

Name: Date:

Maths Shape Recognition

Here are some simple reasoning questions. Think carefully, you need to read each question carefully so that you understand what to do.

To answer the questions, colour in the circle with the correct answer or write the answer in the box. There is only one correct answer for each question.

1. Which of these shapes shows the number 10?



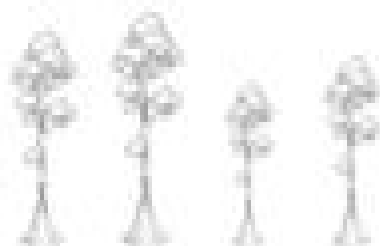
☐ A ☐ B ☐ C ☐ D

2. Which number is 20 more than 40?

☐ A 20 ☐ B 60 ☐ C 40 ☐ D 100

☐ E 120 ☐ F 140 ☐ G 160 ☐ H 180

3. Which is the tallest tree?



☐ A ☐ B ☐ C ☐ D

Answer the questions.

What is the value of 10? If they have both, complete the number sentence to show how that's done.

$$10 + 10 = \dots$$

What time does the clock show?



☐ A 1:00 ☐ B 1:10 ☐ C 1:20 ☐ D 1:30

☐ E 1:40 ☐ F 1:50 ☐ G 2:00 ☐ H 2:10

What shape does make up this picture?



Is it a circle? Is it a square? Is it a triangle? Is it a rectangle? Is it a pentagon?

☐ A ☐ B ☐ C ☐ D ☐ E

Which of these numbers will look the same when it is flipped over horizontally?

☐ A 1 ☐ B 2 ☐ C 3 ☐ D 4

☐ E 5 ☐ F 6 ☐ G 7 ☐ H 8

Answer the questions.

What shape is this?



☐ A ☐ B ☐ C ☐ D



☐ E ☐ F ☐ G ☐ H

There are 5 pieces of fruit. The pieces of fruit are shown equally between the two plates. How many pieces of fruit does each plate contain?



Which number is 100 more than 100?

☐ A 100 ☐ B 200 ☐ C 300 ☐ D 400

☐ E 500 ☐ F 600 ☐ G 700 ☐ H 800

What is the smallest angle?



☐ A ☐ B ☐ C ☐ D

☐ E ☐ F ☐ G ☐ H

interactive



Year 3 Naplan Test Papers

Wayne Tennent



Year 3 Naplan Test Papers:

Revise in a Month Year Three NAPLAN-style Tests Alan Horsfield, Allyn Jones, 2009 Excel Revise in a Month Year 3 NAPLAN style Tests includes an introduction to the actual tests covers the essential literacy and numeracy components assessed in the actual tests topics for literacy include spelling grammar punctuation comprehension and writing topics for numeracy include number measurement space patterns chance and data provides a balanced four day a week program that tells your child exactly what to study on each day provides plenty of varied exercises real test practice and two sample test papers includes fully explained answers to all questions and a detailed marking guide for writing questions Excel Revise in a Month Year 3 NAPLAN style Tests will help your child revise for success with the following features key points provides a detailed summary of each topic test your skills gives your child the opportunity to practise real test allows your child to practise questions like those in the real test sample test papers allows your child to become familiar with the format of the actual tests suggested time helps prepare your child to answer questions under the time constraints of the actual tests easy to use presentation Excel Revise in a Month study guides take the hard work out of studying Maximise your child's results in the shortest time possible Excel makes it easy for your child Excel has helped students achieve exam success for over twenty years We are the leading publisher of study guides in Australia We have chosen the most experienced authors to write the Excel series to ensure that our study guides are of the highest standard This is not an officially endorsed publication of the NAPLAN program and is produced by Pascal Press independently of Australian governments

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independently of Australian governments *The Proceedings of the 12th International Congress on Mathematical Education* Sung Je Cho, 2015-02-10 This book comprises the Proceedings of the 12th International Congress on Mathematical Education ICME 12 which was held at COEX in Seoul Korea from July 8th to 15th 2012 ICME 12 brought together 3500 experts from 92 countries working to understand all of the intellectual and attitudinal challenges in the subject of mathematics education as a multidisciplinary research and practice This work aims to serve as a platform for deeper more sensitive and more collaborative involvement of all major contributors towards educational improvement and in research on the nature of teaching and learning in mathematics education It introduces the major activities of ICME 12 which have successfully contributed to the sustainable development of mathematics education across the world The program provides food for thought and inspiration for practice for everyone with an interest in mathematics education and makes an essential reference for teacher educators curriculum developers and researchers in mathematics education The work includes the texts of the four plenary lectures and three plenary panels and reports of three survey groups five National presentations the abstracts of fifty one Regular lectures reports of thirty seven Topic Study Groups and seventeen Discussion Groups

National Testing in Schools Bob Lingard, Greg Thompson, Sam Sellar, 2015-11-06 Over the last two decades large scale national or provincial standardised testing has become prominent in the schools of many countries around the globe *National Testing in Schools* An Australian Assessment draws on research to consider the nature of national testing and its multiple effects including media responses and constructions such as league tables of performance pressures within school systems and on schools effects on the work and identities of principals and teachers and impacts on the experience of schooling for many young people including those least advantaged Using Australia as the case site for global concerns regarding national testing this book will be an invaluable companion for education researchers teacher educators teacher education students and teachers globally *Helping Children Learn Mathematics, 5th Australian Edition* Robert Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, Anna Rogers, Leicha Bragg, Audrey Cooke, Melissa Fanshawe, Mark Gronow, 2025-10-10

Diversity in Mathematics Education Alan Bishop, Hazel Tan, Tasos N Barkatsas, 2014-09-20 This book presents a research focus on diversity and inclusivity in mathematics education The challenge of diversity largely in terms of student profiles or contextual features is endemic in mathematics education and is often argued to require differentiation as a response Typically different curricula text materials task structures or pedagogies are favoured responses but huge differences in achievement still result If we in mathematics education seek to challenge that status quo more research must be focussed not just on diversity but also on the inclusivity of practices in mathematics education The book is written by a group of experienced collaborating researchers who share this focus It is written for researchers research students teachers and in service professionals who recognise both the challenges but also the opportunities of creating and evaluating new inclusive approaches to curriculum and pedagogy ones that take for granted the positive values of diversity Several chapters

report new research in this direction The authors are part of or have visited with the mathematics education staff of the Faculty of Education at Monash University in Melbourne Australia The chapters all focus on the ideas of development in both research and practice recognising that the current need is for new inclusive approaches The studies presented are set in different contexts including Australia China the United States and Singapore

Engaging with Educational Change Alma Fleet, Katey De Gioia, Catherine Patterson, 2016-06-16 Including narratives of practice across diverse Australian settings

Engaging with Educational Change fills a gap in the current educational change literature Building on the experience of the authors and their colleagues this book illustrates the power of practitioner inquiry to facilitate positive practice improving change and suggests how others might use this methodology to extend current thinking and evaluation The book includes the voices of practitioners and academics working with a diverse range of age groups and settings across public and private educational contexts including primary schools preschools and childcare centres This multi perspective real research helps inform and inspire people from a range of backgrounds and expertise who want to facilitate practitioner inquiry initiatives themselves The book begins by introducing practitioner inquiry exploring the principles of inquiry based practice and issues of data alongside the landscapes of educational change Chapters in part two then offer real life case studies highlighting experiences of using practitioner inquiry or supporting those working with these methods to improve educational practice and ultimately the outcomes for children The chapters include case studies of pedagogical leadership and the exploration of issues related to sustaining educational change The final section concludes the book by critically reflecting upon practitioner inquiry and providing guidance for those interested in this change methodology Investigating issues that arise during implementation of practitioner inquiry initiatives *Engaging with Educational Change* provides both critique and assistance for students and practitioners applying the process in their own settings

Asian Migration and Education Cultures in the Anglosphere Megan Watkins, Christina Ho, Rose Butler, 2019-03-27 Asian migration and mobilities are transforming education cultures in the Anglosphere prompting mounting debates about tiger mothers and dragon children and competition and segregation in Anglosphere schools This book challenges the cultural essentialism which prevails in much academic and popular discussion of Asian success and in relation to Asian education mobilities As anxiety and aspiration within these spaces are increasingly ethnicised the children of Asian migrants are both admired and resented for their educational success This book explores popular perceptions of Asian migrant families through in depth empirically informed accounts on the broader economic social historical and geo political contexts within which education cultures are produced This includes contributions from academics on global markets and national policies around migration and education classed trajectories and articulations local formations of ethnic capital and transnational assemblages that produce education and mobility as means for social advancement At a time when our schooling systems and communities are undergoing rapid transformations as a result of increasing global mobility this book is a unique and important contribution to an issue of pressing significance

This book was originally published as a special issue of the Journal of Ethnic and Migration Studies **The Routledge Handbook of Language Education Curriculum Design** Peter Mikan, Ilona Wallace, 2019-12-23 Curriculum design options cover a continuum from regional and school based programs to national and international frameworks How does policy speak to practice What have teacher researchers discovered through in classroom studies Where do you begin to describe or measure effective language education curriculum design The Routledge Handbook of Language Education Curriculum Design presents a comprehensive collection of essays on these issues by 31 established practitioners and new researchers Informed by experienced scholarship and fresh studies this handbook shares international perspectives on language education from policy and curriculum to teacher training and future directions The handbook addresses language education curriculum design across five sections Language curriculum design perspectives policies and practices Designs across the curriculum Curriculum designs in language education Curriculum resources evaluation and assessment Teacher education research and future projects With contributions from Australia Brazil Indonesia Switzerland Timor Leste and more the handbook represents the breadth of research into and the global implications for sound language education curriculum design It considers equally the needs of students and policy makers from urban metropolises and remote communities It is designed to reinvigorate discussions about education policy curriculum management and the role of teacher researchers

Reasoning, Communication and Connections in Mathematics Berinderjeet Kaur, Tin Lam Toh, 2012 This fourth volume in the series of yearbooks by the Association of Mathematics Educators in Singapore entitled Reasoning Communication and Connections in Mathematics is unique in that it focuses on a single theme in mathematics education The objective is to encourage teachers and researchers to advance reasoning communication and connections in mathematics classrooms Several renowned international researchers in the field have published their work in this volume The fifteen chapters of the book illustrate evidence based practices that school teachers and researchers can experiment with in their own classrooms to bring about meaningful learning outcomes Three major themes mathematical tasks classroom discourse and connectivity within and beyond mathematics shape the ideas underpinning reasoning communication and connections in these chapters The book makes a significant contribution towards mathematical processes essential for learners of mathematics It is a good resource for mathematics educators and research students *Literacy in Australia: Pedagogies for Engagement, 3rd Edition* Amy Seely Flint, Lisbeth Kitson, Kaye Lowe, Kylie Shaw, Sally Humphrey, Mark Vicars, Jessa Rogers, Shelley Ware, 2019-09-30 Infused with our authors personal experiences teaching Literacy in Australia 3rd Edition is delivered as a full colour printed textbook with an interactive eBook code included This enables students to master concepts and succeed in assessment by taking the roadblocks out of self study with features designed to get the most out of learning such as animations interactivities concept check questions and videos With a prioritised focus on the Aboriginal and Torres Strait Islander histories and cultures featured throughout the text pre service teachers will be well equipped with the

knowledge of what kinds of activities they can include in and out of the classroom for an enriching learning experience for their students

Compendium for Early Career Researchers in Mathematics Education Gabriele Kaiser, Norma Presmeg, 2019-04-26 The purpose of this Open Access compendium written by experienced researchers in mathematics education is to serve as a resource for early career researchers in furthering their knowledge of the state of the field and disseminating their research through publishing To accomplish this the book is split into four sections Empirical Methods Important Mathematics Education Themes Academic Writing and Academic Publishing and a section Looking Ahead The chapters are based on workshops that were presented in the Early Career Researcher Day at the 13th International Congress on Mathematical Education ICME 13 The combination of presentations on methodological approaches and theoretical perspectives shaping the field in mathematics education research as well as the strong emphasis on academic writing and publishing offered strong insight into the theoretical and empirical bases of research in mathematics education for early career researchers in this field Based on these presentations the book provides a state of the art overview of important theories from mathematics education and the broad variety of empirical approaches currently widely used in mathematics education research This compendium supports early career researchers in selecting adequate theoretical approaches and adopting the most appropriate methodological approaches for their own research Furthermore it helps early career researchers in mathematics education to avoid common pitfalls and problems while writing up their research and it provides them with an overview of the most important journals for research in mathematics education helping them to select the right venue for publishing and disseminating their work

Year 3 Naplan*-style Tests James A. Athanasou, Athanasou & Deftereos, Angella Deftereos, 2010 This book is designed for parents who want to help their children and for teachers who wish to prepare their class for the NAPLAN Numeracy Tests NAPLAN Tests are sat by Year 7 students Australia wide These tests are held in May every year

Understanding Reading Comprehension Wayne Tennent, 2025-11-05 Reading comprehension is a vital part of literacy that all primary school teachers need to understand Drawing from educational and psychological research this book offers a detailed analysis of how reading comprehension happens combined with practical teaching strategies for the classroom This heavily revised second edition explores the underlying linguistic and cognitive processes that support comprehension from inference making to the role of metacognition It builds on this procedural knowledge to examine text selection classroom pedagogy and how to assess comprehension This is essential reading for primary English modules on initial teacher education courses including university based PGCE BA w QTS BEd and school based SCITT Teach First routes into teaching and also for current teachers wishing to further develop their knowledge

Functional Grammatics Mary Macken-Horarik, Kristina Love, Carmel Sandiford, Len Unsworth, 2017-10-03 This book provides a re conceptualization of grammar in a period of change in the communication landscape and widening disciplinary knowledge Drawing on resources in systemic functional linguistics the book envisions a functional grammatics relevant to

disciplinary domains such as literary study rhetoric and multimodality It re imagines the possibilities of grammar for school English through Halliday s notion of grammatics Functional Grammmatics is founded on decades of research inspired by systemic functional linguistics and includes studies of grammatical tools useful to teachers of English research into visual and multimodal literacies and studies of the genre grammar connection It aims to be useful to the interpretation and composition of texts in school English portable in design across texts and contexts and beneficial for language development The book will be of interest to researchers and teacher educators as well as undergraduate and postgraduate students and practicing teachers committed to evidence based professional development

Children's Lifeworlds in a Global City: Melbourne Clare Bartholomaeus,Nicola Yelland,2023-05-05 This book examines the connections between policy school experiences and everyday activities of children growing up in the global city of Melbourne Australia It provides an in depth consideration of Melbourne primary school children s lifeworlds exploring everyday stories and practices inside and outside of school This includes consideration of the diverse ways that educational success may be understood in the context of Melbourne productively moving beyond a narrow focus only on academic achievement Situated alongside policy and curriculum analysis the book draws on research in Melbourne Year 4 primary school classrooms in the form of student completed surveys classroom ethnographies and student responses to a learning dialogues activity as well as video re enactments of out of school life Through this it explores key aspects of children s lifeworlds with a focus on school timetabling and pedagogical encounters school engagement and belonging and activities and everyday routines outside of school This book offers a comprehensive and holistic exploration of children s lifeworlds in Melbourne drawing connections between children s lives inside and outside of school and the broader policy contexts

Boyhood in the Digital Age Laura Scholes,Garth Stahl,Sarah Mcdonald,2025-11-11 Boyhood in the Digital Age recognizes that digital spaces serve two roles they open doors to new ways of learning connecting with others and expressing creativity But they also expose young people to new risks including harmful ideas about what it means to be a man This book offers practical insights for anyone who wants to help boys and young men thrive online while avoiding the pitfalls that can harm them and others

Tomorrow's Learning: Involving Everyone. Learning with and about Technologies and Computing Arthur Tatnall,Mary Webb,2018-01-25 This book constitutes the refereed post conference proceedings of the 11th IFIP TC 3 World Conference on Computers in Education WCCE 2017 held in Dublin Ireland in July 2017 The 57 revised full papers and 10 short papers were carefully reviewed and selected from 116 submissions during two rounds of reviewing and improvement The papers are organized in the following topical sections futures of technology for learning and education innovative practices with learning technologies and computer science education and its future focus and development Also included is The Dublin Declaration which identifies key aspects of innovation development successes concerns and interests in relation to ICT and education

Technology Supported Innovations in School Education Pedro Isaias,Demetrios G. Sampson,Dirk

Ifenthaler,2020-10-09 This volume provides a comprehensive and contemporary depiction of the swift evolution of learning technologies and the innovations that derive from their deployment in school education It comprises cases studies research focused on emergent technologies and experiments with existing tools in a wide range of scenarios The studies included in this volume explore the conceptual and practical aspects of technologies that are used to support learning with a multidisciplinary approach that encompasses all levels of education The three sections of this volume emphasise the use of digital technologies from the viewpoint of different fields of expertise explore multiple educational settings where technology was implemented to support the various stages of the learning process and underline strategies tools and technologies that play a crucial role in the professional development of teachers Data Culture and the Organisation of Teachers' Work

Nerida Spina,2020-05-31 Data Culture and the Organisation of Teachers Work provides an in depth look at how the political and media scrutiny of teachers pupils and schools now organises teaching and learning Spina also examines how educational data is used in schools and where it fails to take account of the everyday experiences of school leaders teachers and students Drawing on primary research and discussing practice in relation to the National Assessment Programme Literacy and Numeracy NAPLAN this book discusses the strengths and weaknesses of a data driven approach the restrictions this can impose and how to navigate them as a teacher Ideal for scholars and postgraduate students of education this book provides a comprehensive institutional ethnographic look into the daily lived experiences of teachers and the effects of standardised testing

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