TEKSING TOWARD STAAR
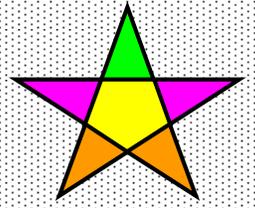
MATHEMATICS

GRADE 4

TEKS/STAAR
Spiraled Practice

Correlated by Category/TEKS

TEKSING TOWARD STAAR

MATHEMATICS

OVERVIEW
Grade 4 Spiraled Practice Including Class and Student Profiles

This document was created with all students in mind and provides teachers with sets of 3 spiraled questions to assess student mastery of TEKS assessed on STAAR as well as Class and Student Profiles designed for recording and analysis of performance data. Each question in this document is correlated to a specific STAAR Category and TEKS.

This document provides both multiple choice and answer grid formats. However, the questions can easily be utilized without the multiple choice answers or answer grid. The questions are spiraled through all TEKS and pieces of TEKS that are eligible for assessment on STAAR. Twenty spirals are provided for each six weeks for a total of 120 Spiraled Practice sets.

The spiraling of the questions takes into consideration the following information from the STAAR Grade 4 Mathematics Blueprint released from the TEA in January 2014:

- 60% - 65% of the questions will assess Readiness Standards – 29-31 of 48 total questions
- 35% - 40% of the questions will assess Supporting Standards – 17-19 of 48 total questions
- 45 questions will be multiple choice format and 3 questions will be griddable format

The Profiles were designed to enable teachers and students to keep a record of mastery of all TEKS, not just the ones assessed on STAAR. Every question on each Spiraled Practice is correlated on the Profiles. Teachers keep a Class Profile to guide plans for instruction for each class they teach. Students keep a Student Profile so they will know their own individual strengths and weaknesses. Teachers view individual Student Profiles to guide plans for small group instruction and individualized tutorials.

NOTE: There is no answer key provided for this document, as the authors' philosophy is that each teacher should create a personalized Solutions Manual so the teacher becomes more familiar with the Revised TEKS and assessment of the Revised TEKS, as well as formulates various solution strategies for each question. Teachers are encouraged to communicate with the authors regarding discussion of any question in this document.

AUTHORS' VISION FOR IMPLEMENTATION – SPIRALED PRACTICE

- Begin the class period with a Spiraled Practice. Students work in Partner Pairs until Six Weeks 4 when they begin working individually without assistance.

- Students should first identify the **MAIN IDEA** and **SUPPORTING DETAILS** for each problem, then work each problem – they must show all work they do to help them choose their answer – the objective would be that anyone who looks at their paper should be able to understand how they chose their answer.

- After students begin working, quietly assign three different Partner Pairs as **SHARE PAIRS** for the 3 problems. If you have an opaque projection device, the share pairs will share their work from their paper. If you do not, then prior to class label 3 different transparencies as 1, 2, and 3 (small numbers in the top left corner of each transparency) and distribute the blank transparencies and overhead pens to the **SHARE PAIRS** so they will be able to show their work utilizing an overhead projector.

- The **SHARE PAIRS** and are assigned to work on their assigned problem **FIRST**, then complete the other questions if they have time – they must **SHOW** all work – the teacher should monitor the share pairs closely and answer any questions they have about the problem.

- **ALL** students should work in pairs to complete a Spiraled Practice in 6 minutes – each student recording on their individual page(s). Call **TIME** after 6 minutes.

- Immediately **SHARE PAIR 1** places their paper or paper or transparency on the projection device and shares how they solved the problem. First, they say "The main idea of the problem is…"; next they say "The supporting details in the problem are…". Finally they share the process they used to answer the problem. After sharing, they ask the class: "Did anyone get a different answer?" and "Did anyone solve the problem differently?" If someone did, they share and discussion follows. If the **SHARE PAIR** could not complete the problem (however, ever share pair/student should be expected to find the main idea and supporting details in each problem, even if they cannot answer the problem), they ask the class if anyone could complete the problem – if so, a pair that completed the problem is asked to come up and share their work with discussion following.

- If no student could answer the problem correctly, the teacher makes a decision whether to continue discussion of the problem at this point, or to delay discussion until a more appropriate time (if the decision is made to delay discussion, tell the students that they will be working on this problem in a major lesson later and discussion will continue then).
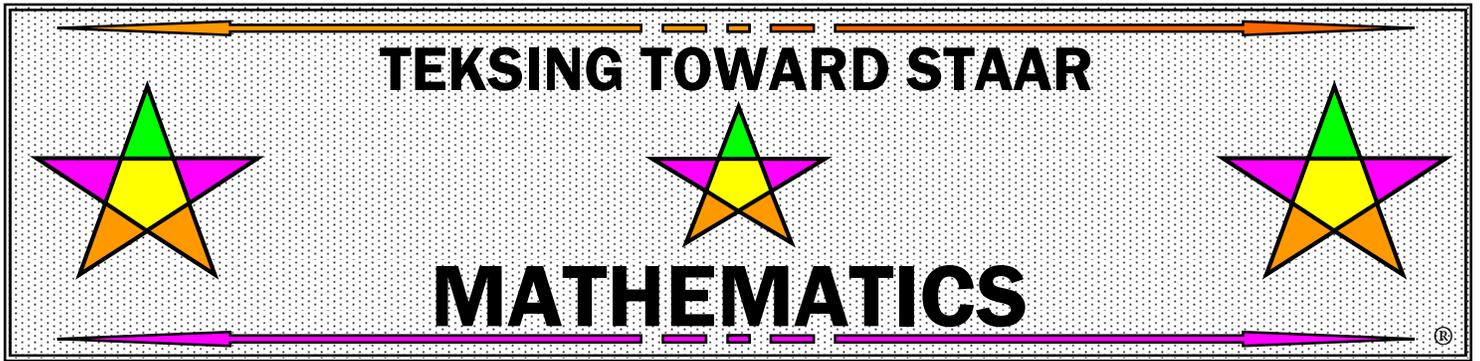
AUTHORS' VISION FOR IMPLEMENTATION – PROFILE BOOKLETS

CLASS PROFILE

- Teachers record in a Class Profile for each class. The questions on each Spiraled Practice are correlated on the Class Profile.

- Suggestion for recording class data:

  Record **+** if class data demonstrates mastery

  Record **–** if class data demonstrates improvement needed

- Record **+** based on the following:

  August/September – Record **+** if 50% or higher of class demonstrates mastery
  October – Record **+** if 60% or higher of class demonstrates mastery
  November – Record **+** if 70% or higher of class demonstrates mastery
  December – Record **+** if 80% or higher of class demonstrates mastery
  January-May – Record **+** if 90% or higher of class demonstrates mastery

- Periodically highlight all **+** in **green** and highlight all **–** in **hot pink**.

- Begin glancing over each Class Profile by TEKS to identify areas of strength and weakness. Use this data to make instructional decisions regarding focus for instructional time by class.

STUDENT PROFILE

- Each student records in an individual Student Profile – teachers do not record in Student Profiles. The questions on each Spiraled Practice are correlated on the Student Profile.

- Record **+**/**–** based on the following:

  Record **+** if answer is correct

  Record **–** if answer is incorrect

- Periodically highlight all **+** in **green** and highlight all **–** in **hot pink**.

- Student – Periodically glance over the Student Profile to identify areas of strength and weakness

- Teacher – Periodically glance over each Student Profile by TEKS to identify areas of individual strength and weakness. Use data to make instructional decisions regarding focus for tutorial time.

TEKSING TOWARD STAAR

MATHEMATICS

Grade 4

Student Profile for Spiraled Practice

Student _____

Teacher _____

GRADE 4 TEKSING TOWARD STAAR MATHEMATICS CLASS PROFILE

STAAR REPORTING CATEGORY 1: NUMERICAL REPRESENTATIONS AND RELATIONSHIPS

Standard	TEKS	Student Expectation	Class Performance									
Supporting	4.2(A)	interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left	2	32	63	93						
Readiness	4.2(B)	represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals	1	8	16	23	30	36	45	53	59	65
			75	81	88	96	103	110				
Supporting	4.2(C)	compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =	5	37	66	95						
Supporting	4.2(D)	round whole numbers to a given place value through the hundred thousands place	10	39	68	97						
Supporting	4.2(E)	represent decimals, including tenths and hundredths, using concrete and visual models and money	13	41	70	99						
Supporting	4.2(F)	compare and order decimals using concrete and visual models to the hundredths	15	43	73	102						
Readiness	4.2(G)	relate decimals to fractions that name tenths and hundredths	3	9	18	26	33	38	48	55	61	69
			77	83	89	98	106	113	116			
Supporting	4.2(H)	determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line	17	46	76	105						
Supporting	4.3(A)	represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including when $a > b$	19	49	78	109						
Supporting	4.3(B)	decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations	22	52	82	112						
Supporting	4.3(C)	determine if two given fractions are equivalent using a variety of methods	25	56	85	117						
Readiness	4.3(D)	compare two fractions with different numerators and different denominators and represent the comparison using the symbols >, =, or <	6	12	21	28	35	42	50	57	62	72
			79	86	92	101	108	115	118			
Supporting	4.3(G)	represent fractions and decimals to the tenths or hundredths as distances from zero on a number line	29	58	90	119						

GRADE 4 TEKSING TOWARD STAAR MATHEMATICS CLASS PROFILE

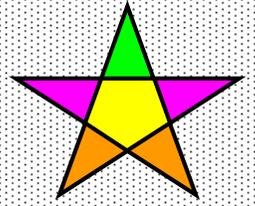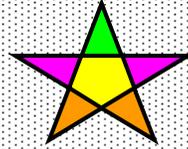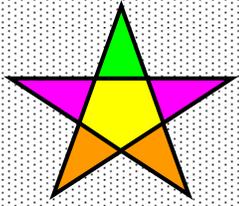| STAAR REPORTING CATEGORY 2: COMPUTATIONS AND ALGEBRAIC RELATIONSHIPS												
Standard	TEKS	Student Expectation	Class Performance									
Readiness	4.3(E)	represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations	1	11	19	27	36	45	53	61	69	77
			86	95	103	111						
Supporting	4.3(F)	evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole lines	2	18	34	52	70	88	104			
Readiness	4.4(A)	add and subtract whole numbers and decimals to the hundredths place using the standard algorithm	3	12	21	29	37	47	55	62	71	79
			87	97	105	113						
Supporting	4.4(B)	determine products of a number and 10 or 100 using properties of operations and place value understandings	4	20	38	54	72	90	106			
Supporting	4.4(C)	represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15	6	22	40	56	76	92	108			
Supporting	4.4(D)	use strategies and algorithms, including standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies include mental math, partial products; commutative, associative, and distributive properties	8	26	42	58	78	94	112			
Supporting	4.4(E)	represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations	10	28	44	64	80	96	114			
Supporting	4.4(F)	use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor	14	30	46	66	82	100	116			
Supporting	4.4(G)	round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers	16	32	50	68	84	102	119			
Readiness	4.4(H)	solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders	5	13	23	31	39	48	57	63	73	81
			89	98	107	115						
Readiness	4.5(A)	represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity	7	15	24	33	41	49	59	65	74	83
			91	99	109	118						
Readiness	4.5(B)	represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence	9	17	25	35	43	51	60	67	75	85
			93	101	110	120						
Not Tested	4.5(C)	use models to determine the formulas for the perimeter of a rectangle ($l + w + l + w$ or $2l + 2w$), including the special formula for perimeter of a square ($4s$) and the area of a rectangle ($l \times w$)										

GRADE 4 TEKSING TOWARD STAAR MATHEMATICS CLASS PROFILE

		STAAR REPORTING CATEGORY 3: GEOMETRY AND MEASUREMENT										
Standard	**TEKS**	**Student Expectation**	**Class Performance**									
Readiness	4.5(D)	solve problems related to perimeter and area of rectangles where dimensions are whole numbers	1	7	14	22	28	34	43	49	55	62
			67	73	82	88	94	96	105			
Supporting	4.6(A)	identify points, lines, line segments, rays, angles, and perpendicular and parallel lines	3	20	40	60	81	100	116			
Supporting	4.6(B)	identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure	5	24	42	66	83	102	118			
Supporting	4.6(C)	apply knowledge of right angles to identify acute, right, and obtuse triangles	8	27	44	68	86	104	119			
Readiness	4.6(D)	classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size	2	9	16	23	30	36	45	51	58	63
			69	75	84	90	99	106	111	117		
Not Tested	4.7(A)	illustrate the measure of an angle as the part of a circle whose center is at the vertex of the angle that is "cut out" by the rays of the angle - angle measures are limited to whole numbers										
Not Tested	4.7(B)	illustrate degrees as the units used to measure an angle, where 1/360 of any circle is one degree & an angle that "cuts" n/360 out of any circle whose center is at the angle's vertex has a measure of n degrees-angle measures limited to whole numbers										
Readiness	4.7(C)	determine the approximate measures of angles in degrees to the nearest whole number using a protractor	4	10	19	25	31	39	46	52	59	64
			70	78	85	91	101	107	113			
Supporting	4.7(D)	draw an angle with a given measure	11	29	47	71	89	108				
Supporting	4.7(E)	determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures	13	33	50	74	92	110				
Supporting	4.8(A)	identify relative sizes of measurement units within the customary and metric systems	15	35	53	76	95	112				
Supporting	4.8(B)	convert measurements within the same system, customary or metric, from smaller unit into larger unit or larger unit into smaller unit when given other equivalent measures represented in a table	18	38	56	79	98	114				
Readiness	4.8(C)	solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate	6	12	21	26	32	41	48	54	61	65
			72	80	87	93	103	109	115	120		

GRADE 4 TEKSING TOWARD STAAR MATHEMATICS CLASS PROFILE

STAAR REPORTING CATEGORY 4: DATA ANALYSIS AND FINANCIAL LITERACY												
Standard	**TEKS**	**Student Expectation**	**Class Performance**									
Readiness	4.9(A)	represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions	4	11	17	24	31	34	40	47	57	67
			74	87	97	104	111	117	120			
Supporting	4.9(B)	solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot	7	20	44	54	60	71	80	91	94	100
Supporting	4.10(A)	distinguish between fixed and variable expenses	14	51	84							
Supporting	4.10(B)	calculate profit in a given situation	27	64	107							
Not Tested	4.10(C)	compare the advantages and disadvantages of various savings options										
Not Tested	4.10(D)	describe how to allocate a weekly allowance among spending, saving, including for college, and sharing										
Supporting	4.10(E)	describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending	37	77	114							

TEKSING TOWARD STAAR

MATHEMATICS

Grade 4

Student Profile for Spiraled Practice

Student _____

Teacher _____

GRADE 4 TEKSING TOWARD STAAR MATHEMATICS STUDENT PROFILE

STAAR REPORTING CATEGORY 1: NUMERICAL REPRESENTATIONS AND RELATIONSHIPS												
Standard	**TEKS**	**Student Expectation**	**Student Performance**									
Supporting	4.2(A)	interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left	2	32	63	93						
Readiness	4.2(B)	represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals	1	8	16	23	30	36	45	53	59	65
			75	81	88	96	103	110				
Supporting	4.2(C)	compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =	5	37	66	95						
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Supporting	4.2(H)	determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line	17	46	76	105						
Supporting	4.3(A)	represent a fraction *a*/*b* as a sum of fractions 1/*b*, where *a* and *b* are whole numbers and *b* > 0, including when *a* > *b*	19	49	78	109						
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GRADE 4 TEKSING TOWARD STAAR MATHEMATICS STUDENT PROFILE

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Readiness	4.3(E)	represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations	1	11	19	27	36	45	53	61	69	77
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Not Tested	4.5(C)	use models to determine the formulas for the perimeter of a rectangle ($l + w + l + w$ or $2l + 2w$), including the special formula for perimeter of a square ($4s$) and the area of a rectangle ($l \times w$)										

GRADE 4 TEKSING TOWARD STAAR MATHEMATICS STUDENT PROFILE

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Supporting	4.7(D)	draw an angle with a given measure	11	29	47	71	89	108				
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			72	80	87	93	103	109	115	120		

GRADE 4 TEKSING TOWARD STAAR MATHEMATICS STUDENT PROFILE

\multicolumn{13}{c}{**STAAR REPORTING CATEGORY 4: DATA ANALYSIS AND FINANCIAL LITERACY**}
Standard	**TEKS**	**Student Expectation**	\multicolumn{10}{c}{**Student Performance**}
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Readiness	4.9(A)	represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions	4	11	17	24	31	34	40	47	57	67
			74	87	97	104	111	117	120			
Supporting	4.9(B)	solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot	7	20	44	54	60	71	80	91	94	100
Supporting	4.10(A)	distinguish between fixed and variable expenses	14	51	84							
Supporting	4.10(B)	calculate profit in a given situation	27	64	107							
Not Tested	4.10(C)	Compare the advantages and disadvantages of various savings options										
Not Tested	4.10(D)	Describe how to allocate a weekly allowance among spending, saving, including for college, and sharing										
Supporting	4.10(E)	describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending	37	77	114							

TEKSING TOWARD STAAR

MATHEMATICS

GRADE 4

TEKS/STAAR
Spiraled Practice

Correlated by Category/TEKS

Grade 4 - TEKS/STAAR Spiraled Practice Table of Contents

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3	Category 3/4.6A	Category 1/4.2G	Category 2/4.4A
4	Category 2/4.4B	Category 3/4.7C	Category 4/4.9A
5	Category 1/4.2C	Category 2/4.4H	Category 3/4.6B
6	Category 2/4.4C	Category 3/4.8C	Category 1/4.3D
7	Category 3/4.5D	Category 4/4.9B	Category 2/4.5A
8	Category 1/4.2B	Category 2/4.4D	Category 3/4.6C
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20	Category 2/4.4B	Category 3/4.6A	Category 4/4.9B
21	Category 1/4.3D	Category 2/4.4A	Category 3/4.8C
22	Category 2/4.4C	Category 3/4.5D	Category 1/4.3B
23	Category 3/4.6D	Category 1/4.2B	Category 2/4.4H
24	Category 2/4.5A	Category 4/4.9A	Category 3/4.6B
25	Category 1/4.3C	Category 2/4.5B	Category 3/4.7C
26	Category 2/4.4D	Category 3/4.8C	Category 1/4.2G
27	Category 3/4.6C	Category 4/4.10B	Category 2/4.3E
28	Category 1/4.3D	Category 2/4.4E	Category 3/4.5D
29	Category 2/4.4A	Category 3/4.7D	Category 1/4.3G
30	Category 3/4.6D	Category 1/4.2B	Category 2/4.4F
31	Category 4/4.9A	Category 2/4.4H	Category 3/4.7C
32	Category 2/4.4G	Category 3/4.8C	Category 1/4.2A
33	Category 3/4.7E	Category 1/4.2G	Category 2/4.5A
34	Category 2/4.3F	Category 4/4.9A	Category 3/4.5D
35	Category 1/4.3D	Category 2/4.5B	Category 3/4.8A
36	Category 2/4.3E	Category 3/4.6D	Category 1/4.2B
37	Category 4/4.10C	Category 1/4.2C	Category 2/4.4A
38	Category 1/4.2G	Category 2/4.4B	Category 3/4.8B
39	Category 3/4.7C	Category 1/4.2D	Category 2/4.4H
40	Category 2/4.4C	Category 3/4.6A	Category 4/4.9A

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Spiral	Question 1	Question 2	Question 3
41	Category 1/4.2E	Category 2/4.5A	Category 3/4.8C
42	Category 2/4.4D	Category 3/4.6B	Category 1/4.3D
43	Category 3/4.5D	Category 1/4.2F	Category 2/4.5B
44	Category 2/4.4E	Category 3/4.6C	Category 4/4.9B
45	Category 1/4.2B	Category 2/4.3E	Category 3/4.6D
46	Category 2/4.4F	Category 3/4.7C	Category 1/4.2H
47	Category 3/4.7D	Category 4/4.9A	Category 2/4.4A
48	Category 1/4.2G	Category 2/4.4H	Category 3/4.8C
49	Category 2/4.5A	Category 3/4.5D	Category 1/4.3A
50	Category 3/4.7E	Category 1/4.3D	Category 2/4.4G
51	Category 4/4.10A	Category 2/4.5B	Category 3/4.6D
52	Category 2/4.3F	Category 3/4.7C	Category 1/4.3B
53	Category 3/4.8A	Category 1/4.2B	Category 2/4.3E
54	Category 2/4.4B	Category 3/4.8C	Category 4/4.9B
55	Category 1/4.2G	Category 2/4.4A	Category 3/4.5D
56	Category 2/4.4C	Category 3/4.8B	Category 1/4.3C
57	Category 4/4.9A	Category 1/4.3D	Category 2/4.4H
58	Category 1/4.3G	Category 2/4.4D	Category 3/4.6D
59	Category 3/4.7C	Category 1/4.2B	Category 2/4.5A
60	Category 2/4.5B	Category 3/4.6A	Category 4/4.9B
61	Category 1/4.2G	Category 2/4.3E	Category 3/4.8C
62	Category 2/4.4A	Category 3/4.5D	Category 1/4.3D
63	Category 1/4.2A	Category 2/4.4H	Category 3/4.6D
64	Category 4/4.10B	Category 3/4.7C	Category 2/4.4E
65	Category 1/4.2B	Category 2/4.5A	Category 3/4.8C
66	Category 2/4.4F	Category 3/4.6B	Category 1/4.2C
67	Category 3/4.5D	Category 4/4.9A	Category 2/4.5B
68	Category 1/4.2D	Category 2/4.4G	Category 3/4.6C
69	Category 2/4.3E	Category 3/4.6D	Category 1/4.2G
70	Category 3/4.7C	Category 1/2/4.3F	Category 1/4.2E
71	Category 4/4.9B	Category 2/4.4A	Category 3/4.7D
72	Category 2/4.4B	Category 3/4.8C	Category 1/4.3D
73	Category 3/4.5D	Category 1/4.2F	Category 2/4.4H
74	Category 2/4.5A	Category 3/4.7E	Category 4/4.9A
75	Category 1/4.2B	Category 2/4.5B	Category 3/4.6D
76	Category 2/4.4C	Category 3/4.8A	Category 1/4.2H
77	Category 4/4.10C	Category 1/4.2G	Category 2/4.3E
78	Category 1/4.3A	Category 2/4.4D	Category 3/4.7C
79	Category 3/4.8B	Category 1/4.3D	Category 2/4.4A
80	Category 2/4.4E	Category 3/4.8C	Category 4/4.9B

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Spiral	Question 1	Question 2	Question 3
81	Category 1/4.2B	Category 2/4.4H	Category 3/4.6A
82	Category 2/4.4F	Category 3/4.5D	Category 1/4.3B
83	Category 3/4.6B	Category 1/4.2G	Category 2/4.5A
84	Category 2/4.4G	Category 3/4.6D	Category 4/4.10A
85	Category 1/4.3C	Category 2/4.5B	Category 3/4.7C
86	Category 2/4.3E	Category 3/4.6C	Category 1/4.3D
87	Category 3/4.8C	Category 4/4.9A	Category 2/4.4A
88	Category 1/4.2B	Category 2/4.3F	Category 3/4.5D
89	Category 2/4.4H	Category 3/4.7D	Category 1/4.2G
90	Category 3/4.6D	Category 1/4.3G	Category 2/4.4B
91	Category 4/4.9B	Category 2/4.5A	Category 3/4.7C
92	Category 2/4.4C	Category 3/4.7E	Category 1/4.3D
93	Category 3/4.8C	Category 1/4.2A	Category 2/4.5B
94	Category 2/4.4D	Category 3/4.5D	Category 4/4.9B
95	Category 1/4.2C	Category 2/4.3E	Category 3/4.8A
96	Category 2/4.4E	Category 3/4.5D	Category 1/4.2B
97	Category 4/4.9A	Category 1/4.2D	Category 2/4.4A
98	Category 1/4.2G	Category 2/4.4H	Category 3/4.8B
99	Category 3/4.6D	Category 1/4.2E	Category 2/4.5A
100	Category 2/4.4F	Category 3/4.6A	Category 4/4.9B
101	Category 1/4.3D	Category 2/4.5B	Category 3/4.7C
102	Category 2/4.4G	Category 3/4.6B	Category 1/4.2F
103	Category 3/4.8C	Category 1/4.2B	Category 2/4.3E
104	Category 2/4.3F	Category 3/4.6C	Category 4/4.9A
105	Category 1/4.2H	Category 2/4.4A	Category 3/4.5D
106	Category 2/4.4B	Category 3/4.6D	Category 1/4.2G
107	Category 3/4.7C	Category 4/4.10B	Category 2/4.4H
108	Category 1/4.3D	Category 2/4.4C	Category 3/4.7D
109	Category 2/4.5A	Category 3/4.8C	Category 1/4.3A
110	Category 3/4.7E	Category 1/4.2B	Category 2/4.5B
111	Category 3/4.6D	Category 4/4.9A	Category 2/4.3E
112	Category 2/4.4D	Category 3/4.8A	Category 1/4.3B
113	Category 3/4.7C	Category 1/4.2G	Category 2/4.4A
114	Category 2/4.4E	Category 3/4.8B	Category 4/4.10C
115	Category 1/4.3D	Category 2/4.4H	Category 3/4.8C
116	Category 2/4.4F	Category 3/4.6A	Category 1/4.2G
117	Category 4/4.9A	Category 1/4.3C	Category 3/4.6D
118	Category 2/4.5A	Category 3/4.6B	Category 1/4.3D
119	Category 1/4.3G	Category 2/4.4G	Category 3/4.6C
120	Category 2/4.5B	Category 3/4.8C	Category 4/4.9A

1. Which of the following is the number 706,256,048 written in expanded notation?

   A 700,000,000 + 6,000,000 + 200,000 + 50,000 + 6,000 + 400 + 8

   B 700,000,000 + 60,000,000 + 200,000 + 50,000 + 6,000 + 400 + 8

   C 70,000,000 + 6,000,000 + 20,000 + 5,000 + 600 + 40 + 8

   D Not here

---

2. A peach pie and a cherry pie at a restaurant were each cut into 8 equal slices. The shaded part of the model below shows the part of each pie that was sold.


Peach Pie   Cherry Pie
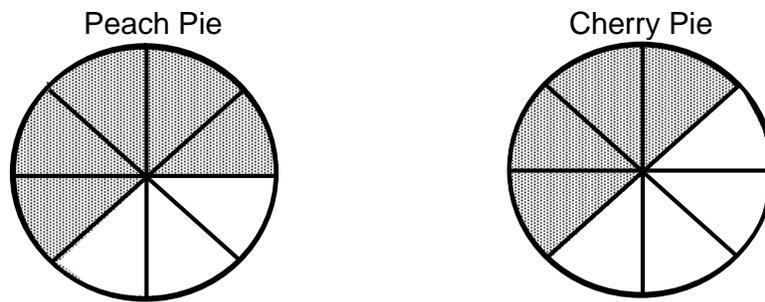
Which number sentence can be used to find how much more of the peach pie was sold than the cherry pie?

   F $\dfrac{8}{8} - \dfrac{5}{8} = \dfrac{3}{8}$

   G $\dfrac{3}{8} + \dfrac{4}{8} = \dfrac{7}{8}$

   H $\dfrac{5}{8} + \dfrac{4}{8} = \dfrac{9}{8}$

   J $\dfrac{5}{8} - \dfrac{4}{8} = \dfrac{1}{8}$

---

3. A rectangular rug has a perimeter of 26 meters. Which statement could be true?

   A The rug is 13 meters long and 2 meters wide.

   B The rug is 8 meters long and 6 meters wide.

   C The rug is 6 meters long and 5 meters wide.

   D The rug is 8 meters long and 5 meters wide.

1. The groups of happy faces shown below are shaded to represent 2 different fractions.
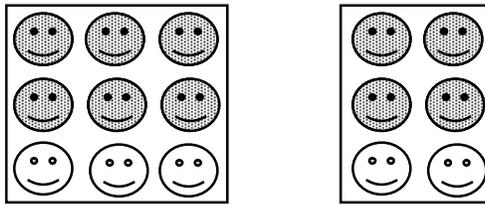
Which comparison represents the shaded part of the groups of happy faces?

A $\dfrac{4}{6} < \dfrac{6}{9}$

B $\dfrac{6}{9} = \dfrac{4}{6}$

C $\dfrac{8}{10} > \dfrac{4}{6}$

D $\dfrac{4}{6} = \dfrac{9}{6}$

---

2. Alaska has the largest area of any state in the United States. The land area is 570,347 square miles and the water surface area is 86,051 square miles. What is the total area of Alaska?

F 504,296 square miles

G 656,425 square miles

H 1,430,857 square miles

J 656,398 square miles

---

3. Leon filled his thermos with 1 liter of water. George filled his thermos with 2 liters of water. How many more milliliters of water does George have than Leon?

A 1,000 milliliters

B 100 milliliters

C 2,000 milliliters

D 200 milliliters

---

1. Each picture below represents a different amount of money. In which amount of money is the digit 8 in the hundredths place?

A

B

C

D

2. A fire station crew bought 76 cans of vegetables and 53 cans of soup to stock their pantry. They have 12 shelves in the pantry and each shelf holds 9 cans. One of the firemen said he thinks they bought more cans than the pantry will hold. He drew the strip diagram shown below to represent the total number of cans.

76	53

$$76 + 53 = 129$$
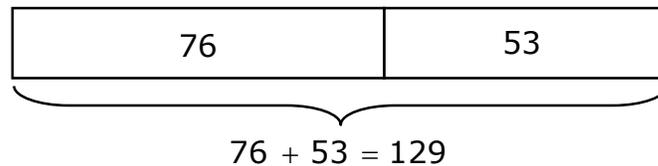
Then he drew the strip diagram below to find out if they bought more cans than the pantry will hold.

9	9	9	9	9	9	9	9	9	9	9	9

c
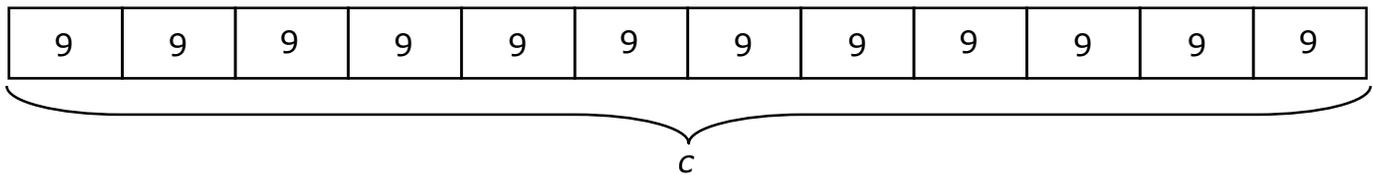
Which equation should the fireman use to find the number of cans, c, the pantry will hold?

F He should use $9 \times 129 = c$ because each shelf holds 9 cans and they have 129 cans.

G He should use $129 + 12 = c$ because there are 12 shelves and they have 129 cans.

H He should use $12 \times 9 = c$ because there are 12 shelves and each shelf holds 9 cans.

J He should use $129 - 12 = c$ because they have 129 cans and there are 12 shelves.

3. Monroe bought a block of cheddar cheese that is labeled 5 kilograms. He decides to cut the cheese into blocks that have a mass of 200 grams. How many blocks of cheese will he have after he has cut the block?

A 25

B 1,000

C 50

D 10,000

1. Each model shown below is shaded to represent a number less than 1. Which model can be represented by $\frac{9}{10}$ and 0.9?

A

C

B

D
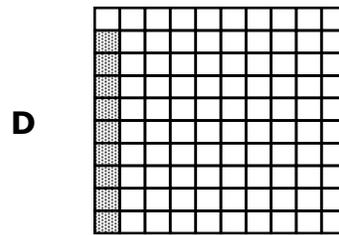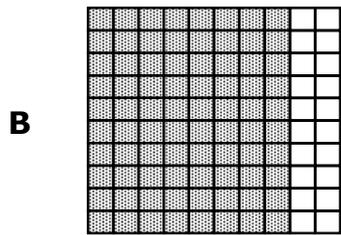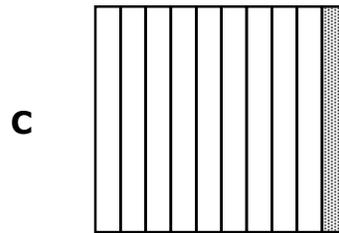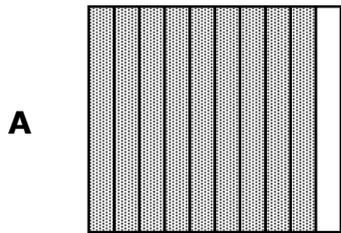
2. Liza surveyed the fifth grade students. She asked them which subject was their favorite. She found that $\frac{2}{7}$ of the students said science was their favorite subject and $\frac{3}{7}$ of the students said reading was their favorite subject.

What fraction of the students said their favorite subject was science or reading?

F $\frac{5}{14}$

G $\frac{1}{7}$

H $\frac{6}{49}$

J $\frac{5}{7}$

3. A peanut vendor has 5 kilograms of peanuts left to sell. He puts the peanuts in bags that contain 100 grams each. How many bags of peanuts does he have to sell?

A 10

B 5,000

C 100

D 50

1. Which of the following is the number 30.41 written in expanded form?

   A 3 + 0.4 + 0.01

   B 30 + 4 + 0.1

   C 3 + 4 + 0.1

   D 30 + 0.4 + 0.01

---

2. Keri has 40 butterfly stickers. She wants to give 6 of her friends an equal number of stickers. Which statement is true?

   F Each friend will not get an equal number of stickers because 40 ÷ 6 = 6 r4.

   G Each friend will get an equal number of stickers because 40 ÷ 6 = 7 .

   H Each friend will get an equal number of 6 stickers because 40 ÷ 6 = 6 .

   J Each friend will get 6 stickers and Keri will have 4 stickers left because 40 ÷ 6 = 6 r4.

---

3. Which statement about the line segments in this rectangle is **NOT** true?
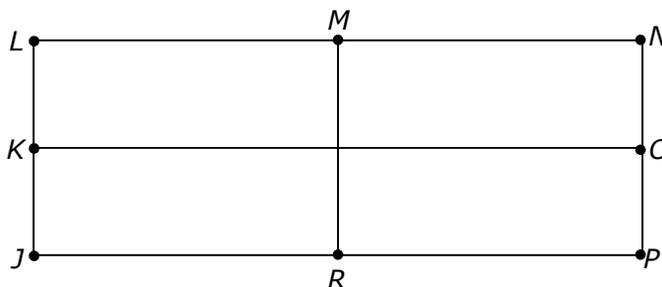
   A $\overline{KO} \parallel \overline{JP}$

   B $\overline{RP} \perp \overline{NP}$

   C $\overline{JP} \parallel \overline{LN}$

   D $\overline{MR} \perp \overline{NP}$

1. Lorie needs $\frac{1}{2}$ cup of flour and $\frac{1}{3}$ cup of sugar for a recipe. Which of the following shows the correct relationship between $\frac{1}{2}$ and $\frac{1}{3}$?

A $\quad \frac{1}{3} < \frac{2}{6}$

B $\quad \frac{1}{2} = \frac{1}{3}$

C $\quad \frac{3}{6} < \frac{2}{6}$

D $\quad \frac{1}{3} < \frac{1}{2}$

---

2. A pet store keeps lizards in glass terrariums. The input/output table shows the relationship between l, the number of lizards they have and t, the number of terrariums they use for the lizards. The output is $l - 6$.

Input, Position	l	11	12	13	15
Output, Value	t	5	6	7	9

What is the number of terrariums they will use if they have 21 lizards?

F 27

G 11

H 15

J Not here

3. What is the measure of ∠ABC to the nearest degree?
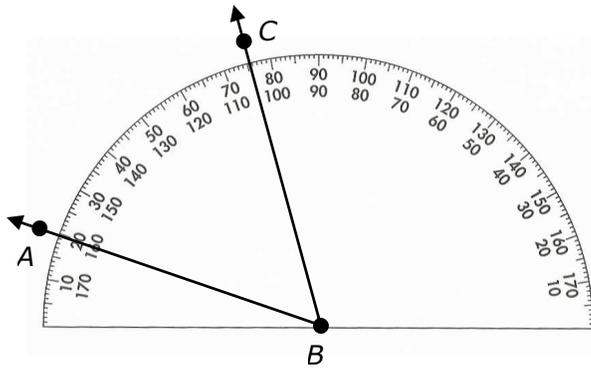
A m∠ABC = 45°

B m∠ABC = 165°

C m∠ABC = 55°

D m∠ABC = 155°