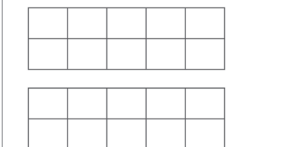


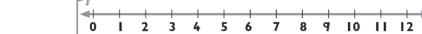




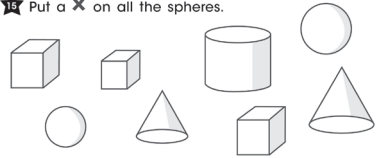




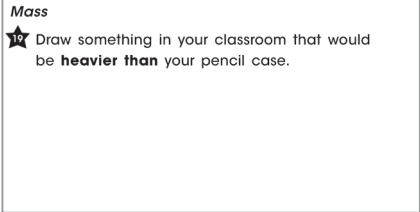
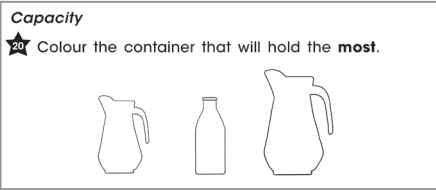


# Test B: Teacher's Sheet

AC Strand/Sub-strand/ Content description/Code	Teacher's instructions	Student's Test Sheet
<p><b>Number and Algebra</b> <i>Number and place value</i> Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001) <b>AC</b></p>	<p>Finish the counting patterns.</p>	<p><b>Q1</b></p> <p><small>Note: Instructions will be read aloud to the student.</small> <b>Number and place value</b></p> <p>★ Finish the counting patterns.</p> <p>19, 18, 17, 16, _____, _____, _____, _____</p> <p>7, 8, 9, 10, _____, _____, _____, _____</p> <p>16, 15, 14, 13, _____, _____, _____, _____</p> <p>_____, _____, _____, 4, 5, 6, 7</p>
<p><b>Number and Algebra</b> <i>Number and place value</i> Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002) <b>AC</b></p>	<p>Draw:</p> <p>three ✗</p> <p>nine ✓</p> <p>five ○</p> <p>seven △</p> <p>Now write the matching numeral beside each group of things.</p>	<p><b>Q2-3</b></p> <p>★ Draw:</p> <p>three ✗ <input type="text"/></p> <p>nine ✓ <input type="text"/></p> <p>five ○ <input type="text"/></p> <p>seven △ <input type="text"/></p> <p>★ Now write the matching numeral beside each group of things.</p>
<p><b>Number and Algebra</b> <i>Number and place value</i> Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289) <b>AC</b></p>	<p>Jo and Tam played a game. Jo scored 13 and Tam scored more. On this ten frame, show the score Tam might have gotten.</p>	<p><b>Q4</b></p> <p>★ Jo and Tam played a game. Jo scored 13 and Tam scored more. On this ten frame, show the score Tam might have gotten.</p> 
<p><b>Number and Algebra</b> <i>Number and place value</i> Subitise small collections of objects (ACMNA003) <b>AC</b></p>	<p>Circle the two dice with the <b>same</b> number.</p>	<p><b>Q5</b></p> <p>★ Circle the two dice with the <b>same</b> number.</p> 
<p><b>Number and Algebra</b> <i>Number and place value</i> Represent practical situations to model addition and sharing (ACMNA004) <b>AC</b></p>	<p>Draw a circle around the domino that has the <b>most</b> dots.</p> <p>Kanga jumps 5 spaces and then 4 more. What number will Kanga land on?</p> <p>Kim has 4 counters in one hand and 3 more on the table. How many counters does he have altogether?</p> <p>If 3 counters were taken away, how many counters would be left?</p> <p>If I ate 3 cakes, how many would be left?</p> <p>Lee had 6 cards. She gave 1 card to Jo and 3 cards to Ali. How many cards does Lee have left?</p>	<p><b>Q6-11</b></p> <p>★ Draw a circle around the domino that has the <b>most</b> dots.</p>  <p>★ Kanga jumps 5 spaces and then 4 more. What number will Kanga land on?</p>  <p>★ Kim has 4 counters in one hand and 3 more on the table. How many counters does he have altogether? <input type="text"/></p>  <p>★ If 3 counters were taken away, how many counters would be left? <input type="text"/></p>  <p>★ If I ate 3 cakes, how many cakes would be left? <input type="text"/></p>  <p>★ Lee had 6 cards. She gave 1 card to Jo and 3 cards to Ali. How many cards does Lee have left? <input type="text"/></p>

# Test B: Teacher's Sheet

AC Strand/Sub-strand/ Content description/Code	Teacher's instructions	Student's Test Sheet
<p><b>Number and Algebra</b> <i>Patterns and algebra</i> Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005) <b>AC</b></p>	<p><i>Finish the pattern.</i></p>	<p><b>Q12</b></p> <div data-bbox="943 427 1353 555" style="border: 1px solid black; padding: 5px;"> <p><i>Patterns and algebra</i> ★ Finish the pattern.</p>  </div>
<p><b>Number and Algebra</b> <i>Number and place value</i> Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289) <b>AC</b></p>	<p><i>Look at the pattern in Question 12. Colour the 2nd shape green and the 6th shape blue.</i></p>	<p><b>Q13</b></p> <div data-bbox="943 775 1353 860" style="border: 1px solid black; padding: 5px;"> <p><i>Number and place value</i> ★ Look at the pattern in Question 12. Colour the 2nd shape green and the 6th shape blue.</p> </div>
<p><b>Measurement and Geometry</b> <i>Shape</i> Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009) <b>AC</b></p>	<p><i>Put a ✓ on all the cubes.</i> <i>Put a ✗ on all the spheres.</i></p>	<p><b>Q14–15</b></p> <div data-bbox="943 1122 1353 1346" style="border: 1px solid black; padding: 5px;"> <p><i>3D Shapes</i> ★ Put a ✓ on all the cubes. ★ Put a ✗ on all the spheres.</p>  </div>
<p><b>Measurement and Geometry</b> <i>Shape</i> Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009) <b>AC</b></p> <p><b>Measurement and Geometry</b> <i>Location and transformation</i> Describe position and movement (ACMMG010) <b>AC</b></p>	<p><i>Draw a triangle <b>between</b> the circle and the square.</i> <i>Draw a rectangle <b>near</b> the square.</i></p>	<p><b>Q16–17</b></p> <div data-bbox="943 1496 1366 1682" style="border: 1px solid black; padding: 5px;"> <p><i>2D Shapes/Location</i> ★ Draw a triangle <b>between</b> the circle and the square. ★ Draw a rectangle <b>near</b> the square.</p>  </div>
<p><b>Measurement and Geometry</b> <i>Using units of measurement</i> Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006) <b>AC</b></p>	<p><i>Draw a pencil that is <b>longer than</b> the pencil below.</i></p>	<p><b>Q18</b></p> <div data-bbox="943 1877 1366 2018" style="border: 1px solid black; padding: 5px;"> <p><i>Length</i> ★ Draw a pencil that is <b>longer than</b> the pencil below.</p>  </div>

# Test B: Teacher's Sheet

AC Strand/Sub-strand/ Content description/Code	Teacher's instructions	Student's Test Sheet
<p><b>Measurement and Geometry</b> <i>Using units of measurement</i> Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006) <b>AC</b></p>	<p>Draw something in your classroom that would be <b>heavier than</b> your pencil case.</p>	<p><b>Q19</b></p> <p><b>Mass</b> ★ Draw something in your classroom that would be <b>heavier than</b> your pencil case.</p> 
<p><b>Measurement and Geometry</b> <i>Using units of measurement</i> Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006) <b>AC</b></p>	<p>Colour the container that will hold the <b>most</b>.</p>	<p><b>Q20</b></p> <p><b>Capacity</b> ★ Colour the container that will hold the <b>most</b>.</p> 
<p><b>Measurement and Geometry</b> <i>Using units of measurement</i> Connect days of the week to familiar events and actions (ACMMG008) <b>AC</b></p> <p><b>Measurement and Geometry</b> <i>Using units of measurement</i> Compare and order the duration of events using the everyday language of time (ACMMG007) <b>AC</b></p>	<p>What is your favourite day in the school week?</p> <p>Draw what you like to do on that day.</p> <p>Show the time on each clock.</p>	<p><b>Q21-23</b></p> <p><b>Time</b> ★ What is your favourite day in the school week? _____</p> <p>★ Draw what you like to do on that day.</p> <p>★ Show the time on each clock.</p> <p>4 o'clock      11 o'clock      6 o'clock</p> 
<p><b>Statistics and Probability</b> <i>Data representation and interpretation</i> Answer yes/no questions to collect information (ACMSP011) <b>AC</b></p>	<p>These children were asked, 'Do you have a dog for a pet?' Show their answers. You can draw the answer below or show your answer with blocks.</p>	<p><b>Q24</b></p> <p><b>Data</b> ★ Pet Parade</p>  <p>These children were asked, "Do you have a dog for a pet?" Show their answers. You can draw the answer below or show your answer with blocks.</p>