



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



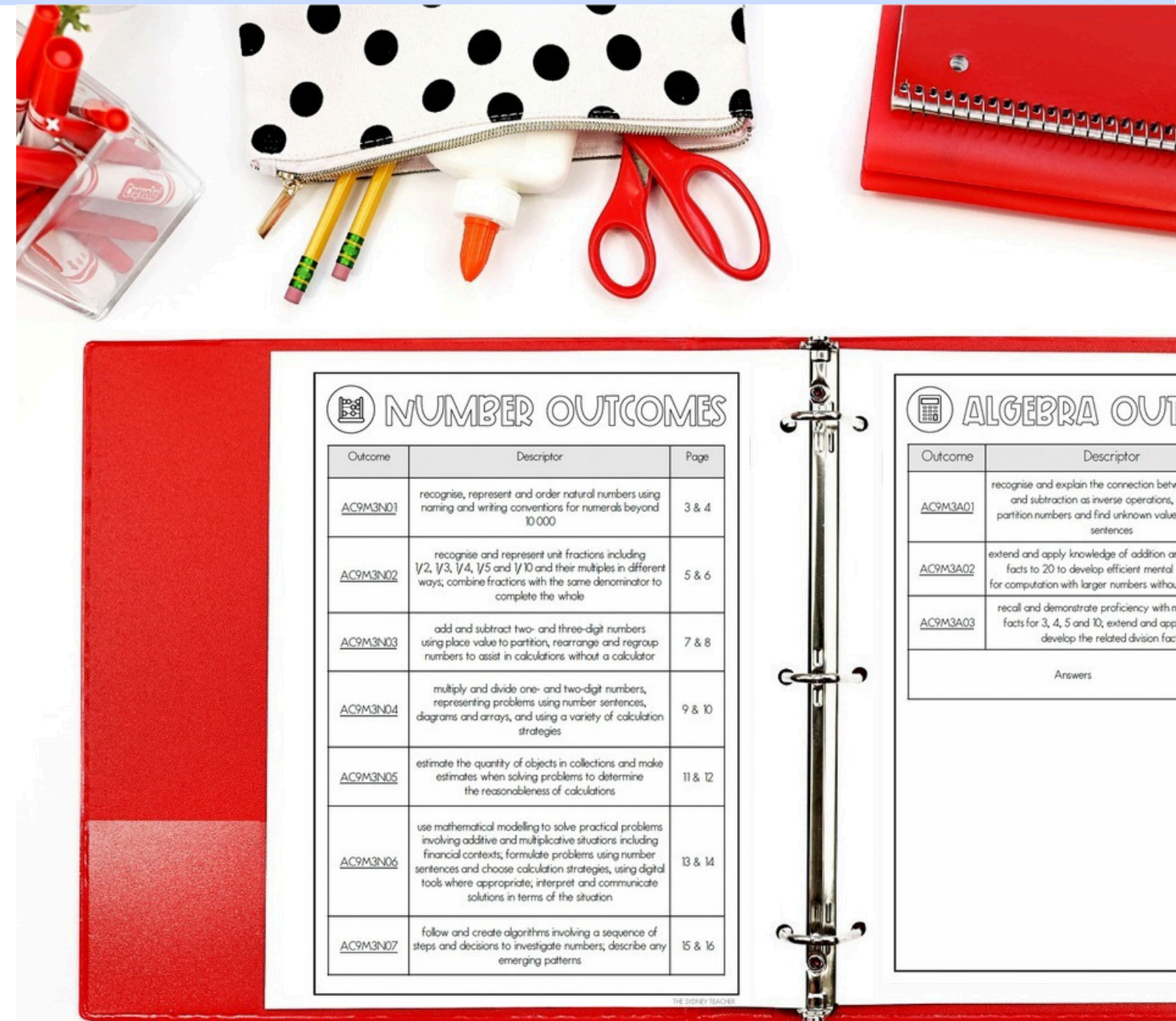
Includes a pre and post-test for all 23 Math outcomes



Aligned to the new Australian Curriculum (V9.0)



Includes an editable spreadsheet for you to compare pre and post test results





## ALGEBRA OUTCOMES

## Answers

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 and emerging patterns

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 of 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 minutes of 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

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

## Answers

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

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' explaining 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

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



# INCLUDES ALL THESE AND MORE!


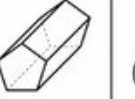
SPACE

NAME: \_\_\_\_\_

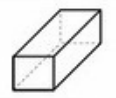
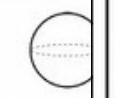
Outcome AC9M3SP01: make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses

POST TEST Term: 1 2 3 4 Week: 1 2 3 4 5


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

3D object		
name		

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

3D object		
faces		
edges		
vertices		

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



MEASUREMENT

NAME: \_\_\_\_\_

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

POST TEST Term: 1 2 3 4 Week: 1 2 3 4 5


1. Use a ruler to draw lines the following lengths:

a) 6cm:  
b) 3cm:  
c) 20mm:

2. Circle the larger length in each pair:

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


3. Match the measurements to the correct milk container:



4. Circle the larger capacity:

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

5. Match the measurements to the correct objects:



6. Circle the larger mass in each pair:

a) 10kg or 10g    b) 65kg or 65g    c) 4kg or 4g

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


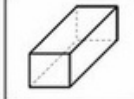
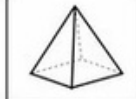
SPACE

NAME: \_\_\_\_\_



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

NUMBER

NAME: \_\_\_\_\_

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
1	4
2	5
3	6
4	

b) Rule: -2

In	Out
10	
15	13
20	18
25	23

c) Rule: x2

In	Out
6	12
8	16
10	
12	24

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? \_\_\_\_\_

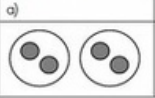
NUMBER


NAME: \_\_\_\_\_


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. 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: \_\_\_\_\_

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

a) 

b) 

c) 

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 / Array: \_\_\_\_\_

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

Number sentence: \_\_\_\_\_

Diagram / Array: \_\_\_\_\_

TOTAL 10 10


NUMBER


NAME: \_\_\_\_\_


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. 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:  $3 \times 4 = 12$

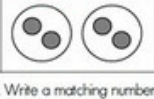
Diagram / Array: 


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

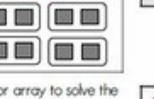
Number sentence:  $2 \times 5 = 10$

Diagram / Array: 

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

a) 


b) 

c) 

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:  $12 \div 4 = 3$

Diagram / Array: 

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

Number sentence:  $6 \div 2 = 3$

Diagram / Array: 

TOTAL 14 14

PROBABILITY

NAME: \_\_\_\_\_


Outcome AC9M3P01: identify practical activities and everyday events involving chance outcomes and events as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' explaining reasoning

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

1. Tick the box to show whether an event is likely or unlikely to happen:

Event	Likely	Unlikely
It will snow today		
A bird will enter the classroom		
Your teacher will speak today		
You will have dinner tonight		
The principal will teach your class writing today		

2. Answer the following questions about the marbles in the jar:



a) If I close my eyes and select a marble from the jar, which colour am I most likely to choose?

b) Why?

3. In chance, what does the term 'certain' mean?

b) Give an example of an event that has a 'certain' outcome:

4. In chance, what does the term 'impossible' mean?

b) Give an example of an event that has a 'impossible' outcome:


STATISTICS

NAME: \_\_\_\_\_

Outcome AC9M3ST02: create and compare different graphical representations of data sets and 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:

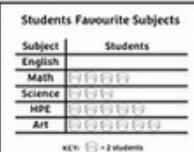


a) Record the missing percentage: \_\_\_\_\_

b) What is the most popular meal?

c) What percentage of people like the best?

2. Study the pictograph then answer the questions below:



a) On the table, draw the correct number 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? \_\_\_\_\_

STATISTICS

NAME: \_\_\_\_\_

Outcome 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

POST 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	

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? \_\_\_\_\_


b) When you have collected data from the whole class, how will you display this information? Provide justifications for your choice. \_\_\_\_\_

TOTAL 10 10

THE SYDNEY TEACHER



# A CLOSER LOOK - TESTS

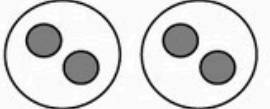
NUMBER


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?		

TOTAL

14


THE SYDNEY TEACHER

→ Outcome aligned

→ Easily mark and score on the side panel

→ Includes a range of questions that increase in difficulty

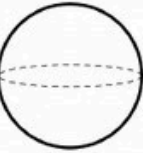
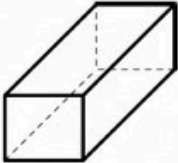
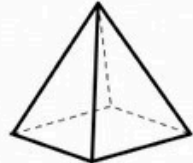
# A CLOSER LOOK - ANSWERS

**ANSWERS**

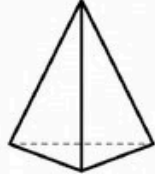
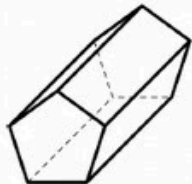
Outcome AC9M3SP01: make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses

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

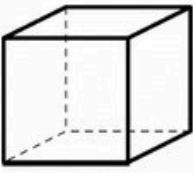
1. Record the names of the following 3D objects:

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

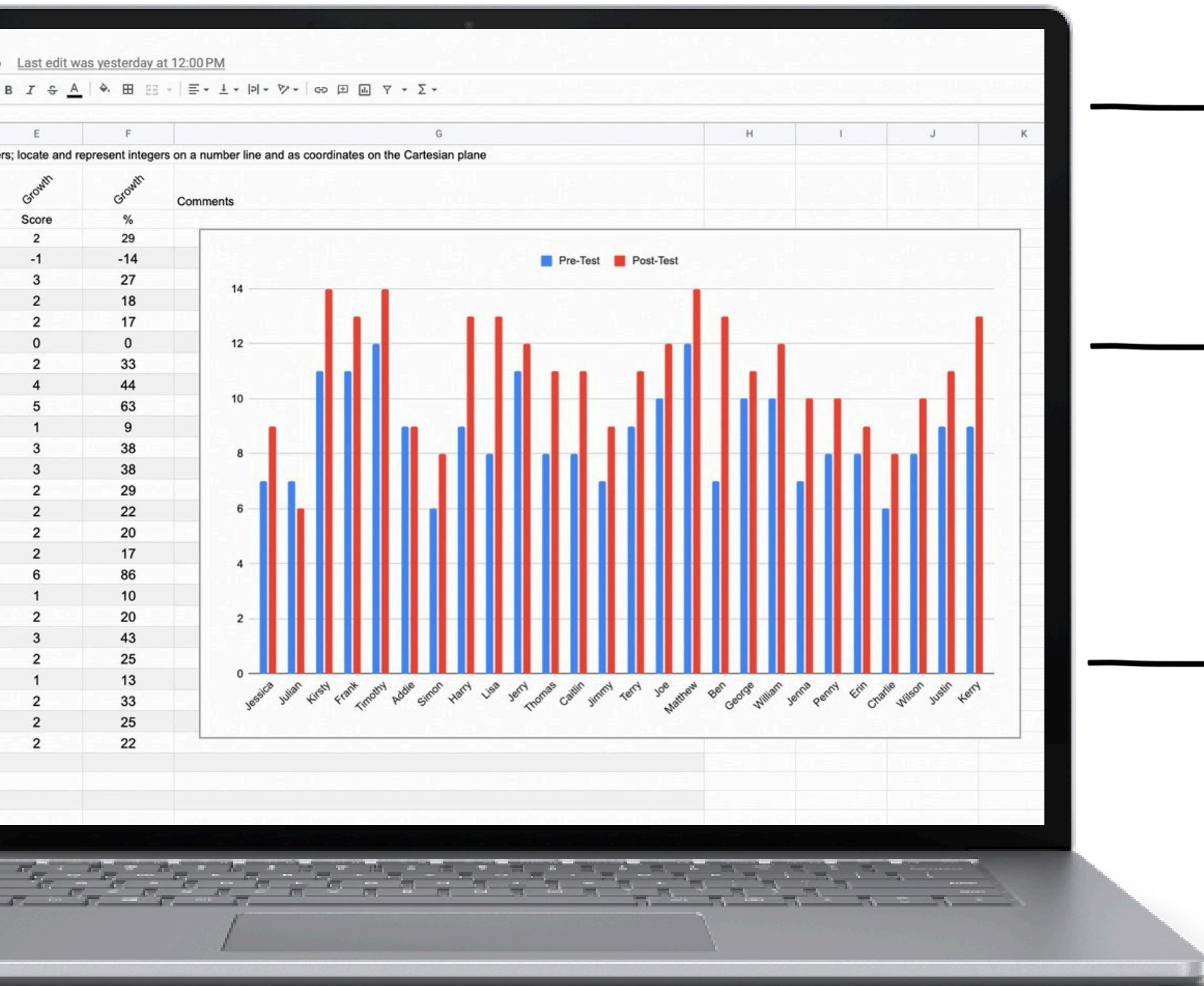
TOTAL									
11	11								

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



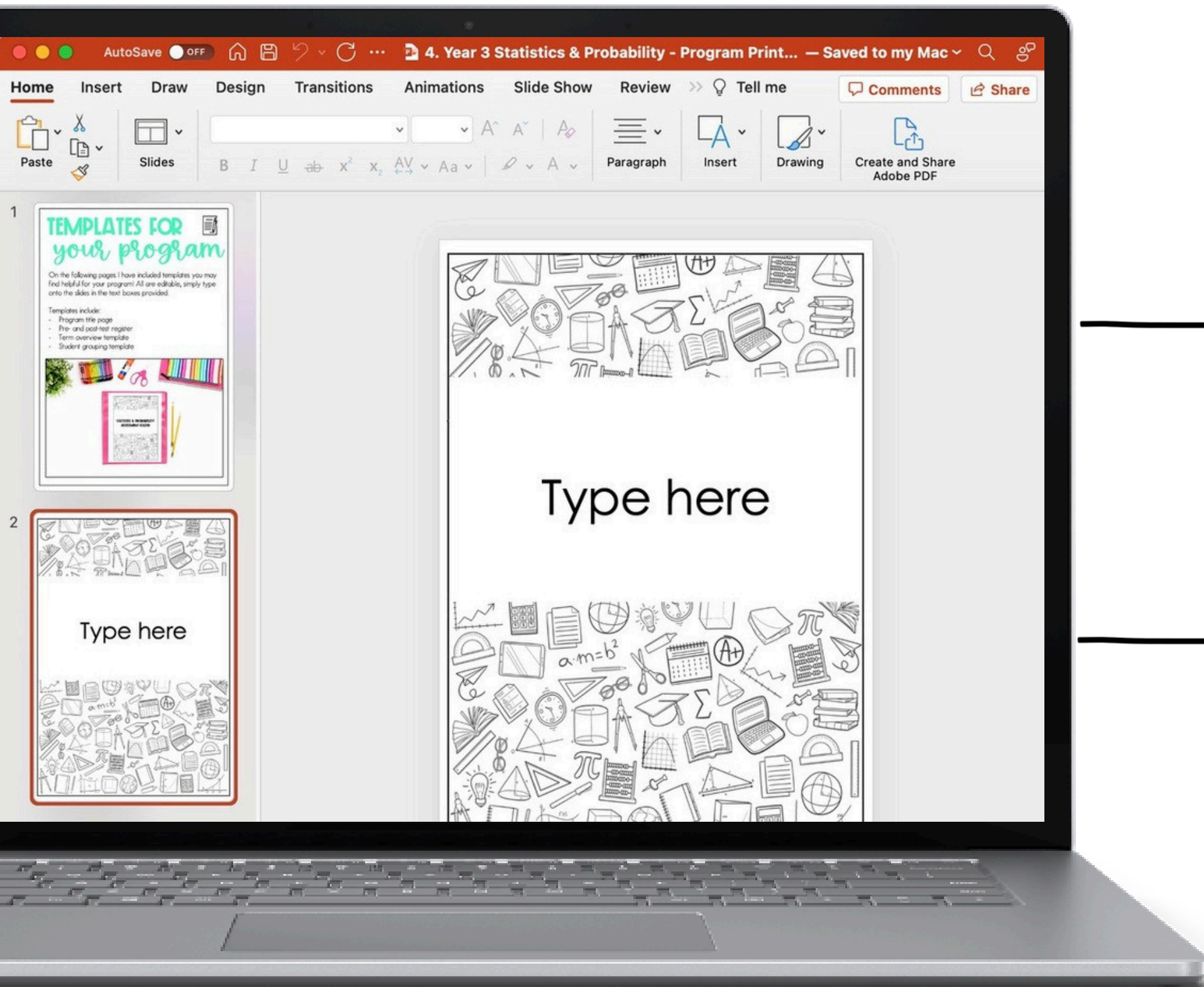
→ Spreadsheets included for every outcome

→ 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**

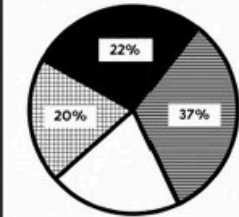
Name: \_\_\_\_\_  
Date: \_\_\_\_\_

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**



Legend: Breakfast (white), Lunch (black), Dinner (grey), Dessert (white)













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:

**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. 3

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? \_\_\_\_\_

**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!!

”

