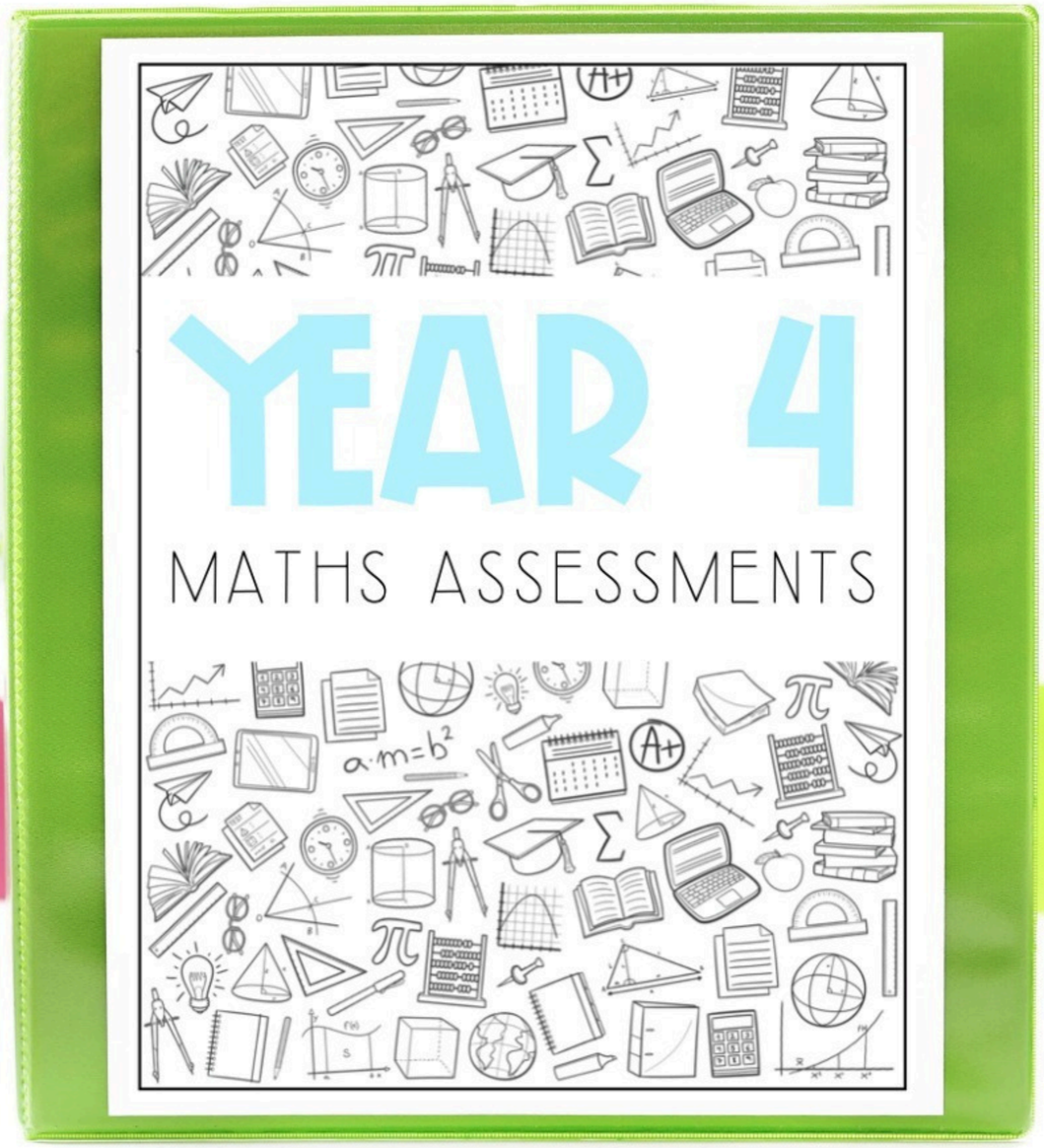

YEAR 4
MATH TEST PACK
MEGA BUNDLE

Keep scrolling to see what's included!

THE SYDNEY TEACHER

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

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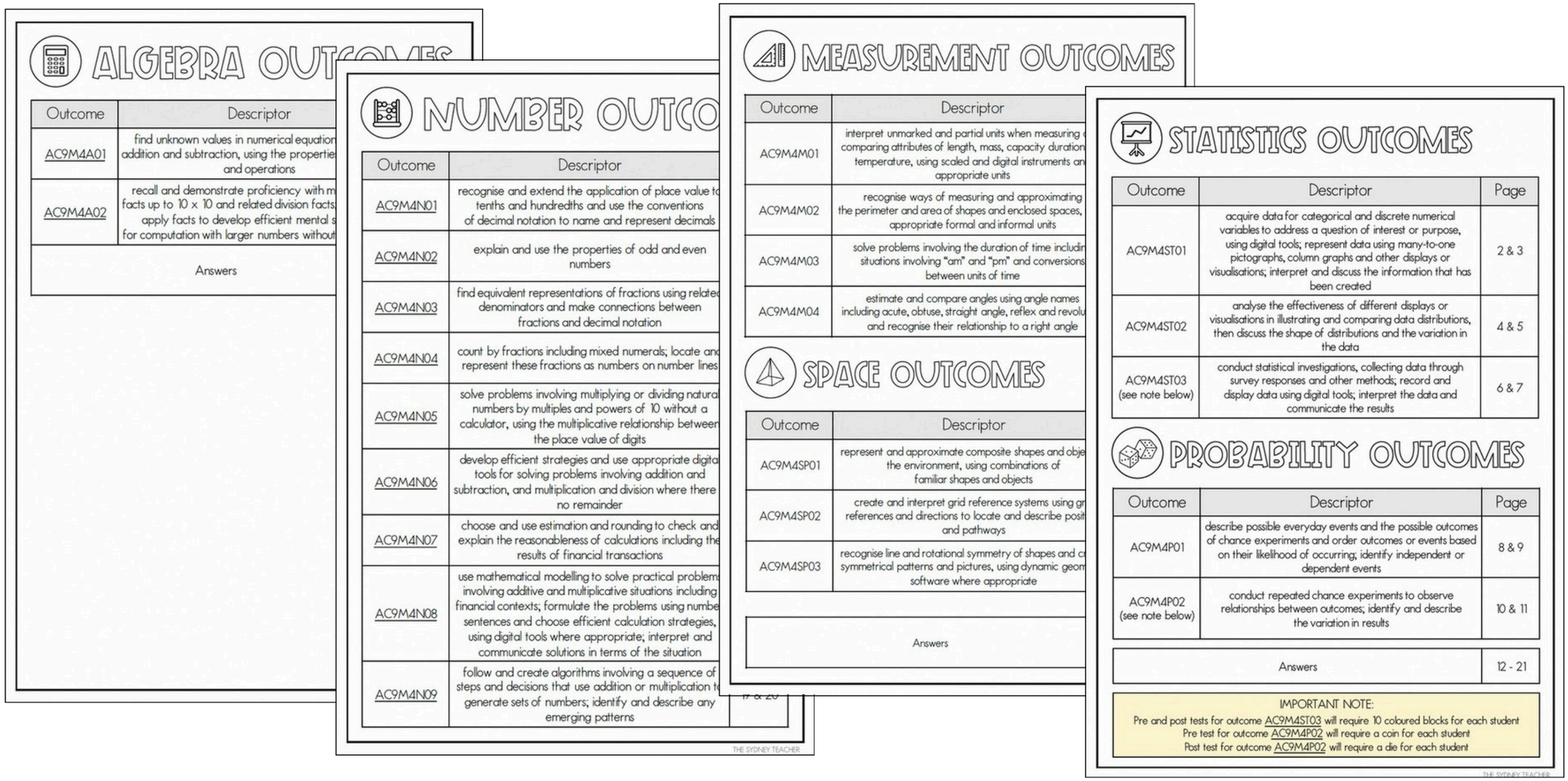
TESTS FOR ALL 23 OUTCOMES!



ALGEBRA OUTCOMES

Outcome	Descriptor
AC9M4A01	find unknown values in numerical equation addition and subtraction, using the properties and operations
AC9M4A02	recall and demonstrate proficiency with m facts up to 10 x 10 and related division facts; apply facts to develop efficient mental s for computation with larger numbers without
Answers	

NUMBER OUTCO

Outcome	Descriptor
AC9M4N01	recognise and extend the application of place value to tenths and hundredths and use the conventions of decimal notation to name and represent decimals
AC9M4N02	explain and use the properties of odd and even numbers
AC9M4N03	find equivalent representations of fractions using related denominators and make connections between fractions and decimal notation
AC9M4N04	count by fractions including mixed numerals; locate and represent these fractions as numbers on number lines
AC9M4N05	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
AC9M4N06	develop efficient strategies and use appropriate digital tools for solving problems involving addition and subtraction, and multiplication and division where there is no remainder
AC9M4N07	choose and use estimation and rounding to check and explain the reasonableness of calculations including the results of financial transactions
AC9M4N08	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
AC9M4N09	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

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MEASUREMENT OUTCOMES

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

SPACE OUTCOMES

Outcome	Descriptor
AC9M4SP01	represent and approximate composite shapes and obje the environment, using combinations of familiar shapes and objects
AC9M4SP02	create and interpret grid reference systems using gr references and directions to locate and describe posit and pathways
AC9M4SP03	recognise line and rotational symmetry of shapes and c symmetrical patterns and pictures, using dynamic geom software where appropriate
Answers	

STATISTICS OUTCOMES

Outcome	Descriptor	Page
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 or visualisations; interpret and discuss the information that has been created	2 & 3
AC9M4ST02	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
AC9M4ST03 (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
AC9M4P01	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
AC9M4P02 (see note below)	conduct repeated chance experiments to observe relationships between outcomes; identify and describe the variation in results	10 & 11
Answers		12 - 21

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

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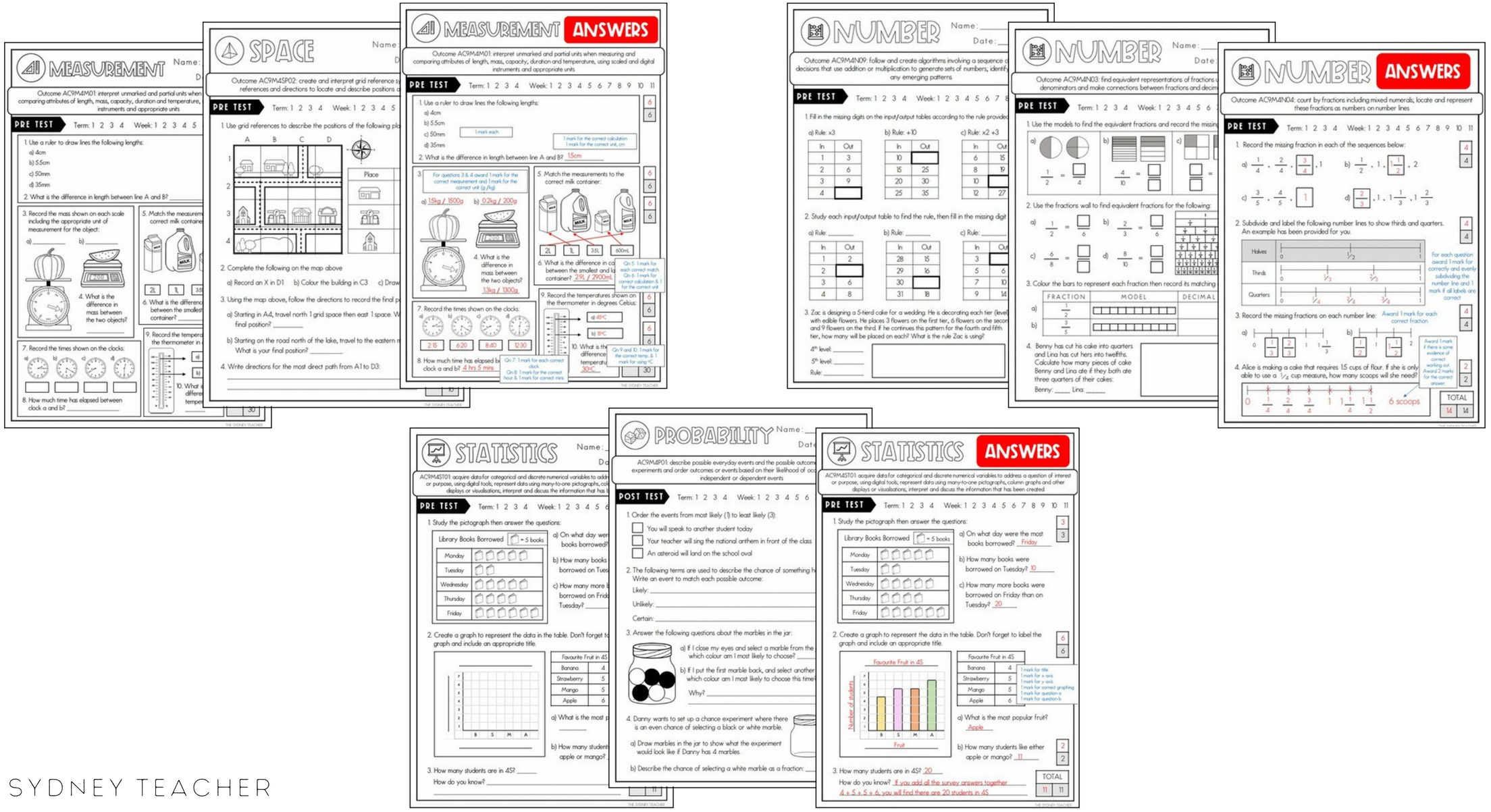
INCLUDES ALL THESE AND MORE!



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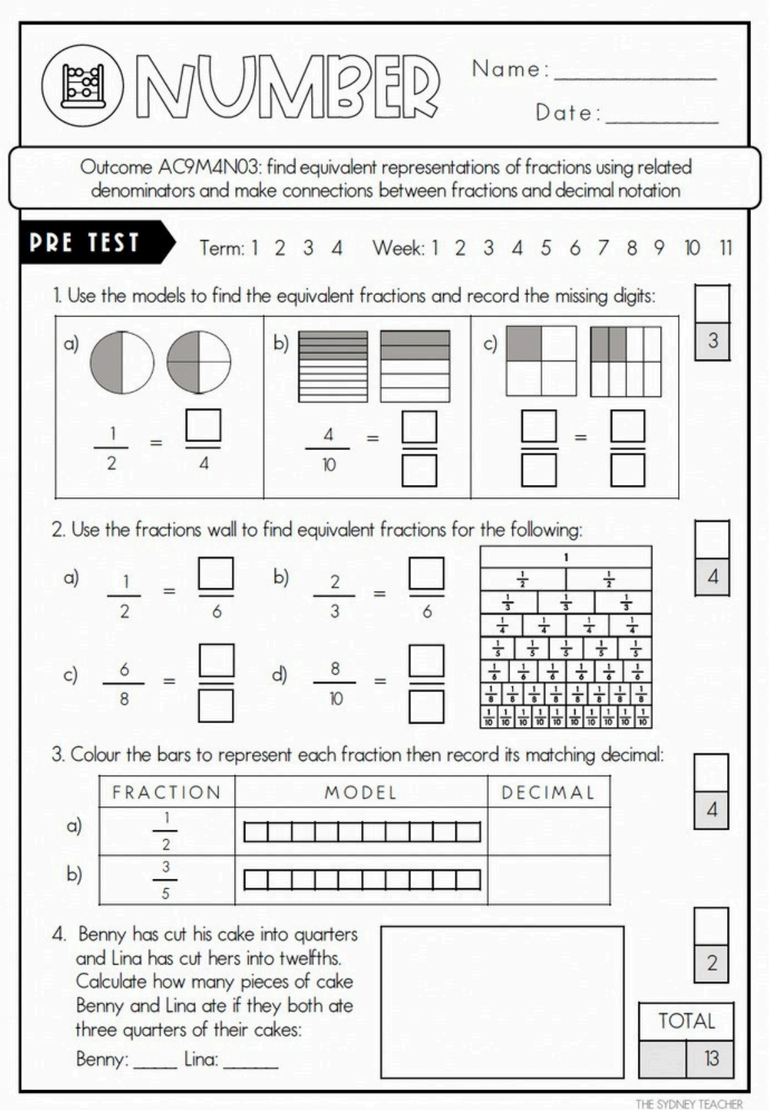
A CLOSER LOOK - TESTS



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: 3

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: 4

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: 4

	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: 2

Benny: ____ Lina: _____

TOTAL 13

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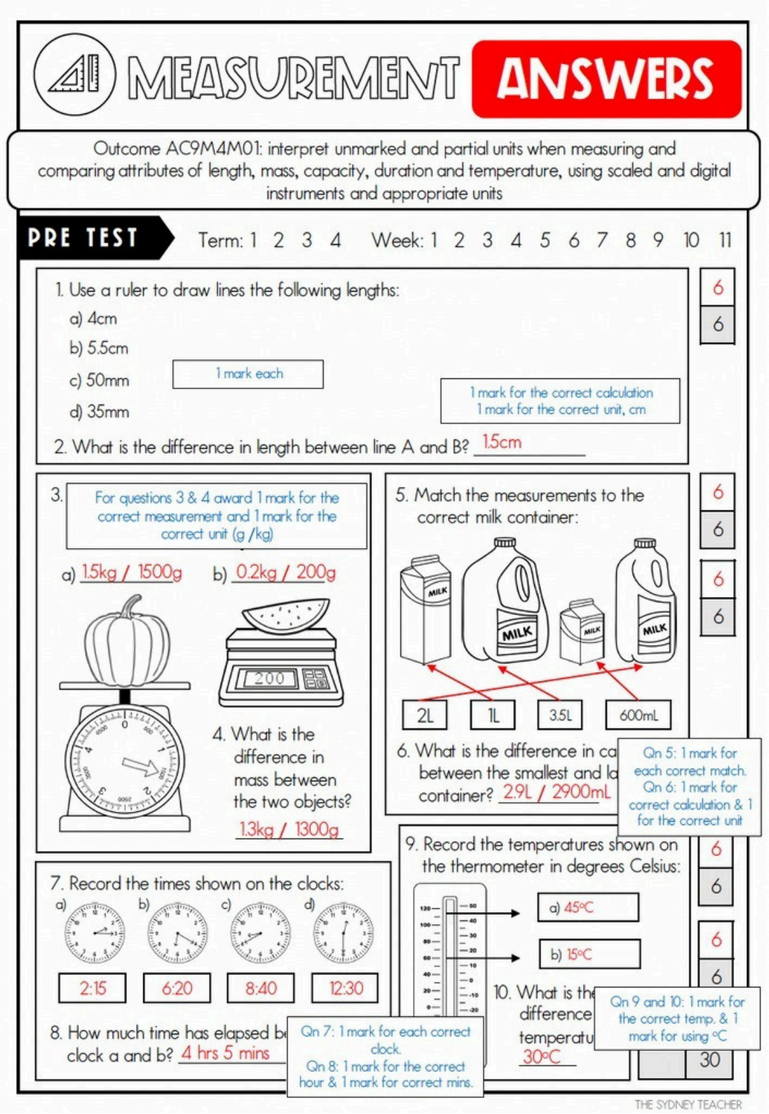
→ Outcome aligned

→ 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
d) 35mm
1 mark each
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 1L 3.5L 600mL
6. What is the difference in ca between the smallest and la container? 2.9L / 2900mL
Qn 5: 1 mark for each correct match.
Qn 6: 1 mark for correct calculation & 1 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 b 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
10. What is th difference temperatu 30°C
Qn 9 and 10: 1 mark for the correct temp. & 1 mark for using °C

6 6 6 6 6 6 6 6 6 6 30

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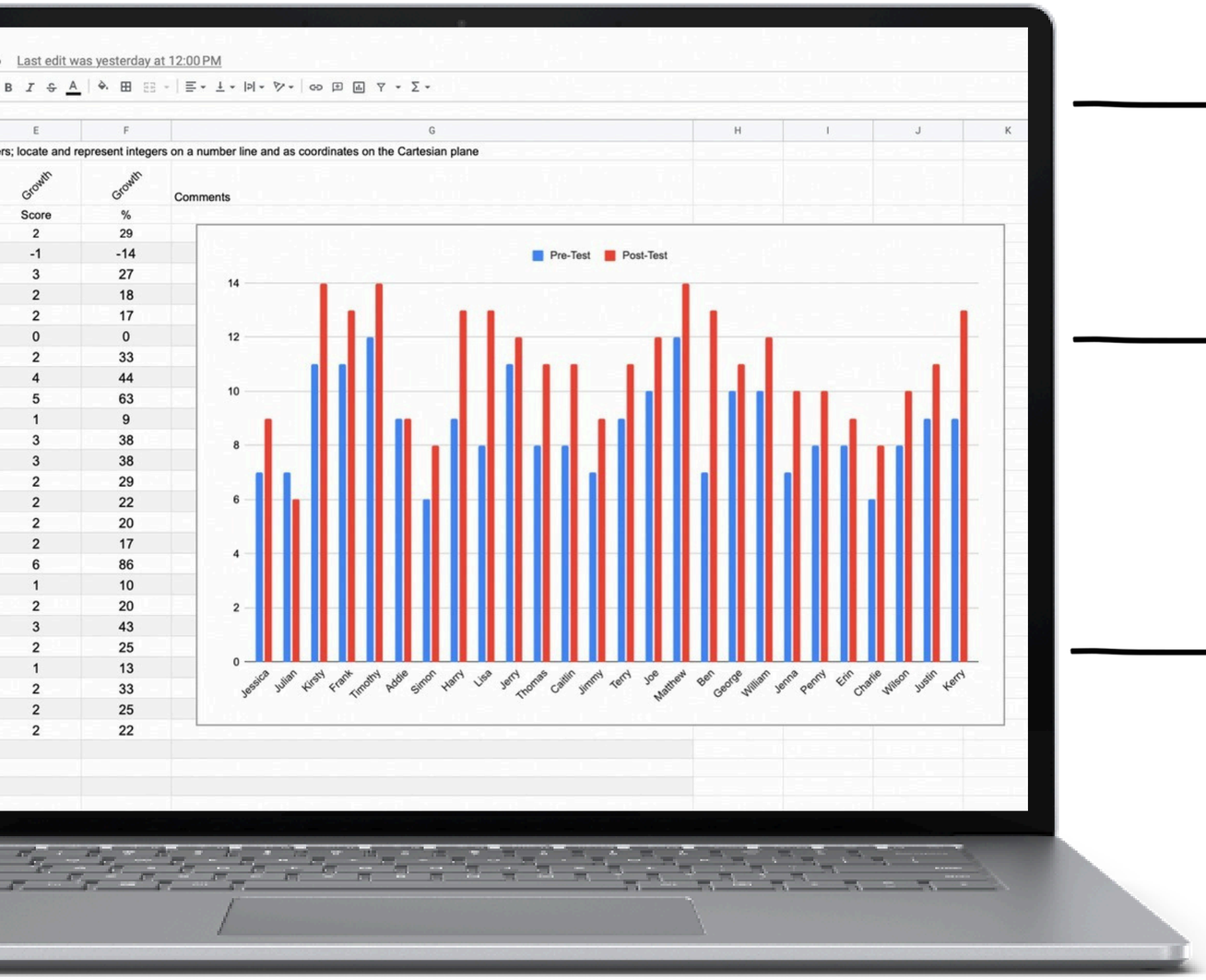
→ Answer sheets are provided for all tests

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

A CLOSER LOOK - SPREADSHEETS

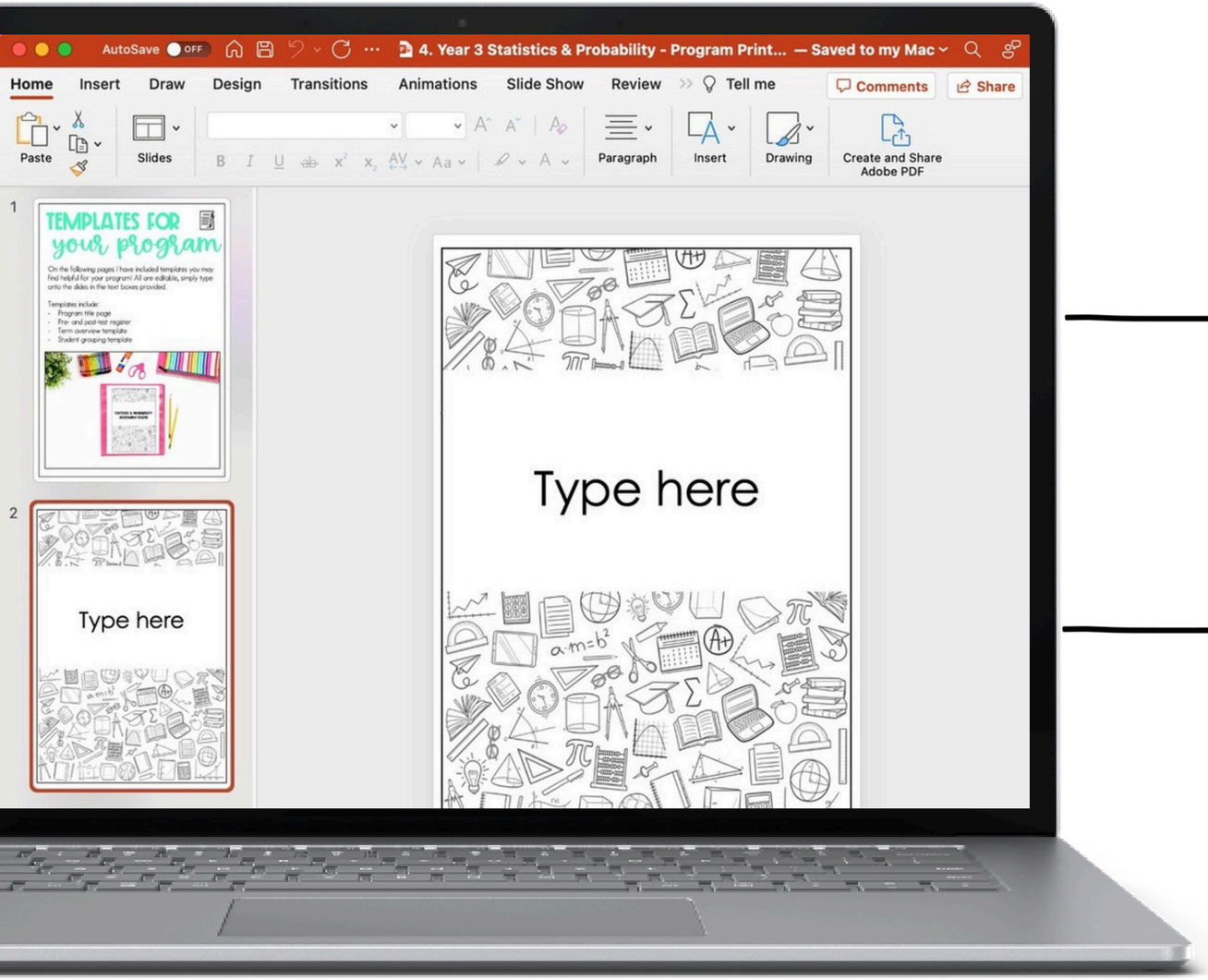


→ Spreadsheets included for every outcome

→ Spreadsheet automatically graphs results

→ The perfect formative and summative assessment tool

A CLOSER LOOK - PROGRAM DOCS



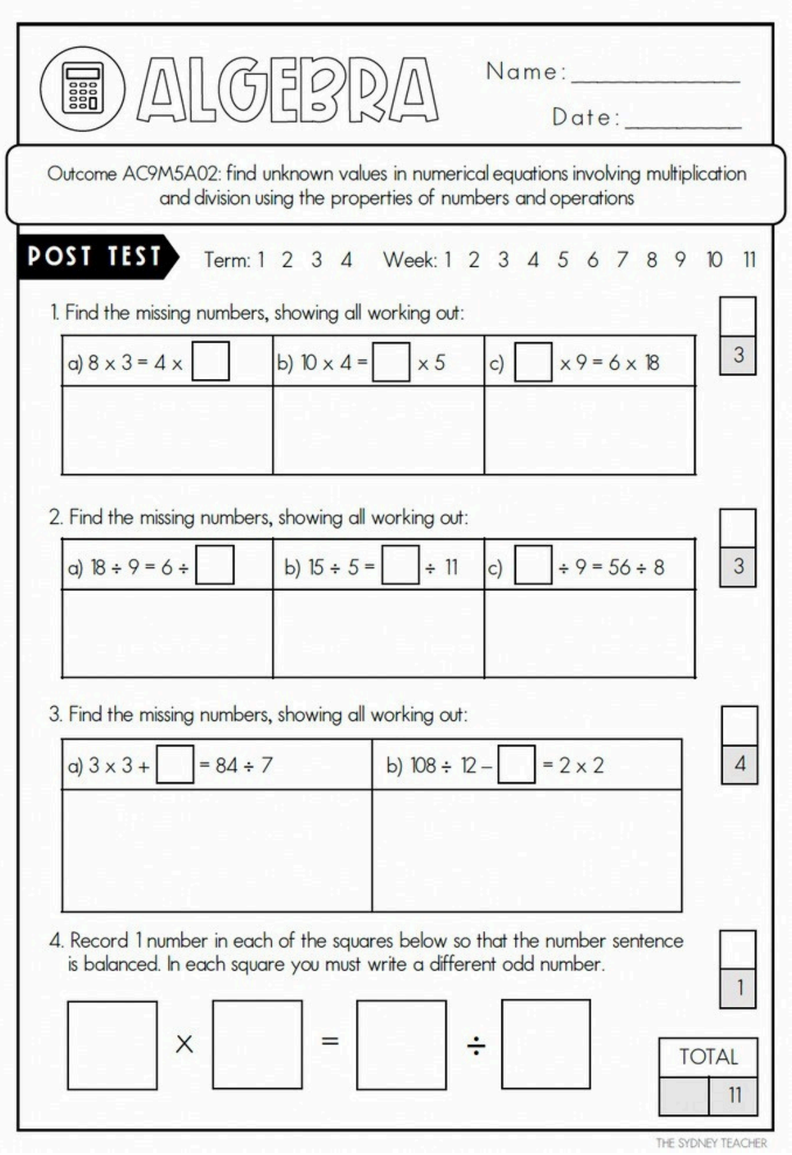
→ Editable title pages for your program

→ 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: (3)

a) 8 x 3 = 4 x ☐	b) 10 x 4 = ☐ x 5	c) ☐ x 9 = 6 x 18

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

a) 18 ÷ 9 = 6 ÷ ☐	b) 15 ÷ 5 = ☐ ÷ 11	c) ☐ ÷ 9 = 56 ÷ 8

3. Find the missing numbers, showing all working out: (4)

a) 3 x 3 + ☐ = 84 ÷ 7	b) 108 ÷ 12 – ☐ = 2 x 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. (1)

☐ × ☐ = ☐ ÷ ☐

TOTAL ___ / 11

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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!!”