i>D</i>	3NS2.3	2003
27	<i>C</i>	3NS2.3	2005
28	<i>C</i>	3NS2.3	2007
29	<i>C</i>	3NS2.4	2003
30	<i>C</i>	3NS2.4	2005
31	<i>B</i>	3NS2.4	2005
32	<i>D</i>	3NS2.4	2006
33	<i>B</i>	3NS2.4	2006
34	<i>B</i>	3NS2.4	2007
35	<i>D</i>	3NS2.4	2007

Question Number	Correct Answer	Standard	Year of Release
36	A	3NS2.5	2004
37	B	3NS2.6	2004
38	B	3NS2.7	2004
39	B	3NS2.8	2004
40	B	3AF1.1	2003
41	C	3AF1.1	2006
42	B	3AF1.1	2006
43	D	3AF1.1	2007
44	C	3AF1.1	2007
45	B	3AF1.2	2003
46	B	3AF1.2	2005
47	D	3AF1.3	2004
48	A	3AF1.4	2005
49	D	3AF1.5	2004
50	C	3AF2.1	2003
51	B	3AF2.1	2004
52	D	3AF2.1	2005
53	A	3AF2.1	2007
54	C	3AF2.2	2006
55	B	3MG1.1	2004
56	C	3MG1.2	2003
57	C	3MG1.2	2006
58	A	3MG1.2	2007
59	C	3MG1.3	2003
60	D	3MG1.3	2005
61	C	3MG1.3	2006
62	A	3MG1.3	2007
63	D	3MG1.4	2004
64	B	3MG2.1	2003
65	C	3MG2.1	2006
66	C	3MG2.1	2007
67	C	3MG2.2	2004
68	B	3MG2.2	2006
69	B	3MG2.3	2004
70	D	3MG2.3	2005

Question Number	Correct Answer	Standard	Year of Release
71	A	3MG2.4	2003
72	C	3MG2.4	2007
73	D	3MG2.5	2005
74	A	3MG2.6	2005
75	C	3PS1.1	2005
76	B	3PS1.1	2007
77	B	3PS1.2	2003
78	B	3PS1.2	2006
79	D	3PS1.3	2004
80	A	3PS1.3	2006