

YEAR 4 MATH TEST PACK MEGA BUNDLE

Keep scrolling to see
what's included!

ARE YOU READY TO DOWNLOAD TESTS FOR EVERY YEAR 4 MATHS OUTCOME?

 Includes a pre and post-test for all 23 Maths 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>AC9M4A01</u>	find unknown values in numerical equation addition and subtraction, using the properties and operations
<u>AC9M4A02</u>	recall and demonstrate proficiency with multiplication facts up to 10×10 and related division facts; apply facts to develop efficient mental strategies for computation with larger numbers without a calculator
Answers	



NUMBER OUTCOMES

Outcome	Descriptor
<u>AC9M4N01</u>	recognise and extend the application of place value to tenths and hundredths and use the conventions of decimal notation to name and represent decimals
<u>AC9M4N02</u>	explain and use the properties of odd and even numbers
<u>AC9M4N03</u>	find equivalent representations of fractions using related denominators and make connections between fractions and decimal notation
<u>AC9M4N04</u>	count by fractions including mixed numerals; locate and represent these fractions as numbers on number lines
<u>AC9M4N05</u>	solve problems involving multiplying or dividing natural numbers by multiples and powers of 10 without a calculator, using the multiplicative relationship between the place value of digits
<u>AC9M4N06</u>	develop efficient strategies and use appropriate digital tools for solving problems involving addition and subtraction, and multiplication and division where there is no remainder
<u>AC9M4N07</u>	choose and use estimation and rounding to check and explain the reasonableness of calculations including the results of financial transactions
<u>AC9M4N08</u>	use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate the problems using number sentences and choose efficient calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation
<u>AC9M4N09</u>	follow and create algorithms involving a sequence of steps and decisions that use addition or multiplication to generate sets of numbers; identify and describe any emerging patterns



MEASUREMENT OUTCOMES

Outcome	Descriptor
<u>AC9M4M01</u>	interpret unmarked and partial units when measuring and comparing attributes of length, mass, capacity and temperature, using scaled and digital instruments and appropriate units
<u>AC9M4M02</u>	recognise ways of measuring and approximating the perimeter and area of shapes and enclosed spaces, using appropriate formal and informal units
<u>AC9M4M03</u>	solve problems involving the duration of time including situations involving "am" and "pm" and conversions between units of time
<u>AC9M4M04</u>	estimate and compare angles using angle names including acute, obtuse, straight angle, reflex and revolution and recognise their relationship to a right angle



SPACE OUTCOMES

Outcome	Descriptor
<u>AC9M4SP01</u>	represent and approximate composite shapes and objects in the environment, using combinations of familiar shapes and objects
<u>AC9M4SP02</u>	create and interpret grid reference systems using grid references and directions to locate and describe positions and pathways
<u>AC9M4SP03</u>	recognise line and rotational symmetry of shapes and create symmetrical patterns and pictures, using dynamic geometry software where appropriate



STATISTICS OUTCOMES

Outcome	Descriptor	Page
<u>AC9M4ST01</u>	acquire data for categorical and discrete numerical variables to address a question of interest or purpose, using digital tools; represent data using many-to-one pictographs, column graphs and other displays or visualisations; interpret and discuss the information that has been created	2 & 3
<u>AC9M4ST02</u>	analyse the effectiveness of different displays or visualisations in illustrating and comparing data distributions, then discuss the shape of distributions and the variation in the data	4 & 5
<u>AC9M4ST03</u> (see note below)	conduct statistical investigations, collecting data through survey responses and other methods; record and display data using digital tools; interpret the data and communicate the results	6 & 7



PROBABILITY OUTCOMES

Outcome	Descriptor	Page
<u>AC9M4P01</u>	describe possible everyday events and the possible outcomes of chance experiments and order outcomes or events based on their likelihood of occurring; identify independent or dependent events	8 & 9
<u>AC9M4P02</u> (see note below)	conduct repeated chance experiments to observe relationships between outcomes; identify and describe the variation in results	10 & 11

IMPORTANT NOTE:

Pre and post tests for outcome AC9M4ST03 will require 10 coloured blocks for each student
 Pre test for outcome AC9M4P02 will require a coin for each student
 Post test for outcome AC9M4P02 will require a die for each student

THE SYDNEY TEACHER

THE SYDNEY TEACHER

INCLUDES ALL THESE AND MORE!

MEASUREMENT

Outcome AC9M4M01: interpret unmarked and partial units when comparing attributes of length, mass, capacity, duration and temperature, using scaled and digital instruments and appropriate units

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

- Use a ruler to draw lines the following lengths:
 - a) 4cm
 - b) 5.5cm
 - c) 50mm
 - d) 35mm
- What is the difference in length between line A and B? _____
- Record the mass shown on each scale including the appropriate unit of measurement for the object:
 - a) _____
 - b) _____
- Complete the following on the map above:
 - a) Record an X in D1
 - b) Colour the building in C3
 - c) Draw a line from A to B
- Using the map above, follow the directions to record the final position:
 - a) Starting in A4, travel north 1 grid space then east 1 space. What is your final position? _____
 - b) Starting on the road north of the lake, travel to the eastern road. What is your final position? _____
- Record the times shown on the clocks:
 - a) _____
 - b) _____
 - c) _____
 - d) _____
- How much time has elapsed between clock a and b? _____
- How much time has elapsed between clock a and b? _____

MEASUREMENT ANSWERS

Outcome AC9M4M01: interpret unmarked and partial units when measuring and comparing attributes of length, mass, capacity, duration and temperature, using scaled and digital instruments and appropriate units

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

- Use a ruler to draw lines the following lengths:
 - a) 4cm
 - b) 5.5cm
 - c) 50mm
 - d) 35mm
- What is the difference in length between line A and B? 15cm
- For questions 3 & 4 award 1 mark for the correct measurement and 1 mark for the correct unit (g/kg)
 - a) 15kg / 1500g
 - b) 0.2kg / 200g
- Match the measurements to the correct milk container:
 - a) 2L
 - b) 1L
 - c) 3.5L
 - d) 600mL
- What is the difference in capacity between the smallest and largest container? 2900mL
- Match the measurements to the correct milk container:
 - a) 15kg / 1500g
 - b) 0.2kg / 200g
- Record the temperatures shown on the thermometer in degrees Celsius:
 - a) 45°C
 - b) 8°C
- Record the times shown on the clocks:
 - a) 2:15
 - b) 6:20
 - c) 8:40
 - d) 12:30
- How much time has elapsed between clock a and b? 4 hrs 5 mins
- How much time has elapsed between clock a and b? 4 hrs 5 mins

NUMBER

Outcome AC9M4N09: follow and create algorithms involving a sequence of decisions that use addition or multiplication to generate sets of numbers; identify any emerging patterns

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

- Fill in the missing digits on the input/output tables according to the rule provided
 - a) Rule: x3
 - b) Rule: +10
 - c) Rule: x2 +3
- Use the models to find the equivalent fractions and record the missing digits
 - a) $\frac{1}{2} = \frac{\square}{4}$
 - b) $\frac{4}{10} = \frac{\square}{\square}$
 - c) $\frac{\square}{\square} = \frac{1}{4}$
- Study each input/output table to find the rule, then fill in the missing digit
 - a) Rule: _____
 - b) Rule: _____
 - c) Rule: _____
- Zac is designing a 5-tier cake for a wedding. He is decorating each tier (level) with edible flowers. He places 3 flowers on the first tier, 6 flowers on the second tier and 9 flowers on the third tier. If he continues this pattern for the fourth and fifth tier, how many will be placed on each? What is the rule Zac is using?
 - 4th level: _____
 - 5th level: _____
 - Rule: _____

NUMBER ANSWERS

Outcome AC9M4N03: find equivalent representations of fractions using common denominators and make connections between fractions and decimal fractions

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

- Record the missing fraction in each of the sequences below:
 - a) $\frac{1}{4}, \frac{2}{4}, \frac{3}{4}, \frac{\square}{4}, 1$
 - b) $\frac{1}{2}, 1, \frac{1}{2}, \frac{1}{3}, 2$
 - c) $\frac{3}{5}, \frac{4}{5}, \frac{\square}{5}, 1, \frac{1}{3}, 1, \frac{2}{3}$
- Subdivide and label the following number lines to show thirds and quarters. An example has been provided for you.

Halves	0	$\frac{1}{2}$	1		
Thirds	0	$\frac{1}{3}$	$\frac{2}{3}$	1	
Quarters	0	$\frac{1}{4}$	$\frac{2}{4}$	$\frac{3}{4}$	1
- Colour the bars to represent each fraction then record its matching fraction, model and decimal.
 - a) $\frac{1}{2}$ 0.5
 - b) $\frac{3}{5}$ 0.6
- Record the missing fractions on each number line:
 - a) Award 1 mark for each correct fraction
 - b) Award 1 mark if there is some evidence of correct working out. Award 2 marks for the correct answer.
- Alice is making a cake that requires 1.5 cups of flour. If she is only able to use a $\frac{1}{4}$ cup measure, how many scoops will she need?

0	$\frac{1}{4}$	$\frac{2}{4}$	$\frac{3}{4}$	1	$\frac{1}{4}$	$\frac{1}{4}$	2
6 scoops							
TOTAL 14 14							

STATISTICS

AC9M4ST01: acquire data for categorical and discrete numerical variables to address a question of interest or purpose, using digital tools; represent data using many-to-one pictographs, column graphs and other displays; interpret and discuss the information that has been created

PRE TEST Term: 1 2 3 4 Week: 1 2 3 4 5 6

- Study the pictograph then answer the questions:

Library Books Borrowed	= 5 books
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
- Create a graph to represent the data in the table. Don't forget to graph and include an appropriate title.

Favourite Fruit in 4S	
Banana	4
Strawberry	5
Mango	5
Apple	6
- How many students are in 4S? _____
How do you know? _____

STATISTICS ANSWERS

AC9M4ST01: acquire data for categorical and discrete numerical variables to address a question of interest or purpose, using digital tools; represent data using many-to-one pictographs, column graphs and other displays; interpret and discuss the information that has been created

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

- Study the pictograph then answer the questions:

Library Books Borrowed	= 5 books
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
- Create a graph to represent the data in the table. Don't forget to label the graph and include an appropriate title.

Favourite Fruit in 4S	
Banana	4
Strawberry	5
Mango	5
Apple	6
- What is the most popular fruit? Apple
- How many students like either apple or mango? 11
- How many students are in 4S? 20
How do you know? If you add all the survey answers together, $4 + 5 + 5 + 6 = 20$, you will find there are 20 students in 4S.

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A CLOSER LOOK - TESTS

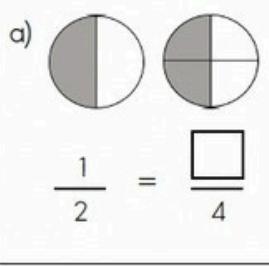
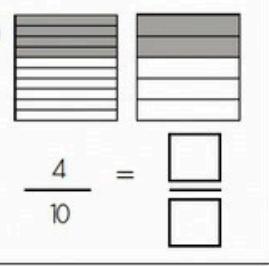
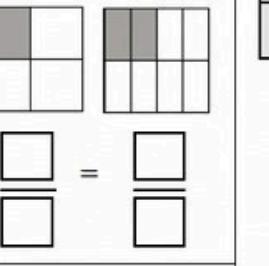
NUMBER

Name: _____ Date: _____

Outcome AC9M4N03: find equivalent representations of fractions using related denominators and make connections between fractions and decimal notation

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

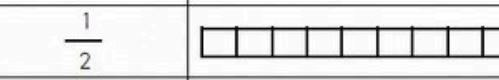
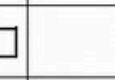
1. Use the models to find the equivalent fractions and record the missing digits:

a)  $\frac{1}{2} = \frac{\square}{4}$ b)  $\frac{4}{10} = \frac{\square}{\square}$ c)  $\frac{\square}{\square} = \frac{\square}{\square}$

2. Use the fractions wall to find equivalent fractions for the following:

a) $\frac{1}{2} = \frac{\square}{6}$ b) $\frac{2}{3} = \frac{\square}{6}$ c) $\frac{6}{8} = \frac{\square}{\square}$ d) $\frac{8}{10} = \frac{\square}{\square}$

3. Colour the bars to represent each fraction then record its matching decimal:

FRACTION	MODEL	DECIMAL
a) $\frac{1}{2}$		
b) $\frac{3}{5}$		

4. Benny has cut his cake into quarters and Lina has cut hers into twelfths. Calculate how many pieces of cake Benny and Lina ate if they both ate three quarters of their cakes:

Benny: _____ Lina: _____

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→ Outcome aligned

→ Easily mark and score on the side panel

→ Includes a range of questions that increase in difficulty

A CLOSER LOOK - ANSWERS

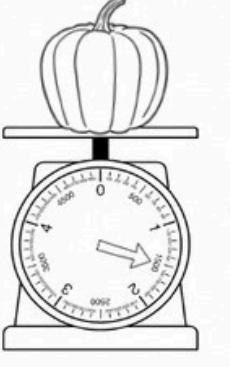
 **MEASUREMENT** **ANSWERS**

Outcome AC9M4M01: interpret unmarked and partial units when measuring and comparing attributes of length, mass, capacity, duration and temperature, using scaled and digital instruments and appropriate units

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

1. Use a ruler to draw lines the following lengths:
a) 4cm
b) 5.5cm
c) 50mm 1 mark each
d) 35mm 1 mark for the correct calculation
1 mark for the correct unit, cm

2. What is the difference in length between line A and B? 1.5cm

3. For questions 3 & 4 award 1 mark for the correct measurement and 1 mark for the correct unit (g /kg)
a) 1.5kg / 1500g b) 0.2kg / 200g
 

4. What is the difference in mass between the two objects?
1.3kg / 1300g

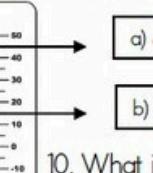
5. Match the measurements to the correct milk container:

2L 6
1L 6
3.5L 6
600mL 6

6. What is the difference in capacity between the smallest and largest container?
2.9L / 2900mL
Qn 5: 1 mark for each correct match.
Qn 6: 1 mark for correct calculation & 1 mark for the correct unit

7. Record the times shown on the clocks:
a) 2:15 b) 6:20 c) 8:40 d) 12:30

8. How much time has elapsed between clock a and b?
4 hrs 5 mins
Qn 7: 1 mark for each correct clock.
Qn 8: 1 mark for the correct hour & 1 mark for correct mins.

9. Record the temperatures shown on the thermometer in degrees Celsius:

a) 45°C
b) 15°C
Qn 9: 1 mark for the correct temp. & 1 mark for using °C

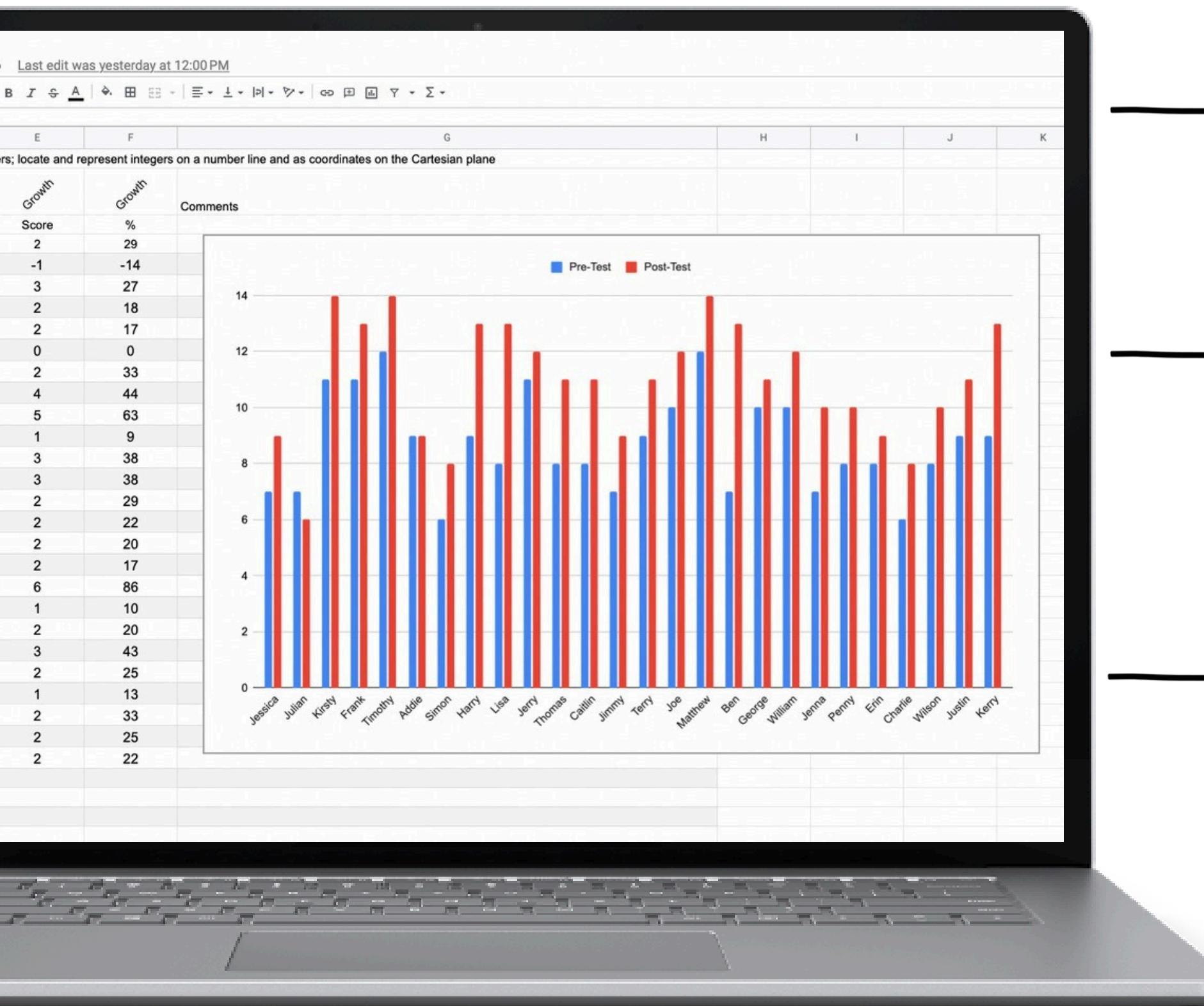
10. What is the difference in temperature?
30°C
Qn 9 and 10: 1 mark for the correct temp. & 1 mark for using °C

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→ Answer sheets are provided for all tests

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

A CLOSER LOOK - SPREADSHEETS

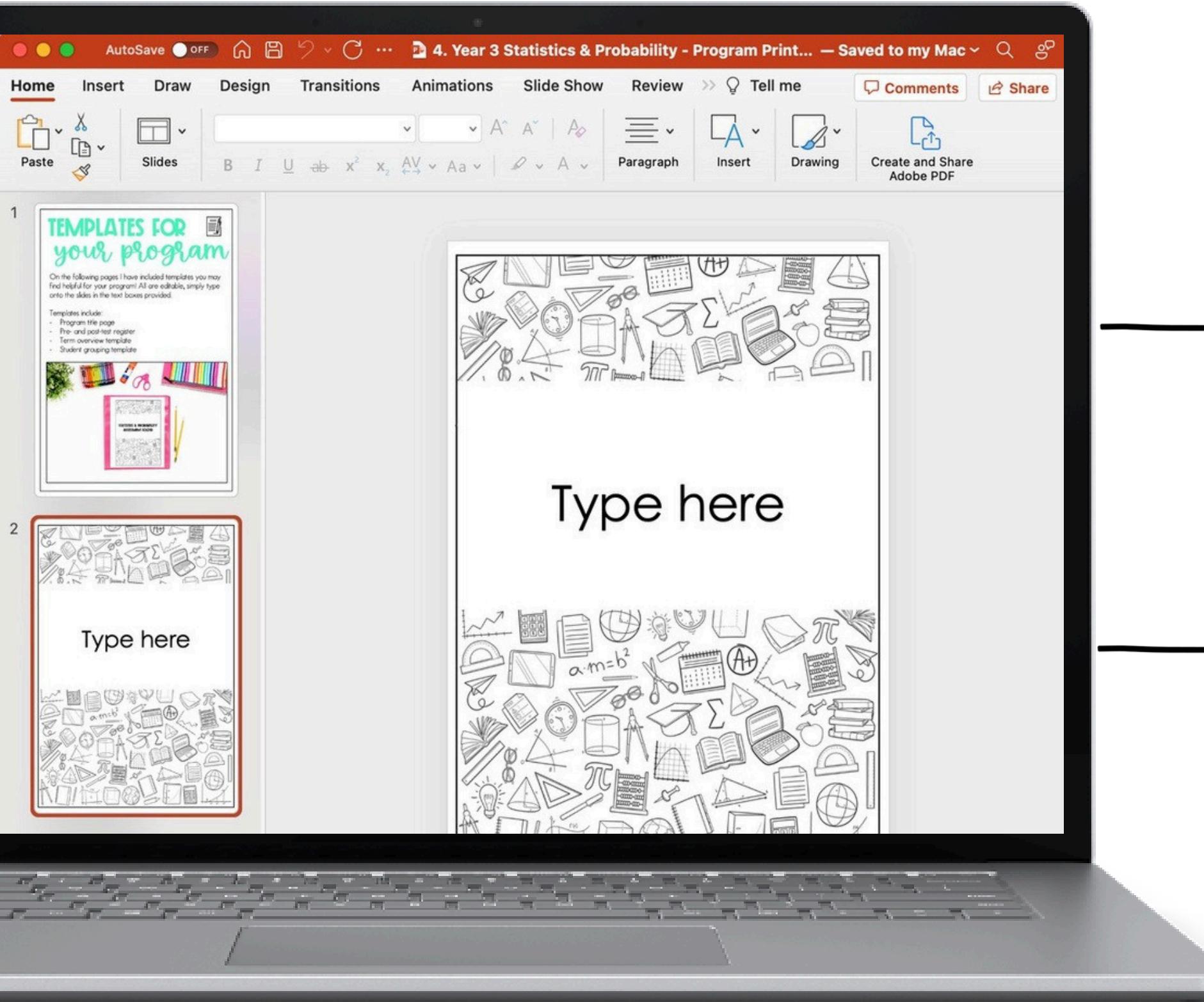


→ Spreadsheets included for every outcome

→ 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

ALGEBRA Name: _____ Date: _____

Outcome AC9M5A02: find unknown values in numerical equations involving multiplication and division using the properties of numbers and operations

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

1. Find the missing numbers, showing all working out:

a) $8 \times 3 = 4 \times$ <input type="text"/>	b) $10 \times 4 =$ <input type="text"/> $\times 5$	c) $\square \times 9 = 6 \times 18$ <input type="text"/>

2. Find the missing numbers, showing all working out:

a) $18 \div 9 = 6 \div$ <input type="text"/>	b) $15 \div 5 =$ <input type="text"/> $\div 11$	c) $\square \div 9 = 56 \div 8$ <input type="text"/>

3. Find the missing numbers, showing all working out:

a) $3 \times 3 +$ <input type="text"/> $= 84 \div 7$	b) $108 \div 12 -$ <input type="text"/> $= 2 \times 2$

4. Record 1 number in each of the squares below so that the number sentence is balanced. In each square you must write a different odd number.

<input type="text"/>	\times	<input type="text"/>	$=$	<input type="text"/>	\div	<input type="text"/>

TOTAL

	11

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 1

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 student recorded the following results.

2. A spinner was spun 10 times. The student recorded the following results.

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.

2. A farm has a rectangular field and a rectangular garden. The field is 10m long and 5m wide. The garden is 3m long and 2m wide.

188 TESTS