

Grade 3

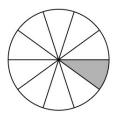
FAST Mathematics Sample Test Materials Answer Key

The Grade 3 FAST Mathematics Sample Test Materials Answer Key provides the correct response(s) for each item on the sample test. The sample items and answers are not intended to demonstrate the length of the actual test, nor should student responses be used as an indicator of student performance on the actual test.

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Page 2

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1. A circle with one part shaded is shown.



Create a fraction that represents the shaded part of the circle.

$\frac{1}{10}$					
• • (• • •	X			
1	2	3			
4	5	6			
7	8	9			
0		0			

Other correct responses: any equivalent fraction

- **2.** What is the expanded form of 7,403?
 - ♠ 700 + 40 + 3
 7,000 + 40 + 3
 7,000 + 400 + 3
 7,000 + 400 + 30

<u>Option C</u>: **This answer is correct.** The student correctly identified that the number has 7 thousands, 4 hundreds, and 3 ones.

- 3. Ms. Devitt asks each of her 18 students to bring their favorite book to class.
 - 6 students bring science fiction books.
 - 3 students bring comic books.
 - The rest of the students bring fantasy books.

Create a scaled picture graph to show the data.

Key: ■ = 3 \$\hfix\$ students

Favorite Books			
Science fiction		\$	
Comic		\$	
Fantasy		\$	

4. Robert measures a string of lights, as shown.



How long, in inches, is the string of lights?

8			
• •	• •	\bigcirc	
1	2	3	
4	5	6	
7	8	9	
0		<u>-</u>	

Other correct responses: any equivalent value

5. This question has **two** parts.

An equation with an unknown whole number, u, is shown.

$$u \times 12 = 24$$

Part A

Which expression can be used to find the value of the unknown whole number, u?



Part B

What is the value of the unknown whole number, u?

2		
1	2	3
4	5	6
7	8	9
0		<u>-</u>

<u>Option D</u>: **This answer is correct.** The student selected the related division expression.

6. A comparison with a missing number is shown.

□ > 7,652

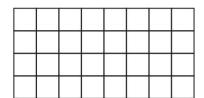
Select all the numbers that could be the missing number.

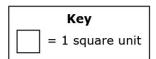
□ 7,526
 □ 7,652
 ☑ 7,752
 ☑ 7,662
 □ 7,625

<u>Option C</u>: **This answer is correct.** The student identified the hundreds digit of 7 as being greater than a hundreds digit of 6.

<u>Option D</u>: **This answer is correct.** The student identified the thousands and hundreds digits equal to the given number and a tens digit greater than the 5 in 7,652.

7. A rectangle is tiled with unit squares, as shown.





Kenny says that he can find the area of the rectangle by counting all of the tiles.

Hank says there is another way to find the area.

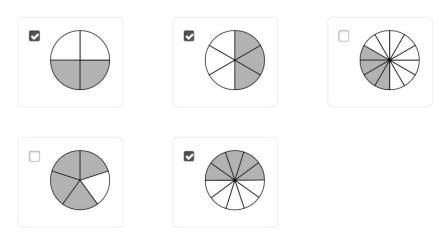
Select a word and number to explain how Hank could find the area without counting the tiles.

Hank could multiply \$\hfigs\\$ the side lengths of 4 and 8 to get an area of 32 \$\hfigs\\$ square units.

8. A fraction model is shown.



Select all the fraction models that are equivalent to the model shown.



<u>Option A</u>: **This answer is correct.** The student determined that this model is equivalent to the given model because each model has the same fraction of the whole shaded.

<u>Option C</u>: **This answer is correct.** The student determined that this model is equivalent to the given model because each model has the same fraction of the whole shaded.

<u>Option D</u>: **This answer is correct.** The student determined that this model is equivalent to the given model because each model has the same fraction of the whole shaded.

9. Jamael does his math and science homework. He starts working on his homework at 3:57 p.m. and finishes at 4:32 p.m. He does not take a break.

How many minutes could Jamael have worked on each subject?

9

0

8

0

Math: 10

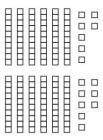
Science: 25

1 2 3

4 5 6

Other correct responses: any two amounts of time whose sum is 35 minutes where neither value is equal to 0

10. A model of a number is shown.

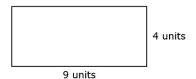


Complete the statement to describe whether the number is even or odd.

The number is $\boxed{\mathsf{odd}}$ $\boxed{\diamond}$ because it $\boxed{\mathsf{cannot}}$ be split into two groups of equal size.

${f 11.}$ This question has ${f two}$ parts.

A rectangle is shown.



Part A

Select the expression that represents the area (in square units) and the perimeter (in units) of the rectangle.

	9 + 4	9+9+4+4	9 × 4
Area			$\overline{\mathbf{v}}$
Perimeter			

Part B

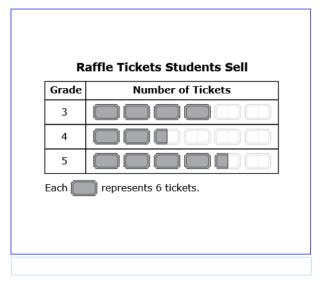
Select the value that represents the area (in square units) and the perimeter (in units) of the rectangle.

	13	22	26	36
Area				~
Perimeter			~	

12. The table shows the number of raffle tickets students in grades 3, 4, and 5 sell.

Grade	Number of Tickets
3	24
4	15
5	27

Click on full or half tickets to create a pictograph of the data.



13. An equation is shown.

 $72 \div 6 = 4 \times 3$

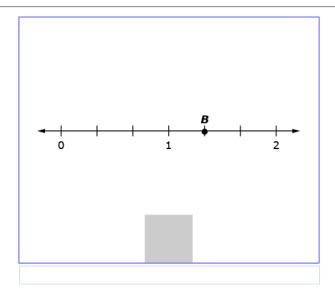
Enter numbers and select a word to complete the statement.

\$. Since $72 \div 6 = 12$, the equation is true and $4 \times 3 = 12$ 2 3 1 5 6 4 7 8 9 0 믑

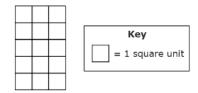
14. An expression is shown.

$$\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$$

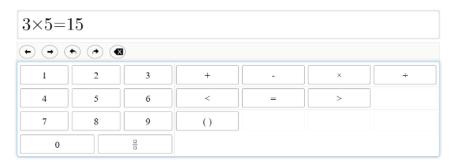
Drag point *B* to the number line to represent the value of the expression.



15. A rectangle is shown.



Create a multiplication equation that shows the area, in square units, of the rectangle.



Other correct responses: any equivalent multiplication equation that is equal to 15 on both sides and contains 15

16. This question has **two** parts.

Angela makes an error when finding the product of 3 and 42. Her work is shown.

Part A

Click on the part of the work where Angela's error first appears.

Given	3 × 42
Step 1	3 × (4 + 2)
Step 2	$(3 \times 4) + (3 \times 2)$

Part B

What is the product of 3 and 42?

Other correct responses: for Part B, any equivalent value



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