



End-of-Year Test - Grade 3

This test is quite long, so I do not recommend having your child/student do it in one sitting. Break it into parts and administer them either on consecutive days, or perhaps on morning/evening/morning. This is to be used as a diagnostic test. You may even skip those areas that you already know for sure your student has mastered.

The test does not cover every single concept that is covered in the *Math Mammoth Grade 3 International Version*, but all the major concepts and ideas are tested here. This test is evaluating the child's ability in the following content areas:

- multiplication tables and basic division facts
- mental maths
- regrouping in addition and subtraction; checking subtraction with addition
- rounding to the nearest ten
- basic word problems
- writing an equation for a word problem
- estimating
- multiplication and related concepts
- clock to the minute and elapsed time calculations
- reading a bar graph; making a pictograph
- basic money calculations (finding totals and change)
- place value with four-digit numbers
- adding and subtracting four-digit numbers
- division and related concepts (division by 1 or 0, word problems)
- measuring lines in inches and centimetres
- basic usage of measuring units
- attributes of shapes
- area and perimeter of rectangles
- the concept of a fraction, fractions on a number line
- equivalent fractions
- comparing fractions

Note 1: problems #2 and #3 are done orally and timed. Let the student see the problems. Read each problem aloud, and wait a maximum of 5-6 seconds for an answer. Mark the problem as right or wrong according to the student's (oral) answer. Mark it wrong if there is no answer. Then you can move on to the next problem.

You do not have to mention to the student that the problems are timed or that they will have 5-6 seconds per answer, because the idea here is not to create extra pressure by the fact it is timed, but simply to check if the student has the facts memorised (quick recall). You can say for example (vary as needed):

"I will ask you some multiplication and division questions. Try to answer me as quickly as possible. In each question, I will only wait a little while for you to answer, and if you do not say anything, I will move on to the next problem. So just try your best to answer the questions as quickly as you can."

In order to continue with the Math Mammoth Grade 4 Complete Curriculum, I recommend that the child gain a minimum score of 80% on this test, and that the teacher or parent revise with him any content areas that are found weak. Children scoring between 70 and 80% may also continue with grade 4, depending on the types of errors (careless errors or not remembering something, vs. lack of understanding). The most important content areas to master are the multiplication tables and the word problems, because of the level of logical reasoning needed in them. Use your judgment.

Instructions to the student: Answer each question in the space provided.

Instructions to the teacher: My suggestion for grading is below. The total is 219 points. A score of 175 points is 80%.

Grading on question 1 (the multiplication tables grid): There are 144 empty squares to fill in the table, and the completed table is worth 14 points. Count how many of the answers the student gets right, divide that by 10, and round to the nearest whole point. For example: a student gets 24 right. $24/10 = 2.4$, which rounded becomes 2 points. Or, a student gets 85 right. $85/10 = 8.5$, which rounds to 9 points.

Grading on question 2: Each question is worth 1/2 point.

Question	Max. points	Student score
Multiplication Tables and Basic Division Facts		
1	14 points	
2	8 points	
3	8 points	
<i>subtotal</i>		/ 30
Addition and Subtraction		
4	6 points	
5	6 points	
6	3 points	
7	2 points	
8	3 points	
<i>subtotal</i>		/ 20
Regrouping and Rounding		
9	3 points	
10	2 points	
11	4 points	
12	3 points	
13	4 points	
14	3 points	
<i>subtotal</i>		/ 19

Question	Max. points	Student score
Multiplication and Related Concepts		
15	1 point	
16	1 point	
17	3 points	
18	3 points	
19	3 points	
20a	2 points	
20b	2 points	
20c	2 points	
20d	2 points	
<i>subtotal</i>		/ 19
Time		
21	6 points	
22	2 points	
23	4 points	
24	4 points	
<i>subtotal</i>		/ 16
Graphs		
25	4 points	
26	3 points	
<i>subtotal</i>		/ 7

Question	Max. points	Student score
Money		
27	4 points	
28	3 points	
29	3 points	
<i>subtotal</i>		/ 10
Four-Digit Numbers		
30	2 points	
31	2 points	
32	5 points	
33	4 points	
34	4 points	
<i>subtotal</i>		/ 17
Division and Related Concepts		
35	2 points	
36	9 points	
37	6 points	
38	6 points	
<i>subtotal</i>		/ 23
Measuring		
39	2 point	
40	1 point	
41	1 point	
42	1 point	
43	6 points	
<i>subtotal</i>		/ 11

Question	Max. points	Student score
Geometry		
44	6 points	
45	3 points	
46	2 points	
47	3 points	
48	2 points	
49	2 points	
50	2 points	
<i>subtotal</i>		/ 20
Fractions		
51	5 points	
52	5 points	
53	4 points	
54	3 points	
55	2 points	
56	5 points	
57	3 points	
<i>subtotal</i>		/ 27
TOTAL		/ 219

Math Mammoth Grade 3 International Version End-of-Year Test

Multiplication Tables and Basic Division Facts

1. Your first problem will be to fill in the complete multiplication table.
You have 12 minutes to fill it in completely.

×	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

In problems 2 and 3, your teacher will read you multiplication and division questions. Try to answer them as quickly as possible. In each question, he/she will only wait a little while for you to answer, and if you do not say anything, your teacher will move on to the next problem. So just try your best to answer the questions as quickly as you can.

2. Multiply.

a.	b.	c.	d.
$2 \times 7 = \underline{\quad}$	$7 \times 4 = \underline{\quad}$	$3 \times 3 = \underline{\quad}$	$7 \times 8 = \underline{\quad}$
$8 \times 3 = \underline{\quad}$	$5 \times 8 = \underline{\quad}$	$4 \times 4 = \underline{\quad}$	$6 \times 5 = \underline{\quad}$
$5 \times 5 = \underline{\quad}$	$3 \times 9 = \underline{\quad}$	$7 \times 7 = \underline{\quad}$	$8 \times 6 = \underline{\quad}$
$9 \times 4 = \underline{\quad}$	$5 \times 7 = \underline{\quad}$	$4 \times 8 = \underline{\quad}$	$6 \times 9 = \underline{\quad}$

3. Divide.

a.	b.	c.	d.
$21 \div 3 = \underline{\quad}$	$32 \div 4 = \underline{\quad}$	$45 \div 5 = \underline{\quad}$	$50 \div 5 = \underline{\quad}$
$35 \div 7 = \underline{\quad}$	$40 \div 8 = \underline{\quad}$	$28 \div 4 = \underline{\quad}$	$72 \div 9 = \underline{\quad}$
$48 \div 6 = \underline{\quad}$	$66 \div 6 = \underline{\quad}$	$36 \div 9 = \underline{\quad}$	$18 \div 6 = \underline{\quad}$
$49 \div 7 = \underline{\quad}$	$56 \div 8 = \underline{\quad}$	$63 \div 7 = \underline{\quad}$	$27 \div 9 = \underline{\quad}$

Addition and Subtraction

4. Add in your head and write the answers.

a. $240 + 70 =$ _____ $99 + 50 =$ _____	b. $540 + 80 =$ _____ $335 + 9 =$ _____	c. $59 + 89 =$ _____ $46 + 34 =$ _____
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5. Subtract in your head and write the answers.

a. $100 - 67 =$ _____ $73 - 68 =$ _____	b. $651 - 8 =$ _____ $54 - 9 =$ _____	c. $52 - 37 =$ _____ $400 - 22 =$ _____
--	--	--

6. Write one addition and two subtraction equations to match the bar model.

Write the numbers in the bar model, also.

----- total -----	
_____ + _____ = _____	
900 - _____ = 440	
_____ - _____ = _____	

7. A family is driving 300 km from their hometown to Grandma's place. Ten kilometres before the half-way point they stop to have lunch. How many kilometres do they still have to go?

8. Write an equation (or several) for the problem. Use a letter for the unknown.

A store owner had a fridge with a price of \$400. Then he doubled the price. A customer came, and he told the customer, "I will take some money off the price." So, the customer paid \$600. How much did the dealer take off the price?

Equation: _____

Solution: _____

Regrouping and Rounding

9. Round these numbers to the nearest ten.

a. $93 \approx$ _____	b. $607 \approx$ _____	c. $455 \approx$ _____
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10. Each week, Eric puts \$38 in his savings. He wants to purchase a blender for \$189. Round the numbers, and then estimate in how many weeks he could buy the blender.

11. Solve what number goes in place of the triangle.

<p>a. $414 + \triangle = 708$</p> <p>\triangle is _____</p> <table border="1"><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td colspan="3"><hr/></td></tr><tr><td></td><td></td><td></td></tr></table>							<hr/>						<p>b. $\triangle - 339 = 485$</p> <p>\triangle is _____</p> <table border="1"><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td colspan="3"><hr/></td></tr><tr><td></td><td></td><td></td></tr></table>							<hr/>					
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12. Solve. Check that your final answer is reasonable.

Jason wants to buy a \$545 camera and a \$52 camera bag. Right now, he has saved \$310. Your task is to find out how much more money he needs.

a. Write an equation for this problem that uses a letter for the unknown.

b. Estimate the final answer: Jason needs about \$_____ more.

c. Now calculate the exact answer. Jason needs \$_____ more.

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13. Subtract. Then check your answer.

<p>a.</p> $\begin{array}{r} 962 \\ - 383 \\ \hline \end{array}$ <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Check:</p> <table border="1" style="border-collapse: collapse; width: 100px; height: 100px;"> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </table> </div> </div>										<p>b.</p> $\begin{array}{r} 703 \\ - 546 \\ \hline \end{array}$ <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Check:</p> <table border="1" style="border-collapse: collapse; width: 100px; height: 100px;"> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </table> </div> </div>									

14. The calculation on the right shows how Joe added $82 + 539 + 154 + 8$.

$$\begin{array}{r} 2 \\ 82 \\ 539 \\ 154 \\ + 8 \\ \hline 855 \end{array}$$

a. *Estimate* the result of $82 + 539 + 154 + 8$.

b. How could Joe see that his answer is not reasonable?

c. Correct the error Joe made.

Multiplication and Related Concepts

15. Draw a picture to illustrate the multiplication $3 \times 4 = 12$.

16. Solve: $3 \times 25 = \underline{\hspace{2cm}}$

17. Solve.

<p>a. $80 \times 3 = \underline{\hspace{2cm}}$</p>	<p>b. $7 \times 70 = \underline{\hspace{2cm}}$</p>	<p>c. $6 \times 50 = \underline{\hspace{2cm}}$</p>
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18. Write a multiplication equation (NOT just the answer) to solve how many legs these animals have in total.

a. seven horses _____

b. five ducks _____

c. eight horses and six ducks _____

19. Solve.

a. $24 + 8 \times 3$	b. $2 + (5 + 4) \times 2$	c. $66 - 5 \times 5$
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20. Solve. Write an equation for each problem.

a. Pat wants to have three rolls for each of her 12 guests. How many rolls does she need?

Equation: _____

She needs _____ rolls.

b. Each table in a restaurant seats four people. How many tables do you need to reserve for a party of 32 people?

Equation: _____

You need _____ tables.

c. A cafeteria menu had spaghetti with meatballs for \$11 and bean soup for \$8. How much would it cost to buy three plates of spaghetti with meatballs and three bowls of bean soup?

Equation: _____

It would cost \$_____.

d. Anna is bagging hair clips she made. She will put four hair clips in each bag. She has 28 hair clips to bag. How many bags will she need?


Equation: _____

She will need _____ bags.

Time

21. Write the time the clock shows. Below, write the time 10 minutes later.


a.



The time now → _____ : _____

10 min. later → _____ : _____


b.



_____ : _____

_____ : _____


c.



_____ : _____


_____ : _____

22. How many minutes is it from the time on the clock face until the given time?



until 1:00

a. _____ minutes



until 5:55

b. _____ minutes

23. How much time passes? You can draw a number line for each question to help you.

a. from 2:49 AM to 3:12 AM

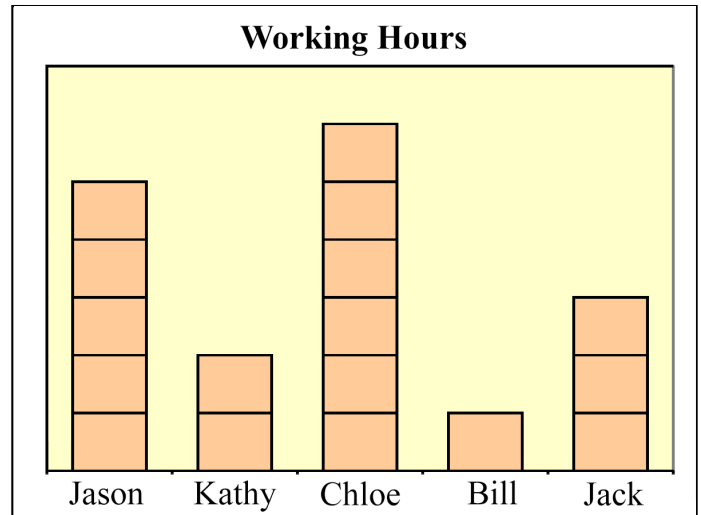
b. from 11:33 AM to 12:06 PM

24. **a.** Jess started to watch an animal video at 4:35 PM and she stopped at 4:52 PM. How long did she watch it?

b. A casserole dish needs to bake for 45 minutes. If it needs to be ready at 6:30 PM, when should it go to the oven?

Graphs

25. The graph shows some people's working hours on Uncle Ted's apple farm. **Each block means 5 hours of work.**



a. How many hours did Chloe and Kathy work in total?

b. How many more hours did Jason work than Jack?

c. How many less hours did Bill work than Jack?

d. How many hours did Jason, Bill, and Jack work in total?

26. The table below lists how many hours of tennis practice each person did in a month. Make a pictograph from the data. Use a tennis ball for the picture. Choose how many hours each tennis ball picture represents.

Tennis Practice (hours)	
Ava	6
Juan	3
Greg	9
Adelaide	12

Tennis Practice	
Ava	
Juan	
Greg	
Adelaide	





 = ____ hours

Money

27. Solve using mental maths.

<p>a. You buy a book for \$15.10 and stickers for \$3.50. You give \$20.</p> <p>Your total: \$ _____</p> <p>Change: \$ _____</p>	<p>b. You buy two baskets for \$14.50 each. You give \$30.</p> <p>Your total: \$ _____</p> <p>Change: \$ _____</p>
---	---

28. Find the total cost of buying the items listed. Line up the numbers carefully when you add.

 \$19.90	 \$12.95	 \$3.25	 \$36.59
<p>a. a stuffed elephant and a bag</p>	<p>b. two pens and a book</p>	<p>c. three stuffed elephants</p>	

29. A pencil case costs \$7.85. If Mark buys three of them and pays with \$50, what will his change be?

Four-Digit Numbers

30. These numbers are written as sums. Write them in the normal way.

a. $5000 + 200 + 5 = \underline{\hspace{2cm}}$	b. $90 + 2000 + 4 = \underline{\hspace{2cm}}$
c. $300 + 7000 = \underline{\hspace{2cm}}$	d. $2 + 8000 = \underline{\hspace{2cm}}$

31. Fill in the missing part.

a. $2000 + 60 + \underline{\hspace{2cm}} = 2760$	b. $700 + 20 + \underline{\hspace{2cm}} + 9 = 2729$
--	---

32. Compare and write $<$, $>$, or $=$ in the box.

a. $6034 \quad \square \quad 3064$	b. $5156 \quad \square \quad 5516$	c. $9079 \quad \square \quad 9097$
d. $6000 + 3 + 40 \quad \square \quad 400 + 60 + 3000$	e. $900 + 7000 \quad \square \quad 90 + 7000 + 2$	

33. Add and subtract.

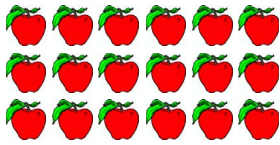
a. $5400 + 300 = \underline{\hspace{2cm}}$ $7800 + 800 = \underline{\hspace{2cm}}$	b. $2900 - 1700 = \underline{\hspace{2cm}}$ $8100 - 300 = \underline{\hspace{2cm}}$
---	--

34. Solve. Check your work by adding.

<p>a.</p> $\begin{array}{r} 8149 \\ - 2888 \\ \hline \end{array} \quad + \underline{\hspace{2cm}}$
<p>b.</p> $\begin{array}{r} 6436 \\ - 3749 \\ \hline \end{array} \quad + \underline{\hspace{2cm}}$

Division and Related Concepts

35. Write two multiplications and two divisions for the same picture.



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

36. Fill in the missing numbers.

a. $50 \div \underline{\quad} = 5$	b. $6 \times \underline{\quad} = 48$	c. $64 \div \underline{\quad} = 8$
d. $5 = 45 \div \underline{\quad}$	e. $20 = 4 \times \underline{\quad}$	f. $\underline{\quad} \div 5 = 8$
g. $\underline{\quad} \times 9 = 54$	h. $\underline{\quad} \div 9 = 12$	i. $32 \div \underline{\quad} = 4$

37. Divide, but CROSS OUT all the problems that are impossible!

a. $17 \div 1 = \underline{\quad}$ $17 \div 0 = \underline{\quad}$	b. $17 \div 17 = \underline{\quad}$ $0 \div 0 = \underline{\quad}$	c. $1 \div 1 = \underline{\quad}$ $0 \div 1 = \underline{\quad}$
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38. Solve. Write an equation for each problem, using a letter for the unknown.

a. Camila, Leo, and Daniel decided to buy a gift that cost \$16 and flowers that cost \$14 for Mum. The children shared the total cost equally. How much did each child pay? _____	Each child paid \$_____.
b. Each minibus holds ten passengers. There are six full minibuses, and one with one empty seat. How many passengers are there in total? _____	There are _____ passengers.
c. The Smith family made 24 sandwiches for a picnic. They packed them in containers, six sandwiches in each. How many containers did they use? _____	They used _____ containers.

Measuring

39. Draw lines of these lengths:

a. 11 cm 2 mm

b. 75 mm

40. Write in order from the smallest to the biggest unit: *cm km m mm*

41. Anna put three apples on a scale, one at a time.
The scale read 120 g, 105 g, and 130 g.
What is the total mass of her apples?

42. Samuel filled three 4-litre pitchers with water.
How much water is in those pitchers, in total?

43. Fill in the blanks with units of measure. Sometimes several different units are possible.

a. The family drove 50 _____ to visit a beach.

b. The pencil is 14 _____ long.

c. Two paperclips weigh 5 _____ .

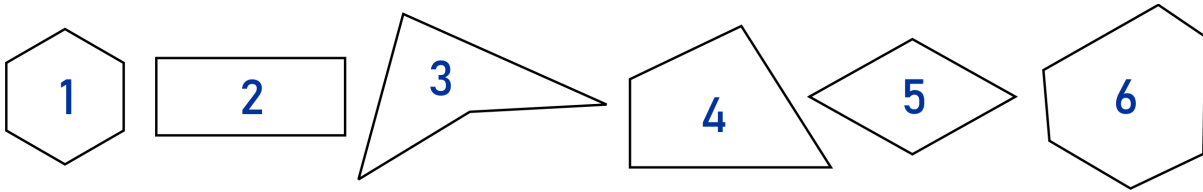
d. The teacher weighs 68 _____ .

e. The large glass holds 300 _____ of liquid.

f. A dropper measures 2 _____ .

Geometry

44. Match each description to one shape.



- a. A quadrilateral with four right angles.
- b. A quadrilateral with no right angles.
- c. A regular hexagon.
- d. A quadrilateral with exactly one right angle.
- e. A hexagon that is not regular.
- f. A rhombus.

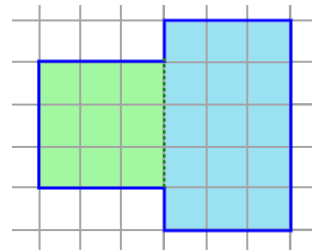
45. Sketch here:

- a. A triangle that doesn't have any equal sides.
- b. A quadrilateral that has four right angles, and not all its sides are equal.
- c. A rhombus that doesn't have any right angles.

46. Find the perimeter and area of this shape.

Perimeter: _____

Area : _____

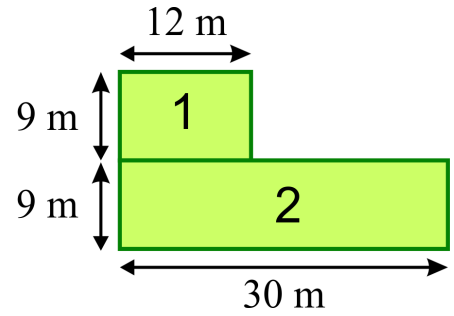


47. The picture shows a two-part lawn that is made of two rectangles.

a. Find the areas of rectangles 1 and 2.

_____ and _____

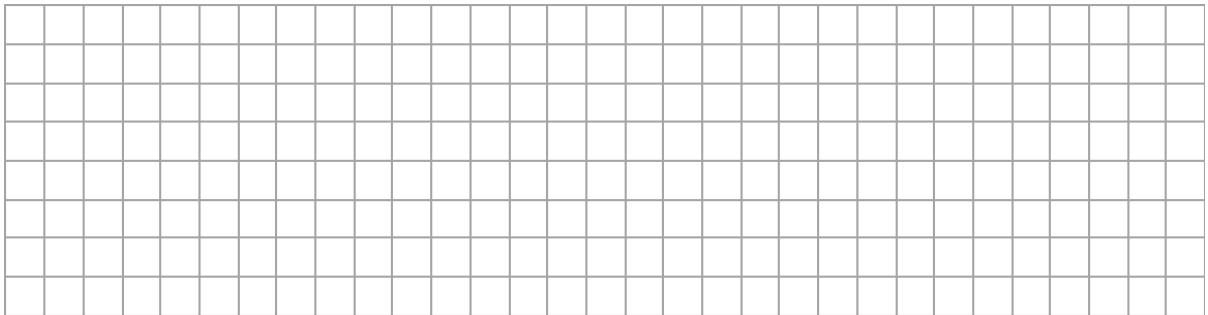
b. Find the perimeter of the whole lawn.



48. The perimeter of a rectangle measures 26 cm.
Find the other side length, if one side measures 4 cm.

49. Draw in the grid below:

- a. a rectangle with an area of 15 square units
- b. a rectangle with a perimeter of 10 units.

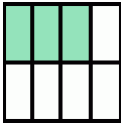

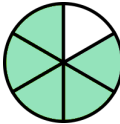



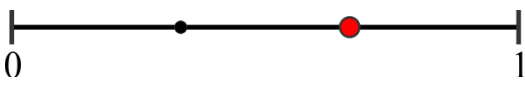

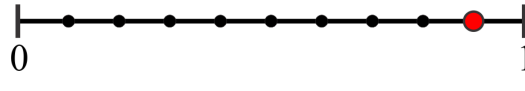



50. Write a number sentence for the total area, thinking of one rectangle or two.

$\text{---} \times (\text{---} + \text{---}) =$	<div style="background-color: #90EE90; width: 20px; height: 15px; margin: 0 auto;"></div> $\text{---} \times \text{---} =$	+	<div style="background-color: #ADD8E6; width: 20px; height: 15px; margin: 0 auto;"></div> $\text{---} \times \text{---} =$	=	---
area of the whole rectangle	area of the first part		area of the second part		

Fractions

51. Write the fraction.

<p>a.  </p>	<p>b.  </p>	<p>c.  </p>
<p>d.  </p>	<p>e.  </p>	





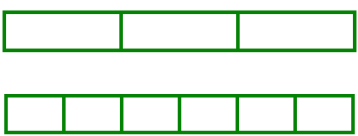
52. Mark these fractions on the number line: $\frac{5}{3}$, $\frac{8}{3}$, $\frac{9}{3}$, $\frac{11}{3}$, $\frac{3}{3}$.



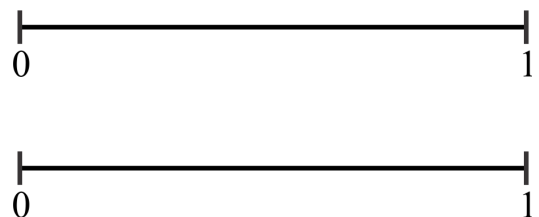
53. Find the fractions that are equal to some whole number.

a. $\frac{6}{4}$	b. $\frac{8}{8}$	c. $\frac{8}{2}$	d. $\frac{2}{8}$	e. $\frac{13}{3}$	f. $\frac{24}{4}$	g. $\frac{27}{3}$	h. $\frac{20}{6}$
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54. Write an equivalent fraction, based on the illustration.

<p>a.  = </p> <p>$\frac{3}{4} = \frac{\quad}{\quad}$</p>	<p>b.  = </p> <p>$\frac{10}{12} = \frac{\quad}{\quad}$</p>	<p>c. $\frac{2}{3} = \frac{\quad}{\quad}$ </p>
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55. Show that the fractions $\frac{3}{6}$ and $\frac{1}{2}$ are equivalent, using the number lines.



56. Compare the fractions, and write $>$, $<$, or $=$ in the box.

a. $\frac{2}{8}$ $\frac{2}{3}$

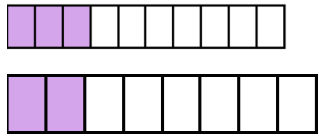
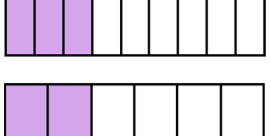
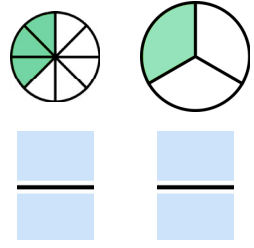
b. $\frac{5}{10}$ $\frac{7}{10}$

c. $\frac{6}{3}$ 2

d. $\frac{1}{6}$ $\frac{1}{8}$

e. $\frac{3}{6}$ $\frac{1}{2}$

57. Compare the fractions, writing $>$, $<$, or $=$ between them. If you cannot make a valid comparison, then cross the whole problem out.

<p>a.</p>  <p style="text-align: center;">$\frac{3}{10}$ $\frac{2}{8}$</p>	<p>b.</p>  <p style="text-align: center;">$\frac{3}{9}$ $\frac{2}{6}$</p>	<p>c.</p> 
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