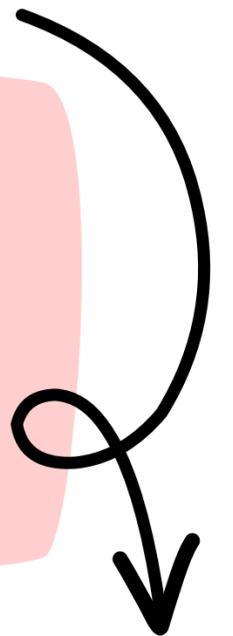


YEAR 5
MATH TEST PACK
MEGA BUNDLE

Keep scrolling to see
what's included!



ARE YOU READY TO DOWNLOAD TESTS FOR EVERY YEAR 5 MATHS OUTCOME?



Includes a pre and post-test for all 24 Maths outcomes



Aligned to the new Australian Curriculum (V9.0)



Includes an editable spreadsheet for you to compare pre and post test results



Outcome	Descriptor	Page
AC9MSN01	interpret, compare and order numbers with more than 2 decimal places, including numbers greater than one, using place value understanding; represent these on a number line	3 & 4
AC9MSN02	express natural numbers as products of their factors; recognise multiples and determine if one number is divisible by another	5 & 6
AC9MSN03	compare and order fractions with the same and related denominators including mixed numerals; applying knowledge of factors and multiples; represent these fractions on a number line	7 & 8
AC9MSN04	recognise that 100% represents the complete whole and use percentages to describe, represent and compare relative size; connect familiar percentages to their decimal and fraction equivalents	9 & 10
AC9MSN05	solve problems involving addition and subtraction of fractions with the same or related denominators, using different strategies	11 & 12
AC9MSN06	solve problems involving multiplication of larger numbers by one- or two-digit numbers, choosing efficient calculation strategies and using digital tools where appropriate; check the reasonableness of answers	13 & 14
AC9MSN07	solve problems involving division, choosing efficient strategies and using digital tools where appropriate; interpret any remainder according to the context and express results as a whole number, decimal or fraction	15 & 16
AC9MSN08	check and explain the reasonableness of solutions to problems including financial contexts using estimation strategies appropriate to the context	17 & 18
AC9MSN09	use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate the problems, choosing operators and efficient calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation	19 & 20
AC9MSN10	create and use algorithms involving a sequence of steps and decisions and digital tools to experiment with factors, multiples and divisibility; identify, interpret and describe emerging patterns	21 & 22

Outcome	Descriptor
AC9MSA01	recognise and explain the connection between multiplication and division as inverse operators and use this to solve problems involving multiplication and division
AC9MSA02	find unknown values in numerical equations involving multiplication and division using the properties of numbers and operations
Answers	

TESTS FOR ALL 24 OUTCOMES!

ALGEBRA OUTCOMES

Outcome	Descriptor
AC9M5A01	recognise and explain the connection between multiplication and division as inverse operations and use this to determine unknown values in multiplication and division problems involving number facts
AC9M5A02	find unknown values in numerical equations involving multiplication and division using the properties of numbers and operations
Answers	

NUMBER OUTCOMES

Outcome	Descriptor
AC9M5N01	interpret, compare and order numbers with more than 2 decimal places, including numbers greater than one, using place value understanding; represent these on a number line
AC9M5N02	express natural numbers as products of their factors; recognise multiples and determine if one number is divisible by another
AC9M5N03	compare and order fractions with the same and related denominators including mixed numerals, applying knowledge of factors and multiples; represent these fractions on a number line
AC9M5N04	recognise that 100% represents the complete whole and use percentages to describe, represent and compare relative size; connect familiar percentages to their decimal and fraction equivalents
AC9M5N05	solve problems involving addition and subtraction of fractions with the same or related denominators, using different strategies
AC9M5N06	solve problems involving multiplication of larger numbers by one or two-digit numbers, choosing efficient calculation strategies and using digital tools where appropriate; check the reasonableness of answers
AC9M5N07	solve problems involving division, choosing efficient strategies and using digital tools where appropriate; interpret any remainder according to the context and express results as a whole number, decimal or fraction
AC9M5N08	check and explain the reasonableness of solutions to problems including financial contexts using estimation strategies appropriate to the context
AC9M5N09	use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate the problems, choosing operations and efficient calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation
AC9M5N010	create and use algorithms involving a sequence of steps and decisions and digital tools to experiment with factors, multiples and divisibility; identify, interpret and describe emerging patterns

MEASUREMENT OUTCOMES

Outcome	Descriptor
AC9M5M01	choose appropriate metric units when measuring the length, mass and capacity of objects; use smaller units or a combination of units to obtain a more accurate measurement
AC9M5M02	solve practical problems involving the perimeter and area of regular and irregular shapes using appropriate metric units
AC9M5M03	compare 12- and 24-hour time systems and solve practical problems involving the conversion between them
AC9M5M04	estimate, construct and measure angles in degrees, using appropriate tools including a protractor, and relate these measures to angle names

SPACE OUTCOMES

Outcome	Descriptor
AC9M5SP01	connect objects to their nets and build objects from their nets using spatial and geometric reasoning
AC9M5SP02	construct a grid coordinate system that uses coordinate pairs to locate positions within a space; use coordinates and directional language to describe position and movement
AC9M5SP03	describe and perform translations, reflections and rotations of shapes, using dynamic geometric software where appropriate; recognise what changes and what remains the same, and identify any symmetries

Answers

STATISTICS OUTCOMES

Outcome	Descriptor	Page
AC9M5ST01	acquire, validate and represent data for nominal and ordinal categorical and discrete numerical variables, to address a question of interest or purpose using software including spreadsheets; discuss and report on data distributions in terms of highest frequency (mode) and shape, in the context of the data	2 & 3
AC9M5ST02	interpret line graphs representing change over time; discuss the relationships that are represented and conclusions that can be made	4 & 5
AC9M5ST03	plan and conduct statistical investigations by posing questions or identifying a problem and collecting relevant data; choose appropriate displays and interpret the data; communicate findings within the context of the investigation	6 & 7

PROBABILITY OUTCOMES

Outcome	Descriptor	Page
AC9M5P01	list the possible outcomes of chance experiments involving equally likely outcomes and compare to those which are not equally likely	8 & 9
AC9M5P02	conduct repeated chance experiments including those with and without equally likely outcomes, observe and record the results; use frequency to compare outcomes and estimate their likelihoods	10 & 11

Answers

12 - 21

INCLUDES ALL THESE AND MORE!

SPACE

Outcome AC9MS5P01: connect objects to their nets and build objects from their nets using appropriate materials.

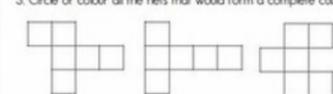
POST TEST Term: 1 2 3 4 Week: 1 2 3 4 5

1. Identify and record the names of the following 3D objects based on their nets.



2. Sketch the net of a rectangular prism, then record the number of faces and edges.

3. Circle or colour all the nets that would form a complete cube.



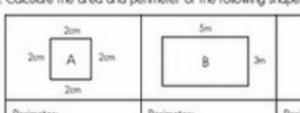
4. This is a cube net. After folding it into a cube, which side will be opposite the X? Show your answer by colouring one face on the net.

MEASUREMENT

Outcome AC9MSM02: 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

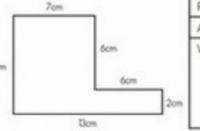
1. Calculate the area and perimeter of the following shapes:



2. A farmer wants a new paddock for their sheep. In the space below, draw and label a small scale model of what it would look like if it was 8 metres long and 4 metres wide, then answer the questions below. Note: 1 square = 1m².



3. Calculate the area and perimeter of the following shape, showing all working out in the space provided.



MEASUREMENT ANSWERS

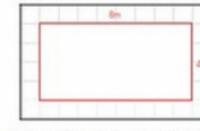
Outcome AC9MSM02: solve practical problems involving the perimeter and area of regular and irregular shapes using appropriate metric units.

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:

Perimeter: 8cm	Perimeter: 16m	Perimeter: 18m
Area: 4cm ²	Area: 15m ²	Area: 14m ²

2. A farmer wants a new paddock for their sheep. In the space below, draw and label a small scale model of what it would look like if it was 8 metres long and 4 metres wide, then answer the questions below. Note: 1 square = 1m².



3. Calculate the area and perimeter of the following shape, showing all working out in the space provided.

Perimeter: 42cm
Area: 68cm²
Working out:
Perimeter: 7 + 6 + 6 + 2 + 13 + 8 = 42cm
Area: (7 × 8) + (6 × 2) = 68cm²

ALGEBRA

Outcome AC9MSA02: 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) $8 \times 3 = 4 \times \square$ b) $10 \times 4 = \square \times 5$ c) $\square \times 9 = 6 \times 18$

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

a) $18 + 9 = 6 + \square$ b) $15 + 5 = \square + 11$ c) $\square + 9 = 56 + \square$

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

a) $3 \times 3 + \square = 84 + 7$ b) $108 \div 12 - \square = 2 \times 2$

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.

$\square \times \square = \square \div \square$

NUMBER

Outcome AC9MSN01: interpret, compare and order numbers with more than 2 decimal places, including numbers greater than one, using place value understanding, represent these on a number line.

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

1. Answer the place value questions about the following decimal: 1.49628

a) What is the place value of 4? tenths
b) What is the place value of 6? thousandths
c) What is the place value of 9? hundredths

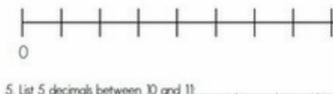
2. Select the correct symbol <, > or = to compare the decimals:

a) 3.4 > 3.3 b) 9.239 < 9.25 c) 7.069 < 7.605

3. Write the following decimals in ascending order:

a) 12, 1.6, 1.1 - 1.1, 1.6, 12
b) 2.911, 2.94, 2.09 - 2.09, 2.911, 2.94
c) 0.03, 0.004, 0.2 - 0.004, 0.03, 0.2

4. Plot the following decimals on the number line: 0.5, 0.65, 0.09



5. List 5 decimals between 10 and 11: _____

Plot these decimals on a number line below.

NUMBER ANSWERS

Outcome AC9MSN01: interpret, compare and order numbers with more than 2 decimal places, including numbers greater than one, using place value understanding, represent these on a number line.

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

1. Answer the place value questions about the following decimal: 1.49628

a) What is the place value of 4? tenths
b) What is the place value of 6? thousandths
c) What is the place value of 9? hundredths

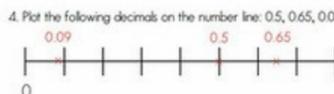
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4. Plot the following decimals on the number line: 0.5, 0.65, 0.09



5. List 5 decimals between 10 and 11: _____

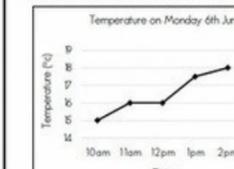
Plot these decimals on a number line below.

STATISTICS

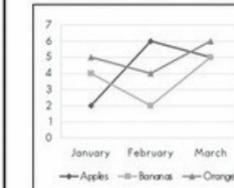
Outcome AC9MSST02: interpret line graphs representing change over time, discuss the relationships that are represented and conclusions that can be made.

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

1. Study the line graph then answer the questions.



2. Study the line graph then answer the questions.



3. Explain why a line graph was more appropriate than a column graph for representing the data collected in question 1.

PROBABILITY

Outcome AC9MSPO2: conduct repeated chance experiments including those with any number of equally likely outcomes, observe and record the results; use frequency to compare outcomes and estimate their likelihoods.

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

1. Tick all the chance experiments that have equally likely outcomes:

Rolling 2, 5 or 6 on a 6-sided die Drawing a black card from a standard deck Drawing a heart card from a standard deck A coin lands on tails Loose paper is blown away by the wind

2. Josie has 1 red, 1 blue, 1 yellow and 1 green card that are randomly shuffled and face down so the colours cannot be seen.

a) What is the probability of picking a blue card? 1/4
b) Josie conducts a chance experiment where she selects a card, records the colour, then returns the card and shuffles the deck. How many times should she repeat the experiment to predict she would select a blue card if she does this experiment 40 times? 10
c) Justify your prediction: _____

3. Kendal has set up a card game so that selecting a red card is three times as likely as selecting a black card. The chance of selecting a blue card is equally likely as selecting a red one. Record how many black, red and blue cards she might have, showing all working out in the space below:

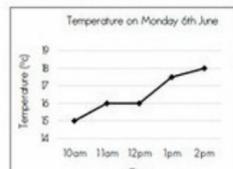
Black cards: _____ Red cards: _____ Blue cards: _____

STATISTICS ANSWERS

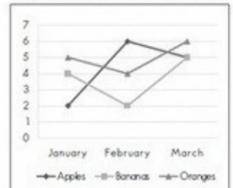
Outcome AC9MSST02: interpret line graphs representing change over time, discuss the relationships that are represented and conclusions that can be made.

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

1. Study the line graph then answer the questions.



2. Study the line graph then answer the questions.



3. Explain why a line graph was more appropriate than a column graph for representing the data collected in question 1.

As both data sets were continuous, a line graph is more appropriate than a column graph which is used for discrete data sets. Line graphs allow you to study data sets over time.

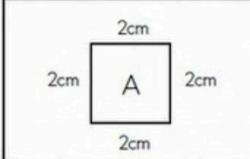
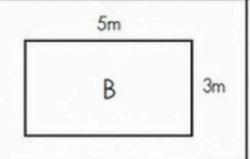
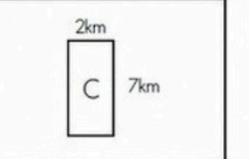
A CLOSER LOOK - TESTS

MEASUREMENT Name: _____ Date: _____

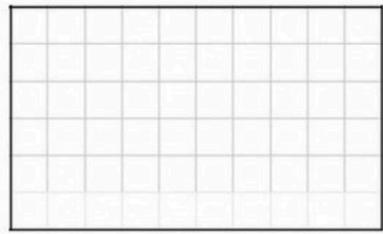
Outcome AC9M5M02: solve practical problems involving the perimeter and area of regular and irregular shapes using appropriate metric units

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

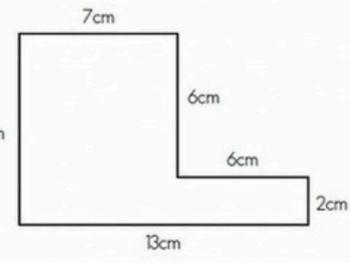
1. Calculate the area and perimeter of the following shapes:

			6
Perimeter:	Perimeter:	Perimeter:	
Area:	Area:	Area:	

2. A farmer wants a new paddock for their sheep. In the space below, draw and label a small scale model of what it would look like if it was 8 metres long and 4 metres wide, then answer the questions below. Note: $\square = 1m^2$

	a) What is the area of the paddock? _____	3
	b) If the farmer would like to fence the entire paddock, how much fencing would they need? _____	

3. Calculate the area and perimeter of the following shape, showing all working out in the space provided:

	Perimeter: Area: Working out:	2
	TOTAL	11

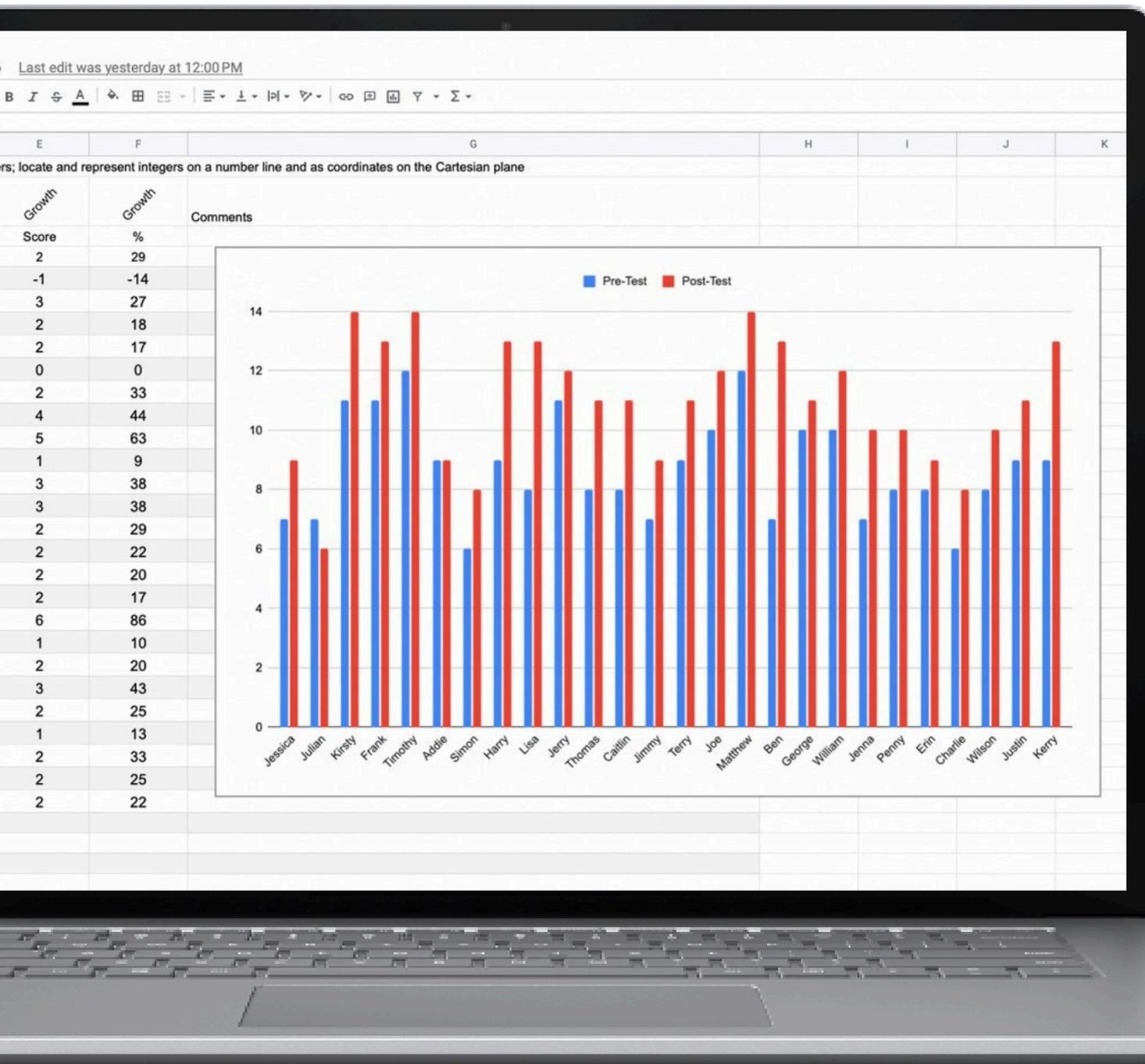
THE SYDNEY TEACHER

→ Outcome aligned

→ Easily mark and score on the side panel

→ Includes a range of questions that increase in difficulty

A CLOSER LOOK - SPREADSHEETS

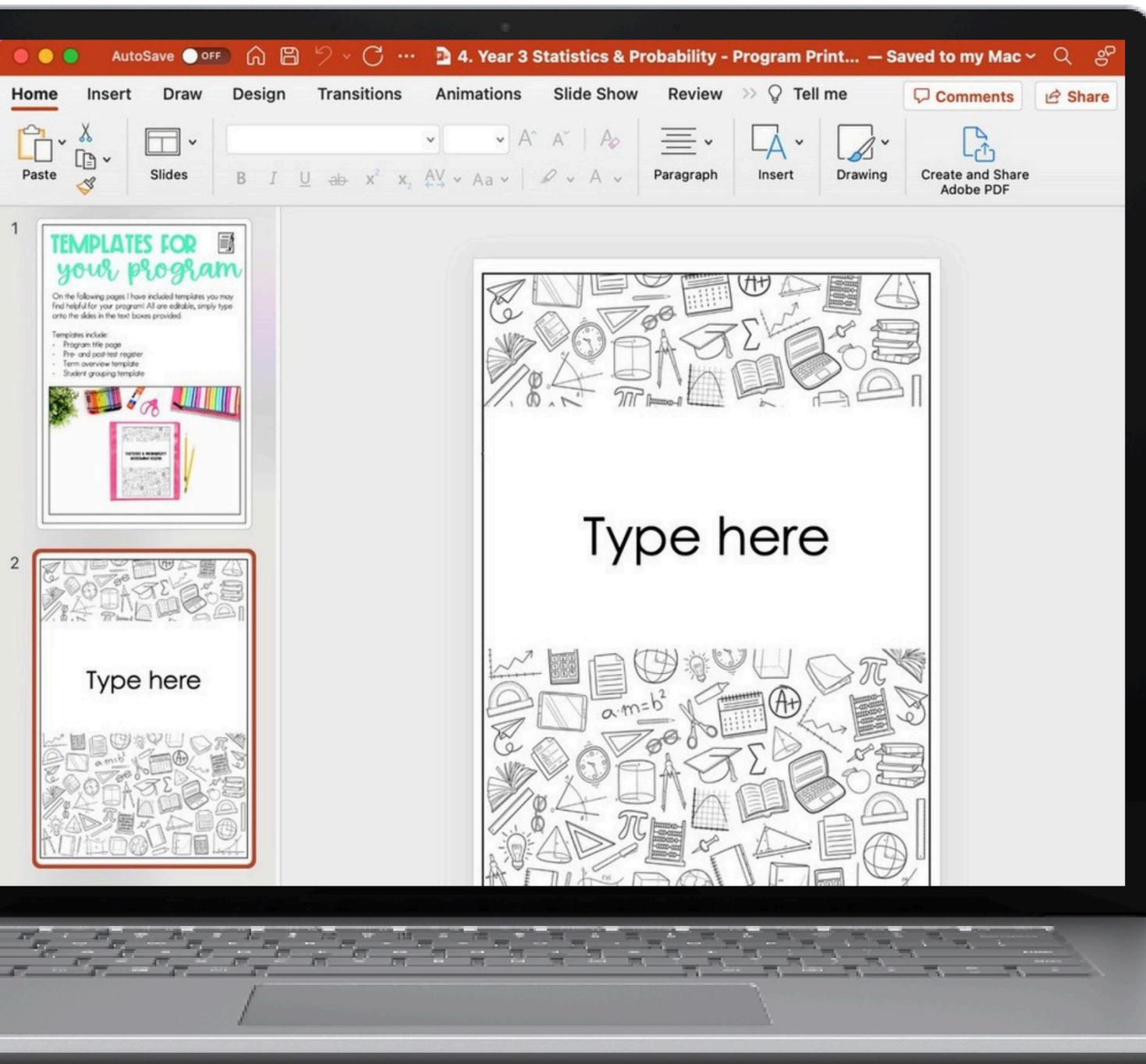


→ Spreadsheets included for every outcome

→ 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



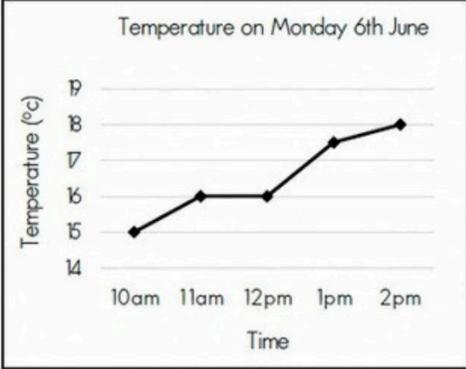
Use post-tests to track growth, evaluate teaching and write reports

STATISTICS Name: _____ Date: _____

AC9M5ST02: interpret line graphs representing change over time; discuss the relationships that are represented and conclusions that can be made

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

1. Study the line graph then answer the questions.



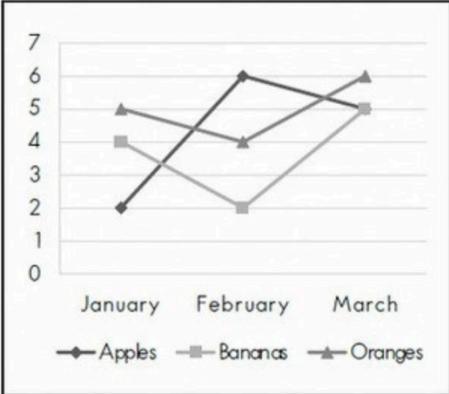
a) What was the lowest recorded temperature? _____

b) What was the highest recorded temperature? _____

c) How much did the temperature increase over the day? _____

d) What was the mode? _____

2. Study the line graph then answer the questions.



a) The title of the graph is missing. Based on the data shown, what are 2 titles that could be appropriate?
1. _____
2. _____

b) The title on the y-axis is also missing, based on the data, what are 2 titles that could be appropriate?
1. _____
2. _____

3. Explain why a line graph was more appropriate than a column graph for representing the data collected in question 1: _____

TOTAL	2
	10

THE SYDNEY TEACHER

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

188 TESTS

The cover displays sample pages for three subjects: **NUMBER**, **MEASUREMENT**, and **PROBABILITY**. Each page includes a title, a name and date field, and a 'POST TEST' or 'PRE TEST' section with various math problems. The 'MEASUREMENT' page shows diagrams of shapes A, B, and C with dimensions. The 'PROBABILITY' page includes a spinner and a die. The 'NUMBER' page includes a number line and a coordinate grid.