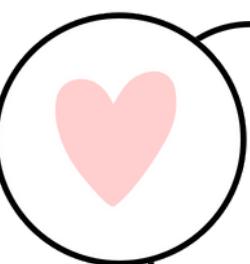
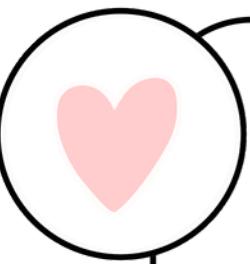




YEAR 3 MATH TEST PACK MEGA BUNDLE

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



TESTS FOR ALL 23 OUTCOMES!

ALGEBRA OUTCOMES

Outcome	Descriptor
<u>AC9M3A01</u>	recognise and explain the connection between addition and subtraction as inverse operations, divide partition numbers and find unknown values in sentences
<u>AC9M3A02</u>	extend and apply knowledge of addition and subtraction facts to 20 to develop efficient mental strategies for computation with larger numbers without a calculator
<u>AC9M3A03</u>	recall and demonstrate proficiency with multiplication facts for 3, 4, 5 and 10; extend and apply knowledge to develop the related division facts
Answers	

NUMBER OUTCOMES

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

MEASUREMENT OUTCOMES

Outcome	Descriptor
<u>AC9M3M01</u>	identify which metric units are used to measure everyday items; use measurements of familiar items and known units to make estimates
<u>AC9M3M02</u>	measure and compare objects using familiar metric units: length, mass and capacity, and instruments with labelled markings
<u>AC9M3M03</u>	recognise and use the relationship between formal units of time including days, hours, minutes and seconds to estimate and compare the duration of events
<u>AC9M3M04</u>	describe the relationship between the hours and minute hands on analog and digital clocks, and read the time to the nearest minute
<u>AC9M3M05</u>	identify angles as measures of turn and compare angles with right angles in everyday situations
<u>AC9M3M06</u>	recognise the relationships between dollars and cents and represent money values in different ways
Answers	

STATISTICS OUTCOMES

Outcome	Descriptor	Page
<u>AC9M3ST01</u> (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
<u>AC9M3ST02</u>	create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context	4 & 5
<u>AC9M3ST03</u> (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
Answers		12 - 21
<p>IMPORTANT NOTE:</p> <p>Pre and post tests for outcome <u>AC9M3ST01</u> will require 10 coloured blocks for each student</p> <p>Pre and post tests for outcome <u>AC9M3ST03</u> will require a 6-sided die for each student</p> <p>The pre test outcome <u>AC9M3P02</u> will require a coin for each student</p> <p>The post test for outcome <u>AC9M3P02</u> will require a dice for each student</p>		

PROBABILITY OUTCOMES

Outcome	Descriptor	Page
<u>AC9M3P01</u>	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' and explain reasoning	8 & 9
<u>AC9M3P02</u> (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

INCLUDES ALL THESE AND MORE!

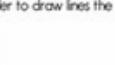
SPACE

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

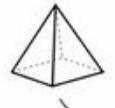
1. Record the names of the following 3D objects:

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.

object		
faces	6	6
edges	12	12
vertices	8	8

3. Sketch the net of a square-based pyramid in the space provided.

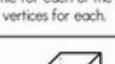
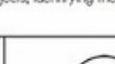


Answers will vary.

4. Circle the larger length in each pair:

a) 5m or 5cm b) 20mm or 20cm c) 7m or 70cm

5. Match the measurements to the correct milk container:

object			
faces	4	4	4
edges	6	6	6
vertices	6	6	6

6. Circle the larger capacity:

a) 90L or 90mL b) 8L or 8mL c) 60mL or 60L

7. Benny has a 1kg watermelon. If he eats half of the watermelon, how much does he have left over? _____

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

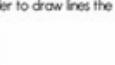
MEASUREMENT

ANSWERS

Outcome AC9M3M02: measure and compare objects using familiar length, mass and capacity, and instruments with labelled numbers.

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:

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.

object		
faces	6	6
edges	12	12
vertices	8	8

3. Sketch the net of a square-based pyramid in the space provided.

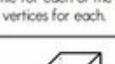
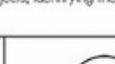


Answers will vary.

4. Circle the larger length in each pair:

a) 5m or 5cm b) 20mm or 20cm c) 7m or 70cm

5. Match the measurements to the correct milk container:

object			
faces	4	4	4
edges	6	6	6
vertices	6	6	6

6. Circle the larger capacity:

a) 90L or 90mL b) 8L or 8mL c) 60mL or 60L

7. Benny has a 1kg watermelon. If he eats half of the watermelon, how much does he have left over? _____

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

NUMBER

ANSWERS

Outcome AC9M3N07: follow and create algorithms involving a sequence of decisions to investigate numbers; describe any emerging patterns.

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

1. Fill in the missing digits on the input/output tables according to the rule provided:

a) Rule: +3	In	Out	In	Out	In	Out
1	4	10	13	6	12	15
2	5	15	18	8	16	20
3	6	20	23	10	24	25
4	_____	25	28	12	24	27

2. Study each number sequence to find the rule, then fill in the missing numbers:

a) 6, 8, _____, 12, 14, 16... Rule: _____

b) 34, _____, 48, 55, 62... Rule: _____

c) _____, 126, 98, 70... Rule: _____

3. Kelly is playing a game where you roll a dice, then double this number to find your score. For example if you roll a 1, you get a score of 2. Calculate Kelly's score if these are the 3 numbers she rolled: 4, 5, 6. _____

What is the mathematical rule being used in the game? _____

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

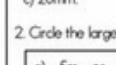
NUMBER

ANSWERS

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

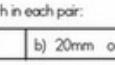
1. Write multiplication sentences and answers to match the following diagrams:

a) 	b) 	c) 
$2 \times 2 = 4$	$3 \times 3 = 9$	$4 \times 2 = 8$

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

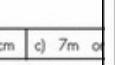
Word Problem: I have 3 bags with 4 oranges in each. How many are there in total? _____

Number sentence: _____

Diagram: 

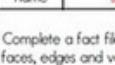
Word Problem: I have 2 boxes with 5 books in each. How many are there altogether? _____

Number sentence: _____

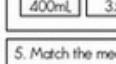
Diagram: 

Word Problem: I have 3 bags with 4 oranges in each. How many are there in total? _____

Number sentence: _____

Diagram: 

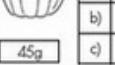
3. Write division sentences and answers to match the following diagrams:

a) 	b) 	c) 
$4 \div 2 = 2$	$3 \div 3 = 1$	$8 \div 4 = 2$

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

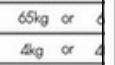
Word Problem: I shared 12 cards between 4 friends. How many did each one get? _____

Number sentence: _____

Diagram: 

Word Problem: I divided 6 apples equally into 2 bags. How many are in each bag? _____

Number sentence: _____

Diagram: 

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

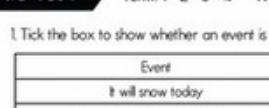
STATISTICS

ANSWERS

AC9M3ST02: create and compare different graphical representations of data sets in order to interpret the data in terms of the context.

PRE 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	
	a) Record the missing percentage: how many people like dessert? _____ b) What is the most popular meal? _____ c) What percentage of people like the best? _____

2. Study the pictograph then answer the questions below:

Students Favourite Subjects	
Subject	Students
English	1 2 3 4 5 6
Math	1 2 3 4 5 6
Science	1 2 3 4 5 6
HPE	1 2 3 4 5 6
Art	1 2 3 4 5 6

a) On the table, draw the correct of students to show that 4 like the best.
b) How many like science the best?
c) How many students were surveyed in total? _____

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
------------	------------

4. Which data display was easier to read? _____
Why? _____

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

STATISTICS

ANSWERS

AC9M3ST03: conduct guided statistical investigations involving the collection, representation and interpretation of data for categorical and discrete numerical variables with respect to questions of interest.

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

1. Your teacher will provide you with a 6-sided die. Roll it 10 times, recording your data in the table below. When your table is complete, create a column graph that represents your data. Don't forget labels and a title.

Number	Tally
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____

Answers will vary.

2. Write 2 facts about the data you collected:
- _____
- _____

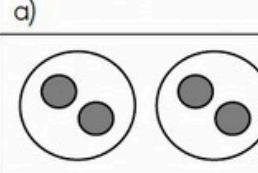
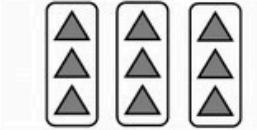
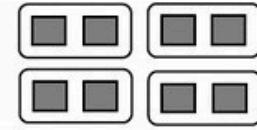
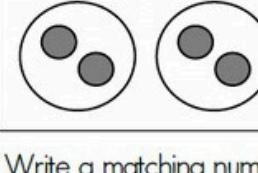
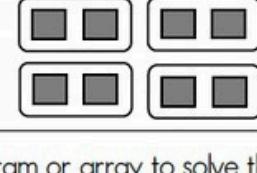
3. Your teacher wants to collect data about the most popular movie genre in your class, so they can organise a movie you will enjoy. Answer the following questions to show how you would go about collecting and displaying this data.

a) When gathering data, what question will you ask each student? _____
What is your favourite movie genre?
b) When you have collected data from the whole class, how will you display this information? Provide justifications for your choice.
As a column picture or pie graph as this is discrete, quantitative data

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

THE SYDNEY TEACHER

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:		
a) 	b) 	c) 
		3
2. Write a number sentence and draw a diagram or array to solve the following:		
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?		
	4	
3. Write division sentences and answers to match the following diagrams:		
a) 	b) 	c) 
		3
4. Write a matching number sentence and draw a diagram or array to solve the following word problems:		
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?		
	4	
		TOTAL
		14

→ Outcome aligned

→ Easily mark and score on the side panel

→ Includes a range of questions that increase in difficulty

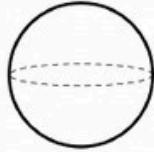
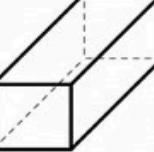
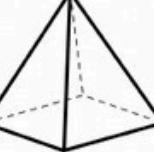
A CLOSER LOOK - ANSWERS

 **SPACE** **ANSWERS**

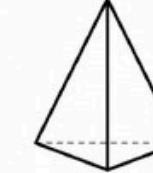
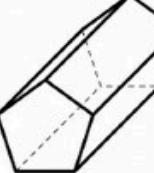
Outcome AC9M3SP01: make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses

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

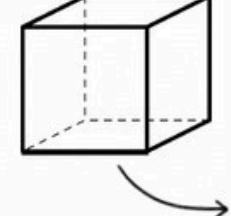
1. Record the names of the following 3D objects:

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.

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

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



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

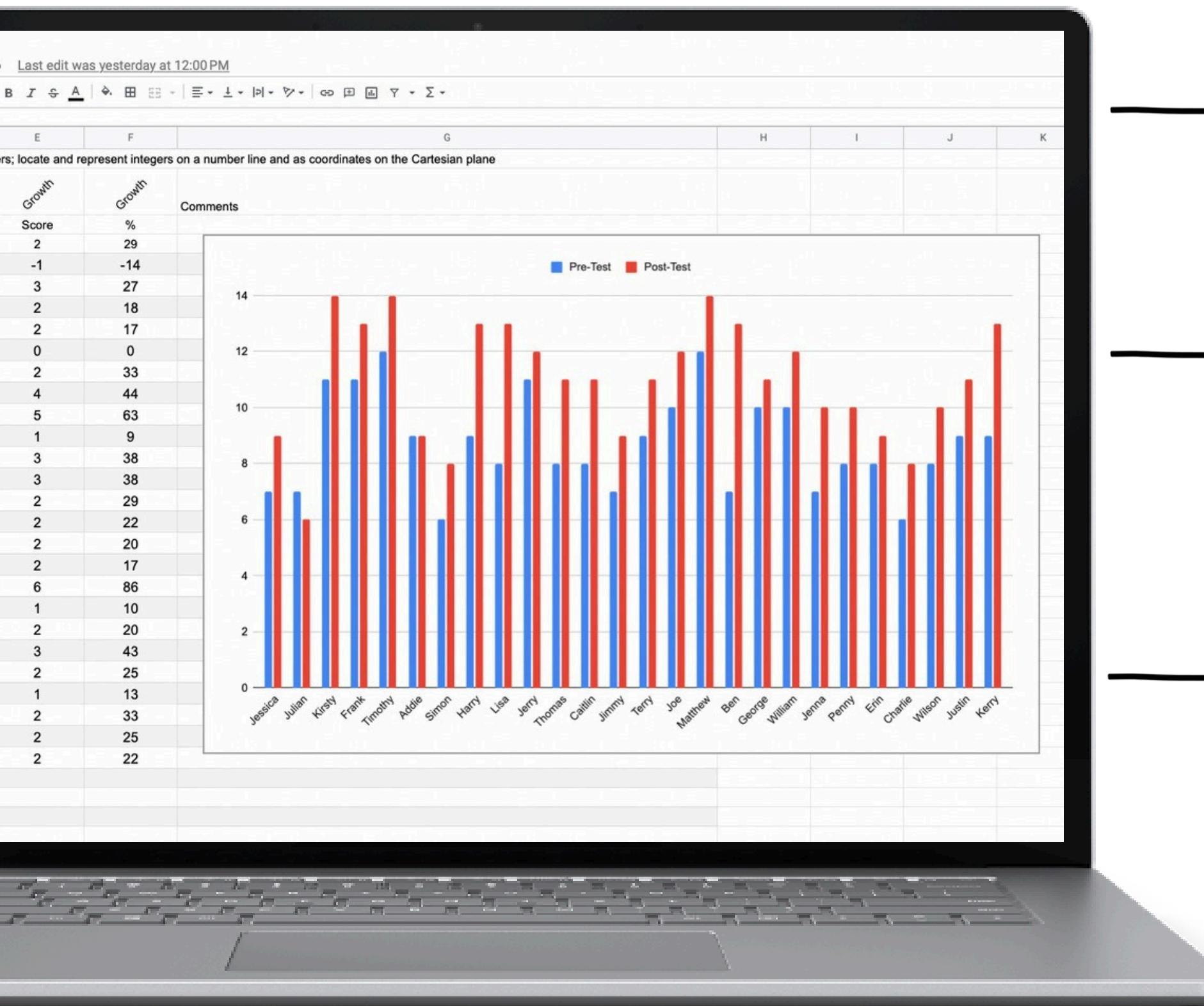
TOTAL	
11	11

THE SYDNEY TEACHER

→ Answer sheets are provided for all tests

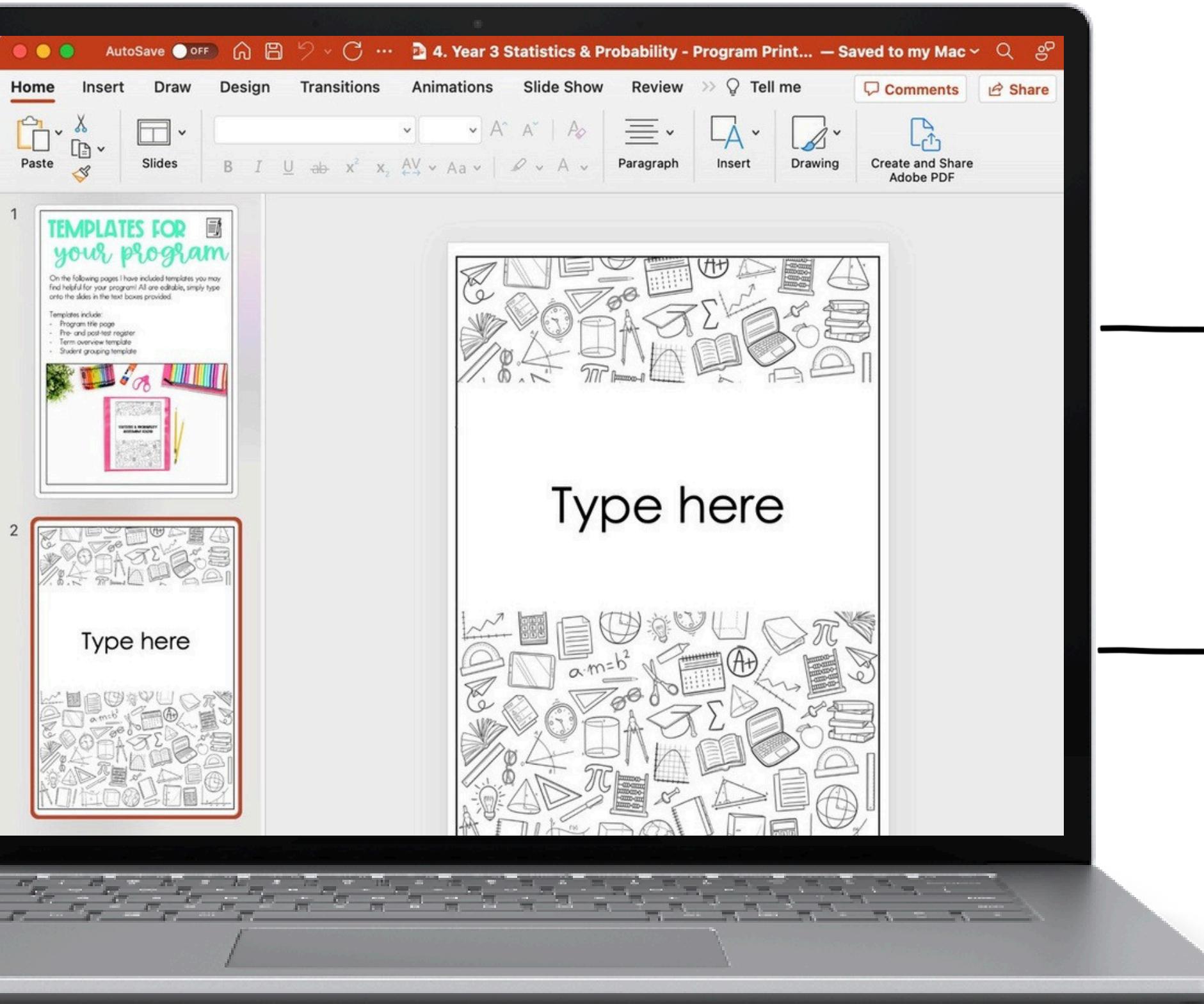
Easy to follow marking guideline to ensure consistent teacher judgement across the grade

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

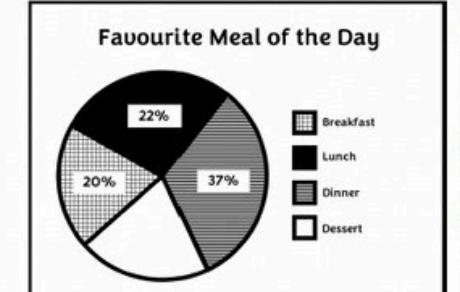
HOW YOU CAN USE THIS RESOURCE



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	a) Record the missing percentage to show how many people like dessert the best. _____ 3														
	b) What is the most popular meal? _____														
	c) What percentage of people like lunch the best? _____														
2. Study the pictograph then answer the questions below:															
<table border="1"><thead><tr><th colspan="2">Students Favourite Subjects</th></tr><tr><th>Subject</th><th>Students</th></tr></thead><tbody><tr><td>English</td><td>2</td></tr><tr><td>Math</td><td>4</td></tr><tr><td>Science</td><td>3</td></tr><tr><td>HPE</td><td>5</td></tr><tr><td>Art</td><td>6</td></tr></tbody></table> KEY: ☺ = 2 students	Students Favourite Subjects		Subject	Students	English	2	Math	4	Science	3	HPE	5	Art	6	a) On the table, draw the correct number of students to show that 4 like English the best. _____ 3
Students Favourite Subjects															
Subject	Students														
English	2														
Math	4														
Science	3														
HPE	5														
Art	6														
	b) How many like science the best? _____														
	c) How many students were surveyed in total? _____														
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															
4. Which data display was easier to read? _____ Why? _____															
TOTAL 10															

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!! ”

ALL GRADES 3-6

MATHEMATICS TEST

SUPER BUNDLE

THE SYDNEY TEACHER

NUMBER

Outcome ACMMND01: recognise situations, including financial contexts, that use integers to locate and represent integers on a number line and as coordinates on the Cartesian plane.

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

1. Fill in the 4 missing integers on the number line.

2. Use the correct symbol < or > to complete the following statements.

a) -7 7 b) 2 -2

3. Describe a situation that would require the use of integers.

4. Fill in the missing integers on the x-axis. Record the coordinates for the circle.

PROBABILITY

Outcome ACMSP01 list the possible outcomes of chance experiments involving equally likely outcomes and compare to those which are not equally likely.

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

1. A student conducted an experiment where they rolled a 6-sided die. The results are shown in the table below.

Outcome	Frequency
1	3
2	2
3	1
4	1
5	1
6	1

What is the probability of rolling an even number? _____

What is the probability of rolling a 3? _____

What is the probability of rolling a 5? _____

What is the probability of rolling a 2? _____

What is the probability of rolling a 1? _____

What is the probability of rolling a 6? _____

MEASUREMENT

Outcome ACMMMD02: solve practical problems involving the perimeter and area of regular and irregular shapes using appropriate metric units.

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

1. Calculate the area and perimeter of the following shapes.

Shape	Perimeter	Area
A	12m	12m
B	12m	12m
C	12m	12m

2. A fair spinner is divided into 4 equal sectors. The spinner is spun 100 times. Predict how many times the spinner would land on a coloured sector.

188 TESTS