Mathematics

2026 STAAR TEST 3rd GRADE ASSESSMENT – RELEASED TEST

Use for a student benchmark assessment in late January/early February 2027 for assessment of student readiness.

(Recommendation Note: **Students must not write directly on the assessment. To emulate a digital testing environment, all work must be completed on scratch paper. Students will then transfer their final answers to the provided Answer Key.)**

Answer Document – Third Grade Benchmark - NAME: _____

1.) _____

2.) _____ , _____

3.) _____

4.) A.) _____ , C.) _____

B.) _____ , D.) _____

5.) _____

6.) A.) ____ , B.) ____ , C.) ____ , D.) ____

7.) _____

8.) A.) ____ , B.) ____

9.) _____

10.) _____

11.) _____

12.) _____

13.) _____ , _____ , _____

14.) _____

15.) A.) _____ , B.) _____ , C.) _____ , D.) _____

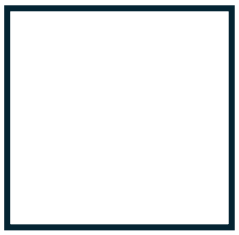
16.) _____

17.) A.) ____ , B.) ____

18.) _____

19.) _____

20.)



21.) _____

22.) A.) _____ , B.) _____

23.) _____

24.) _____ , _____

25.) _____

26.) _____

27.) _____

28.) _____

29.) _____

30.) _____

SOLUTION

Answer Document – Third Grade Benchmark

SOLUTION

1.) B

2.) A , C

3.) D

4.) A.) Cone , C.) Cylinder

B.) Rectangular Base , D.) Triangular Prism

5.) A

6.) A.) 5 , B.) 2 , C.) 3 , D.) 4

7.) D

8.) A.) x , B.) x

9.) B

10.) 8

11.) A

12.) B

13.) Correct , Shaded Part , Total Parts

14.) C

15.) A.) fluid ounces , B.) milliliters , C.) pounds , D.) ounces

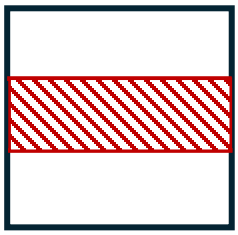
16.) C

17.) A.) < , B.) <

18.) B

19.) A

20.)



21.) B

22.) A.) minus , B.) 10

23.) C

24.) C , E

25.) D

26.) 2

27.) A

28.) D

29.) D

30.) B

Recommendations and Guidelines for Use of Benchmark Assessment

Assembled for public school educators, this benchmark measures students' math fact fluency, mathematical processing, and problem-solving skills against the rigorous standards of the **2027 Spring STAAR assessment**. By simulating the digital testing environment, this tool provides critical data to gauge student readiness. The key attributes and instructional benefits of this benchmark are outlined below.

1.) Controlled Classroom Administration: Conducting the assessment in a proctored, live classroom setting allows educators to actively monitor student progress in real time. Because students cannot mark the test book, they are forced to track their computational thinking on scratch paper. This perfectly replicates the administrative fidelity and tracking requirements of a digital, screen-based exam. It also provides exposure to the rigor of the STAAR assessment which is key!

2.) Targeted Pedagogical Intervention: By reviewing the collected student work, educators can pinpoint precise gaps in conceptual understanding versus computational execution. This actionable data allows teachers to dynamically adjust their daily classroom pedagogy and deploy targeted remediation to rectify specific learning gaps before high-stakes testing.

3.) Proactive Stamina and Behavioral Tracking: Because this benchmark mirrors the strict constraints of the actual exam, educators can evaluate student testing stamina and identify behavioral distractions early. This timeline provides ample opportunity to implement strategic adjustments and test accommodations well ahead of the official spring STAAR administration.

4.) Targeted Digital Literacy and Tech Competency: Transitioning to a paper-based simulation allows teachers to identify gaps in basic computer proficiency that are required for the digital exam such as mouse navigation and keyboard fluency. Uncovering these non-academic technical hurdles early ensures educators can systematically address and refine these student skill competency levels well ahead of the official spring STAAR administration. These essential tech readiness areas include:

a.) Proper/Improper Fraction Entry Platform Mechanics: Students must master the specific multi-step workflow required to input proper and improper fractions into the digital testing interface. Educators should explicitly teach the following operational steps: **Activating the Tool:** Students must select the fraction icon located in the lower-left corner of the digital input bank to generate the fractional template. **Numerator Entry:** Students select numbers from the digital bank to populate the numerator. **Denominator Navigation:** Students must manually click the denominator field with the mouse to highlight it before entering the bottom value. **Error Correction:** Students must be highly proficient in utilizing the digital edit and clear functions to wipe a mistaken response and restart the input process seamlessly. **Note:** To enter a mixed number, the student types the whole number first, then follows the same steps outlined above for a proper fraction.

b.) Ensure students practice using the mouse drag tool before test day. This process is where the student selects an answer and drags the selection to a response box. Although straightforward, students must know how to clear their answers and start over—a process they should not try to learn during the live exam.

Third Grade Mathematics Benchmark Test

Directions: Do not write or make any marks on this test packet. Treat this exam like a computer screen and show all your work on the scratch paper provided. Transfer all final responses to the Student Answer Sheet.

1

Lucas has $40 to spend at a fair. He spends $12 on food and $25 on rides.

How much money does Lucas have left?

Ⓐ $13

Ⓑ $3

Ⓒ $37

Ⓓ $77

2

Which objects most likely weigh 20 pounds?

Select **TWO** correct answers.

A



Bicycle

D



Baseball

B



Bottle of water

E



Bus

C



Third Grade Mathematics Benchmark Test

3

Isabella and Alexis are reading the same book. Isabella reads $\frac{1}{4}$ of the book. Alexis reads $\frac{1}{3}$ of the book.

Which statement is true?

Ⓐ They read the same amount because they are reading the same book.

Ⓑ They read the same amount because $\frac{1}{4}$ is equal to $\frac{1}{3}$.

Ⓒ Isabella reads more because $\frac{1}{4}$ of the book is more than $\frac{1}{3}$.

Ⓓ Alexis reads more because $\frac{1}{3}$ of the book is more than $\frac{1}{4}$.

4

Sort the shapes into groups based on their attributes.

Move the correct answer to each box in the table. Not all answers will be used.

Triangular prism | Rectangular pyramid | Cylinder | Cone | Sphere

	Exactly 1 Base	**2 Identical Bases**
Circle Base(s)	Answer **A** Choice	Answer **C** Choice
Polygon Base(s)	Answer **B** Choice	Answer **D** Choice

***Students**: On this assessment, write the name of the three-dimensional figure on your answer document next to the letter choices.*

5

Tyler skateboards 75 minutes each day for 7 days.

How many minutes does Tyler skateboard?

Ⓐ 525

Ⓑ 840

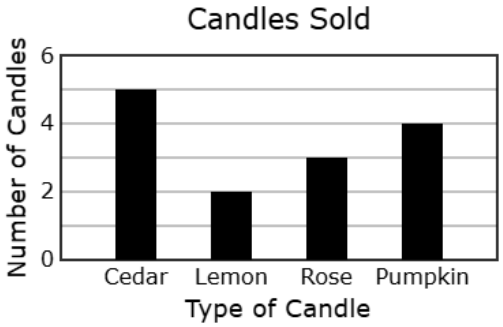
Ⓒ 495

Ⓓ 84

Third Grade Mathematics Benchmark Test

6

A store records how many candles are sold in one day. The data are shown in the bar graph.



How many of each type of candle does the store sell?

Move the correct answer to each box. Each answer may be used more than once. Not all answers will be used.

1 2 3 4 5 6

The store sells [A] cedar candles, [B] lemon candles, [C] rose candles, and [D] pumpkin candles.

***Students**: On this assessment, write the number of candles on your answer document next to the letter choices.*

7

Which statement about the number 125 is true?

Ⓐ It is even because the digit in the tens place is divisible by 2.

Ⓑ It is odd because the digit in the hundreds place is not divisible by 2.

Ⓒ It is even because it is divisible by 5.

Ⓓ It is odd because it is not divisible by 2.

Third Grade Mathematics Benchmark Test

8

A store manager buys 2 boxes of avocados. Each box contains 15 bags of avocados. Each bag contains 3 avocados.

Complete the equation to represent the number of avocados the store manager buys.

Move the correct answer to each box. Each answer may be used more than once. Not all answers will be used.

+ − × ÷

2 [A] 15 [B] 3 = ?

***Students**: On this assessment, write the operation sign (+, -, x, or ÷) on your answer document next to the letter choices.*

9

Points *A* and *B* are shown on the number lines.



Which statement about points *A* and *B* is true?

Ⓐ They do not represent equivalent fractions because their number lines do not have the same number of parts.

Ⓑ They represent equivalent fractions because both fractions represent the same distance from 0 on each number line.

Ⓒ They represent equivalent fractions because they are both closer to 1 than 0.

Ⓓ They do not represent equivalent fractions because point *A* is 10 parts from zero and point *B* is 5 parts from zero.

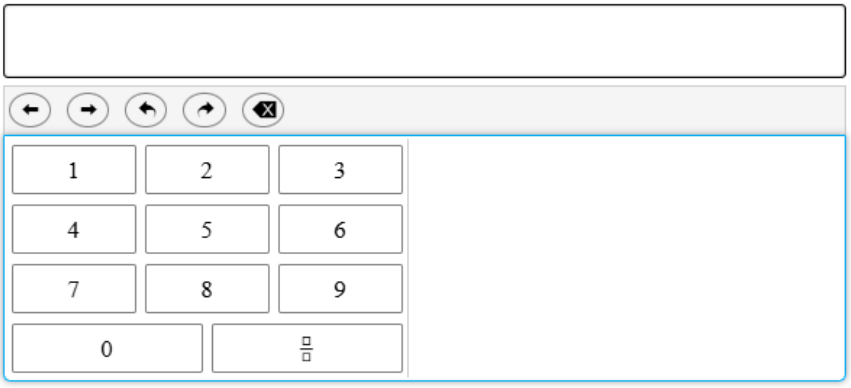
Third Grade Mathematics Benchmark Test

10

A rectangular pool has a perimeter of 40 feet. The length is 12 feet.

What is the width of the pool in feet?

Write your answer on your Answer Document.



11

Vince wants to buy a board game that costs $50. He has saved $12.

Which equation can be used to find how much more money Vince needs to buy the board game?

Ⓐ $50 - 12 = \square$

Ⓑ $50 + 12 = \square$

Ⓒ $\square - 12 = 50$

Ⓓ $\square - 50 = 12$

Third Grade Mathematics Benchmark Test

12

Mateo collects a total of 54 action figures. The table shows how many action figures he collects each month.

Month	Action Figures
January	?
February	23
March	14

How many action figures does Mateo collect in January?

Ⓐ 91

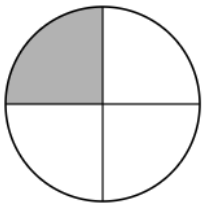
Ⓑ 17

Ⓒ 37

Ⓓ 23

13

Jill draws the fraction model shown.



She claims that the model represents $\frac{1}{3}$.

Complete the statement to describe Jill's claim.

Choose the correct answer from each drop-down menu to complete the sentence.

Jill's claim is [Answer **A**] because a model of $\frac{1}{3}$ should have 1 equal [Answer **B**] and 3 equal [Answer **C**].

Answer **A** choices

- correct
- incorrect

Answer **B** choices

- shaded part
- total part
- unshaded part

Answer **C** choices

- shaded parts
- total parts
- unshaded parts

Third Grade Mathematics Benchmark Test

14

There are 4 sticks of butter in a carton.

Which table shows the correct relationship between the number of cartons and the number of sticks of butter?

Ⓐ

Amount of Butter

Cartons	Sticks
2	4
8	16
32	64

Ⓒ

Amount of Butter

Cartons	Sticks
1	4
4	16
6	24

Ⓑ

Amount of Butter

Cartons	Sticks
2	6
8	12
32	36

Ⓓ

Amount of Butter

Cartons	Sticks
4	1
16	4
24	6

15

Maggie has a mug. She wants to determine the units she can use to measure the volume of the liquid the mug can hold and the weight of the mug.

Which units can Maggie use?

Move the correct answer to each box. Not all answers will be used.

pounds | fluid ounces | meters | milliliters | feet | ounces

Volume of the liquid the mug can hold: Answer **A** , Answer **B**

Weight of the mug: Answer **C** , Answer **D**

***Students**: On this assessment, write the measurement name on your answer document next to the letter choices.*

Third Grade Mathematics Benchmark Test

16

Which phrase describes an example of using credit?

Ⓐ Paying the sales tax on a board game

Ⓑ Paying cash for a meal at a restaurant

Ⓒ Borrowing money from a bank to buy a house

Ⓓ Depositing money into a savings account

17

Three numbers are shown.

$$11,740 \quad 11,805 \quad 11,850$$

Place the symbols that compare the three numbers.

Move the correct answer to each box. Each symbol may be used more than once.

11,740 [A] 11,805 [B] 11,850

< > =

***Students**: On this assessment, write the greater than, less than or equal sign on your answer document next to the letter choices.*

18

James read 3 books this month. This expression shows the number of books James read last month.

$$3 \times 8$$

Which statement is true?

Ⓐ James read 8 more books last month than he did this month.

Ⓑ James read 8 times as many books last month as he did this month.

Ⓒ James read 3 times as many books last month as he did this month.

Ⓓ James read 3 more books last month than he did this month.

Third Grade Mathematics Benchmark Test

19

Emilio estimates the sum of 129 and 134. He rounds each number to the nearest hundred and then adds them together.

What is Emilio's estimate?

Ⓐ 200

Ⓑ 360

Ⓒ 260

Ⓓ 300

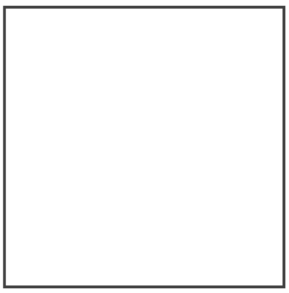
20

Create a model to represent a fraction that is equivalent to $\frac{2}{6}$.

Divide the figure into the correct number of equal parts using the Fewer (-) and More (+) buttons.

Then select the parts that should be shaded.

- 1 + Reset



***Students**: On this assessment, separate and shade the polygon located on your answer document into an equivalent fraction to $^{2}/_{6}$.*

Third Grade Mathematics Benchmark Test

21

A rectangle with a perimeter of 36 inches has a length of 8 inches.

What is the width of the rectangle in inches?

Ⓐ 20 in.

Ⓑ 10 in.

Ⓒ 9 in.

Ⓓ 28 in.

22

Micah weighs different pieces of fruit on a broken scale and on a working scale. The table shows the relationship between the weights.

Weights in Ounces

Broken Scale	Working Scale
14	4
16	6
18	8
20	10

What is the relationship shown in the table?

Choose the correct answer from each drop-down menu to complete the sentence.

The weight on the broken scale [Answer A] [Answer B] is equal to the weight on the working scale.

Answer **A** Choices

- ✔
- plus
- minus
- times
- divided by

Answer **B** Choices

- ✔
- 2
- 10

Third Grade Mathematics Benchmark Test

23

Remy sorts three-dimensional figures into two sets as described.

- Set 1: has at least 1 triangular base
- Set 2: has at least 1 rectangular face

Which figure can Remy sort into both Set 1 and Set 2?

Ⓐ Triangular pyramid

Ⓑ Cone

Ⓒ Triangular prism

Ⓓ Cube

24

Mrs. Smith is taking 48 students on a field trip. She needs to separate the students into equally sized groups.



Which groups could Mrs. Smith create?

Select **TWO** correct answers.

A 2 groups with 12 students in each group

B 5 groups with 10 students in each group

C 3 groups with 16 students in each group

D 7 groups with 7 students in each group

E 6 groups with 8 students in each group

Third Grade Mathematics Benchmark Test

25

Which sum is equivalent to 40,401?

Ⓐ 4 ten thousands + 4 tens + 1 one

Ⓑ 4 hundred thousands + 40 tens + 1 one

Ⓒ 4 thousands + 4 hundreds + 1 one

Ⓓ 4 ten thousands + 40 tens + 1 one

26

Cathy has 96 apples that she puts into bags. She puts 8 apples into each bag. She gives an equal number of bags to 6 classrooms.

How many bags of apples does each classroom get?

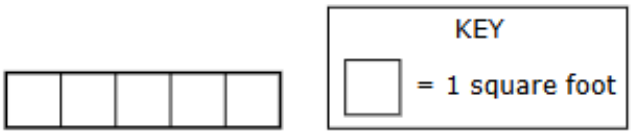
Write your answer on your Answer Document.



Third Grade Mathematics Benchmark Test

27

Darnell plants 16 rows of flowers. Each row is the same size. One row is shown.



What is the area of Darnell's garden in square feet?

Ⓐ 80 square feet

Ⓑ 42 square feet

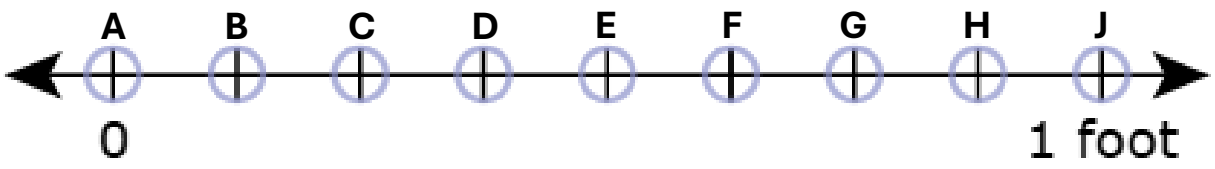
Ⓒ 25 square feet

Ⓓ 96 square feet

28

Select the point on the number line that represents a distance of $\frac{3}{8}$ foot from 0.

Choose the letter above the fraction $^3/_8$ and write it on your answer document.



Third Grade Mathematics Benchmark Test

29

Brenda has a sticker book with 54 stickers. Each page has 9 stickers.

How many pages are in Brenda's sticker book?

Ⓐ 63

Ⓑ 8

Ⓒ 45

Ⓓ 6

30

Andrea records the number of sunny days for four months. The results are shown in the pictograph.

Sunny Days by Month

January	☼ ☼ ☼ ☼ ☼ ☼
February	☼ ☼ ☼ ☼ ☼
March	☼ ☼ ☼ ☼ ☼ ☼ ◨
April	☼ ☼ ☼ ☼ ☼ ◨

Each ☼ represents 4 days.

Which list best matches the data in the pictograph?

Ⓐ January: 6 days
February: 5 days
March: 7 days
April: 6 days

Ⓒ January: 24 days
February: 20 days
March: 28 days
April: 24 days

Ⓑ January: 24 days
February: 20 days
March: 26 days
April: 22 days

Ⓓ January: 12 days
February: 10 days
March: 13 days
April: 11 days