YEAR 3
MATH TEST PACK
MEGA BUNDLE

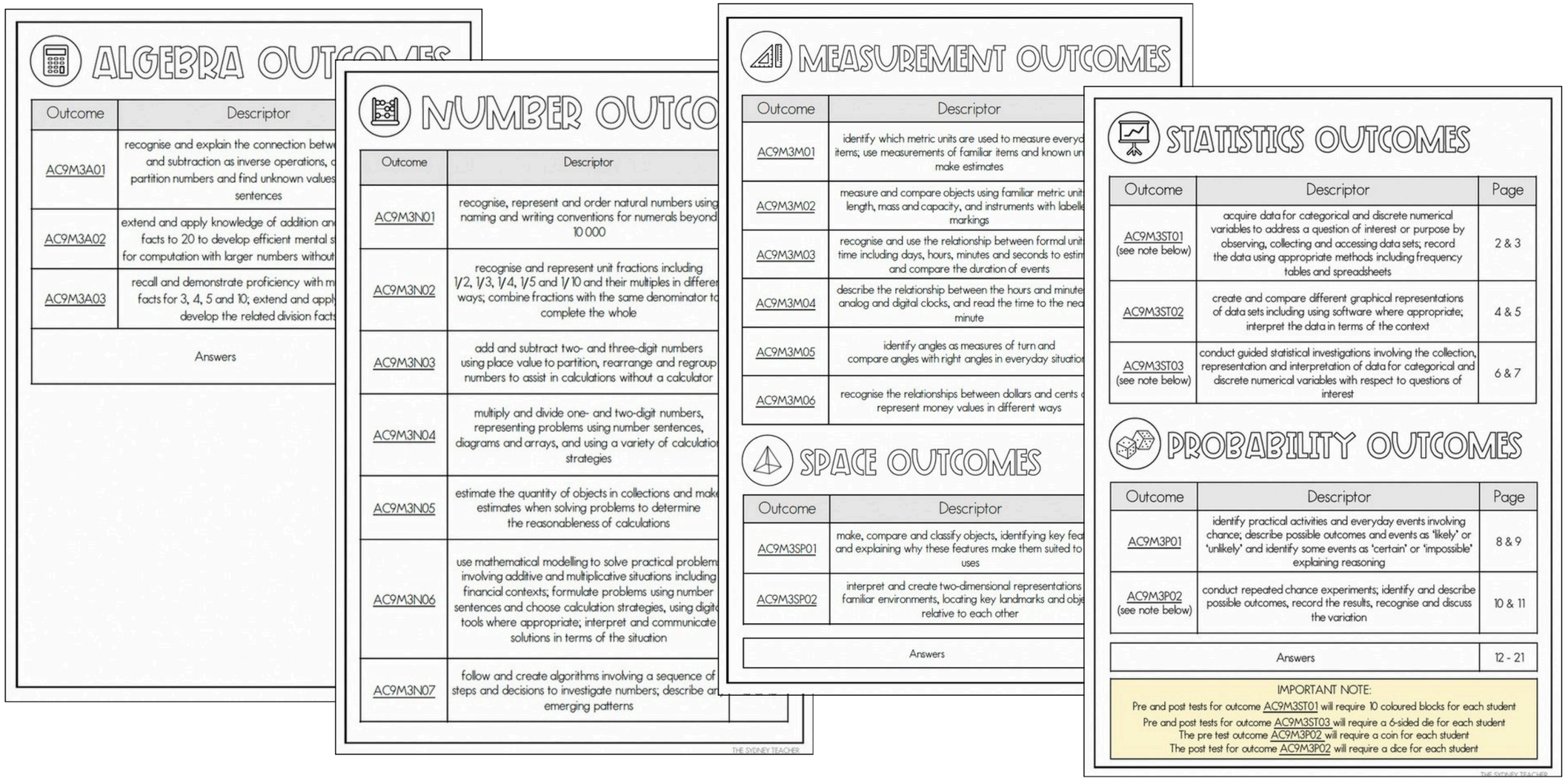
Keep scrolling to see what's included!

ARE YOU READY TO DOWNLOAD TESTS FOR EVERY YEAR 3 MATHS OUTCOME?

- Includes a pre and post-test for all 23 Math outcomes
- Aligned to the new Australian Curriculum (V9.0)
- Includes an editable spreadsheet for you to compare pre and post test results

THE SYDNEY TEACHER

TESTS FOR ALL 23 OUTCOMES!



ALGEBRA OUTCOMES

Outcome	Descriptor
AC9M3A01	recognise and explain the connection betwe and subtraction as inverse operations, c partition numbers and find unknown values sentences
AC9M3A02	extend and apply knowledge of addition an facts to 20 to develop efficient mental s for computation with larger numbers without
AC9M3A03	recall and demonstrate proficiency with m facts for 3, 4, 5 and 10; extend and appl develop the related division facts
Answers	

NUMBER OUTCO

Outcome	Descriptor
AC9M3N01	recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10 000
AC9M3N02	recognise and represent unit fractions including 1/2, 1/3, 1/4, 1/5 and 1/10 and their multiples in differe ways; combine fractions with the same denominator to complete the whole
AC9M3N03	add and subtract two- and three-digit numbers using place value to partition, rearrange and regroup numbers to assist in calculations without a calculator
AC9M3N04	multiply and divide one- and two-digit numbers, representing problems using number sentences, diagrams and arrays, and using a variety of calculatio strategies
AC9M3N05	estimate the quantity of objects in collections and make estimates when solving problems to determine the reasonableness of calculations
AC9M3N06	use mathematical modelling to solve practical problem involving additive and multiplicative situations including financial contexts; formulate problems using number sentences and choose calculation strategies, using digit tools where appropriate; interpret and communicate solutions in terms of the situation
AC9M3N07	follow and create algorithms involving a sequence of steps and decisions to investigate numbers; describe an emerging patterns

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MEASUREMENT OUTCOMES

Outcome	Descriptor
AC9M3M01	identify which metric units are used to measure everyd items; use measurements of familiar items and known un make estimates
AC9M3M02	measure and compare objects using familiar metric unit length, mass and capacity, and instruments with labelle markings
AC9M3M03	recognise and use the relationship between formal unit time including days, hours, minutes and seconds to estim and compare the duration of events
AC9M3M04	describe the relationship between the hours and minute analog and digital clocks, and read the time to the nea minute
AC9M3M05	identify angles as measures of turn and compare angles with right angles in everyday situatio
AC9M3M06	recognise the relationships between dollars and cents represent money values in different ways

SPACE OUTCOMES

Outcome	Descriptor
AC9M3SP01	make, compare and classify objects, identifying key fea and explaining why these features make them suited to uses
AC9M3SP02	interpret and create two-dimensional representations familiar environments, locating key landmarks and obje relative to each other
Answers	

STATISTICS OUTCOMES

Outcome	Descriptor	Page
AC9M3ST01 (see note below)	acquire data for categorical and discrete numerical variables to address a question of interest or purpose by observing, collecting and accessing data sets; record the data using appropriate methods including frequency tables and spreadsheets	2 & 3
AC9M3ST02	create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context	4 & 5
AC9M3ST03 (see note below)	conduct guided statistical investigations involving the collection, representation and interpretation of data for categorical and discrete numerical variables with respect to questions of interest	6 & 7

PROBABILITY OUTCOMES

Outcome	Descriptor	Page
AC9M3P01	identify practical activities and everyday events involving chance; describe possible outcomes and events as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' explaining reasoning	8 & 9
AC9M3P02 (see note below)	conduct repeated chance experiments; identify and describe possible outcomes, record the results, recognise and discuss the variation	10 & 11
Answers		12 - 21

IMPORTANT NOTE:
Pre and post tests for outcome AC9M3ST01 will require 10 coloured blocks for each student
Pre and post tests for outcome AC9M3ST03 will require a 6-sided die for each student
The pre test outcome AC9M3P02 will require a coin for each student
The post test for outcome AC9M3P02 will require a dice for each student

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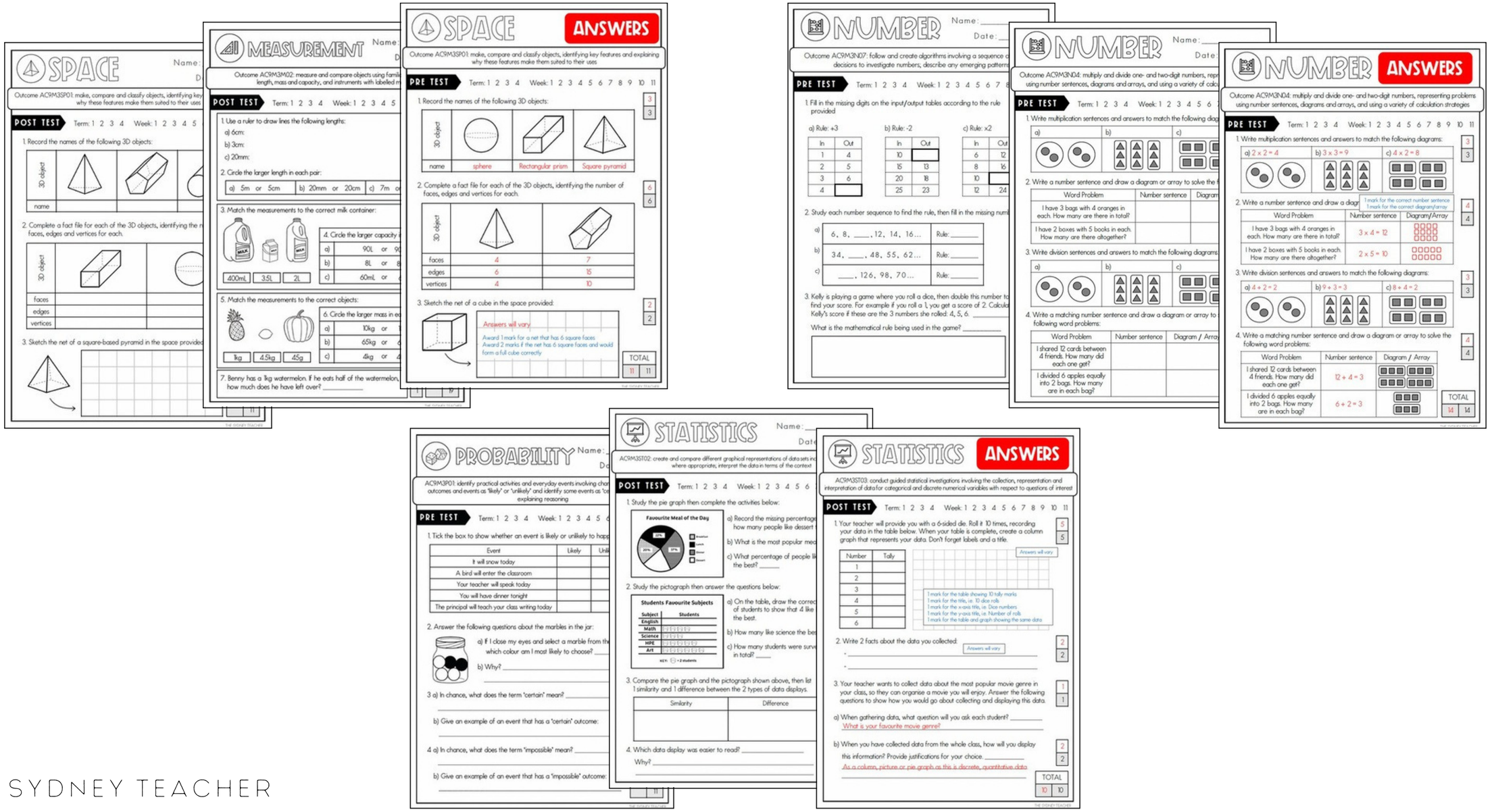
INCLUDES ALL THESE AND MORE!



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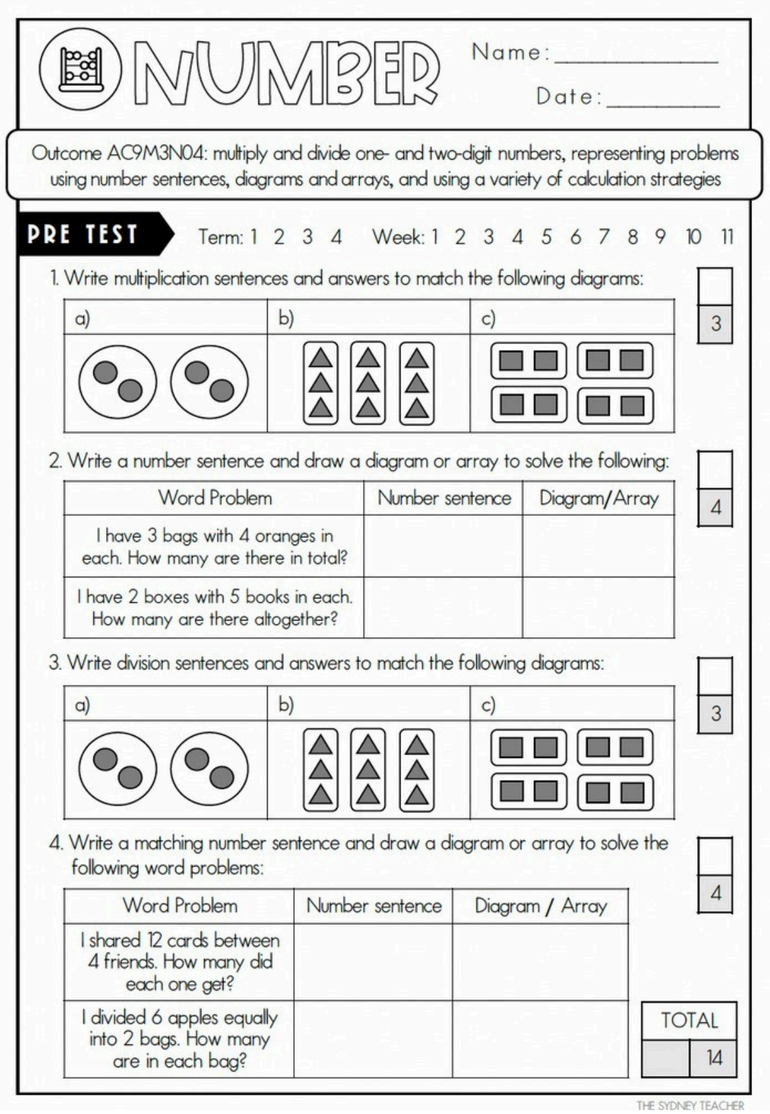
A CLOSER LOOK - TESTS



NUMBER

Name: _____

Date: _____

Outcome AC9M3N04: multiply and divide one- and two-digit numbers, representing problems using number sentences, diagrams and arrays, and using a variety of calculation strategies

PRE TEST Term: 1 2 3 4 Week: 1 2 3 4 5 6 7 8 9 10 11

1. Write multiplication sentences and answers to match the following diagrams: 3

a)	b)	c)

2. Write a number sentence and draw a diagram or array to solve the following: 4

Word Problem	Number sentence	Diagram/Array
I have 3 bags with 4 oranges in each. How many are there in total?		
I have 2 boxes with 5 books in each. How many are there altogether?		

3. Write division sentences and answers to match the following diagrams: 3

a)	b)	c)

4. Write a matching number sentence and draw a diagram or array to solve the following word problems: 4

Word Problem	Number sentence	Diagram / Array
I shared 12 cards between 4 friends. How many did each one get?		
I divided 6 apples equally into 2 bags. How many are in each bag?		

TOTAL 14

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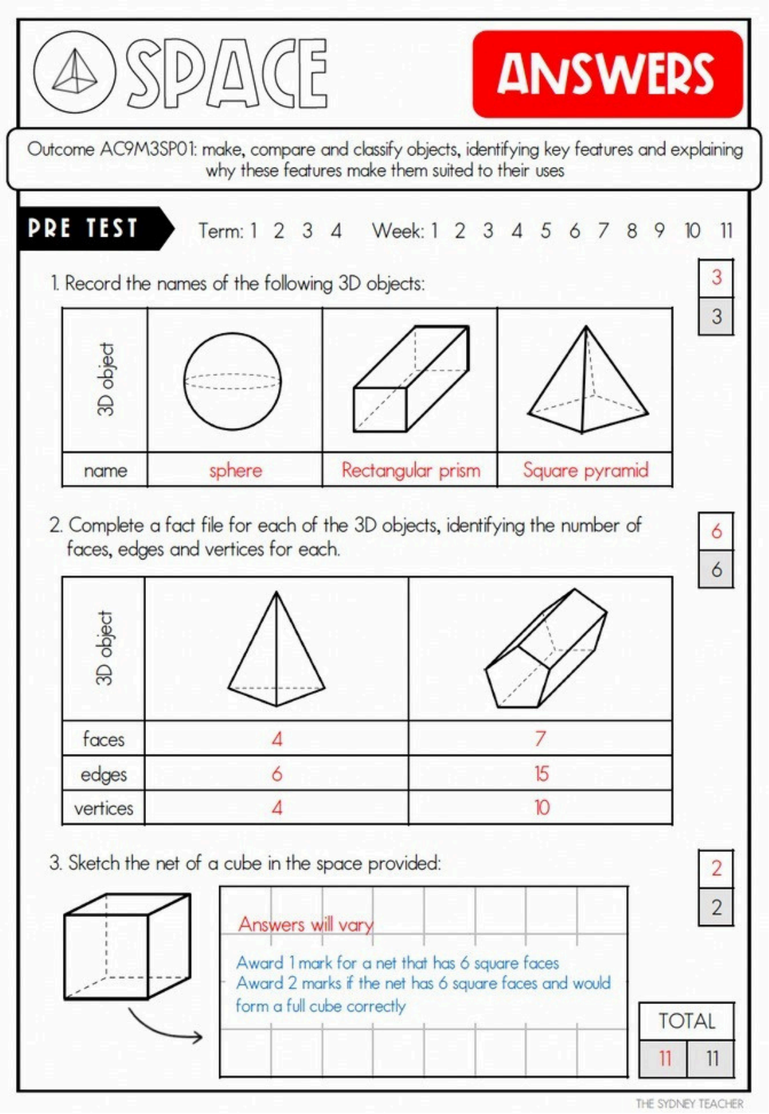
→ Outcome aligned

→ Easily mark and score on the side panel

→ Includes a range of questions that increase in difficulty

A CLOSER LOOK - ANSWERS



SPACE

ANSWERS

Outcome AC9M3SP01: make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses

PRE TEST Term: 1 2 3 4 Week: 1 2 3 4 5 6 7 8 9 10 11

1. Record the names of the following 3D objects: 3 / 3

3D object			
name	sphere	Rectangular prism	Square pyramid

2. Complete a fact file for each of the 3D objects, identifying the number of faces, edges and vertices for each. 6 / 6

3D object		
faces	4	7
edges	6	15
vertices	4	10

3. Sketch the net of a cube in the space provided: 2 / 2

Answers will vary

Award 1 mark for a net that has 6 square faces
Award 2 marks if the net has 6 square faces and would form a full cube correctly

TOTAL 11 / 11

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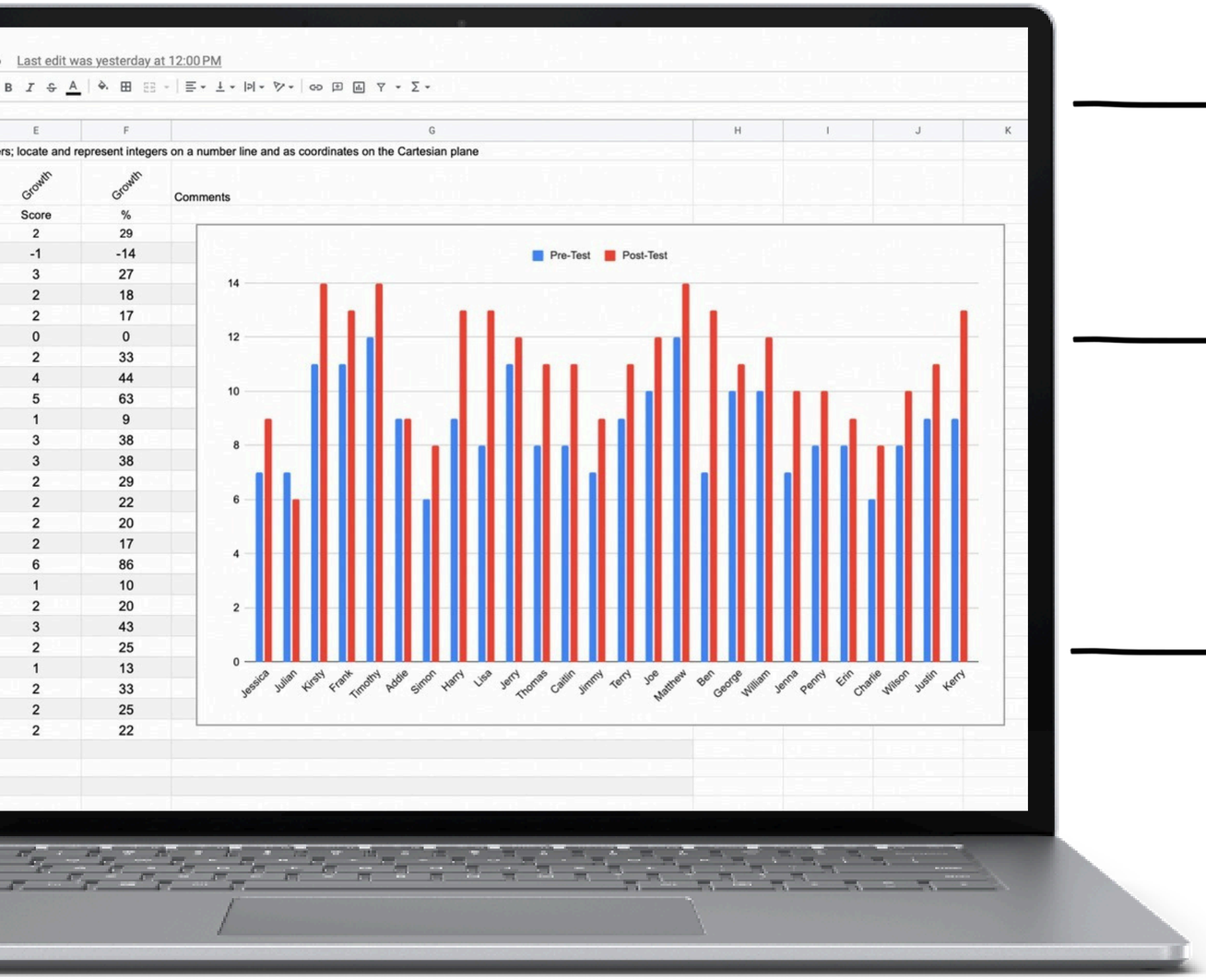
→ Answer sheets are provided for all tests

→ Easy to follow marking guideline to ensure consistent teacher judgement across the grade

A CLOSER LOOK - SPREADSHEETS

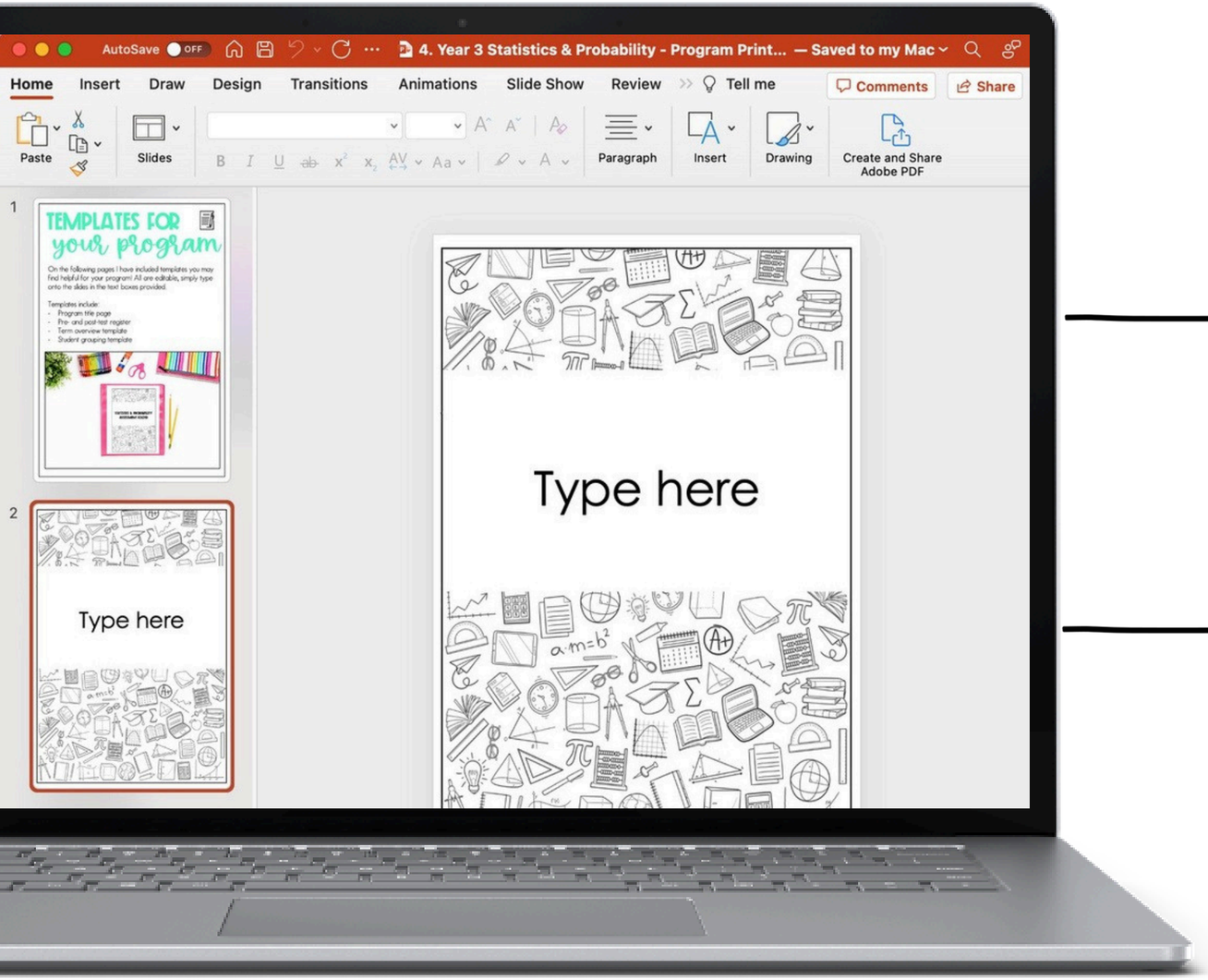


→ Spreadsheets included for every outcome

→ Spreadsheet automatically graphs results

→ The perfect formative and summative assessment tool

A CLOSER LOOK - PROGRAM DOCS



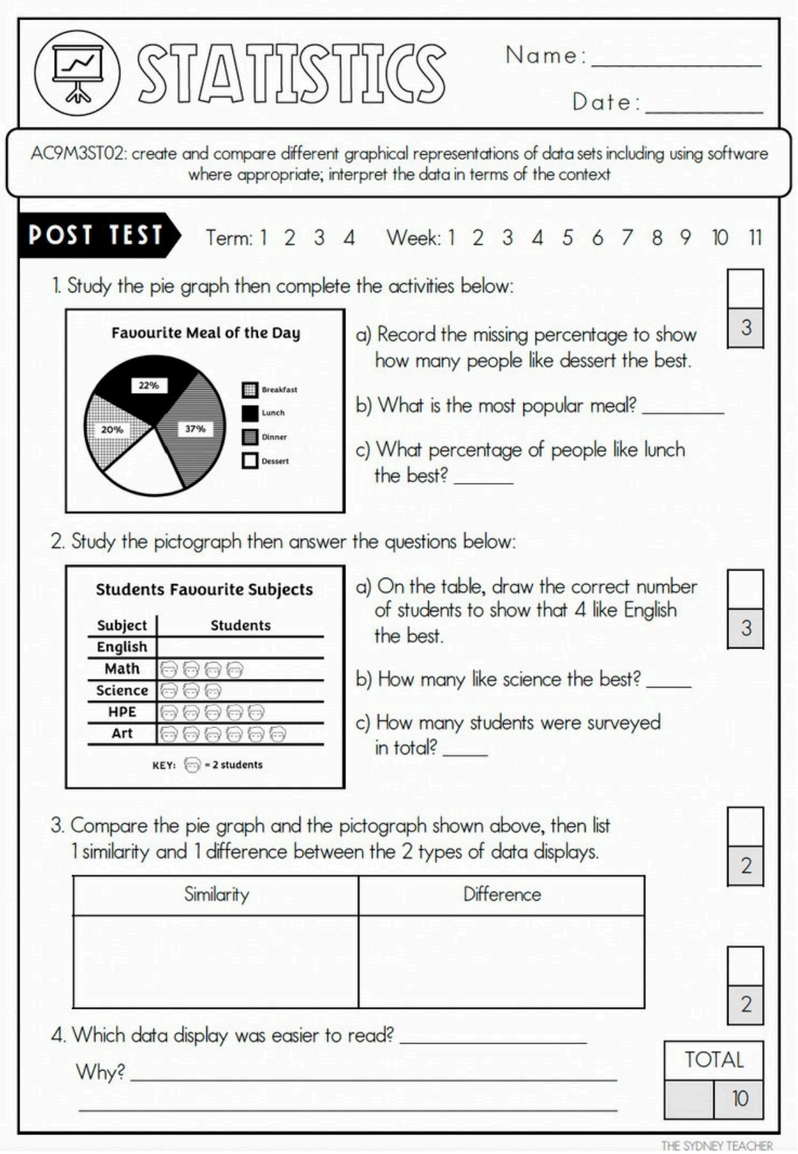
→ Editable title pages for your program

→ Editable program checklists

HOW YOU CAN USE THIS RESOURCE

Use pre-tests at the beginning of each topic to group students and inform teaching

Use post-tests to track growth, evaluate teaching and write reports



STATISTICS

Name: _____

Date: _____

AC9M3ST02: create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context

POST TEST Term: 1 2 3 4 Week: 1 2 3 4 5 6 7 8 9 10 11

1. Study the pie graph then complete the activities below:

Favourite Meal of the Day

22%, 37%, 20%

Breakfast, Lunch, Dinner, Dessert

a) Record the missing percentage to show how many people like dessert the best.

b) What is the most popular meal? _____

c) What percentage of people like lunch the best? _____

3

2. Study the pictograph then answer the questions below:

Students Favourite Subjects

Subject	Students
English	
Math	
Science	
HPE	
Art	

KEY: = 2 students

a) On the table, draw the correct number of students to show that 4 like English the best.

b) How many like science the best? ____

c) How many students were surveyed in total? ____

3

3. Compare the pie graph and the pictograph shown above, then list 1 similarity and 1 difference between the 2 types of data displays.

Similarity	Difference

2

2

4. Which data display was easier to read? _____

Why? _____

TOTAL 10

THE SYDNEY TEACHER

WHAT OTHER TEACHERS ARE SAYING!

A fantastic time saving resource. I love that it is aligned to Version 9 of the Australian Curriculum and that the **questions reflect each outcome perfectly and also increase in difficulty**. The assessment tracking document is a useful tool and clearly shows where more teaching is required. **Thank you for this exceptional resource** that has clearly had a lot of time and thought put into its creation!

I love this bundle! I've been waiting for something like this to show itself and I couldn't be happier that it's here! **All pre and post tests for each standard all in one place WITH answers** 😍 I am over the moon to finally have this bundle! Thank you thank you thank you 😊

LOOKING FOR ALL GRADES 3-6?

“These comprehensive pre and post tests are a life saver for all teachers. Thank you!!”