

SPECTRUM® Test Practice

Common Core State Standards Practice Test

Colorado Edition

Grade 4

The state of Colorado has adopted the Common Core State Standards in English Language Arts and Mathematics.

In addition, Colorado has adopted state-specific standards that make up no more than 15% of the total. Some items on this practice test are based on these state-specific standards. These questions are identified by a black circle around the item number, as shown below.

1. = Colorado Standards Question

In fourth grade, Colorado's standards encourage students:

- To understand words with prefixes (for example, *un-*) and suffixes (for example, *-ly*).
- To spell past tense forms of irregular verbs (for example, *write/wrote*).
- To add and subtract fractions.
- To use the four operations (addition, subtraction, multiplication, and division) to understand financial choices and opportunity costs.
- To find the unknown in simple equations.
- To understand squares, primes, factors, and multiples.

For more information:

Common Core State Standards Initiative:

<http://www.corestandards.org/>

Colorado Department of Education Unit of Academic Standards:

<http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html>

COLORADO EDITION
Grade 4 Common Core State Standards Practice Test
ENGLISH LANGUAGE ARTS

● **Part 1: Reading Literature**

Directions: Read the poem. Mark the best answers to the questions that follow.

from “Casey at the Bat”

by Ernest Lawrence Thayer

Then from 5,000 throats and more there rose a lusty yell;
It rumbled through the valley, it rattled in the dell;
It knocked upon the mountain and recoiled upon the flat,
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey’s manner as he stepped into his place;
There was pride in Casey’s bearing and a smile on Casey’s face.
And when, responding to the cheers, he lightly doffed his hat,
No stranger in the crowd could doubt ’twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt;
Five thousand tongues applauded when he wiped them on his shirt.
Then while the writhing pitcher ground the ball into his hip,
Defiance gleamed in Casey’s eye, a sneer curled Casey’s lip.

And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there.
Close by the sturdy batsman the ball unheeded sped—
“That ain’t my style,” said Casey. “Strike one,” the umpire said.

1. **What happens in the last stanza?**

- (A) Casey hits a home run.
- (B) Casey decides not to hit the ball.
- (C) Casey argues with the umpire.
- (D) Casey falls in the dirt.

2. **How does the crowd feel about Casey?**

- (F) bored
- (G) angry
- (H) excited
- (J) puzzled



ENGLISH LANGUAGE ARTS

● Part 1: Reading Literature (cont.)

Directions: Use the poem you read on page 1 to choose the best answer for each question.

3. The poem states that Casey *lightly doffed his hat*. What does that mean?

- (A) He turned his hat backward.
- (B) He pulled his hat down over his eyes.
- (C) He threw his hat into the crowd.
- (D) He lifted his hat in the air.

4. Which statement best summarizes the four stanzas you read?

- (F) Casey is sure he will hit the ball.
- (G) Casey is nervous because he has to win.
- (H) Casey is more interested in showing off than in playing.
- (J) Casey is afraid of the pitcher.

5. How does Casey feel in the second stanza?

- (A) nervous
- (B) confident
- (C) anxious
- (D) gleeful

6. What emotion is expressed by the sneer on Casey's lip?

- (F) amusement
- (G) humility
- (H) disrespect
- (J) appreciation

7. What phrase does the poet use to describe the ball?

- (A) a rattling dell
- (B) a recoiling circle
- (C) a leather-covered sphere
- (D) an advancing globe

8. What does the word *writhing* mean in the line *Then while the writhing pitcher ground the ball into his hip*?

- (F) yelling
- (G) frowning
- (H) laughing
- (J) twisting



ENGLISH LANGUAGE ARTS**● Part 1: Reading Literature (cont.)**

Directions: Use the poem you read on page 1 to choose the best answer for each question.

9. What is one feature of the text that lets you know it is a poem?

- (A) It is organized in stanzas.
- (B) It has scenes and a cast of characters.
- (C) It is organized in chapters.
- (D) It uses headings and subheadings to organize information.

10. The poem states that Casey watches the ball *in haughty grandeur*. What does that mean?

- (F) Casey is afraid of the pitcher.
- (G) Casey thinks he is better than the other players.
- (H) Casey is worried that he will not please the fans.
- (J) Casey is not interested in playing the game.

11. What is the setting for the poem?

- (A) a basketball game
- (B) a hockey game
- (C) a soccer game
- (D) a baseball game

12. What word means the opposite of *defiance*?

- (F) rebelliousness
- (G) compliance
- (H) boldness
- (J) friendliness

13. The story in the poem is told from

- (A) first person point of view.
- (B) second person point of view.
- (C) third person point of view.
- (D) none of the above

14. Choose the true statement about each stanza of the poem.

- (F) The last words in each line rhyme.
- (G) The last words in the first and second lines rhyme, and the last words in the third and fourth lines rhyme.
- (H) No words rhyme.
- (J) The last words in the first and third lines rhyme, and the last words in the second and fourth lines rhyme.



ENGLISH LANGUAGE ARTS

● Part 2: Reading Informational Text

Directions: Read the texts. Mark the best answers to the questions that follow.

Riders of the Pony Express

In the 1800s, the United States was expanding. After the California Gold Rush, more and more people moved west. Telegraph lines reached from the East Coast to Missouri, but there was no quick way to get information to California.

Then, in 1860, the Pony Express began to transport mail from St. Joseph, Missouri, to Sacramento, California. Pony Express riders were able to carry mail almost 2,000 miles in just 10 days!

Pony Express riders were usually young men around 20 years old. They had to be thin and small, because that allowed the horses to travel farther and faster. The riders had to be willing to risk their lives because the route was so dangerous.

Buffalo Bill Cody is probably the most famous rider. Cody was only 15 when he began the job. He was fearless, riding one of the most dangerous routes through Wyoming. Some say that Cody completed the longest nonstop ride. When he found that the rider who was supposed to relieve him had been killed, he kept on going. He rode 322 miles in a little more than 20 hours.

The Pony Express existed for less than two years, but it carried some very important news. Riders alerted people in California that Abraham Lincoln was elected president in 1860 and that the Civil War had begun. By October 1861, the Pony Express was no longer needed. The Pacific Telegraph Company had completed the line to San Francisco.

PONY EXPRESS

ST. JOSEPH, MISSOURI to CALIFORNIA
in 10 days or less.



ST. JOESPH

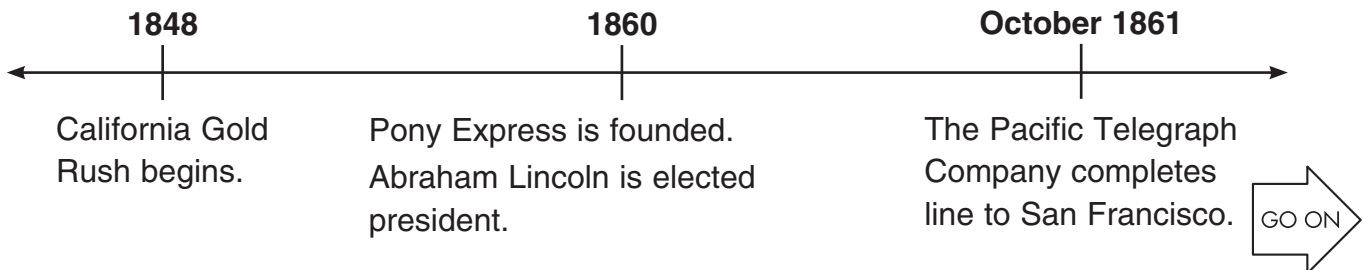
SACRAMENTO

WANTED

YOUNG, SKINNY, WIRY FELLOWS

**Must be expert riders,
willing to risk death daily.
Wages \$25 per week.**

APPLY, **PONY EXPRESS STABLES**
St. Joseph, MISSOURI



ENGLISH LANGUAGE ARTS**● Part 2: Reading Informational Text (cont.)****What I Saw**

In 1861, young Sam Clemens (who would become the famous American writer Mark Twain) saw a Pony Express rider. He wrote about his experience in the book *Roughing It*.

Away across the endless dead level of the prairie a black speck appears against the sky, and it is plain that it moves. Well, I should think so! In a second or two it becomes a horse and rider, rising and falling, rising and falling — sweeping towards us nearer and nearer — growing more and more distinct, more and more sharply defined — nearer and still nearer, and the flutter of the hoofs comes faintly to the ear — another instant a whoop and a hurrah from our upper deck, a wave of the rider's hand, but no reply, and man and horse burst past our excited faces, and go winging away like a belated fragment of a storm! So sudden is it all, and so like a flash of unreal fancy, that but for the flake of white foam left quivering and perishing on a mail sack after the vision had flashed by and disappeared, we might have doubted whether we had seen any actual horse and man at all, maybe.

1. **What strategy is used to organize the article *Riders of the Pony Express*?**

- (A) cause and effect
- (B) problem and solution
- (C) time order, or chronology
- (D) compare and contrast

2. **Look at the time line. Which event happened last?**

- (F) The telegraph line to San Francisco was completed.
- (G) Abraham Lincoln was elected president.
- (H) The Gold Rush began.
- (J) The Pony Express was founded.

3. **Which summary describes events in the correct order?**

- (A) People began moving west in large numbers, but there was no way to transmit messages all the way to California. Pony Express riders delivered messages on horseback. In 1860, riders carried the news that Abraham Lincoln was elected president. By 1861, a telegraph line to California was completed.
- (B) Pony Express riders delivered messages on horseback. People began moving west in large numbers. By 1861, a telegraph line to California was completed. Riders carried the news that Abraham Lincoln was elected president.



ENGLISH LANGUAGE ARTS**● Part 2: Reading Informational Text (cont.)**

Directions: Use the texts you read on pages 4 and 5 to answer the questions.

4. Which statement best states the main idea of the third paragraph of *Riders of the Pony Express*?

- (F) All of the Pony Express riders were chosen at the same time.
- (G) The Pony Express riders had to own horses.
- (H) The Pony Express riders had to be older men.
- (J) The Pony Express riders needed to have certain qualities or characteristics.

5. *Riders of the Pony Express* states that the United States was *expanding*. What does that mean?

- (A) The U.S. was going to war.
- (B) The U.S. was selling products to other countries.
- (C) The U.S. was losing all of its money.
- (D) The U.S. was growing larger.

6. Look at the time line. How much time passed between the beginning of the Gold Rush and the completion of the telegraph line to San Francisco?

- (F) 1 year
- (G) 2 years
- (H) 13 years
- (J) 20 years

7. The article states that Buffalo Bill Cody was fearless. Which sentence supports this claim?

- (A) Cody was 15 when he began.
- (B) Cody discovered that another rider had been killed.
- (C) Cody rode one of the most dangerous routes through Wyoming.
- (D) Cody once rode for 20 hours.

8. What central conflict was solved by the Pony Express?

- (F) the problem of getting information to and from Europe
- (G) the problem of young men needing jobs
- (H) the problem of dangerous conditions in the American West
- (J) the problem of getting information to and from places in America west of Missouri

9. Which topic is covered in both *Riders of the Pony Express* and *What I Saw*?

- (A) the cities on the routes
- (B) the number of miles the riders rode
- (C) the type of news the riders carried
- (D) the speed of the riders



ENGLISH LANGUAGE ARTS**● Part 2: Reading Informational Text (cont.)**

Directions: Use the texts you read on pages 4 and 5 to answer the questions.

10. What was the distance of Buffalo Bill Cody's longest nonstop ride?

- (F) 20 miles
- (G) 322 miles
- (H) 1,860 miles
- (J) 2,000 miles

11. Why did Buffalo Bill Cody keep going on his longest ride?

- (A) because the other rider had been killed
- (B) because he wanted to be famous
- (C) because he wanted to win the prize for the longest ride
- (D) because he would be paid more

12. Which would fit best in a concluding paragraph about the Pony Express?

- (F) Bill Cody was a famous rider.
- (G) The Pacific Telegraph Company built lines all over the country.
- (H) The Pony Express operated during a brief, but important, time in American history.
- (J) Some riders encountered danger on the trail.

13. Which word could replace *distinct* in the third sentence of *What I Saw*?

- (A) faintly
- (B) excited
- (C) defined
- (D) belated

14. What is the main focus of the firsthand account *What I Saw*?

- (F) riding along with one of the riders
- (G) getting a letter delivered to him by a rider
- (H) meeting Buffalo Bill Cody
- (J) seeing one Pony Express rider

15. What is a telegraph?

- (A) an old-fashioned form of communication that uses electrical impulses to transmit information
- (B) a form of digital communication
- (C) an old-fashioned way to send messages by voice
- (D) a method for delivering letters and packages

16. What does the reader learn by reading *What I Saw* that can't be learned from reading *Riders of the Pony Express*?

- (F) why the Pony Express was established
- (G) when the Pony Express operated
- (H) what it was like to see a Pony Express rider in action
- (J) details about routes on the Pony Express



ENGLISH LANGUAGE ARTS

● Part 3: Writing

Directions: On a separate sheet of paper, write a response to each prompt. Include all the parts in the checklists.

1. Write an Opinion

Many parks have rules that dogs must be kept on leashes. But some owners like to run and play with their dogs without a leash. Do you think dog owners should be required to use leashes at parks? Write a letter to your city council to explain your opinion.

Checklist:

Read what you wrote. Did you remember to do the following?

	Yes	No
State your opinion clearly.	<input type="checkbox"/>	<input type="checkbox"/>
Group your ideas in an organized way.	<input type="checkbox"/>	<input type="checkbox"/>
Provide reasons supported by facts and details.	<input type="checkbox"/>	<input type="checkbox"/>
Use words such as <i>for instance</i> , <i>in order to</i> , and <i>in addition to</i> link your opinions with reasons.	<input type="checkbox"/>	<input type="checkbox"/>
Provide a concluding statement.	<input type="checkbox"/>	<input type="checkbox"/>

2. Write to Inform

Think about your favorite game. It could be an outdoor or indoor game. Write to explain the game and its rules.

Checklist:

Read what you wrote. Did you remember to do the following?

	Yes	No
Introduce your topic.	<input type="checkbox"/>	<input type="checkbox"/>
Use paragraphs and sections to group related ideas and organize information.	<input type="checkbox"/>	<input type="checkbox"/>

Develop the topic with facts, definitions, details, and examples.

Link ideas using words such as *another*, *for example*, *also*, and *because*.

Include vocabulary words related to the topic.

Provide a concluding statement.

3. Write a Narrative

Write a fictional story about a girl or boy who finds something unusual in a desk or locker at school.

Checklist:

Read what you wrote. Did you remember to do the following?

	Yes	No
Describe the situation and characters.	<input type="checkbox"/>	<input type="checkbox"/>
Include dialogue and description to show how characters respond to events.	<input type="checkbox"/>	<input type="checkbox"/>
Give details that relate to the five senses.	<input type="checkbox"/>	<input type="checkbox"/>
Use words such as <i>before</i> , <i>then</i> , and <i>after</i> to show the sequence of events.	<input type="checkbox"/>	<input type="checkbox"/>
End with a conclusion.	<input type="checkbox"/>	<input type="checkbox"/>



ENGLISH LANGUAGE ARTS**● Part 4: Language****Directions:** Choose the best answer for each question.**1. Which sentence is correct?**

- (A) The book who is funny is mine.
- (B) The singers which are giving the concert just arrived.
- (C) The skateboard that he rode belongs to his brother.
- (D) They are the girls whose wear the stylish clothes.

2. Which sentence is capitalized correctly?

- (F) We recently visited Boston, Massachusetts.
- (G) we took a boat ride on the charles River.
- (H) We went inside Paul revere's house.
- (J) we went on the uss *Constitution*.

3. The root word *pos* can mean "place" or "position." Which word contains this root?

- (A) process
- (B) pedometer
- (C) person
- (D) posture

4. Which sentence is correct?

- (F) Ana will be dancing yesterday.
- (G) Miguel was singing when we walked in.
- (H) Sam and Rita is practicing their lines.
- (J) Gus were painting the scenery.

5. Which sentence is correct?

- (A) Here is the restaurant. Where I had the wonderful pie.
- (B) Here is the restaurant where I had the wonderful pie.
- (C) Here is the restaurant when I had the wonderful pie.
- (D) Here is the restaurant why I had the wonderful pie.

6. Which could be the topic sentence for a paragraph about ocean currents?

- (F) Ocean currents can also be caused by the wind.
- (G) There are many different ocean currents found on planet Earth.
- (H) Secondly, some ocean currents are caused by differences in temperature.
- (J) These examples show that ocean currents are important to life.



ENGLISH LANGUAGE ARTS

● Part 4: Language (cont.)

Directions: Choose the best answer for each question.

7. Which word best completes the sentence?

Sara _____ play well, so she made the team.

- (A) have to
- (B) won't
- (C) may
- (D) can

8. What does this sentence mean?

Misha and Luke don't see eye to eye about getting a pet.

- (F) Misha and Luke are not the same height.
- (G) Misha and Luke both have pets.
- (H) Misha and Luke have different opinions.
- (J) Misha and Luke need glasses.

9. Which sentence uses commas and quotation marks correctly?

- (A) I will be there soon "Lee replied."
- (B) Mara said, "Thanks for your help."
- (C) Sophie asked "Where, are the books?"
- (D) "Mom is a great cook, said Tom.

10. Which is an incorrect, run-on sentence?

- (F) The guests have arrived, and the party can begin.
- (G) The guests have arrived, so the party can begin.
- (H) The guests have arrived. The party can begin.
- (J) The guests have arrived, the party can begin.

11. Which two words have opposite meanings?

- (A) courageous, cowardly
- (B) harmony, happiness
- (C) splendid, superb
- (D) murmur, mutter

12. Which sentence shows adjectives in the correct order?

- (F) I looked at the blue bright sky.
- (G) Joe has a new shiny bike.
- (H) Put the toys in the small wooden box.
- (J) See the scary big lion.



ENGLISH LANGUAGE ARTS**● Part 4: Language (cont.)****Directions:** Choose the best answer for each question.**13. Which sentence uses a prepositional phrase correctly?**

- (A) Please stand behind the line.
- (B) We study math lunch before.
- (C) She can swim the pool across.
- (D) From you are where?

14. Which compound sentence uses a comma correctly?

- (F) Whales are sea creatures yet they are mammals.
- (G) Birds lay eggs and, spiders lay eggs, too.
- (H) Alligators look sleepy, yet, they move quickly.
- (J) An ostrich has wings, but it cannot fly.

15. Which sentence uses verbs correctly?

- (A) Hannah write a story about a sick horse that gets well.
- (B) Hannah written a story about a sick horse that gets well.
- (C) Hannah wrote a story about a sick horse that gets well.
- (D) Hannah had write a story about a sick horse that gets well.

16. Which sentence is most formal?

- (F) Hey, how's it going?
- (G) Yeah, I can do that.
- (H) I will take care of it now.
- (J) There's no way I'm going there.

17. Which geography word best completes the sentence?**An area of flat grassland with few trees is a _____.**

- (A) prairie
- (B) jungle
- (C) basin
- (D) wilderness

18. Which sentence expresses a strong feeling?

- (F) What was the final score?
- (G) Dwayne didn't play tonight.
- (H) Let's meet after the game.
- (J) That basketball game was amazing!



ENGLISH LANGUAGE ARTS

● Part 4: Language (cont.)

Directions: Choose the best answer for each question.

19. Which could be added to the prefix *re-* to make a word that means “take again”?

- (A) lost
- (B) camp
- (C) take
- (D) get

20. What is the meaning of the underlined metaphor?

My backpack is a feather today because I don't have a lot of books to bring home.

- (F) My backpack is able to fly.
- (G) My backpack looks like a bird.
- (H) My backpack is big and fluffy.
- (J) My backpack is very light.

21. What is the correct spelling of the missing word?

We worked in the _____ to do the science experiment.

- (A) laboratory
- (B) laberatory
- (C) labboratory
- (D) labritury

22. Which sentence is most precise?

- (F) I have a lot of work tonight.
- (G) I am super busy.
- (H) I have to write a book report.
- (J) There's too much to do.

23. Choose the sentence that is spelled correctly.

- (A) Laura and Kate visited their cousins.
- (B) I have to much work!
- (C) What is the name of there school?
- (D) Would you come along, two?

24. Look at the dictionary entry.

grief \grēf\ *noun* deep distress

Which is the best synonym for *grief*?

- (F) joyful
- (G) sad
- (H) blue
- (J) sorrow



MATHEMATICS**● Part 1: Operations and Algebraic Thinking****Directions:** Choose the best answer for each question.

1. Shawna has \$2,185 in her bank account before she pays \$810 for a laptop computer. Rounding to the nearest hundred, how much money does she have left?

(A) \$1,200
(B) \$1,300
(C) \$1,400
(D) \$1,500

2. What is the value of x ?

$$250 \div x = 25$$

(F) 10
(G) 12
(H) 25
(J) 2.5

3. Which is not a factor of 60?

(A) 8
(B) 12
(C) 15
(D) 30

4. Neil planted 67 tomato seeds and 41 pepper seeds in his garden. Which is the closest estimate for the number of seeds he planted in all?

(F) 110 seeds
(G) 100 seeds
(H) 120 seeds
(J) 130 seeds

5. Which number pattern follows the rule below?

Add 6.

(A) 5, 10, 15, 20, ...
(B) 4, 10, 16, 20, ...
(C) 7, 13, 19, 25, ...
(D) 2, 8, 12, 18, ...

6. Look at the pattern below. Each number is 9 more than the number before. Which statement about the pattern is true?

27, 36, 45, 54, 63, ...

(F) All the numbers are odd.
(G) The numbers alternate between odd and even.
(H) All the numbers are even.
(J) Two even numbers are followed by two odd numbers.

7. Jessica buys 16 rolls of paper towels. If 4 rolls of paper towels come in each pack, how many packs does she buy?

(A) 2 packs
(B) 4 packs
(C) 6 packs
(D) 12 packs



MATHEMATICS**● Part 1: Operations and Algebraic Thinking (cont.)****Directions:** Choose the best answer for each question.

8. Ms. Garcia ordered some boxes of calculators for her school. Each box had 10 calculators. She kept 8 calculators for her classroom. She was left with 32 calculators for other classrooms. Which equation shows how many boxes she ordered?

(F) $10x + 8 = 32$
 (G) $10x - 8 = 32$
 (H) $32 - 8 = x$
 (J) $32 + 10 = x$

9. Henry bought 72 straws. The number of straws is 12 times the number of packs that he bought. Which equation shows how many packs Henry bought?

(A) $12 = 72x$
 (B) $12x = 72$
 (C) $72 + 12 = x$
 (D) $72 - 12 + x$

10. Which number completes the table?

IN	OUT
15	5
16	6
17	7
18	
19	9

(F) 10
 (G) 8.5
 (H) 18
 (J) 8

11. Which statement is equivalent to $6 \times 8 = 48$?

(A) Six times eight is equal to forty-eight.
 (B) Forty-eight is six times as many as eight.
 (C) Forty-eight is eight times as many as six.
 (D) All of the above

12. Which is a factor of 32?

(F) 8
 (G) 12
 (H) 6
 (J) 3

13. Sandy made some applesauce. She had 12 apples and bought 3 bags of apples. She used 30 apples in all. Each bag she bought had the same number of apples. How many apples were in each bag?

(A) 6 apples
 (B) 7 apples
 (C) 9 apples
 (D) 8 apples

14. Which statement about the number 89 is true?

(F) It has a factor of 16.
 (G) It has a factor of 2.
 (H) It has a factor of 28
 (J) It is a prime number.



MATHEMATICS**● Part 2: Number and Operations in Base Ten****Directions:** Choose the best answer for each question.

1. $7 \overline{)378}$

- (A) 54
 (B) 55
 (C) 56
 (D) 57

2. $90 \overline{)900}$

- (F) 9
 (G) 10
 (H) 90
 (J) 100

3.
$$\begin{array}{r} 7,238 \\ - 865 \\ \hline \end{array}$$

- (A) 6,273
 (B) 6,373
 (C) 7,273
 (D) 7,633

4.
$$\begin{array}{r} 24 \\ \times 36 \\ \hline \end{array}$$

- (F) 866
 (G) 854
 (H) 864
 (J) 844

5. Which number makes the statement true?

$\square > 53,086$

- (A) 53,078
 (B) 53,049
 (C) 53,086
 (D) 53,125

6. Which number shows 4,563 rounded to the nearest hundred?

- (F) 4,000
 (G) 5,000
 (H) 4,500
 (J) 4,600

7. Choose the missing number.

$80,000; 8,000; \underline{\hspace{1cm}}; 80; 8$

- (A) 8,800
 (B) 800,000
 (C) 800
 (D) .800

8. Which shows 74,153?

- (F) $70,000 + 4,000 + 100 + 50$
 (G) $70,000 + 4,000 + 100 + 30 + 5$
 (H) $70,000 + 4,000 + 100 + 50 + 3$
 (J) $70,000 + 400 + 100 + 50 + 3$



MATHEMATICS

● Part 2: Number and Operations in Base Ten (cont.)

Directions: Choose the best answer for each question.

9. Which is four thousand eight hundred fifty-two?

- (A) 4,825
- (B) 4,852
- (C) 4,862
- (D) 4,582

10.
$$\begin{array}{r} 6,724 \\ - 468 \\ \hline \end{array}$$

- (F) 6,256
- (G) 6,266
- (H) 6,344
- (J) 6,366

11. Which makes the statement true?

$$\square < 8,274$$

- (A) 8,275
- (B) 8,276
- (C) 8,274
- (D) 8,271

12. Which number shows 12,328 rounded to the nearest thousand?

- (F) 12,000
- (G) 13,000
- (H) 11,000
- (J) 12,500

13.
$$\begin{array}{r} 2,835 \\ \times 7 \\ \hline \end{array}$$

- (A) 19,815
- (B) 19,645
- (C) 19,845
- (D) 19,855

14.
$$\begin{array}{r} 82 \\ \times 56 \\ \hline \end{array}$$

- (F) 4,192
- (G) 4,592
- (H) 4,582
- (J) 4,692

15.
$$6 \overline{)192}$$

- (A) 24
- (B) 30
- (C) 32
- (D) 34

16.
$$40 \overline{)4000}$$

- (F) 1
- (G) 100
- (H) 1000
- (J) 10



MATHEMATICS

● Part 3: Number and Operations—Fractions

Directions: Choose the best answer for each question.

1. $\frac{6}{100} + \frac{2}{10} = \square$

- (A) $\frac{8}{10}$
- (B) $\frac{26}{100}$
- (C) $\frac{8}{100}$
- (D) $\frac{62}{100}$

2. Which symbol makes the statement true?

$\frac{2}{3} \square \frac{11}{15}$

- (F) >
- (G) <
- (H) =
- (J) \geq

3. Which fraction is equivalent to $\frac{4}{7}$?

- (A) $\frac{11}{21}$
- (B) $\frac{8}{15}$
- (C) $\frac{16}{28}$
- (D) $\frac{24}{35}$

4. Which equation represents the picture?



- (F) $\frac{2}{3} - \frac{1}{3} = \frac{1}{3}$
- (G) $\frac{3}{3} - \frac{1}{3} = \frac{2}{3}$
- (H) $\frac{1}{3} - \frac{1}{3} = 0$
- (J) $\frac{3}{2} - \frac{1}{2} = \frac{2}{2}$

5. Sharon and Kevin made some small pies for a bake sale. Each pie was divided into 4 slices. Sharon sold 3 whole pies and 2 slices from another. Kevin sold 2 whole pies and 1 slice from another. How many pies did they sell in all?

- (A) $1 \frac{3}{4}$
- (B) $1 \frac{1}{4}$
- (C) $5 \frac{3}{4}$
- (D) $5 \frac{1}{4}$

6. Which statement is true?

- (F) $0.08 < 0.2$
- (G) $0.05 > 0.25$
- (H) $0.43 < 0.42$
- (J) $0.19 > 0.23$



MATHEMATICS

● Part 3: Number and Operations—Fractions (cont.)

Directions: Choose the best answer for each question.

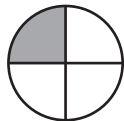
7. Which is equal to $\frac{57}{100}$?





- (A) 0.0057
- (B) 0.0557
- (C) 0.057
- (D) 0.57

8. A recipe for banana bread calls for $\frac{1}{4}$ cup of oil. If Sam makes 5 batches of banana bread, how many cups of oil does he use?

- (F) $2\frac{1}{4}$ cups
- (G) 2 cups
- (H) $1\frac{3}{4}$ cups
- (J) $1\frac{1}{4}$ cups

9. The shaded area is $\frac{1}{4}$ of the circle below. What other shape is $\frac{1}{4}$ shaded?



- (A) 
- (B) 
- (C) 
- (D) 

10. Which expression is equal to $2\frac{7}{8}$?

- (F) $1 + \frac{8}{8} + \frac{3}{8} + \frac{4}{8}$
- (G) $1 + \frac{4}{8} + \frac{4}{8}$
- (H) $\frac{8}{8} + \frac{7}{8}$
- (J) $1 + \frac{8}{8} + \frac{5}{8} + \frac{1}{8}$

11. $6\frac{7}{12} - 3\frac{5}{12} = \square$

- (A) $3\frac{2}{12}$
- (B) $3\frac{4}{12}$
- (C) $3\frac{3}{12}$
- (D) 4

12. $\frac{1}{8} + \frac{6}{8} = \square$

- (F) $\frac{5}{8}$
- (G) $\frac{6}{8}$
- (H) $\frac{7}{8}$
- (J) $\frac{8}{8}$



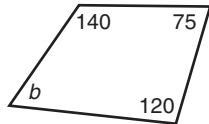
MATHEMATICS**Part 4: Measurement and Data****Directions:** Choose the best answer for each question.

1. The area of a rectangular rug is 48 square feet. If the length of the rug is 8 feet, what is the width of the rug?

(A) 6 feet
 (B) 8 feet
 (C) 288 feet
 (D) 384 feet

2. If the total value is 360, what is the value of b ?

(F) 25
 (G) 250
 (H) 120
 (J) 75



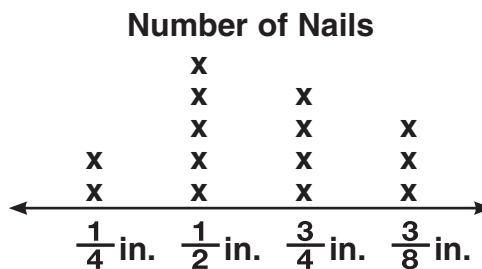
3. What is the perimeter of a rectangular window that measures 2.2 meters by 1.6 meters?

(A) 3.8 meters
 (B) 6 meters
 (C) 5.4 meters
 (D) 7.6 meters

4. Martha started her homework at 4:05 p.m. If she finished at 5:40 p.m., how much time did she spend doing her homework?

(F) 35 minutes
 (G) 1 hour and 35 minutes
 (H) 1 hour and 45 minutes
 (J) 1 hour and 40 minutes

Directions: For numbers 5–6, use the line plot to choose the best answer for each question. The line plot shows how many nails of various lengths are in Dina's toolbox.



5. What is the total length of the $\frac{3}{4}$ -inch nails in Dina's toolbox?

(A) $1\frac{3}{4}$ inches
 (B) $3\frac{1}{2}$ inches
 (C) 3 inches
 (D) 4 inches

6. What is the difference, in inches, between Dina's $\frac{1}{2}$ -inch nails and $\frac{1}{4}$ -inch nails?

(F) 2 inches
 (G) 2.5 inches
 (H) $1\frac{3}{4}$ inches
 (J) $1\frac{1}{2}$ inches



MATHEMATICS

● Part 4: Measurement and Data (cont.)

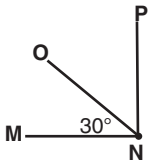
Directions: Choose the best answer for each question.

7. What measurement completes the table of lengths?

$\frac{1}{4}$ meter	25 centimeters
$\frac{1}{2}$ meter	
1 meter	100 centimeters
10 meters	1,000 centimeters

- (A) 10 centimeters
- (B) 75 centimeters
- (C) 50 centimeters
- (D) 125 centimeters

8. Angle MNP measures 90° . What is the measure of angle ONP ?



- (F) 90°
- (G) 60°
- (H) 120°
- (J) 30°

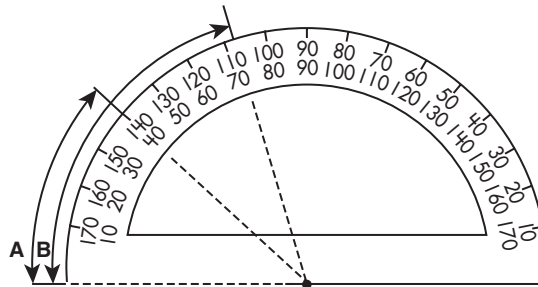
9. Sydney has \$5 to spend at the carnival. She spends it on her first choice, game tickets. Her second choice was a snack, and her third choice was playing in the bounce house. What was the opportunity cost of Sydney's choice?

- (A) playing in the bounce house
- (B) a snack
- (C) game tickets
- (D) none

10. Use the story from number 9. If a snack cost \$4 and game tickets cost \$5, how much did Sydney lose by choosing the game tickets?

- (F) 50¢
- (G) nothing
- (H) \$1.50
- (J) \$1

Directions: For numbers 11–12, use the protractor to choose the best answer for each question.



11. What is the measure of angle A ?

- (A) 35°
- (B) 40°
- (C) 140°
- (D) 150°

12. What is the measure of angle B ?

- (F) 32°
- (G) 65°
- (H) 98°
- (J) 72°



MATHEMATICS

● Part 5: Geometry





Directions: Choose the best answer for each question.

1. What is the name of the figure?



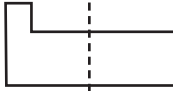
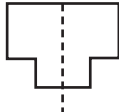
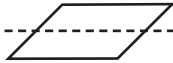
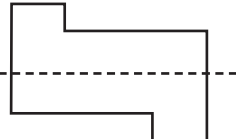
- (A) line
- (B) point
- (C) ray
- (D) line segment

2. Which shape has at least one pair of perpendicular lines?

- (F) 
- (G) 
- (H) 
- (J) 

75

3. Which shows a line of symmetry?



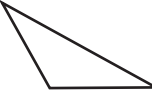
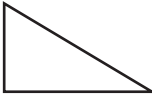
- (A) 
- (B) 
- (C) 
- (D) 

4. What is the name of the figure?




- (F) line
- (G) point
- (H) ray
- (J) line segment

5. Which is a right triangle?

- (A) 
- (B) 
- (C) 
- (D) 

6. Which has exactly three lines of symmetry?

- (F) 
- (G) 
- (H) 
- (J) 







MATHEMATICS





● Part 5: Geometry (cont.)

Directions: Choose the best answer for each question.

7. Which contains parallel lines?

- (A) 
- (B) 
- (C) 
- (D) 

8. Which has at least one line of symmetry?

- (F) 
- (G) 
- (H) 
- (J) 

9. Which shape has four sides with opposite sides parallel?

- (A) right triangle
- (B) isosceles triangle
- (C) pentagon
- (D) rhombus

Directions: Use the angles below to choose the best answer for numbers 10–12.



10. Which is a right angle?

- (F)
- (G)
- (H)
- (J)

11. Which is an acute angle?

- (F)
- (G)
- (H)
- (J)

12. Which is an obtuse angle?

- (F)
- (G)
- (H)
- (J)



ANSWER KEY

English Language Arts

Part 1: Reading Literature

• Page 1

1. Answers will vary
2. Answers will vary

• Page 2

3. D
4. F
5. B
6. H
7. C
8. J

• Page 3

9. A
10. G
11. D
12. G
13. C
14. G

Part 2: Reading Informational Text

• Page 5

1. C
2. F
3. A

• Page 6

4. J
5. D
6. H
7. C
8. J
9. D

• Page 7

10. G
11. A
12. H
13. C
14. J
15. A
16. H

Part 4: Language

• Page 9

1. C
2. F
3. D
4. G
5. B
6. G

• Page 10

7. D
8. H
9. B
10. J
11. A
12. H

• Page 11

13. A
14. J
15. C
16. H
17. A
18. J

• Page 12

19. C
20. J
21. A
22. H
23. A
24. J

Mathematics

Part 1: Operations and Algebraic

Thinking

• Page 13

1. C
2. F
3. A
4. F
5. C
6. G
7. B

• Page 14

8. G
9. B
10. J
11. D
12. F
13. A
14. J

Part 2: Number and Operations in

Base Ten

• Page 15

1. A
2. G
3. B
4. H
5. D
6. J
7. C
8. H

• Page 16

9. B
10. F
11. D
12. F
13. C
14. G
15. C
16. G

Part 3: Number and Operations—

Fractions

• Page 17

1. B
2. G
3. C
4. F
5. C
6. F

• Page 18

7. D
8. J
9. D
10. F
11. A
12. H

Part 4: Measurement and Data

• Page 19

1. A
2. F
3. D
4. G
5. C
6. F

• Page 20

7. C
8. G
9. B
10. J
11. B
12. J

Part 5: Geometry

• Page 21

1. C
2. H
3. B
4. J
5. D
6. F

• Page 22

7. B
8. H
9. D
10. F
11. G
12. H