

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, 2007, and 2008. 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	24
Number Sense – Addition, Subtraction, Multiplication, and Division	16	23
Algebra and Functions	12	18
Measurement and Geometry	16	24
Statistics, Data Analysis, and Probability	5	7
TOTAL	65	96

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 24 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 1.0	Students understand the place value of whole numbers:
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., $3,206 = 3,000 + 200 + 6$).
Standard Set 3.0	Students understand the relationship between whole numbers, simple fractions, and decimals:
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 23 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 18 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

Standard Set 1.0	Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships:
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 7×5 ? and if $5 \times 7 \times 3 = 105$, then what is $7 \times 3 \times 5$?).
Standard Set 2.0	Students represent simple functional relationships:
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 24 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

Measurement and Geometry	
Standard Set 1.0	Students choose and use appropriate units and measurement tools to quantify the properties of objects:
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).
Standard Set 2.0	Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems:
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 seven 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

Statistics, Data Analysis, and Probability

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

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).

* 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 Which number has the same digit in both the ones place and the hundreds place?

- A 3308
- B 4118
- C 5977
- D 6242

CSM10574

9 What is 1413 rounded to the nearest hundred?

- A 1000
- B 1400
- C 1410
- D 1500

CSM20355

10 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

11 Which number is $4000 + 80 + 5$?

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

CSM10576

12 Which number means $1000 + 600 + 8$?

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

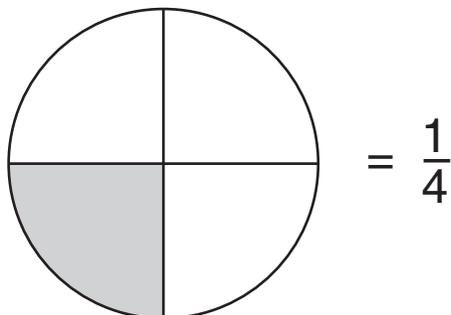
CSM00094

Released Test Questions

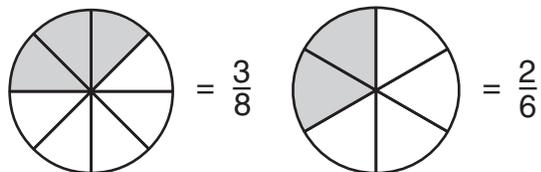
Math

3

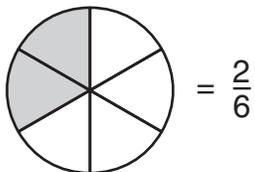
- 13 The circle shows $\frac{1}{4}$ shaded.



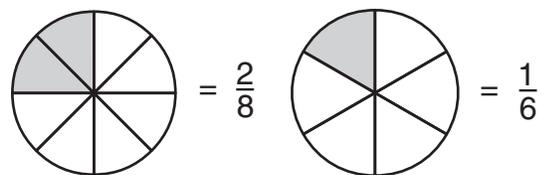
Which fractional part of a circle below is equal to $\frac{1}{4}$?



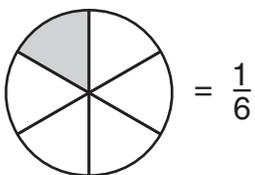
A



C



B



D

CSM02123

- 14 $\frac{1}{4} + \frac{2}{4} =$

A $\frac{6}{6}$

B $\frac{2}{6}$

C $\frac{2}{3}$

D $\frac{3}{4}$

CSM02203

- 15 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 $\frac{4}{5}$

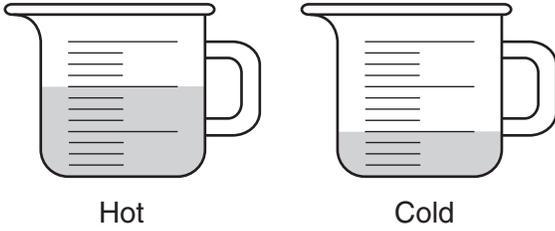
B $\frac{3}{5}$

C $\frac{2}{5}$

D $\frac{1}{5}$

CSM02175

- 16** 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

- 17** What is the difference?

$$\frac{5}{6} - \frac{4}{6} =$$

- A** $\frac{1}{6}$
- B** $\frac{1}{3}$
- C** $\frac{1}{2}$
- D** $\frac{5}{6}$

CSM20664

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

Cost of Radios

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

Released Test Questions

Math

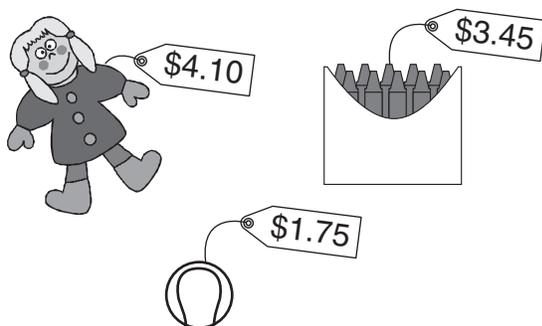
3

19 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

20 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

21 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

22 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

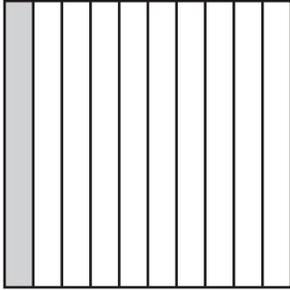
CSM10597

23 If each ball costs \$1.54, how much must Kyoko pay for three balls?

- A \$4.62
- B \$15.40
- C \$31.54
- D \$46.20

CSM10596

- 24 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

- 25 $9000 - 3782 =$

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

CSM02197

- 26 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

- 27 Which number is 6 more than 1026?

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

CSM10424

- 28 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

Released Test Questions

Math

3

29

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

- A 229
B 239
C 371
D 775

CSM10049

30

There were 3409 pieces of candy in a jar. If 145 pieces were red and the rest were blue, how many were blue?

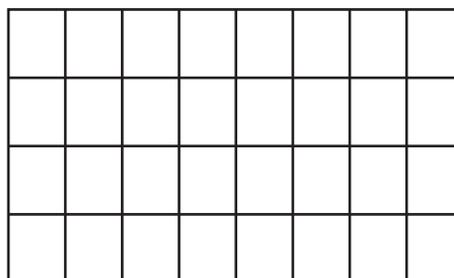
- A 3244
B 3264
C 3344
D 3364

CSM11475

31

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

32

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

- 33** 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

- 34** 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

- 35** 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

- 36** 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

- 37** 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

Released Test Questions

Math

3

38 How much is nine times four hundred fifty-eight?

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

CSM10589

39 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

40

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

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

CSM21406

41 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

42 Jason has 225 rocks in his rock collection. He divides the rocks into five equal piles. How many rocks are in each pile?

- A 40
- B 45
- C 50
- D 55

CSM10045

43 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

44 Which number sentence is true?

- A $275 \div 1 = 275 \times 0$
- B $275 \div 1 = 275 \times 1$
- C $275 \div 275 = 275 \times 1$
- D $275 \div 275 = 275 \times 275$

CSM20493

45 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

46 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

47 In one week, an airplane pilot flew 1134 miles on Tuesday and 1475 miles on Thursday. If the pilot flies the same number of miles 3 weeks in a row, how many miles does he fly in all?

- A 3402
- B 4425
- C 6818
- D 7827

CSM20399

48 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

49 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

Released Test Questions

Math

3

50 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

51 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

52 Which statement shows twice as much as 8?

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

CSM10115

53 Which expression shows 3 less than 20?

- A $20 + 3$
- B $20 - 3$
- C 20×3
- D $20 \div 3$

CSM10140

54 What number makes this number sentence true?

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

- A 3
- B 4
- C 5
- D 6

CSM02121

55 What number makes this number sentence true?

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

- A 18
- B 19
- C 16
- D 17

CSM00425

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

$$48 \square 6 = 8$$

- A +
- B -
- C ×
- D ÷

CSM01071

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

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

CSM20848

- 58** Marcia spent 300 minutes working on her science project. How many hours did she spend on her science project?

- A 5 hours
- B 6 hours
- C 25 hours
- D 220 hours

CSM00422

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

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

CSM10058

- 60** 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

Released Test Questions

Math

3

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

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

- 62** 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

- 63** 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

- 64** How much will 4 erasers and 3 pencils cost?

Prices	
Erasers	12¢
Pencils	24¢

- A 48¢
 B 72¢
 C \$1.20
 D \$2.52

CSM21410

- 65** Look at the linear pattern below.

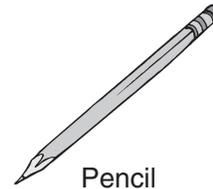
3, 6, 9, 12, 15, 18, ___

What number comes next in this pattern?

- A 19
 B 20
 C 21
 D 22

CSM10046

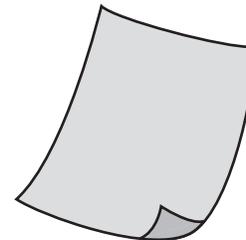
- 66** Which of the following objects is heavier than 1 pound?



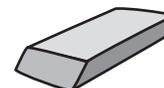
Pencil

A

Backpack

B

Paper

C

Eraser

D

CSM10440

Released Test Questions

Math

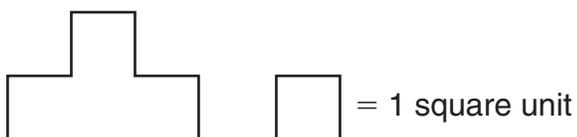
3

67 Which is the BEST unit to use to measure the length of a paper clip?

- A inches
- B feet
- C yards
- D miles

CSM30026

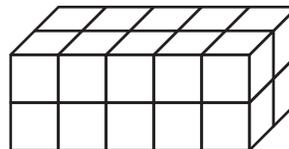
68 What is the area of this figure?



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

CSM01078

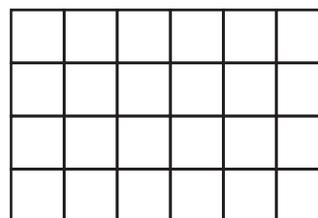
69 What is the volume of this solid figure made with cubes?



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

CSM01099

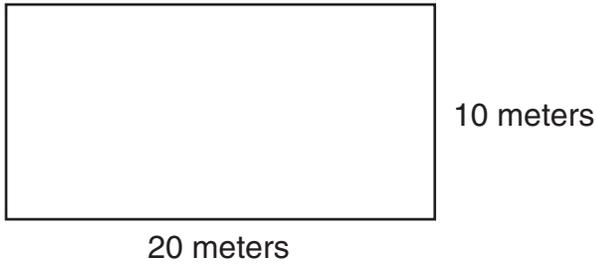
70 A rectangle is 6 inches long and 4 inches wide. What is the area of the rectangle?



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

CSM10610

71 A basketball court is shaped like a rectangle 20 meters long and 10 meters wide.

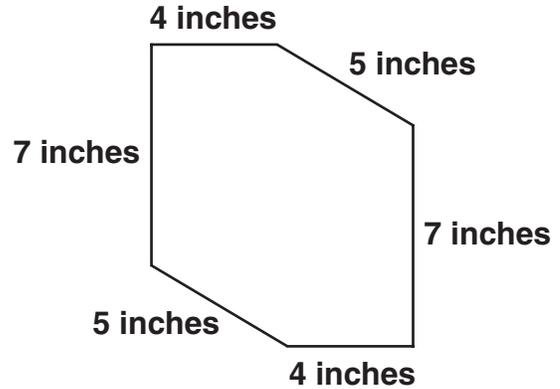


What is the perimeter in meters of the court?

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

CSM00104

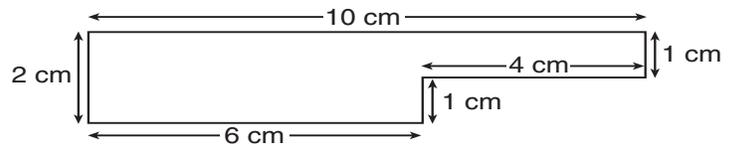
72 What is the perimeter of the figure?



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

CSM21415

73 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

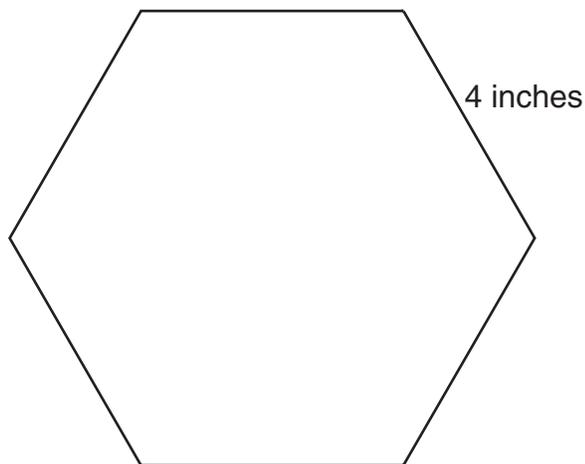
CSM10447

Released Test Questions

Math

3

- 74** 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

- 75** 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

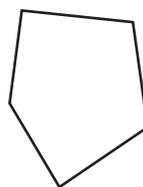
CSM00399

- 76** How many inches are in 2 feet 5 inches?

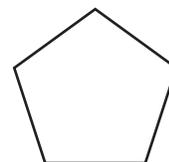
- A 17
- B 24
- C 25
- D 29

CSM21209

- 77** Which of these is a hexagon?



A



C



B



D

CSM00620

78 Which sign is shaped like a pentagon?



A



C



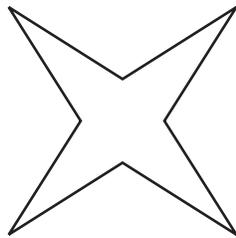
B



D

CSM00088

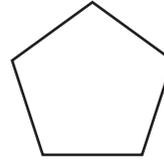
79 The figure below is what shape?



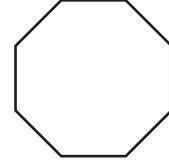
- A square
- B triangle
- C octagon
- D hexagon

CSM10510

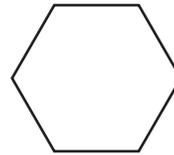
80 Which of the following shapes is a hexagon?



A



C



B



D

CSM21490

81 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.

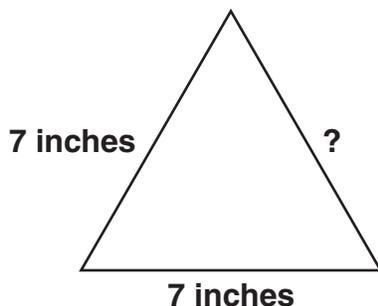
CSM01070

Released Test Questions

Math

3

- 82** What measurement is missing on the equilateral triangle below?



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

CSM21491

- 83** 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

- 84** How many right angles are in a rectangle?

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

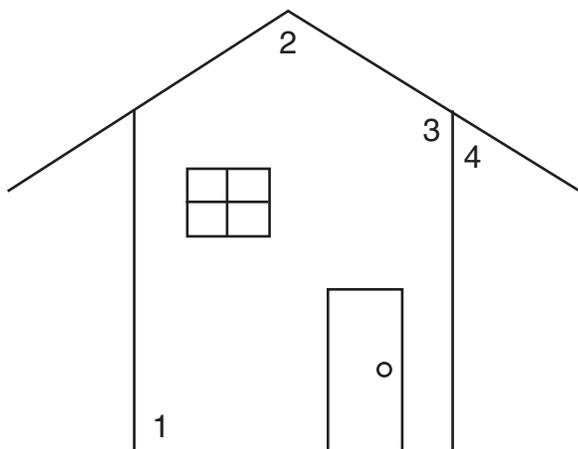
CSM20168

- 85** Which figure always has 4 equal sides?

- A circle
- B hexagon
- C rectangle
- D square

CSM00090

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

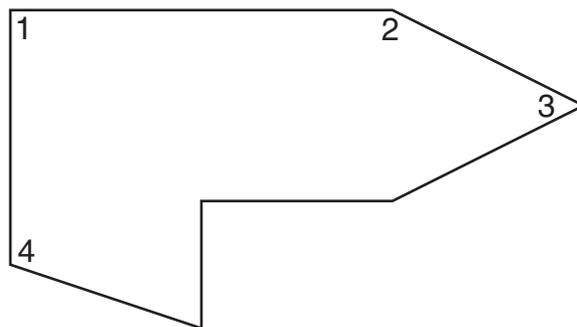


Which angle is a right angle?

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

CSM00108

- 87**

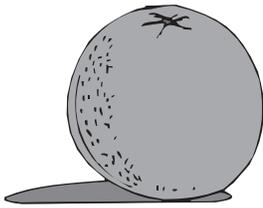


In the picture, which numbered angle measures LESS than a right angle?

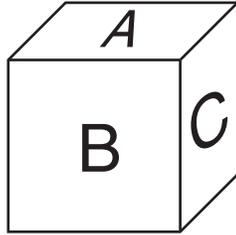
- A 1
- B 2
- C 3
- D 4

CSM10065

88 Which object is a cylinder?



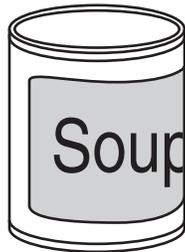
A



C



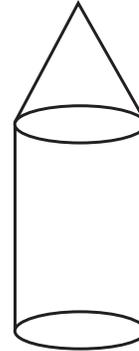
B



D

CSM10521

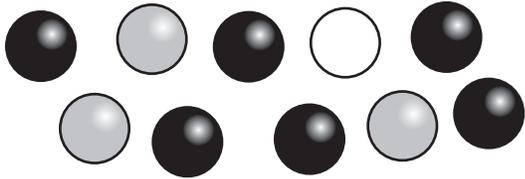
89 Which shapes make up this solid object?



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

CSM10134

- 90** 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

- 91** 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

- 92** 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	

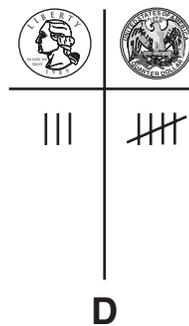
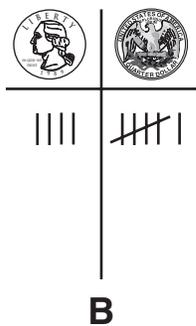
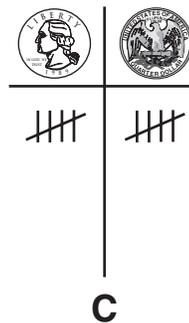
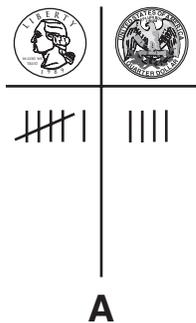
B

Spin Results	
Red	
Blue	
Green	

D

CSN00095

93 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

94

Lin asked her classmates to name their favorite art activity. Three classmates like drawing, 8 classmates like painting, and 12 like pottery.

Which of the following charts shows Lin’s information?

Favorite Art Activity

Drawing	
Painting	
Pottery	

A

Favorite Art Activity

Drawing	
Painting	
Pottery	

C

Favorite Art Activity

Drawing	
Painting	
Pottery	

B

Favorite Art Activity

Drawing	
Painting	
Pottery	

D

CSM10697

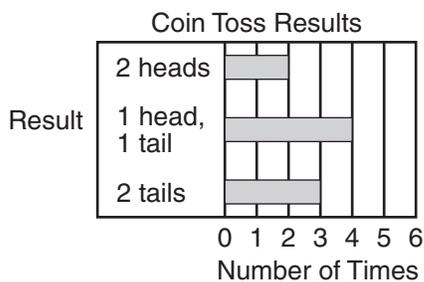
Released Test Questions

Math

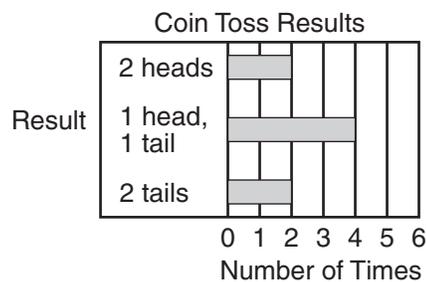
95 Danny tossed 2 nickels 10 times. The results are shown in the tally chart below.

	//
	///
	///

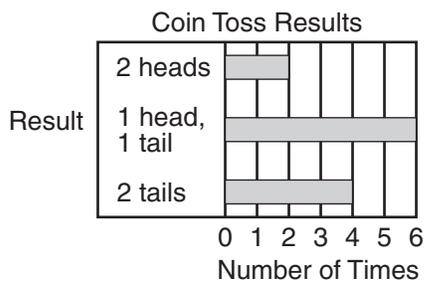
Which graph shows these results?



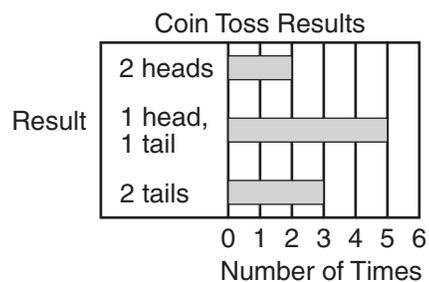
A



C



B



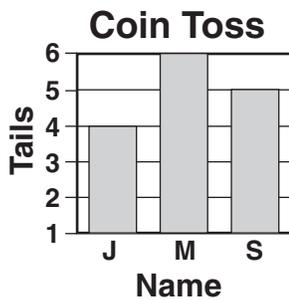
D

96

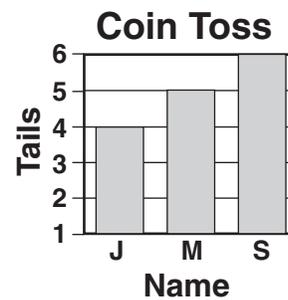
Josie, Mary, and Susana were tossing a coin to see how many times it would land on tails. They each tossed the coin 10 times and recorded their results with tally marks.

Coin Toss	
Name	Tails
Josie	
Mary	
Susana	

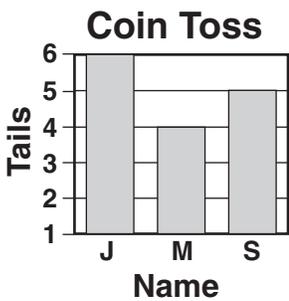
Which graph shows their results?



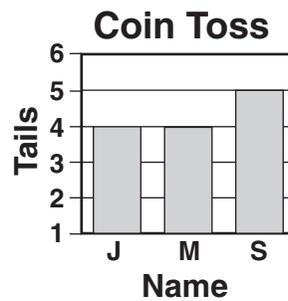
A



C



B



D

Released Test Questions

Math

3

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>D</i>	3NS1.3	2008
9	<i>B</i>	3NS1.4	2008
10	<i>C</i>	3NS1.5	2003
11	<i>C</i>	3NS1.5	2006
12	<i>C</i>	3NS1.5	2006
13	<i>B</i>	3NS3.1	2003
14	<i>D</i>	3NS3.2	2003
15	<i>D</i>	3NS3.2	2004
16	<i>C</i>	3NS3.2	2007
17	<i>A</i>	3NS3.2	2008
18	<i>A</i>	3NS3.3	2003
19	<i>B</i>	3NS3.3	2004
20	<i>A</i>	3NS3.3	2005
21	<i>A</i>	3NS3.3	2006
22	<i>B</i>	3NS3.3	2007
23	<i>A</i>	3NS3.3	2008
24	<i>B</i>	3NS3.4	2004
25	<i>A</i>	3NS2.1	2003
26	<i>A</i>	3NS2.1	2005
27	<i>B</i>	3NS2.1	2005
28	<i>C</i>	3NS2.1	2006
29	<i>A</i>	3NS2.1	2007
30	<i>B</i>	3NS2.1	2008
31	<i>D</i>	3NS2.3	2003
32	<i>C</i>	3NS2.3	2005
33	<i>C</i>	3NS2.3	2007
34	<i>C</i>	3NS2.4	2003
35	<i>C</i>	3NS2.4	2005

Question Number	Correct Answer	Standard	Year of Release
36	<i>B</i>	3NS2.4	2005
37	<i>D</i>	3NS2.4	2006
38	<i>B</i>	3NS2.4	2006
39	<i>B</i>	3NS2.4	2007
40	<i>D</i>	3NS2.4	2007
41	<i>A</i>	3NS2.5	2004
42	<i>B</i>	3NS2.5	2008
43	<i>B</i>	3NS2.6	2004
44	<i>B</i>	3NS2.6	2008
45	<i>B</i>	3NS2.7	2004
46	<i>B</i>	3NS2.8	2004
47	<i>D</i>	3NS2.8	2008
48	<i>B</i>	3AF1.1	2003
49	<i>C</i>	3AF1.1	2006
50	<i>B</i>	3AF1.1	2006
51	<i>D</i>	3AF1.1	2007
52	<i>C</i>	3AF1.1	2007
53	<i>B</i>	3AF1.1	2008
54	<i>B</i>	3AF1.2	2003
55	<i>B</i>	3AF1.2	2005
56	<i>D</i>	3AF1.3	2004
57	<i>A</i>	3AF1.4	2005
58	<i>A</i>	3AF1.4	2008
59	<i>D</i>	3AF1.5	2004
60	<i>C</i>	3AF2.1	2003
61	<i>B</i>	3AF2.1	2004
62	<i>D</i>	3AF2.1	2005
63	<i>A</i>	3AF2.1	2007
64	<i>C</i>	3AF2.1	2008
65	<i>C</i>	3AF2.2	2006
66	<i>B</i>	3MG1.1	2004
67	<i>A</i>	3MG1.1	2008
68	<i>C</i>	3MG1.2	2003
69	<i>C</i>	3MG1.2	2006
70	<i>A</i>	3MG1.2	2007

Question Number	Correct Answer	Standard	Year of Release
71	<i>C</i>	3MG1.3	2003
72	<i>D</i>	3MG1.3	2005
73	<i>C</i>	3MG1.3	2006
74	<i>A</i>	3MG1.3	2007
75	<i>D</i>	3MG1.4	2004
76	<i>D</i>	3MG1.4	2008
77	<i>B</i>	3MG2.1	2003
78	<i>C</i>	3MG2.1	2006
79	<i>C</i>	3MG2.1	2007
80	<i>B</i>	3MG2.1	2008
81	<i>C</i>	3MG2.2	2004
82	<i>B</i>	3MG2.2	2006
83	<i>B</i>	3MG2.3	2004
84	<i>D</i>	3MG2.3	2005
85	<i>D</i>	3MG2.3	2008
86	<i>A</i>	3MG2.4	2003
87	<i>C</i>	3MG2.4	2007
88	<i>D</i>	3MG2.5	2005
89	<i>A</i>	3MG2.6	2005
90	<i>C</i>	3PS1.1	2005
91	<i>B</i>	3PS1.1	2007
92	<i>B</i>	3PS1.2	2003
93	<i>B</i>	3PS1.2	2006
94	<i>B</i>	3PS1.2	2008
95	<i>D</i>	3PS1.3	2004
96	<i>A</i>	3PS1.3	2006