



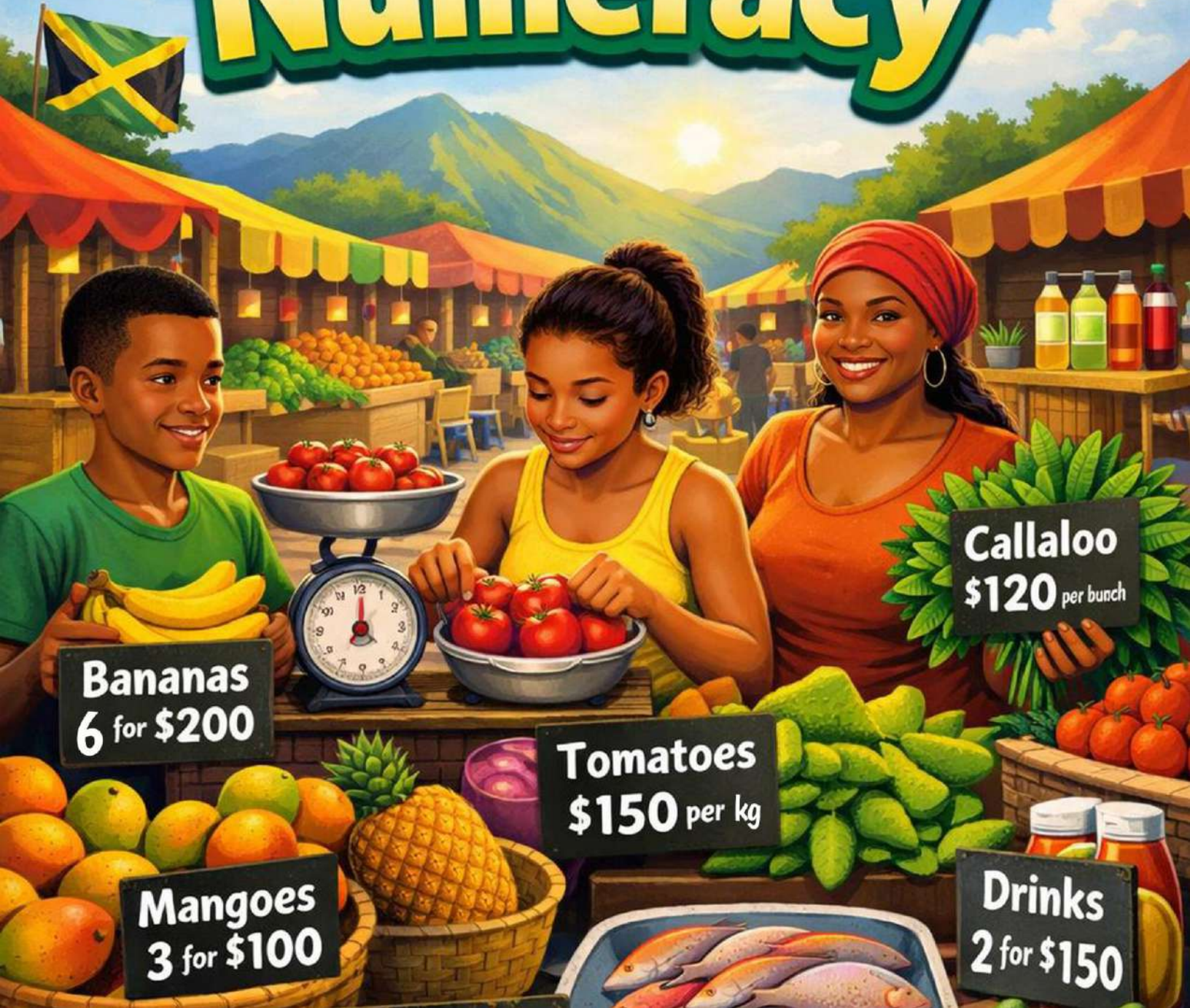
Ministry of
Education, Skills,
Youth & Information



Grade 6

Test Preparation Publication

Numeracy



Bananas
6 for \$200

Mangoes
3 for \$100

Tomatoes
\$150 per kg

Callaloo
\$120 per bunch

Drinks
2 for \$150

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Grade 6 Test Preparation Publication Numeracy
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Ministry of Education, Skills, Youth and Information
2 National Heroes Circle
Kingston 4
Jamaica, West Indies

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About the Test Preparation Publication

The Ministry of Education, Skills, Youth & Information, through the Exam & Assessment Administration Services Branch, is pleased to provide this **Test Preparation Publication** to support teachers in preparing students for the **Primary Exit Profile (PEP) Numeracy Test**. This resource has been created to help you guide your students as they build strong numeracy skills and develop confidence in using mathematics to solve real-world problems. It is intended to make test preparation more meaningful and less stressful for both you and your students by providing sample items, assessment tips, and strategies that align with the PEP assessment standards.

The full Grade 6 numeracy test comprises **20 single select multiple-choice items** that assess students' number sense, their use of measurement and spatial awareness, their ability to handle data and use patterns to solve every day problems. While this publication does **not** contain the full test, it includes a selection of **sample items** that reflect the types of questions, formats, and cognitive demands found in the official assessment.

In addition to the sample items, the publication provides the **answer key** and **strategies** that can be used post administration to help support students. This resource is intended to help teachers understand the underlying skills being measured and to guide instructional planning.

Teachers can use this publication to:

- Familiarize students with the **structure and expectations** of the PEP Numeracy Test.
- Provide **practice opportunities** that build confidence and test-taking strategies.
- Identify **areas of strength and weakness** in students' numeracy skills.
- Facilitate **discussion and reflection** on how to approach different items effectively.

Ultimately, this test preparation resource serves as a **practical classroom tool** to enhance numeracy instruction and improve students' readiness and performance in the national standardized assessment.

How to administer the test items?

Before administration, teachers should be guided by the following:

1. This publication consists of 15 single select multiple choice numeracy items.
2. Teachers can choose to administer the items as a full 15-item test or in smaller blocks of items.
3. Students should do the test items in a calm yet formal atmosphere. It is important to recreate the conditions of the real test as close as possible.
4. For the full 60 item Curriculum Based Test (which includes 20 numeracy items), students will have 1 hour and 50 minutes to complete it. Therefore, for this 15-item test, students should complete it in 25 minutes.
5. On average, students will have one minute to answer each question, with additional minutes for reading the stimulus material.
6. In light of this, encourage students to move on from questions they are stuck on. The student may find it helpful to put a mark in pencil (such as a cross or asterisk), beside questions that they have left out, so that they can be easily spotted when they go through again.
7. Remind students that they can always go back through the paper, if they have time left.
8. When the time is up, they should stop working. If they have not finished, draw a line at the point where the student has reached. You can always allow them to continue at another time to get the practice.

What to do after administration?

After administration of the full test or blocks of items it is recommended that teachers do the following:

1. Use the Answer Keys, provided on page 14, to mark each student's responses.
2. Go through the students' responses and guide them through the process of determining the correct answer. Use strategies such as:
 - a. have students underline the key words
 - b. remind students to read through all options carefully, before making a selection
 - c. eliminating the wrong answers
 - d. going back to the stimulus material to check for key information
3. Note instances where students got the responses to the item incorrect and use this to identify gaps in students' numeracy skills.
4. Emphasise the engagement of the students by asking probing questions which will inform the students' response to the items. You can ask questions such as:
 - What do you think is the answer?
 - How did you get to your answer?
 - Can you explain some more?
 - What other questions do you have?
5. Have students think about how they completed the items in the time given. They should tell you whether they need to work more carefully or if they should try to use the time better, depending on how they completed the items.
6. It is important to discuss with students the layout of different items and how they should approach these.

Test Items

Instructions:

There are 15 items on this test. Each has only one (1) correct answer. Read each item carefully then select the correct response.

Examine the pencil case below. Use it to answer item 1.



1. The price of the pencil case is **four hundred, twenty-three dollars and fifteen cents**. Which of the following represents the price of the pencil case?
 - A. \$ 402,315.00
 - B. \$ 42,315.00
 - C. \$ 4,023.15
 - D. \$ 423.15

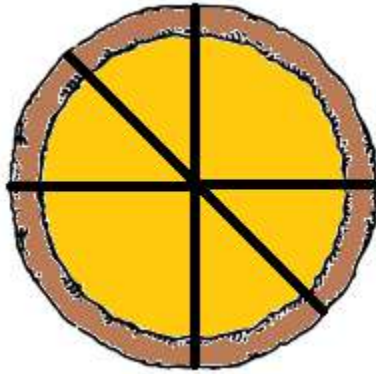
The time that Ashley ran in a race is given in the box below. Use it to answer item 2.



48.25 seconds

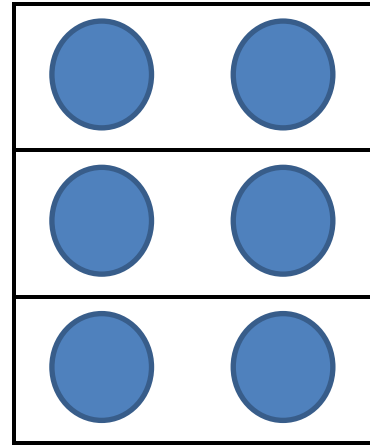
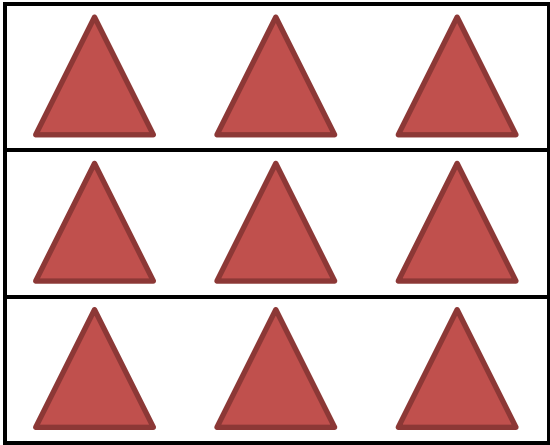
2. What is the value of the digit **2** in the time that Ashley ran?
- A. 2 ones
 - B. 2 tenths
 - C. 2 thousandths
 - D. 2 hundredths

The diagram below represents a pizza that Colin cut into 6 slices. Use it to answer item 3.



3. Colin says that each slice represents $\frac{1}{6}$ of the pizza. Do you agree with Colin?
- A. Yes, because the pizza is divided into six parts
 - B. Yes, because one slice is one out of six parts
 - C. No, because each slice is not the same size
 - D. No, because the pizza is not divided into six parts

Examine the diagrams with triangles and circles below. It shows that for every 9 triangles, there are 6 circles. Use them to answer item 4.



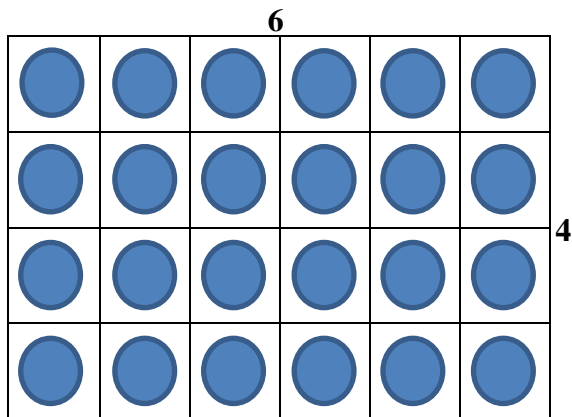
4. How many circles are there for every **3 triangles**?
- A. 2
 - B. 3
 - C. 6
 - D. 9

Look at the chocolate bar shown below. The chocolate bar has 12 pieces of chocolate. Use this information to answer item 5.

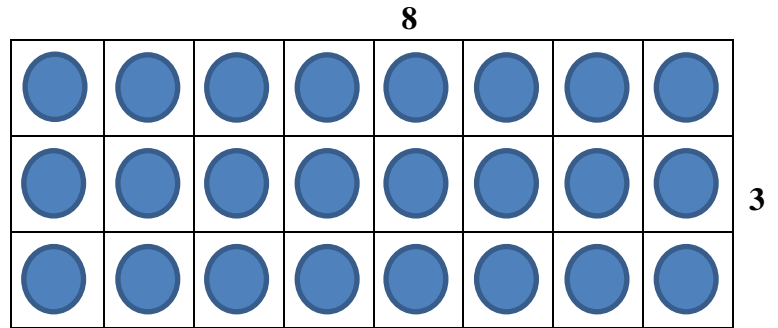


5. Jayden ate **three pieces** of chocolate from the chocolate bar. Which of the following represents the amount of the chocolate bar he ate?
- A. 25%
 - B. 30%
 - C. 50%
 - D. 75%

Gwen drew 24 similar circles inside Rectangle S and Rectangle T below. Each rectangle fits 24 circles perfectly. Use them to answer item 6.

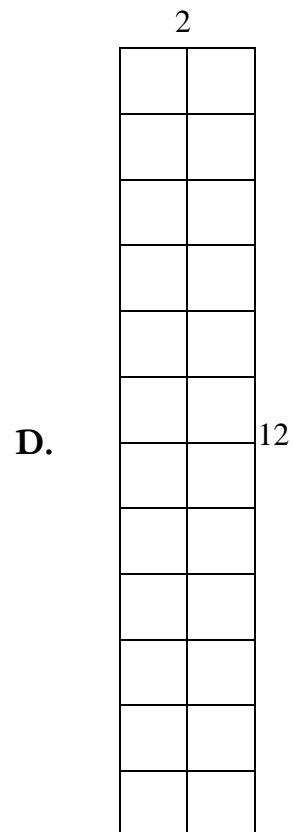
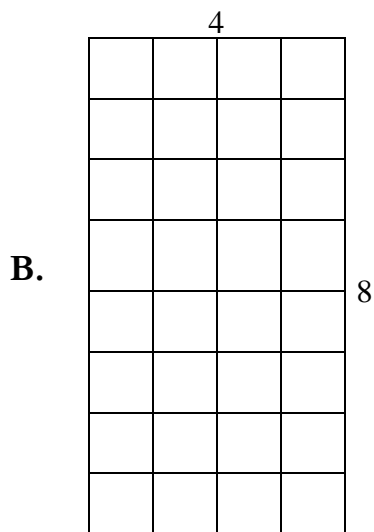
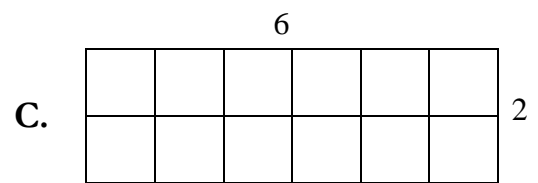
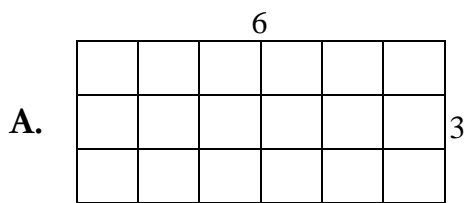


Rectangle S



Rectangle T

6. Which rectangle would also fit 24 circles perfectly?



Examine the two sets of coins below. Use them to answer item 7.



Set M
\$10 coins



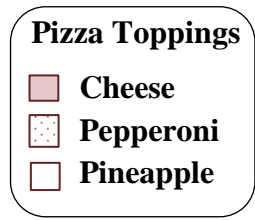
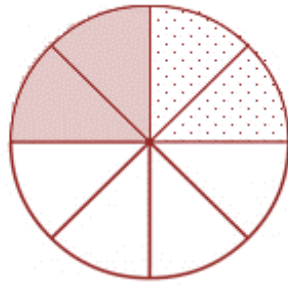
Set N
\$1 coins

7. Which of the following is **TRUE** about the relationship between the two sets of coins?

The value of **set M** is _____ the value of **set N**.

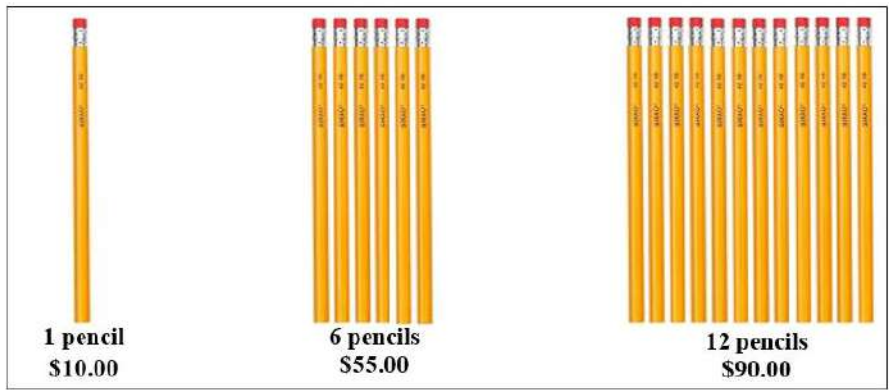
- A. 1 times
 - B. 10 times
 - C. 100 times
 - D. 1000 times
8. Janel got 60 questions on a test. She got 30 of the questions correct. Which of the following represents the number of questions that Janel got correct?
- A. $\frac{1}{30}$
 - B. $\frac{1}{5}$
 - C. $\frac{1}{3}$
 - D. $\frac{1}{2}$

The diagram below represents a pizza divided into equal slices with three different toppings. Use it to answer item 9.



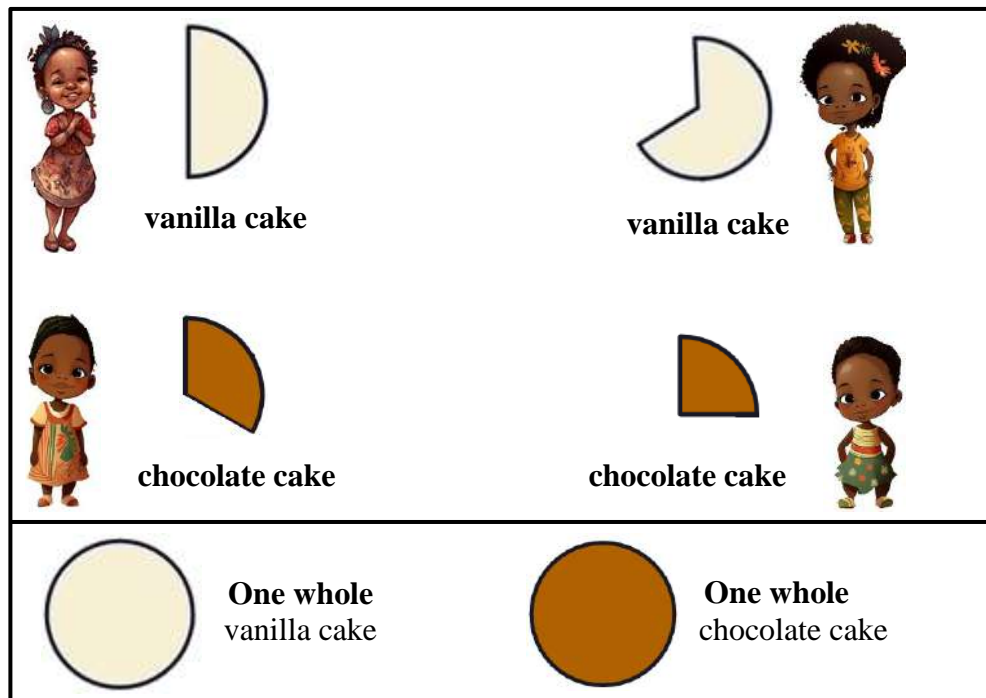
9. Marsha ate half of the pizza. How many slices did she eat?
- A. 2
 - B. 3
 - C. 4
 - D. 8

Miss Henry can buy pencils in different quantities as shown below. Use the information to answer item 10.



10. Miss Henry has \$100.00 to buy pencils. What is the **greatest number** of pencils that she can buy?
- A. 19
 - B. 13
 - C. 10
 - D. 6

The diagram below shows the amount of two different types of whole cake (vanilla cake and chocolate cake) that four children usually eat. The mother of the four children are trying to decide the number of whole cakes they will need to buy. Use this information to answer item 11.

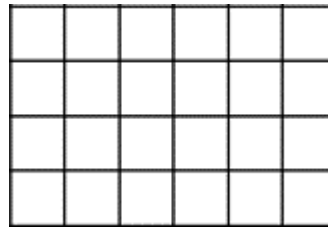


11. Vanilla cake and chocolate cake are each sold as whole cakes. Which number represents the **combined total** of whole vanilla and chocolate cakes that the children's mother would need to buy?
- A. 1
 - B. 2
 - C. 3
 - D. 4

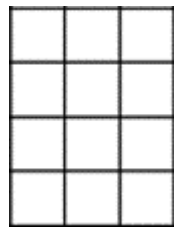
Anna has four gardens in her yard. The diagrams below show models of the four gardens. Each \square represents 1 m^2 . Use the diagram to answer item 12.



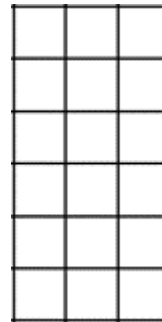
Garden M



Garden N



Garden S



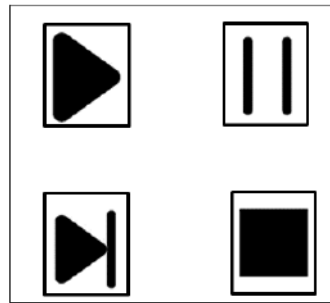
Garden T

12. Anna wants to plant tomatoes in the garden that has the **largest space** available. Which garden should Anna use?
- A. Garden M
 - B. Garden N
 - C. Garden S
 - D. Garden T

Nancy placed some crayons in a box. She added sixteen crayons to what was already in the box, making a total of 48 crayons. Use this information to answer item 13.

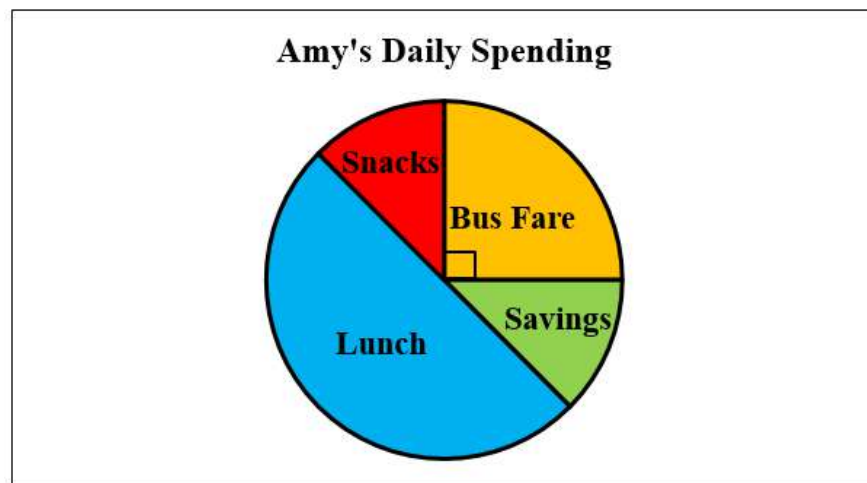
13. How many crayons were in the box before the 16 crayons were added?
- A. 16
 - B. 32
 - C. 64
 - D. 768

Examine the four buttons found on a television remote below. Use them to answer item 14.



14. Which shape is **NOT** shown on any of the buttons?
- A. circle
 - B. triangle
 - C. rectangle
 - D. square

Examine the pie chart below. It shows how Amy spends her money each day. Half of her daily spending is for lunch. Use it to answer item 15.



15. Amy spends **\$600.00 for lunch** each day. How much money does she spend on snacks each day?
- A. \$ 150.00
 - B. \$ 300.00
 - C. \$1200.00
 - D. \$2400.00

Answer Keys

Item	Content Category	Key	Item Description Students are required to:
1	Number Sense	D	write the numeral for a number given in worded form
2	Number Sense	B	identify the value of a digit based on its position in a number
3	Number Sense	C	use their knowledge of parts of a whole to make a judgement
4	Number Sense	A	Use their knowledge of ratio to solve problems
5	Number Sense	A	use their knowledge of parts of a whole and percentage to solve a problem
6	Number Sense	D	use their knowledge of factors to find a pair of common factors of a number given
7	Number Sense	B	use their knowledge of money and place value to make a deduction
8	Number Sense	D	use their knowledge of percentage and fraction to solve a problem
9	Number Sense	C	use their knowledge of parts of a whole to solve a problem
10	Number Sense	B	use their knowledge of money to solve a problem
11	Number Sense	C	use their knowledge of parts of a whole to solve a problem
12	Measurement	B	use their knowledge of area to solve a problem
13	Pattern and Relationship	B	use the correct operation to solve for an unknown quantity
14	Geometric ideas	A	Identify 2 dimensional shapes
15	Data Handling	A	extract information from a chart and use that information to solve a problem



Primary Exit Profile
Bringing Abilities **to Light**



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