

ARE YOU READY TO DOWNLOAD TESTS FOR EVERY YEAR 6 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
AC9M6N01	Recognise situations, including financial contexts, that use integers; locate and represent integers on a number line and as coordinates on the Cartesian plane	3 & 4
AC9M6N02	Identify and describe the properties of prime, composite and square numbers and use these properties to solve problems and simplify calculations	5 & 6
AC9M6N03	Apply knowledge of equivalence to compare, order and represent common fractions including halves, thirds and quarters on the same number line and justify their order	7 & 8
AC9M6N04	Apply knowledge of place value to add and subtract decimals; using digital tools where appropriate; use estimation and rounding to check the reasonableness of answers	9 & 10
AC9M6N05	Solve problems involving addition and subtraction of fractions using knowledge of equivalent fractions	11 & 12
AC9M6N06	Multiply and divide decimals by multiples of powers of 10 without a calculator; applying knowledge of place value and proficiency with multiplication facts; using estimation and rounding to check the reasonableness of answers	13 & 14
AC9M6N07	Solve problems that require finding a familiar fraction, decimal or percentage of a quantity, including percentage discounts, choosing efficient calculation strategies and using digital tools where appropriate	15 & 16
AC9M6N08	Approximate numerical solutions to problems involving rational numbers and percentages, including financial contexts, using appropriate estimation strategies	17 & 18
AC9M6N09	Use mathematical modelling to solve practical problems involving natural and rational numbers and percentages, including in financial contexts; formulate the problems, choosing operations and efficient calculation strategies, and using digital tools where appropriate; interpret and communicate solutions in terms of the situation, justifying the choices made	19 & 20

Outcome	Descriptor
AC9M6A01	recognise and use rules that generate visual patterns and number patterns involving ratios
AC9M6A02	Find unknown values in numerical equations involving combinations of arithmetic operations, properties of numbers and operations
AC9M6A03	create and use algorithms involving a sequence of operations that use rules to generate sets of numbers; interpret and explain emerging patterns

Answers

TESTS FOR ALL 24 OUTCOMES!

ALGEBRA OUTCOMES

Outcome	Descriptor
AC9M6A01	recognise and use rules that generate visual patterns and number patterns involving ratios
AC9M6A02	find unknown values in numerical equations involving combinations of arithmetic operations, properties of numbers and operations
AC9M6A03	create and use algorithms involving a sequence of decisions that use rules to generate sets of numbers; interpret and explain emerging patterns
Answers	

NUMBER OUTCOMES

Outcome	Descriptor
AC9M6N01	Recognise situations, including financial contexts, that use integers; locate and represent integers on a number line and as coordinates on the Cartesian plane
AC9M6N02	identify and describe the properties of prime, composite and square numbers and use these properties to solve problems and simplify calculations
AC9M6N03	apply knowledge of equivalence to compare, order and represent common fractions including halves, thirds and quarters on the same number line and justify their order
AC9M6N04	apply knowledge of place value to add and subtract decimals, using digital tools where appropriate; use estimation and rounding to check the reasonableness of answers
AC9M6N05	solve problems involving addition and subtraction of fractions using knowledge of equivalent fractions
AC9M6N06	multiply and divide decimals by multiples of powers of 10 without a calculator, applying knowledge of place value and proficiency with multiplication facts; using estimation and rounding to check the reasonableness of answers
AC9M6N07	solve problems that require finding a familiar fraction, decimal or percentage of a quantity, including percentage discounts, choosing efficient calculation strategies and using digital tools where appropriate
AC9M6N08	approximate numerical solutions to problems involving rational numbers and percentages, including financial contexts, using appropriate estimation strategies
AC9M6N09	use mathematical modelling to solve practical problems involving natural and rational numbers and percentages including in 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, justifying the choices made
Answers	

MEASUREMENT OUTCOMES

Outcome	Descriptor
AC9M6M01	convert between common metric units of length, mass and capacity; choose and use decimal representations of metric measurements relevant to the context of a problem
AC9M6M02	establish the formula for the area of a rectangle and use it to solve practical problems
AC9M6M03	interpret and use timetables and itineraries to plan activities; determine the duration of events and journeys
AC9M6M04	identify the relationships between angles on a straight line, at a point and vertically opposite angles; use these to determine unknown angles, communicating reasoning

SPACE OUTCOMES

Outcome	Descriptor
AC9M6SP01	compare the parallel cross-sections of objects and recognise relationships to right prisms
AC9M6SP02	locate points in the 4 quadrants of a Cartesian plane; describe changes to the coordinates when a point is moved to a different position in the plane
AC9M6SP03	recognise and use combinations of transformations to create tessellations and other geometric patterns, using dynamic geometric software where appropriate

Answers

STATISTICS OUTCOMES

Outcome	Descriptor	Page
AC9M6ST01	Interpret and compare data sets for ordinal and nominal categorical, discrete and continuous numerical variables using comparative displays or visualisations and digital tools; compare distributions in terms of mode, range and shape	2 & 3
AC9M6ST02	Identify statistically informed arguments presented in traditional and digital media; discuss and critique methods, data representations and conclusions	4 & 5
AC9M6ST03	Plan and conduct statistical investigations by posing and refining questions or identifying a problem and collecting relevant data; analyse and interpret the data and communicate findings within the context of the investigation	6 & 7

PROBABILITY OUTCOMES

Outcome	Descriptor	Page
AC9M6P01	Recognise that probabilities lie on numerical scales of 0 – 1 or 0% – 100% and use estimation to assign probabilities that events occur in a given context, using common fractions, percentages and decimals	8 & 9
AC9M6P02	Conduct repeated chance experiments and run simulations with an increasing number of trials using digital tools; compare observations with expected results and discuss the effect on variation of increasing the number of trials	10 & 11

Answers

12 - 21

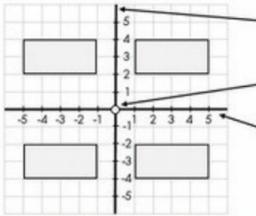
INCLUDES ALL THESE AND MORE!

SPACE

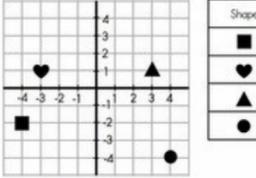
Outcome AC9M6SP02: locate points in the 4 quadrants of a Cartesian plane; describe changes to the coordinates when a point is moved to a different position in the plane

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

1. Label the 7 parts of the cartesian plane:



2. Record the coordinates for each of the shapes on the cartesian plane:



Shape	Coordinates
■	
♥	
▲	
●	

3. a) On the cartesian plane above, draw a rectangle that has vertices on the following coordinates: (2,3), (2,4), (4,4), (4,3)
b) If you were to translate this rectangle 5 spaces west, what would its new coordinates be?

MEASUREMENT

Outcome AC9M6MD3: interpret and use timetables and itineraries to determine the duration of events and journeys

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

1. Study the ferry timetable, then answer the questions:

From	To	Time
Circular Quay	Mosman Bay	06:48
Mosman Bay	Circular Quay	07:00
Circular Quay	Mosman Bay	07:15
Mosman Bay	Circular Quay	07:30

a) What time does the 06:48 ferry from Circular Quay arrive at Mosman Bay?
b) What time does the first ferry depart on a weekend?

2. Study the train timetable, then answer the questions, showing all your working:

From	To	Time
Lithgow	Penrith	11:48
Penrith	Lithgow	12:00
Lithgow	Penrith	12:15
Penrith	Lithgow	12:30

a) How long does it take Katoomba to Leura?
b) How long does it take Lithgow to Penrith?

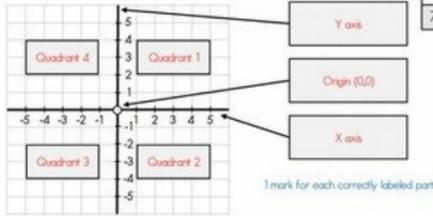
3. Joanne needs to arrive at the International Airport 3 hours before a shuttle bus from her house to the airport takes 48 minutes, and she is at 14:30, what time should she leave home?

SPACE ANSWERS

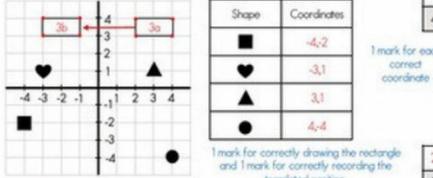
Outcome AC9M6SP02: locate points in the 4 quadrants of a Cartesian plane; describe changes to the coordinates when a point is moved to a different position in the plane

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

1. Label the 7 parts of the cartesian plane:



2. Record the coordinates for each of the shapes on the cartesian plane:



Shape	Coordinates
■	-2,-2
♥	-1,1
▲	1,1
●	2,-2

3. a) On the cartesian plane above, draw a rectangle that has vertices on the following coordinates: (2,3), (2,4), (4,4), (4,3)
b) If you were to translate this rectangle 5 spaces west, what would its new coordinates be? (-3,4), (-1,4), (-1,3), (-3,3)

ALGEBRA

Outcome AC9M6A01: recognise and use rules that generate visually growing patterns involving rational numbers

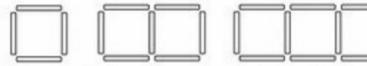
POST TEST Term: 1 2 3 4 Week: 1 2 3 4 5 6 7 8

1. Study the pattern to identify the rule and the next numbers in the sequence: 756, 891, 1026, 1161.
a) What is the rule?
b) What are the next 2 numbers in the sequence?

2. Study the pattern to identify the rule and the next decimals in the sequence: 48.4, 52.7, 57, 61.3...
a) What is the rule?
b) What are the next 2 decimals in the sequence?

3. Study the pattern to identify the rule and the next fractions in the sequence: $\frac{1}{7}, \frac{3}{7}, \frac{5}{7}, \dots$
a) What is the rule?
b) What are the next 2 fractions in the sequence?

4. Freddy made a square pattern with matchsticks. To make 1 square he needed 4 sticks, to make 2 he needed 7 and for 3 he needed 10 sticks.



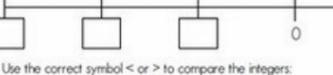
How many matchsticks would he need to make a 9 squares? Explain how you calculated your answer in the space below:

NUMBER

Outcome AC9M6N01: recognise situations, including financial contexts, that require the use of integers and represent integers on a number line and as coordinates on the Cartesian plane

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

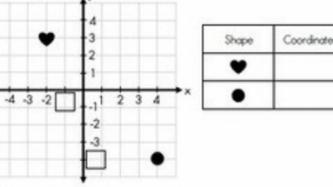
1. Fill in the 4 missing integers on the number line:



2. Use the correct symbol < or > to compare the integers:
a) 3 < -3 b) -7 > 5 c) -8 < 0

3. Describe a situation that would require an understanding of negative integers.

4. Fill in the missing integers on the x and y axis of the cartesian plane, record the coordinates for the circle and heart.



Shape	Coordinates
♥	
●	

5. Draw an X at (-4, 2). Then move 2 spaces east and 1 space south. What is your final position?

ALGEBRA ANSWERS

Outcome AC9M6A01: recognise and use rules that generate visually growing patterns and number patterns involving rational numbers

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

1. Study the pattern to identify the rule and the next numbers in the sequence: 756, 891, 1026, 1161.
a) What is the rule? +135
b) What are the next 2 numbers in the sequence? 1296, 1431

2. Study the pattern to identify the rule and the next decimals in the sequence: 48.4, 52.7, 57, 61.3...
a) What is the rule? +4.3
b) What are the next 2 decimals in the sequence? 65.6, 69.9

3. Study the pattern to identify the rule and the next fractions in the sequence: $\frac{1}{7}, \frac{3}{7}, \frac{5}{7}, \dots$
a) What is the rule? + $\frac{2}{7}$
b) What are the next 2 fractions in the sequence? $1\frac{3}{7}, 1\frac{5}{7}$

4. Freddy made a square pattern with matchsticks. To make 1 square he needed 4 sticks, to make 2 he needed 7 and for 3 he needed 10 sticks.



How many matchsticks would he need to make a 9 squares? Explain how you calculated your answer in the space below:

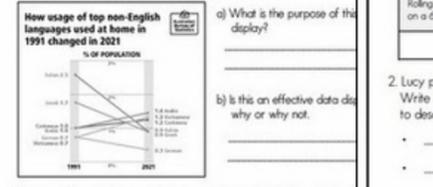
Award one mark for the correct answer and one mark for working out that shows algebraic thinking, e.g. $3S + 1$ (You need 3 match sticks per square + 1 for the first square)

STATISTICS

Outcome AC9M6ST02: identify statistically informed arguments presented in traditional and digital media, discuss and critique methods, data representations and conclusions

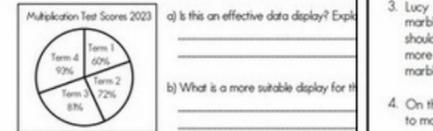
PRE TEST Term: 1 2 3 4 Week: 1 2 3 4 5 6

1. Study the data display, then answer the questions below:



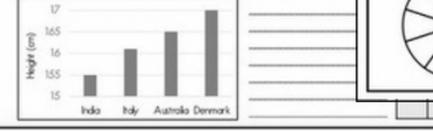
a) What is the purpose of this data display?
b) Is this an effective data display? Explain why or why not.

2. Sammy did a multiplication test in Term 1, 2, 3 and 4. He then displayed percentage scores in a graph. Study the graph then answer the questions below:



a) Is this an effective data display? Explain why or why not.
b) What is a more suitable display for this data?

3. Study the data display on average height, then explain why it is misleading:



PROBABILITY

Outcome AC9M6P02: conduct repeated chance experiments and run simulations with a variety of tools, compare observations with expected results and discuss on a variation of increasing the number of trials

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

1. Tick all the chance experiments that have probability of 0.5

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	Looking at a random number on a spinner
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2. Lucy put 3 red, 1 yellow and 1 blue marble in a jar. Write 3 facts (using fractions, decimals or percentages) to describe this chance experiment.

3. Lucy wants to set up a game using 10 coloured marbles. In the empty jar, draw the marbles she should include if she wants players to be four times more likely to pick a green marble than a blue marble.

4. On the spinner below, colour or label the segments to match the probabilities provided:



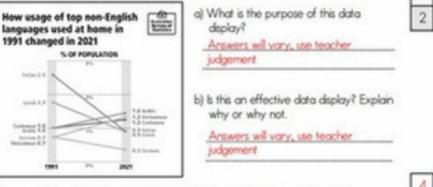
- 30% chance of landing on red
- 2 in 10 chance of landing on yellow
- 0.1 chance of landing on green
- Twice as likely to land on blue as yellow

STATISTICS ANSWERS

Outcome AC9M6ST02: identify statistically informed arguments presented in traditional and digital media, discuss and critique methods, data representations and conclusions

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

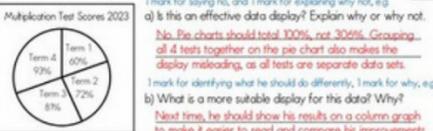
1. Study the data display, then answer the questions below: 1 mark for each correct answer



a) What is the purpose of this data display?
Answers will vary, use teacher judgement

b) Is this an effective data display? Explain why or why not.
Answers will vary, use teacher judgement

2. Sammy did a multiplication test in Term 1, 2, 3 and 4. He then displayed his percentage scores in a graph. Study the graph then answer the questions below: 1 mark for stating no, and 1 mark for explaining why not, e.g. No. The charts should total 100%, not 306%. Grouping all 4 tests together on the pie chart also makes the display misleading, as all tests are separate data sets.



1 mark for identifying what he should do differently, 1 mark for why, e.g. Next time, he should show his results on a column graph to make it easier to read and compare his improvements

3. Explain why it is misleading: 1 mark for stating understanding of how the graph is misleading, 2 marks for a fully explained answer, e.g. This display is misleading because the y-axis does not start at 0, and this alters the height of each bar, making it look like people from Denmark are 4 times as tall as people from India, when the difference is only 15cm

A CLOSER LOOK - TESTS

STATISTICS Name: _____ Date: _____

AC9M6ST02: identify statistically informed arguments presented in traditional and digital media; discuss and critique methods, data representations and conclusions

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

1. Study the data display, then answer the questions below:

Language	1991 (%)	2021 (%)
Italian	2.5	3.0
Greek	1.7	2.0
Cantonese	1.0	1.4
Arabic	1.0	1.3
German	0.7	0.9
Vietnamese	0.7	1.2
Other	0.0	0.3

a) What is the purpose of this data display? 2

b) Is this an effective data display? Explain why or why not.

2. Sammy did a multiplication test in Term 1, 2, 3 and 4. He then displayed his percentage scores in a graph. Study the graph then answer the questions below: 4

Term	Percentage
Term 1	60%
Term 2	72%
Term 3	81%
Term 4	93%

a) Is this an effective data display? Explain why or why not.

b) What is a more suitable display for this data? Why?

3. Study the data display on average height, then explain why it is misleading: 2

Country	Height (cm)
India	15.5
Italy	16.2
Australia	16.8
Denmark	17.2

TOTAL 8

→ Outcome aligned

→ Easily mark and score on the side panel

→ Includes a range of questions that increase in difficulty

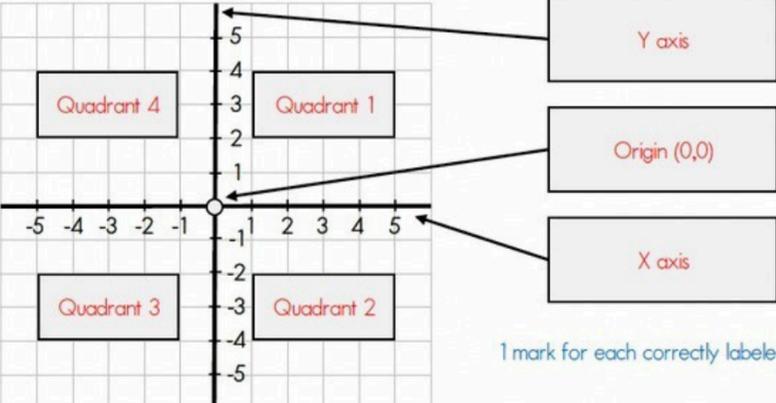
A CLOSER LOOK - ANSWERS

 **ANSWERS**

Outcome AC9M6SP02: locate points in the 4 quadrants of a Cartesian plane; describe changes to the coordinates when a point is moved to a different position in the plane

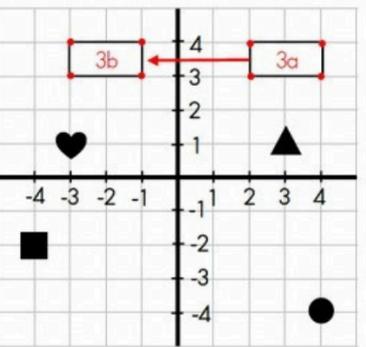
PRE TEST Term: 1 2 3 4 Week: 1 2 3 4 5 6 7 8 9 10 11

1. Label the 7 parts of the cartesian plane: 7
7



1 mark for each correctly labeled part

2. Record the coordinates for each of the shapes on the cartesian plane: 4
4



Shape	Coordinates
■	-4,-2
♥	-3,1
▲	3,1
●	4,-4

1 mark for each correct coordinate

1 mark for correctly drawing the rectangle and 1 mark for correctly recording the translated position. 2
2

3. a) On the cartesian plane above, draw a rectangle that has vertices on the following coordinates: (2,3), (2,4), (4,4), (4,3)

b) If you were to translate this rectangle 5 spaces west, what would the new coordinates be? (-3,4) (-1,4) (-1,3) (-3,3)

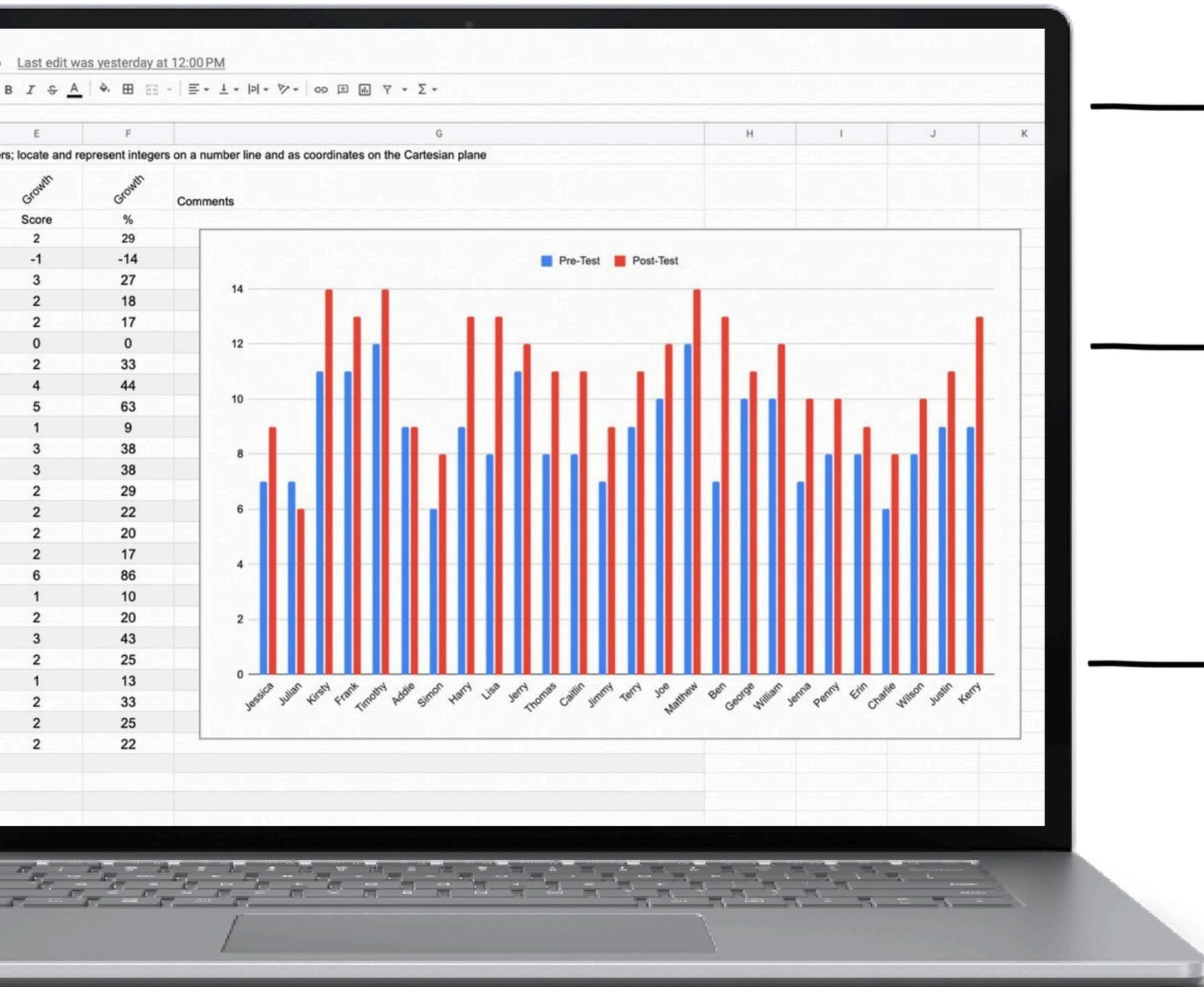
TOTAL
13 13

THE SYDNEY TEACHER

→ Answer sheets are provided for all tests

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

A CLOSER LOOK - SPREADSHEETS

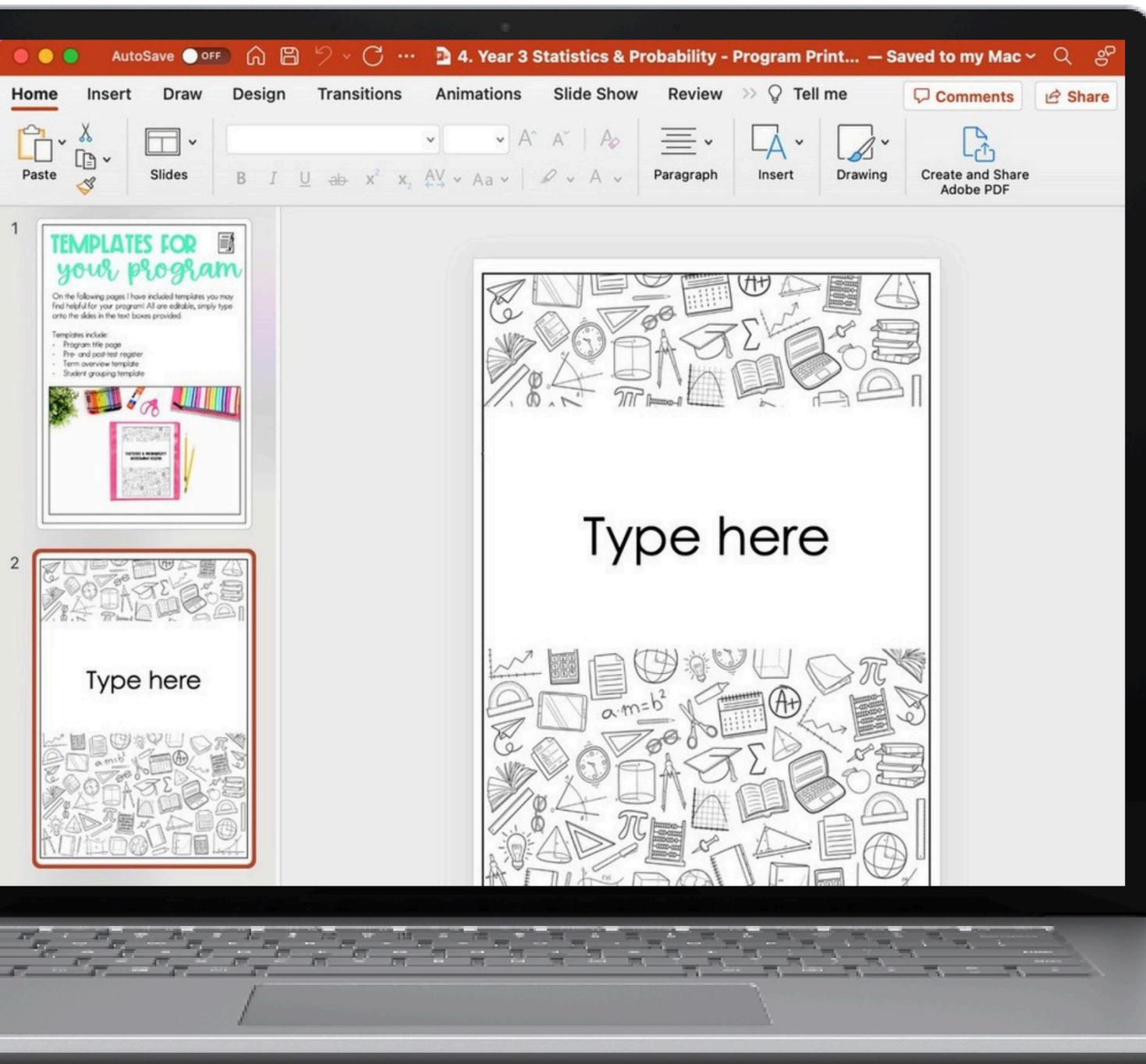


→ Spreadsheets included for every outcome

→ 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

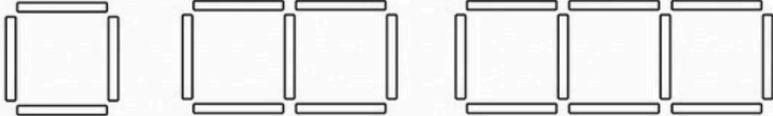
HOW YOU CAN USE THIS RESOURCE



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 AC9M6A01: recognise and use rules that generate visually growing patterns and number patterns involving rational numbers	
POST TEST	Term: 1 2 3 4 Week: 1 2 3 4 5 6 7 8 9 10 11
1. Study the pattern to identify the rule and the next numbers in the sequence. 756, 891, 1026, 1161...	<input type="text"/> <input type="text"/>
a) What is the rule? _____	3
b) What are the next 2 numbers in the sequence? _____	
2. Study the pattern to identify the rule and the next decimals in the sequence. 48.4, 52.7, 57, 61.3...	<input type="text"/> <input type="text"/>
a) What is the rule? _____	3
b) What are the next 2 decimals in the sequence? _____	
3. Study the pattern to identify the rule and the next fractions in the sequence. $\frac{1}{7}, \frac{3}{7}, \frac{5}{7} \dots$	<input type="text"/> <input type="text"/>
a) What is the rule? _____	3
b) What are the next 2 fractions in the sequence? _____	
4. Freddy made a square pattern with matchsticks. To make 1 square he needed 4 sticks, to make 2 he needed 7 and for 3 he needed 10 sticks.	<input type="text"/> <input type="text"/>
	2
How many matchsticks would he need to make a 9 squares? _____	
Explain how you calculated your answer in the space below:	
<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

PROBABILITY Name: _____ Date: _____
Outcome AC9MSP01 for 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

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

NUMBER Name: _____ Date: _____
Outcome AC9M5N01 recognise situations, including financial contexts, that use integers 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

188 TESTS