

# MATHCONCEPT

## 數學 · 思維 Learning Center

### Quick Test 3 (Primary 3 Standard)

- The test has to be completed in 30 minutes. No calculator is allowed.
- The questions follow the latest ‘Mathematics Curriculum Guide (Primary 1 ~ Primary 6)’ from the Hong Kong Curriculum Development Council.
- Those with marked \* are challenging questions from “A+ Math Olympiad”.

**Answers** (Free detailed solutions can be obtained in our centers)

- 1) 2868      2) 1599      3) 8 apples      4) 4      5) 8 minutes 20 seconds      6) 1250  
 7) A: Equilateral B: Isosceles C: Right/Scalene      8) \$38      9) A 6, B 4, C 7, D 8      10) 638, 979

Number of correct questions	Comment
0~4	Below average
5~6	Unstable
7~8	Standard
9~10	Distinction

“Quick Test” is only a preliminary assessment. **MATHCONCEPT Diagnostic Test (MDT)** is designed to determine precisely the math level of the student and analyze their strength and weakness on different math topics. You are welcomed to make appointment for assessment in any of our MathConcept center.

### MATHCONCEPT Diagnostic Test (MDT)

“MATHCONCEPT Diagnostic Test” consists of two parts and the whole test requires around 60 to 90 minutes to complete. The first part is a written test that designed to evaluate the student's strength and weakness with respect to grade-level material. The second part of the assessment is a series of oral questions that designed to evaluate student's understanding of key math concepts and skills. After the student has completed the assessment, our qualified MATHCONCEPT tutor will then explain thoroughly about the test result to the parents, generate a tailor-made learning plan and give out the curriculum materials that cater to the unique needs of each student.

**MATHCONCEPT**  
education

TKO-1163  
Avg: 71%

**ASSESSMENT CHART**  
Date Taken: 12/03/2013

Level P1

at Tsung Kwan O (TKO)  
01/06/2015

**Assessment Report**

**MATHCONCEPT**  
education

**Prescriptive Learning Plan**

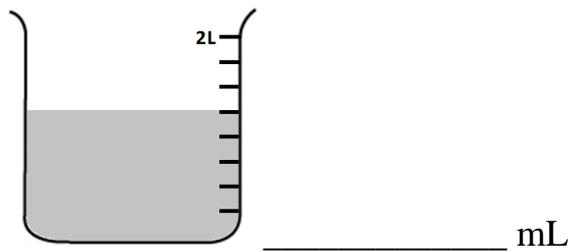
Level P1, at Tsung Kwan O (TKO)  
01/06/2015

Topic	Prescriptive	Subtopic	
<b>Computation</b>	<input type="checkbox"/> 002_1	Extended Number Facts Addition	Whole Numbers (+ / -)
	<input type="checkbox"/> 003_1	Number Facts Subtraction	Whole Numbers (+ / -)
	<input type="checkbox"/> 014_1	> or < Than 10	Skip Counting
	<input type="checkbox"/> 015_1	Multiplication Basics	Whole Numbers (mult)
	<input type="checkbox"/> 021_2	Subtraction without borrowing	Whole Numbers (+ / -)
<b>Fraction Sense</b>	<input type="checkbox"/> FO_32	Addition Practice	Whole Numbers (+ / -)
	<input type="checkbox"/> 010_1	Half of Odd	Half of a Number
<b>Measurements</b>	<input type="checkbox"/> SC107	Centimeters	Length and Distance
	<input type="checkbox"/> SC108	Length and Distance (cm, mm)	Length and Distance
	<input type="checkbox"/> SC111	Time	Calendar
<b>Number Sense</b>	<input type="checkbox"/> SCA04	Placing Values	Place Values
	<b>Problem Solving</b>	<input type="checkbox"/> 018_1	Problem Solving w/Word Problems
<input type="checkbox"/> EPS101-105		Addition	Computation
<input type="checkbox"/> EPS106-108		Subtraction	Computation
<b>Shapes</b>	<input type="checkbox"/> SC103	Geometric Shapes	Identifying Shapes
	<input type="checkbox"/> SCA03	Identifying 3-D Shapes	Identifying Shapes
<b>Unit Sense</b>	<input type="checkbox"/> 007_1	Counting Money	Money Concepts
	<input type="checkbox"/> 008_1	Measurement Basics	Units of Measurement

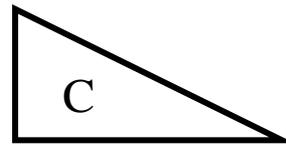
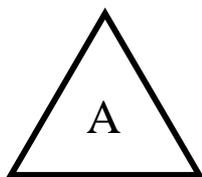
**Learning Plan**

### Quick Test 3

1.  $478 \times 6 =$  \_\_\_\_\_
2.  $5610 - (2173 + 1838) =$  \_\_\_\_\_
3. There are 12 apples. Sally eats  $\frac{1}{3}$  of them and Shirley eats  $\frac{1}{2}$  of the rest. How many apples do they eat in all?
4. 24 is  $\frac{\square}{6}$  of 16.
5. 500 seconds = \_\_\_\_\_ minutes \_\_\_\_\_ seconds
6. Write down the volume of the water in the container below.



7. Name the following triangles.



8. Fiona saves \$ 6 every day in August. If she spends \$ 148 on a pair of sport shoes, how much does she have left?
- \*9. Each letter represents a different number in the following expression. Find out the number that each of them represents.

A = \_\_\_\_\_, B = \_\_\_\_\_, C = \_\_\_\_\_, D = \_\_\_\_\_

$$\begin{array}{r}
 \phantom{\times} \phantom{3} \phantom{D} \phantom{D} \phantom{2} \\
 \phantom{\times} \phantom{3} \phantom{D} \phantom{D} \phantom{2} \\
 \times \phantom{3} \phantom{D} \phantom{D} \phantom{2} \\
 \hline
 3 \phantom{D} \phantom{D} \phantom{2}
 \end{array}$$

- \*10. Consider the following number series:  
 785, 783, 782, 787, 779, 791, 776, 795, 773, 799, ...  
 What is the 99<sup>th</sup> term? \_\_\_\_\_ What is the 100<sup>th</sup> term? \_\_\_\_\_