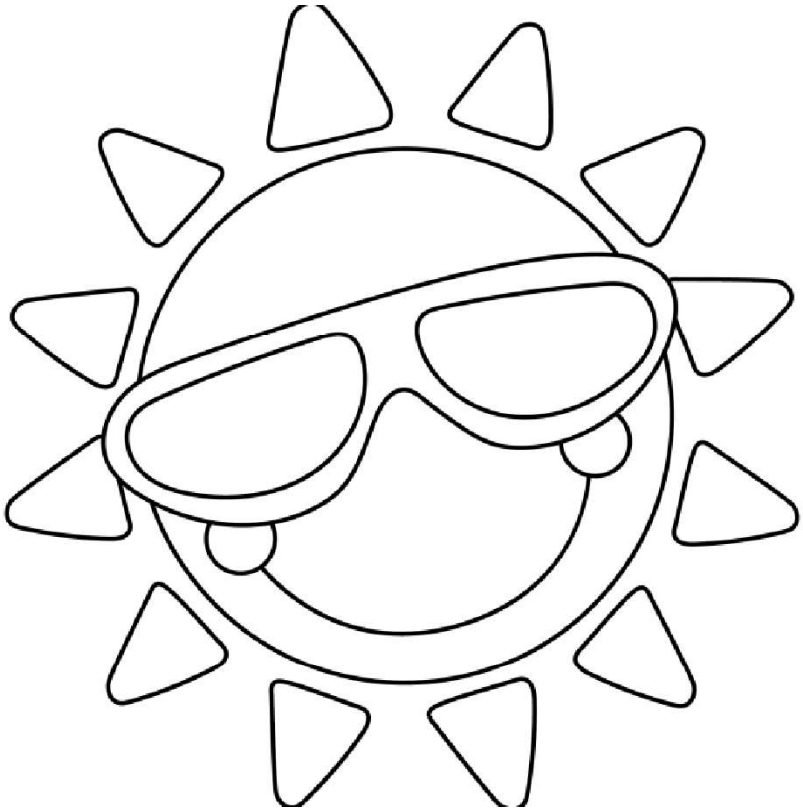
Print & Go
math PRACTICE



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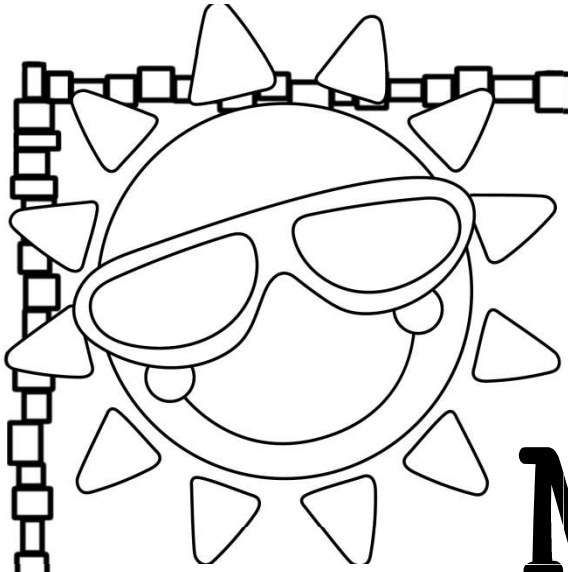
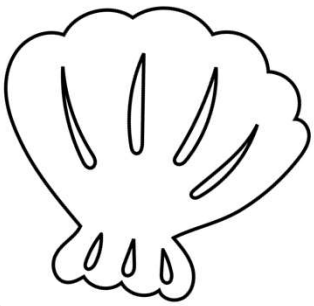
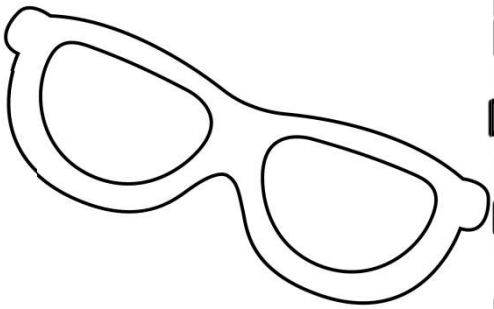
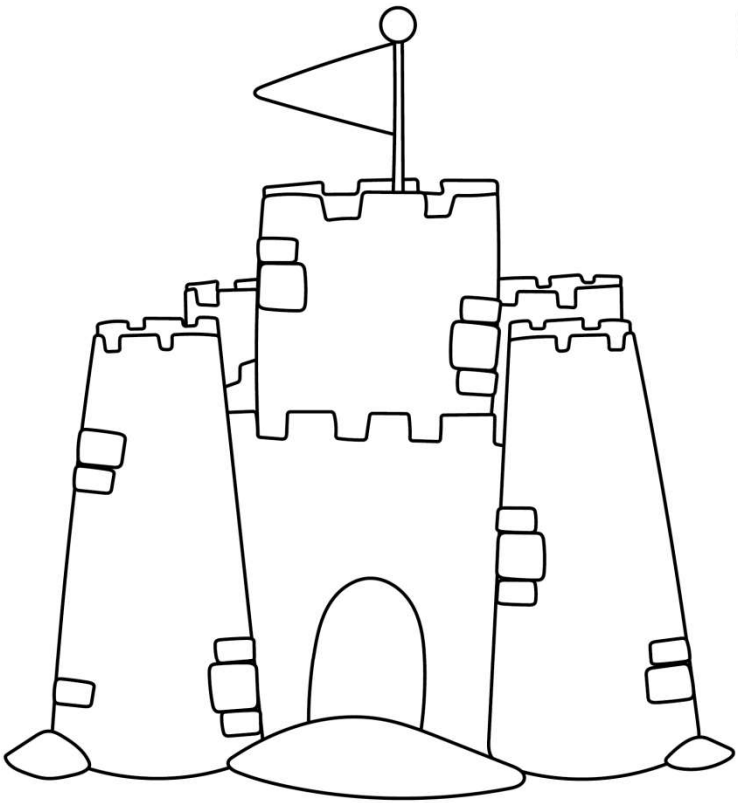




My Math Practice Book





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Ordering Numbers

Directions: Write the numbers in order from least to greatest.

5,291	7,295	4,628	5,052

3,899	6,003	3,998	8,447

2,070	1,663	5,611	9,415

4,050	4,005	5,405	5,040

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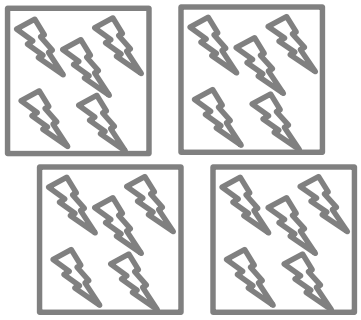
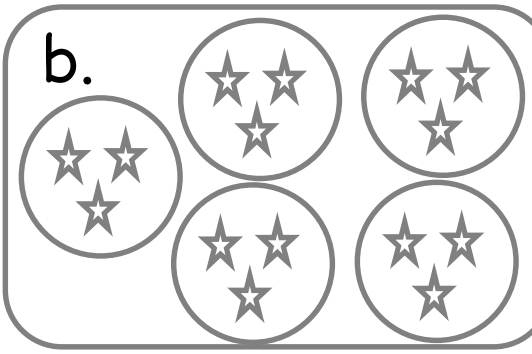
Multiplication Using Pictures

Directions: Match the picture with the correct problem.

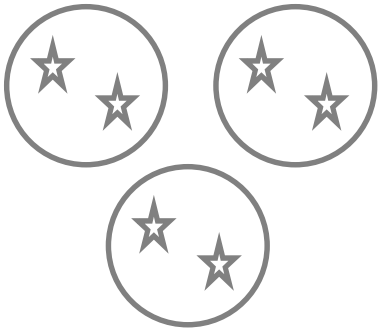
a.



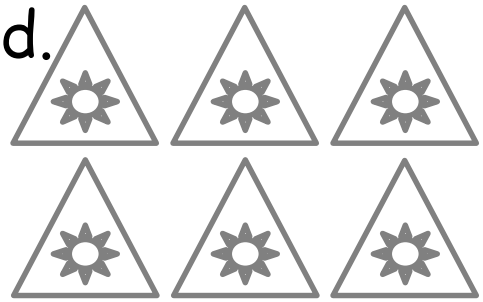
b.



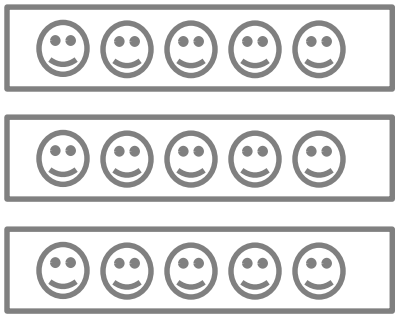
c.



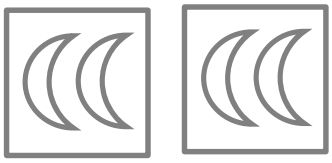
d.



e.



f.



1. _____ 3 x 2
2. _____ 6 x 1
3. _____ 4 x 5
4. _____ 5 x 3
5. _____ 2 x 2
6. _____ 3 x 5

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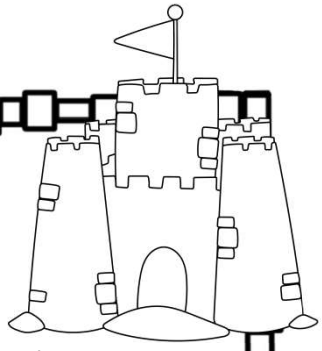

Multiplication

Directions: Draw pictures to represent the multiplication number sentences at the bottom.

a.

b.

c.

d.

e.

f.

a. 8 x 3= _____

b. 6 x 3= _____

c. 2 x 4= _____

d. 5 x 5= _____

e. 4 x 6= _____

f. 3 x 7= _____

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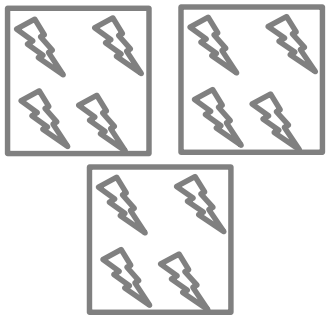
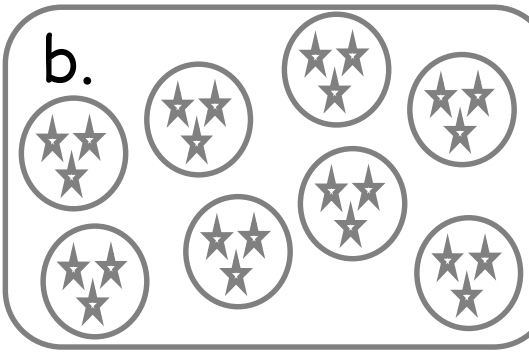
Division Using Pictures

Directions: Match the picture with the correct problem.

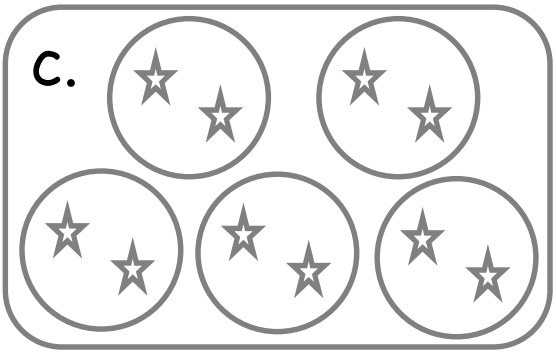
a.



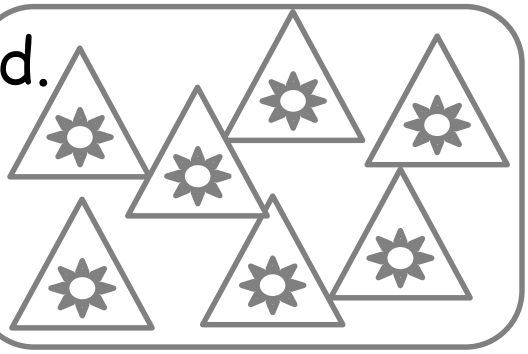
b.



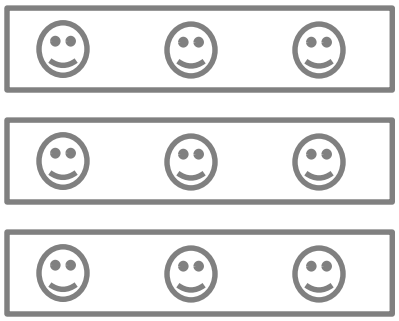
c.



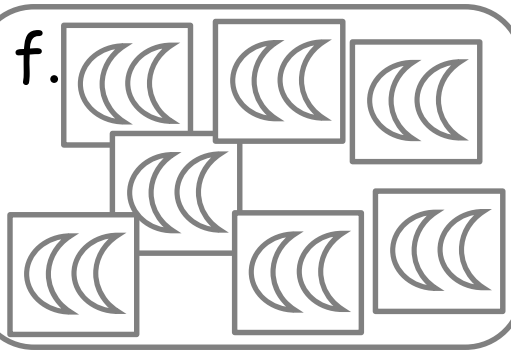
d.



e.



f.



1. _____ 9 ÷ 3
2. _____ 14 ÷ 7
3. _____ 12 ÷ 3
4. _____ 7 ÷ 1
5. _____ 24 ÷ 8
6. _____ 10 ÷ 5

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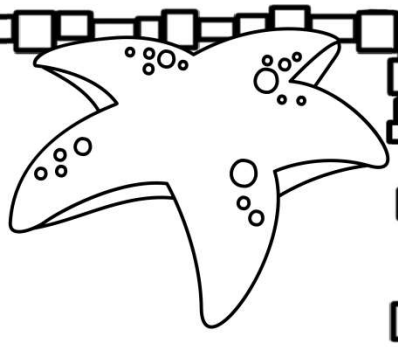
Missing Factors



3 x _____ = 9

9 x _____ = 36

_____ x 5 = 20

5 x _____ = 10

_____ x 2 = 8

10 x _____ = 100

7 x _____ = 42

_____ x 8 = 64

_____ x 4 = 36

4 x _____ = 28

6 x _____ = 48

_____ x 1 = 8

_____ x 7 = 56

_____ x 3 = 24

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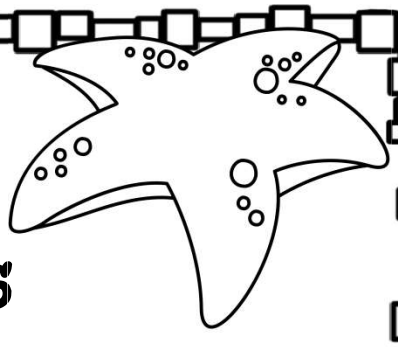

Write the Missing Factors

6 x _____ = 54

3 x _____ = 33

_____ x 2 = 16

8 x _____ = 32

_____ x 4 = 40

12 x _____ = 132

9 x _____ = 81

_____ x 1 = 9

_____ x 7 = 21

11 x _____ = 110

5 x _____ = 35

_____ x 10 = 80

_____ x 9 = 18

_____ x 8 = 88

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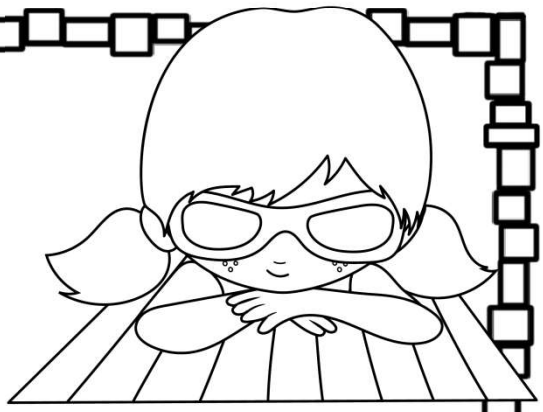
Complete the number sentences.



5 x ☐ = 15	15 ÷ 5 = ☐
3 x ☐ = 24	24 ÷ 3 = ☐
9 x ☐ = 45	45 ÷ 9 = ☐
7 x ☐ = 49	49 ÷ 7 = ☐
4 x ☐ = 36	36 ÷ 4 = ☐
8 x ☐ = 64	64 ÷ 8 = ☐
2 x ☐ = 20	20 ÷ 2 = ☐
6 x ☐ = 54	54 ÷ 6 = ☐
11 x ☐ = 99	99 ÷ 11 = ☐
10 x ☐ = 70	70 ÷ 10 = ☐
12 x ☐ = 72	72 ÷ 12 = ☐

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Multiplication & Division

Solving word problems.

Each package of water bottles has four rows. There are six bottles in each row. How many water bottles are in a package? Write a number sentence and draw a picture to show your thinking.

If there are eight packages of water bottles in a crate, what is the total of all the water bottles.

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Multiplication & Division

Solving word problems.

Marcus has six apples. He cut each into 7 slices. How many slices does he have? Write a number sentence and draw a picture to show your thinking.

If Marcus had six more apples, but cut them into 8 slices each, how many total slices would he have then?

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Multiplication Facts

Directions: Write the answer to each fact. Color the odd answers red and the even answers blue.

5 x 8 =	1 x 10 =	7 x 2 =
3 x 9 =	9 x 2 =	5 x 1 =
2 x 7 =	10 x 6 =	3 x 4 =
8 x 3 =	6 x 3 =	8 x 7 =
4 x 4 =	2 x 8 =	10 x 6 =
6 x 5 =	4 x 9 =	6 x 8 =
7 x 7 =	1 x 5 =	8 x 9 =

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Division Facts

Directions: Write the answer to each fact. Color the odd answers red and the even answers blue.

40 ÷ 8 =	18 ÷ 2 =	32 ÷ 4 =
36 ÷ 6 =	10 ÷ 5 =	20 ÷ 2 =
15 ÷ 3 =	70 ÷ 10 =	81 ÷ 9 =
9 ÷ 1 =	27 ÷ 3 =	48 ÷ 6 =
45 ÷ 9 =	32 ÷ 8 =	72 ÷ 8 =
24 ÷ 4 =	28 ÷ 7 =	60 ÷ 10 =
49 ÷ 7 =	45 ÷ 5 =	63 ÷ 7 =

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2 Step Word Problems

Amar bought a new hat for $19 and a game for $16. How much did the items cost? Amar had two $20 bills. How much change did he receive?

My mom bought 5 pizzas. They cost $9 each. She had $50. How much change did she receive?

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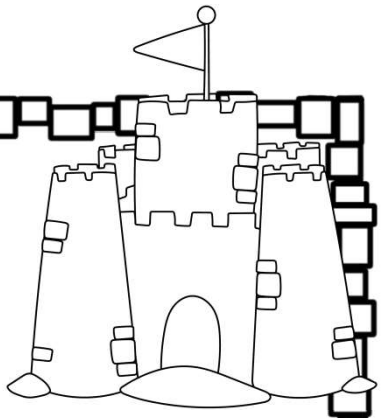
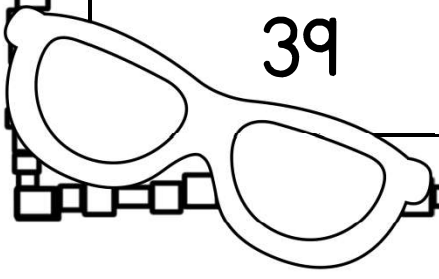
Multiply by 10 and 100



The number is	When I multiply the number by 10, it becomes...	When I multiply the number by 100, it becomes...
46		
23		
47		
83		
71		
97		
39		



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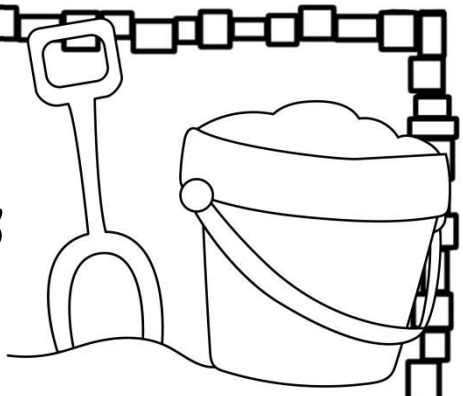
Multiply One Digit Numbers by Multiples of 10



5 x 70 = _____

80 x 2 = _____

30 x 6 = _____

9 x 70 = _____

10 x 8 = _____

8 x 90 = _____

5 x 90 = _____

6 x 60 = _____

7 x 70 = _____

4 x 20 = _____

3 x 90 = _____

50 x 8 = _____

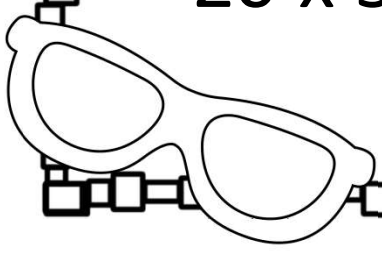
40 x 8 = _____

3 x 40 = _____

6 x 20 = _____

20 x 5 = _____

90 x 5 = _____



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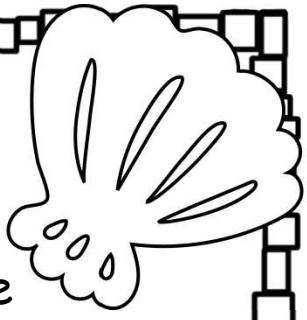
Patterns in Addition & Multiplication



Directions: Determine the pattern. Fill in the missing rule, input or output.

Rule: add _____

input	output
47	77
73	
25	
12	
34	

Rule: multiply by _____

input	output
12	60
6	
8	
2	
7	

Rule: _____

input	output
23	73
15	
	86
	91
7	

Rule: _____

input	output
7	77
2	
	44
8	88
10	

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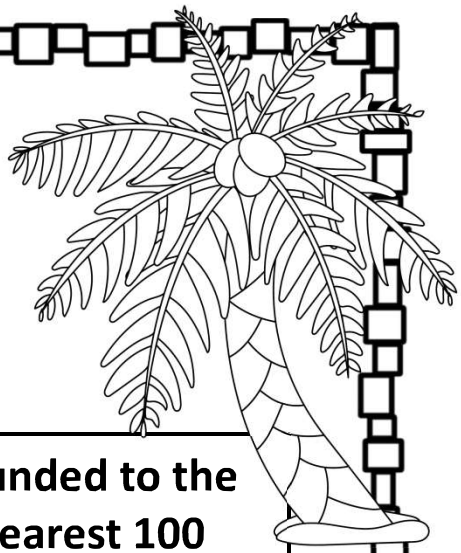
Rounding Numbers



Directions: Round each number to the nearest 10 and then the nearest 100.

	rounded to the nearest 10	rounded to the nearest 100
317		
723		
655		
208		
939		
146		
572		
864		
481		

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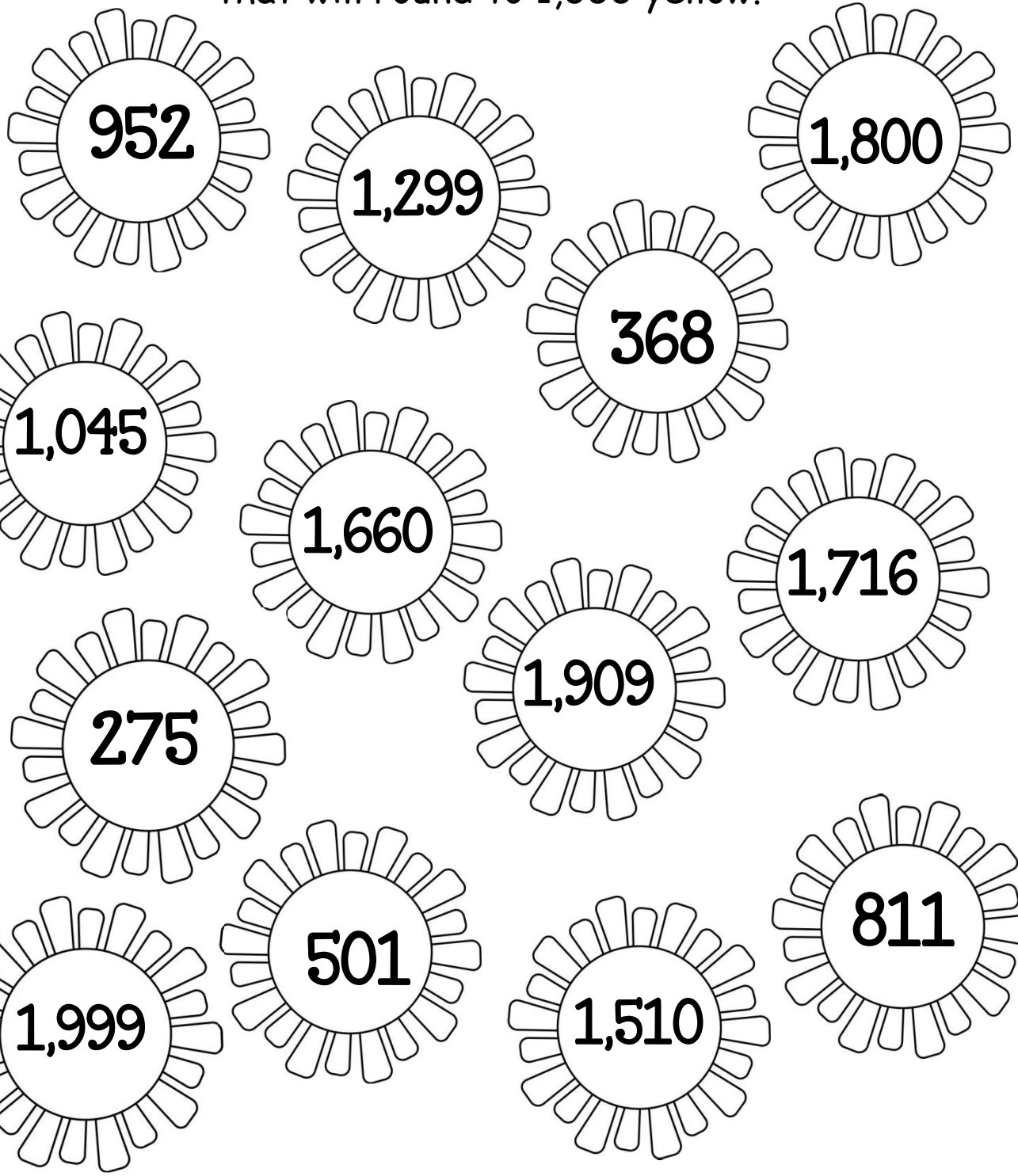
Rounding Practice

Directions: Round to the nearest 100. Color the suns that will round to 1,000 yellow.



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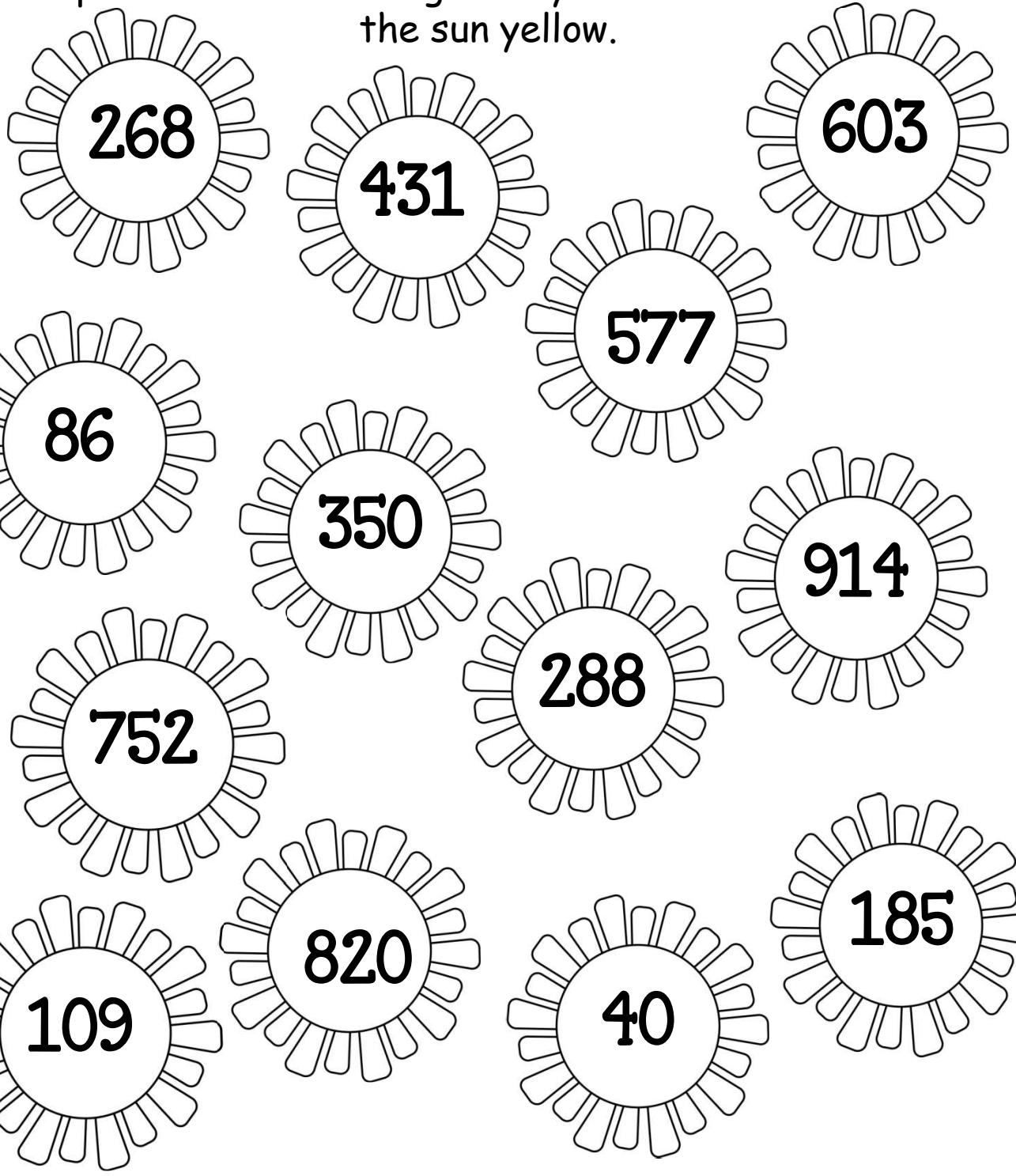
Rounding Practice

Directions: Round to the nearest 100. If you round up color the sun orange. If you round down color the sun yellow.



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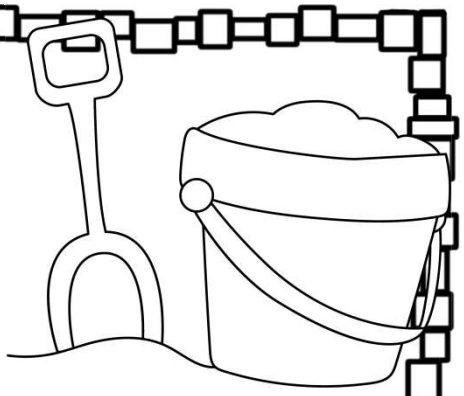
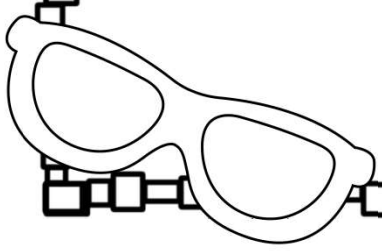
Addition & Subtraction within 1000



254 +326	683 -495	424 +509
700 -187	104 +758	930 -876
565 +275	808 -692	337 +486



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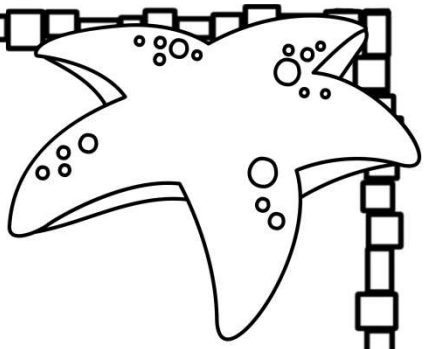
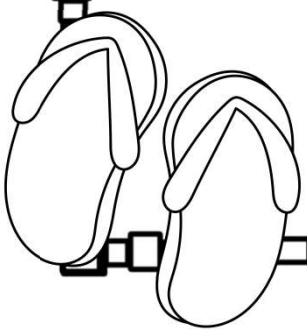
4-Digit Subtraction



6,714	4,241	8,264
-3,326	-1,489	-5,008
5,328	9,355	7,902
-2,733	-4,829	-6,375
8,416	3,881	2,000
-8,057	-1,882	-1,631



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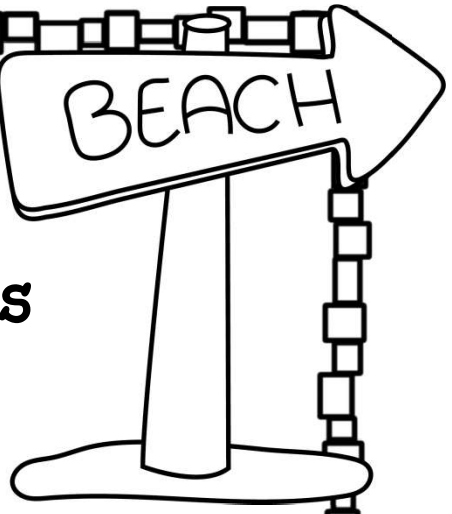
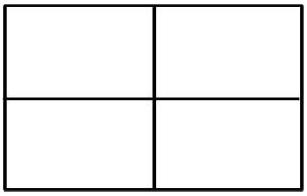
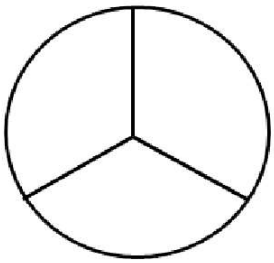
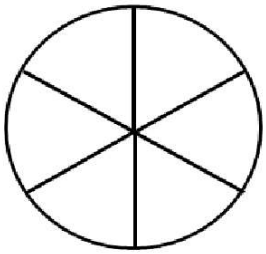


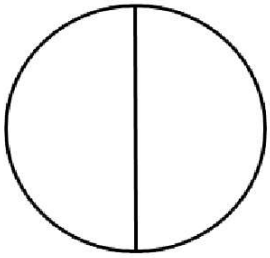
Dividing Shapes into Equal Parts

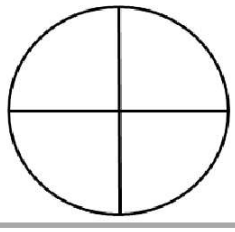
Directions: Name how the equal parts are divided. (halves, thirds, fourths, fifths, sixths, eighths, ninths)

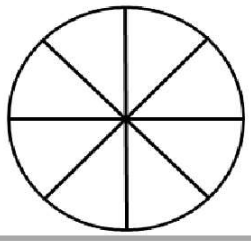


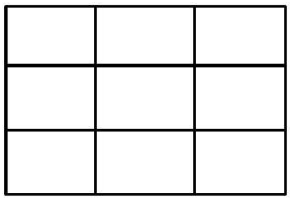












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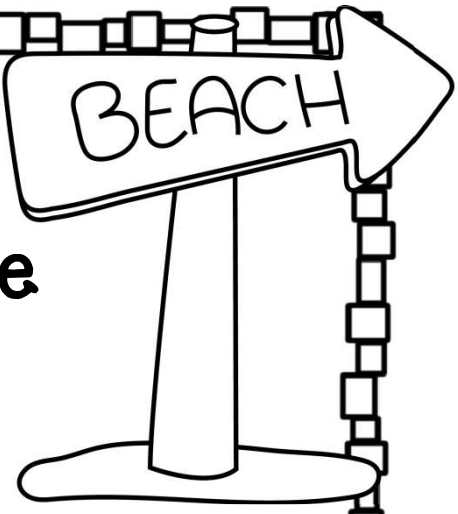
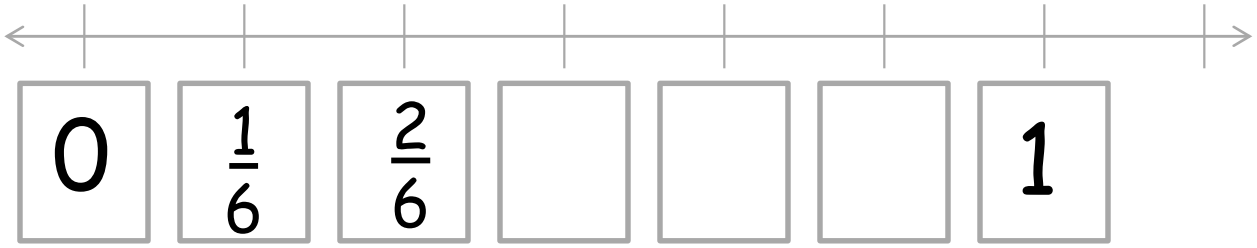
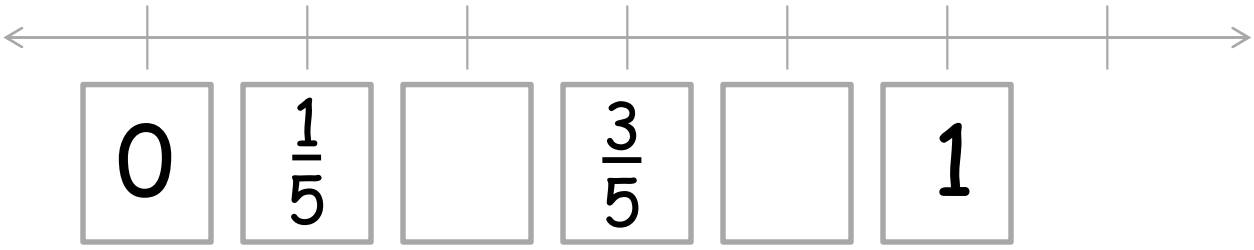
Fractions on a Number Line



Directions: Write the missing fractions on the number line.





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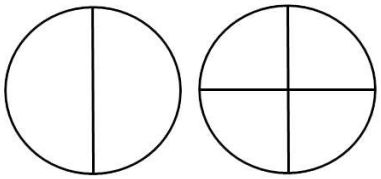
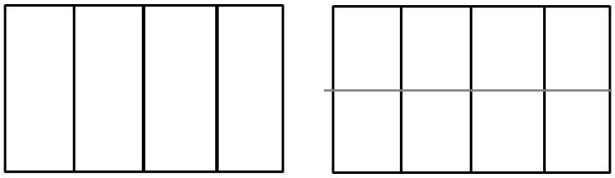
Equivalent Fractions

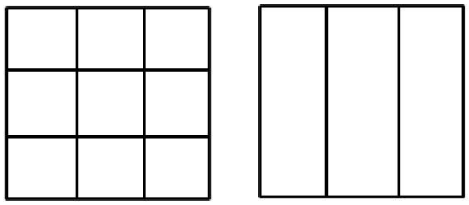
Directions: Color the shapes to show the equivalent fractions.



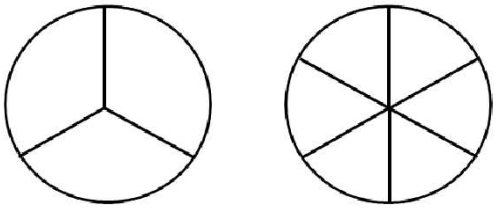
$\frac{1}{2} = \frac{2}{4}$



$\frac{3}{4} = \frac{6}{8}$



$\frac{6}{9} = \frac{2}{3}$



$\frac{1}{3} = \frac{2}{6}$

Divide the shapes to show that $\frac{1}{4} = \frac{2}{8}$

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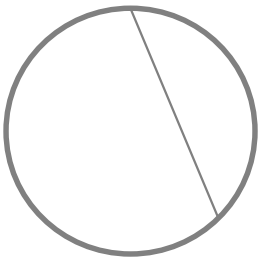
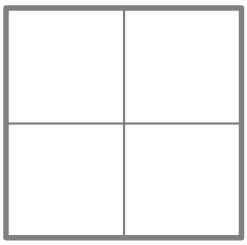
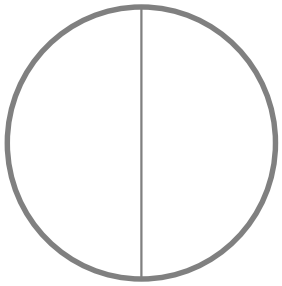
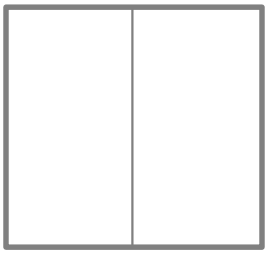
Understanding Equal Parts

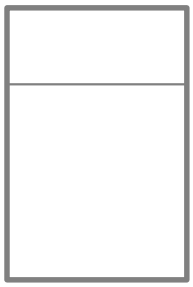
Directions: Color the shapes that are divided into equal parts. If a shape has equal parts, name how the equal parts are divided on the line underneath (halves, thirds, etc.)

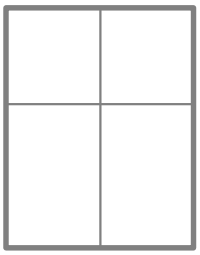


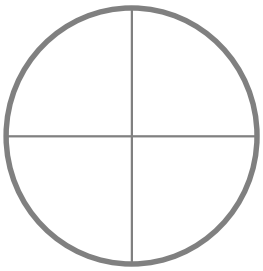


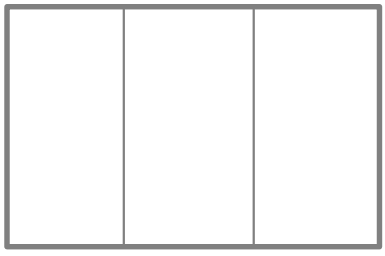


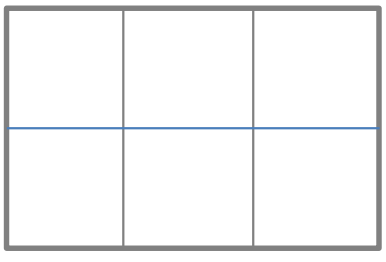












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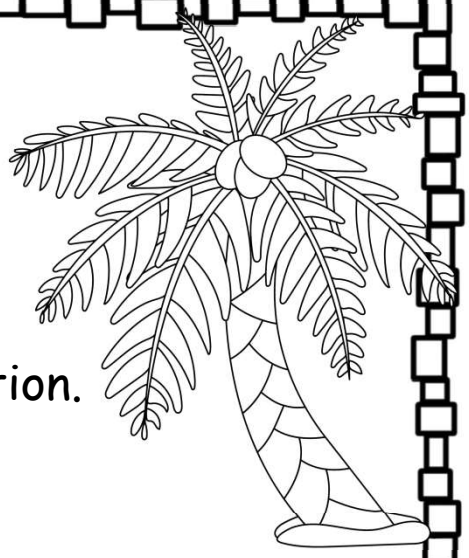
Writing Whole Numbers as Fractions



*You can write a whole number as a fraction.

$\frac{4}{4}$ is equal to 1 whole

*To find the whole number, divide the numerator (top number) by the denominator (bottom number.)

What would $\frac{8}{4}$ be equal to? ☐

Directions: Using 2 as a denominator for each, write an equivalent fraction for each whole number.

4 _____ 5 _____

2 _____ 1 _____

6 _____ 8 _____

3 _____ 7 _____

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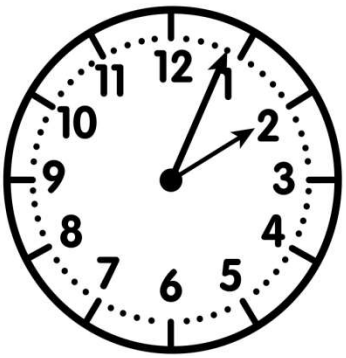
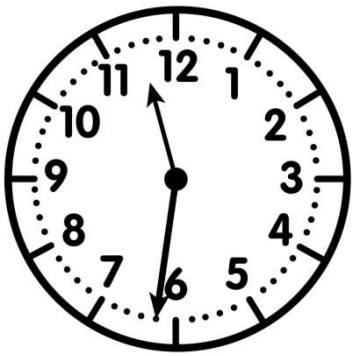
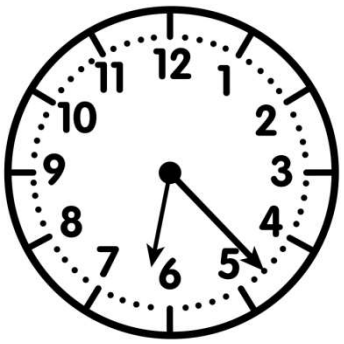
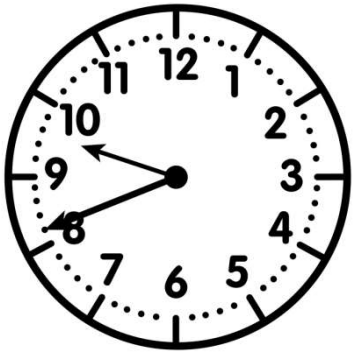
Name: _____

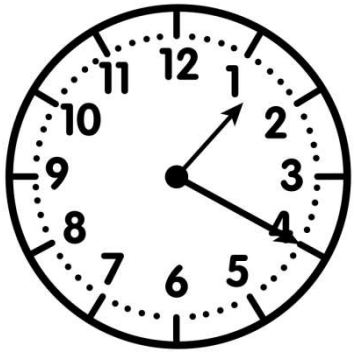
Telling Time to the Minute

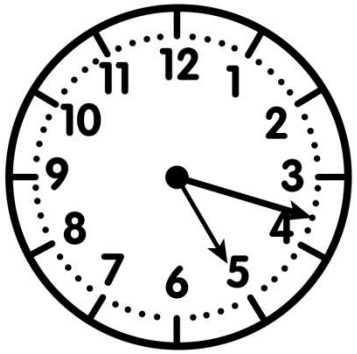


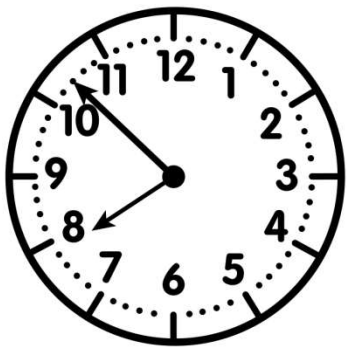


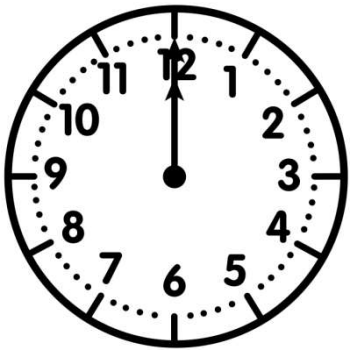


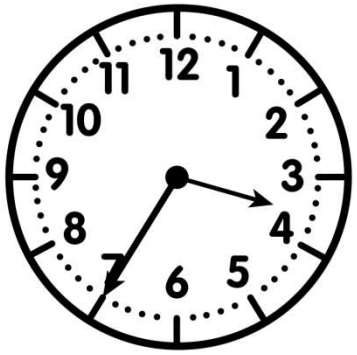












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Name: _____

Elapsed Time

Directions: Find the elapsed time.

Start Time: 2:00 PM
End Time: 5:00 PM
The time that has passed is:
_____

Start Time: 1:15 PM
End Time: 4:00 PM
The time that has passed is:
_____

Start Time: 4:25 PM
End Time: 5:00 PM
The time that has passed is:
_____

Start Time: 8:35 AM
End Time: 12:35 PM
The time that has passed is:
_____

Start Time: 9:30 AM
End Time: 4:15 PM
The time that has passed is:
_____

Start Time: 6:20 PM
End Time: 12:20 AM
The time that has passed is:
_____

Start Time: 3:45 PM
End Time: 5:15 PM
The time that has passed is:
_____

Start Time: 5:40 AM
End Time: 6:40 PM
The time that has passed is:
_____

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Name: _____

Telling Time Word Problems

Directions: Read and solve each word problem.

Kylah worked on her math homework for 15 minutes. She read her book for 20 minutes. How long did she work on homework?

_____

Janice ran for 30 minutes each morning for one week. How many minutes total did she run?

_____

Ray worked at the food pantry for 3 hours and 15 minutes on Saturday and 2 hours and 40 minutes on Sunday. How much time did he volunteer on the weekend?

_____

Caleb started his chores at 8:00 a.m. on Friday morning. He finished 6 hours and 30 minutes later. What time did Caleb finish his chores?

_____

Rodney ran in a marathon. It took him 3 hours and 46 minutes to finish the entire race, which started at 10:00 a.m. What time did he finish the race?

_____

Heather was baking pies for a school fund raiser. She put her cherry pie in the oven at 2:55 p.m. It took one hour and five minutes to bake. What time was the pie done?

_____

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Understanding Perimeter

Directions: Draw a shape on the grid paper with the given perimeter.

p = 8 in

p = 12 in

p = 14 in

p = 20 in

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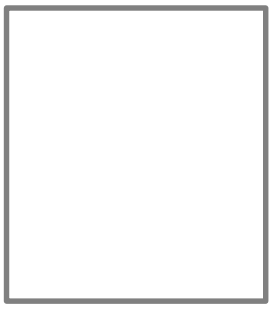
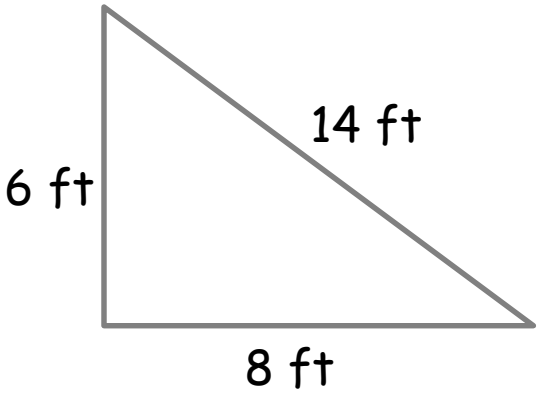
Name: _____

Finding the perimeter.

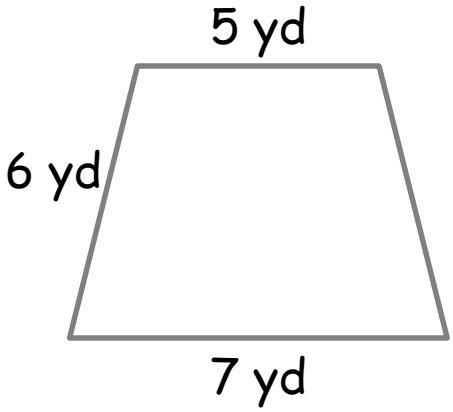
Directions: Add the length of the sides to find the perimeter of each shape.



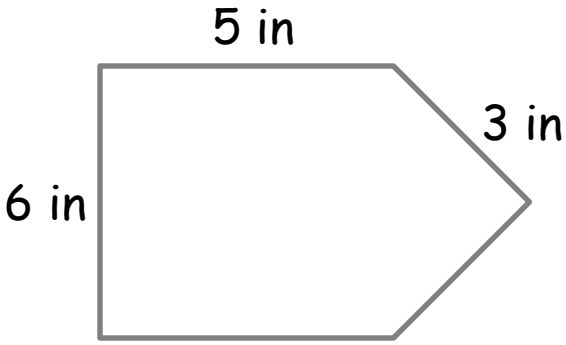
The perimeter is: _____



The perimeter is: _____



The perimeter is: _____



The perimeter is: _____

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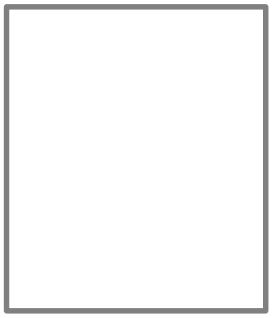
Name: _____

Finding the Area

Directions: Multiply the length by width to find the area.

10 cm



12 cm

The area is: _____

16 m

3 m

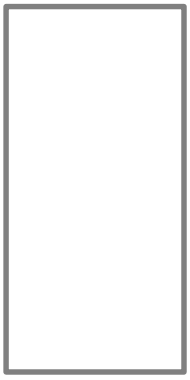
The area is: _____

11 mm

7 mm

The area is: _____

8 cm



20 cm

The area is: _____

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Drawing Angles

Draw a right angle. A right angle forms a square corner.	
Draw an acute angle. An acute angle is open less than a right angle.	
Draw an obtuse angle. An obtuse angle is open more than a right angle.	

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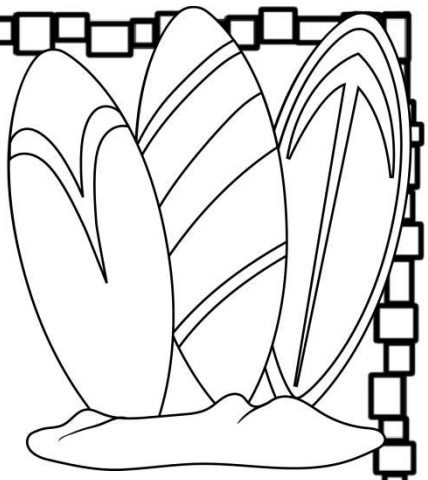
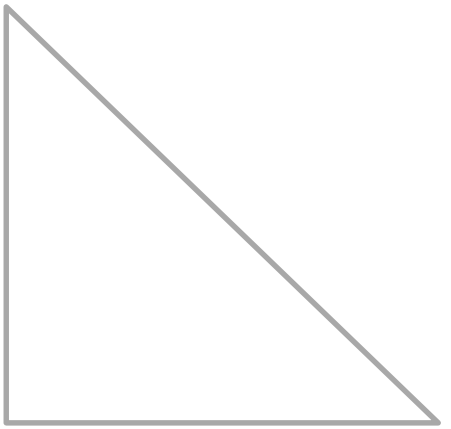
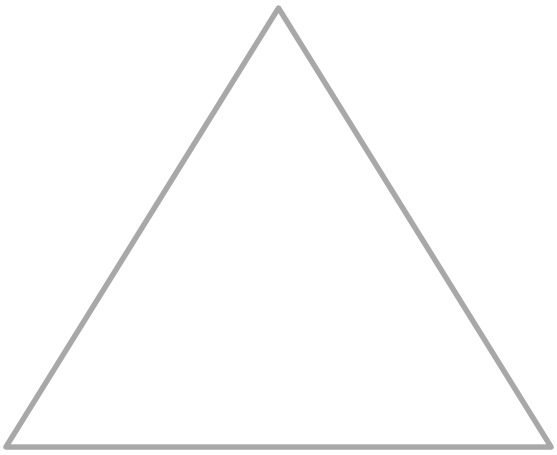
Name: _____

Label the Triangles

Directions: Label each triangle: equilateral, isosceles or scalene.







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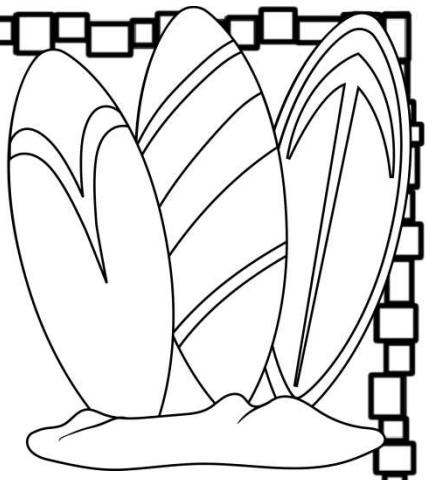
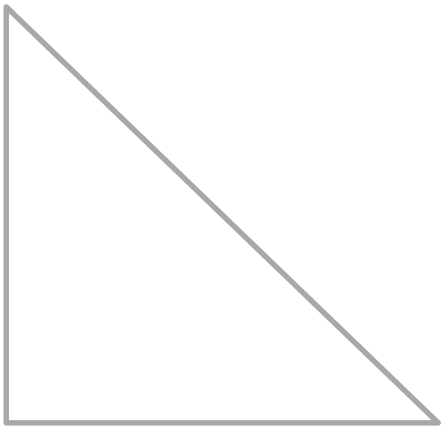
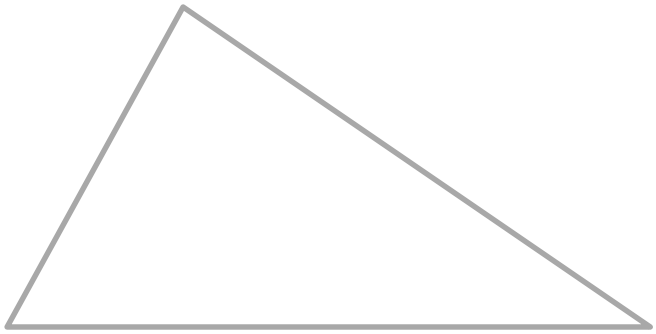
Name: _____

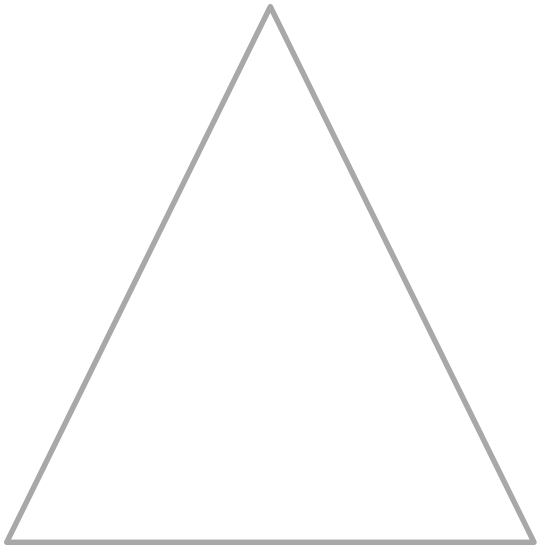
Label the Triangles

Directions: Label each triangle: right, acute or obtuse.









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Drawing Quadrilaterals

Practice drawing shapes. Show a rhombus, a rectangle and a square below.

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ANSWER KEY

Ordering Numbers

Directions: Write the numbers in order from least to greatest.

5,291	7,295	4,628	5,052

6,628; 5,052; 5,291; 7,295

3,899	6,003	3,998	8,447

3,899; 3,998; 6,003; 8,447

2,070	1,663	5,611	9,415

1,663; 2,070; 5,611; 9,415

4,050	4,005	5,405	5,040

4,005; 4,050; 5,040; 5,405

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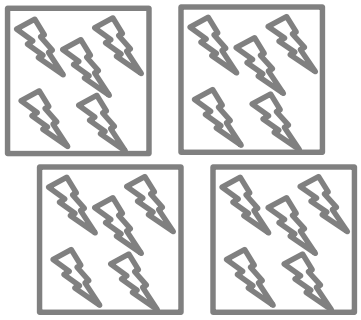
ANSWER KEY

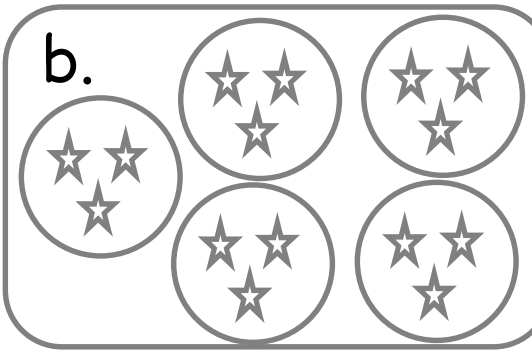
Multiplication Using Pictures

Directions: Match the picture with the correct problem.

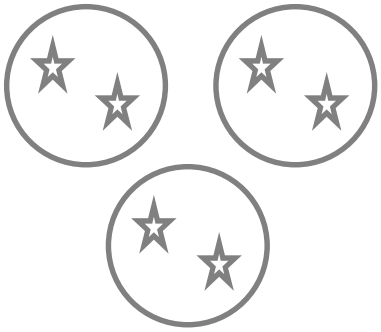
a.



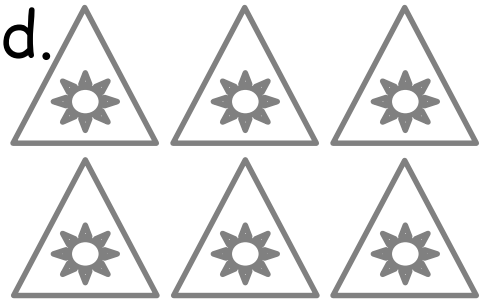
b.



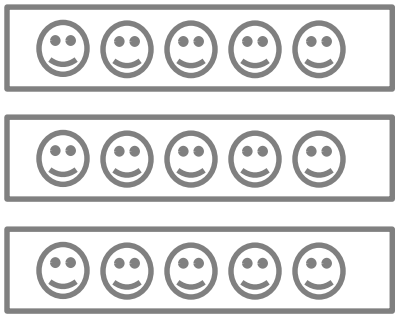
c.



d.



e.



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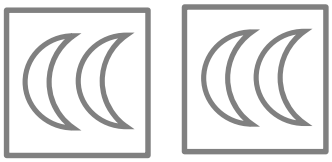

1. _c__ 3 x 2
2. _d__ 6 x 1
3. _a__ 4 x 5
4. _b__ 5 x 3
5. _f__ 2 x 2
6. _e__ 3 x 5

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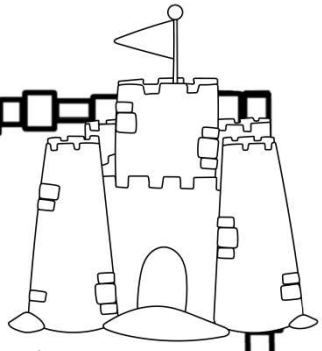
ANSWER KEY



Multiplication

Directions: Draw pictures to represent the multiplication number sentences at the bottom.

a. Children should draw 8 groups with 3 in each.

b. Children should draw 6 groups with 3 in each.

c. Children should draw 2 groups with 4 in each.

d. Children should draw 5 groups with 5 in each.

e. Children should draw 4 groups with 6 in each.

f. Children should draw 3 groups with 7 in each.

a. 8 x 3= _24__

b. 6 x 3= _18_

c. 2 x 4= _8__

d. 5 x 5= _10_

e. 4 x 6= _24_

f. 3 x 7= _21_

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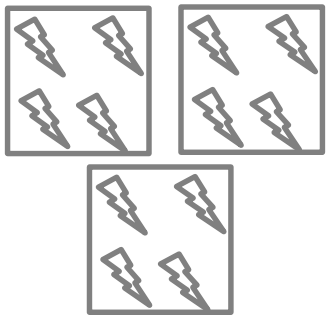
ANSWER KEY

Division Using Pictures

Directions: Match the picture with the correct problem.

a.



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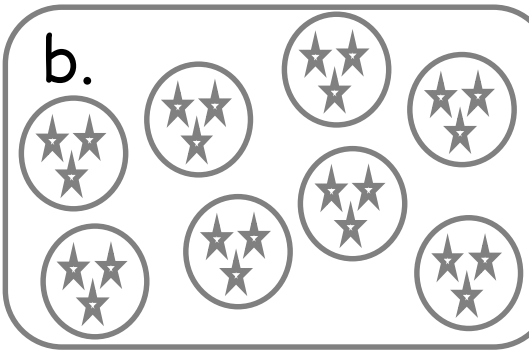

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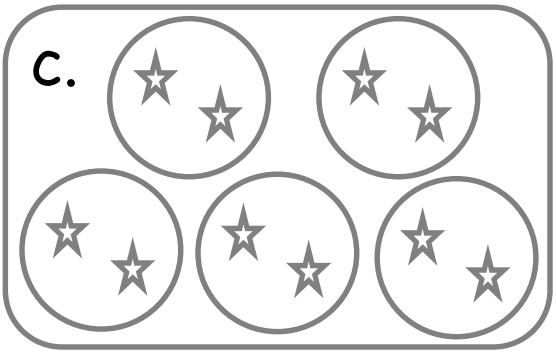
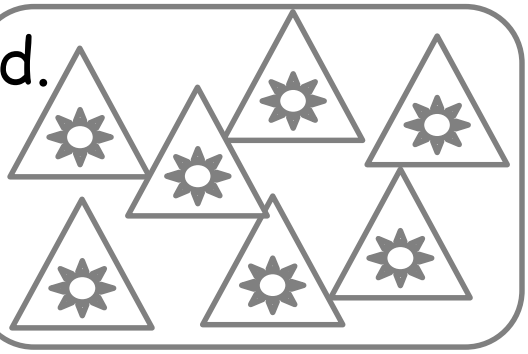
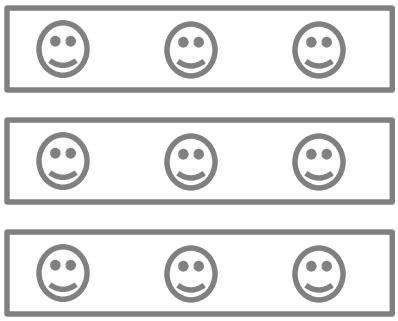


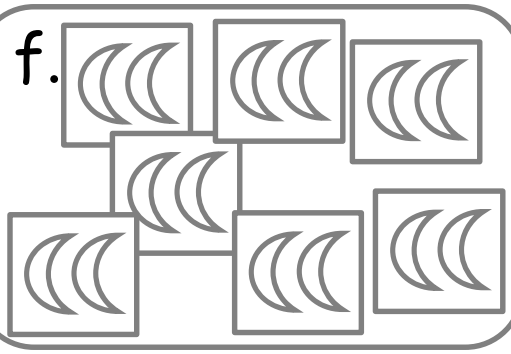
d.



e.



f.



1. _e__ 9 ÷ 3
2. _d__ 14 ÷ 7
3. _a__ 12 ÷ 3
4. _d__ 7 ÷ 1
5. _b__ 24 ÷ 8
6. _c__ 10 ÷ 5

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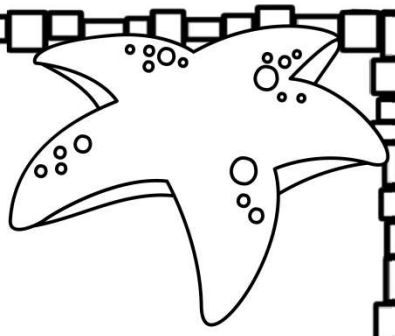
ANSWER KEY

Missing Factors



3 x _27_ = 9

9 x _4__ = 36

_4__ x 5 = 20

5 x _2__ = 10

_4__ x 2 = 8

10 x _10_ = 100

7 x _6__ = 42

__8_ x 8 = 64

_9__ x 4 = 36

4 x _7__ = 28

6 x _8__ = 48

__8_ x 1 = 8

_8__ x 7 = 56

_8___ x 3 = 24

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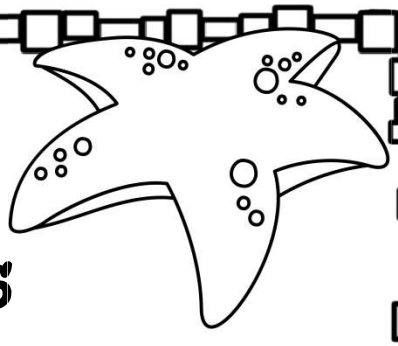
ANSWER KEY



Write the Missing Factors

6 x _9__ = 54

3 x _11___ = 33

_8___ x 2 = 16

8 x _4___ = 32

__10_ x 4 = 40

12 x _11__ = 132

9 x __9__ = 81

_9___ x 1 = 9

__3__ x 7 = 21

11 x __10__ = 110

5 x __7__ = 35

__8__ x 10 = 80

_2___ x 9 = 18

_11___ x 8 = 88

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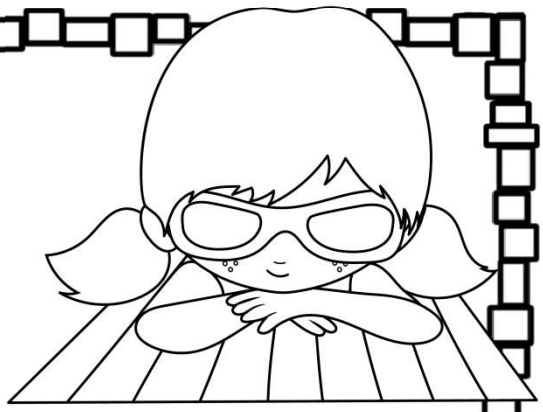
ANSWER KEY

Complete the number sentences.



5 x	3	= 15	15 ÷ 5 =	3
3 x	8	= 24	24 ÷ 3 =	8
9 x	5	= 45	45 ÷ 9 =	5
7 x	7	= 49	49 ÷ 7 =	7
4 x	9	= 36	36 ÷ 4 =	9
8 x	8	= 64	64 ÷ 8 =	8
2 x	10	= 20	20 ÷ 2 =	10
6 x	9	= 54	54 ÷ 6 =	9
11 x	9	= 99	99 ÷ 11 =	9
10 x	7	= 70	70 ÷ 10 =	7
12 x	6	= 72	72 ÷ 12 =	6

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ANSWER KEY

Multiplication & Division

Solving word problems.

Each package of water bottles has four rows. There are six bottles in each row. How many water bottles are in a package? Write a number sentence and draw a picture to show your thinking.

4 x 6 = 24 water bottles

If there are eight packages of water bottles in a crate, what is the total of all the water bottles.

24 x 8 = 192 water bottles

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ANSWER KEY

Multiplication & Division

Solving word problems.

Marcus has six apples. He cut each into 7 slices. How many slices does he have? Write a number sentence and draw a picture to show your thinking.

6 x 7 = 42 slices

If Marcus had six more apples, but cut them into 8 slices each, how many total slices would he have then?

6 x 8 = 48 apple slices
42 + 48 = 90 apple slices altogether

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ANSWER KEY

Multiplication Facts

Directions: Write the answer to each fact. Color the odd answers red and the even answers blue.

5 x 8 = 40	1 x 10 = 10	7 x 2 = 14
3 x 9 = 27	9 x 2 = 18	5 x 1 = 5
2 x 7 = 14	10 x 6 = 60	3 x 4 = 12
8 x 3 = 24	6 x 3 = 18	8 x 7 = 56
4 x 4 = 16	2 x 8 = 16	10 x 6 = 60
6 x 5 = 30	4 x 9 = 36	6 x 8 = 48
7 x 7 = 49	1 x 5 = 5	8 x 9 = 72

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ANSWER KEY

Division Facts

Directions: Write the answer to each fact. Color the odd answers red and the even answers blue.

40 ÷ 8 =5	18 ÷ 2 =9	32 ÷ 4 =8
36 ÷ 6 =6	10 ÷ 5 =5	20 ÷ 2 =10
15 ÷ 3 =5	70 ÷ 10 =7	81 ÷ 9 =9
9 ÷ 1 =9	27 ÷ 3 =9	48 ÷ 6 =8
45 ÷ 9 =5	32 ÷ 8 =4	72 ÷ 8 =9
24 ÷ 4 =6	28 ÷ 7 =4	60 ÷ 10 =6
49 ÷ 7 =7	45 ÷ 5 =9	63 ÷ 7 =9

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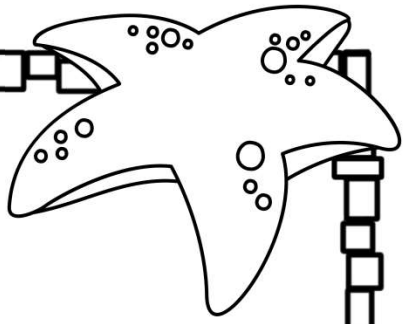
ANSWER KEY



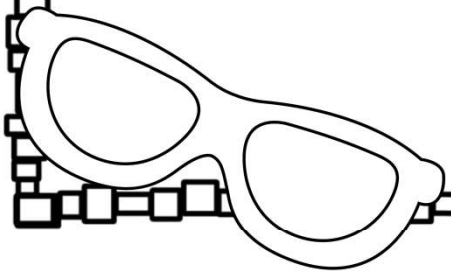
2 Step Word Problems

Amar bought a new hat for $19 and a game for $16. How much did the items cost? Amar had two $20 bills. How much change did he receive?

$35 total
$15 change

My mom bought 5 pizzas. They cost $9 each. She had $50. How much change did she receive?

$45 total
$5 change



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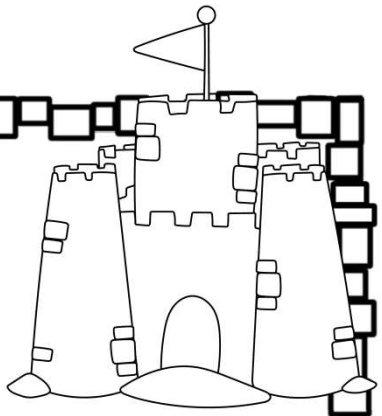
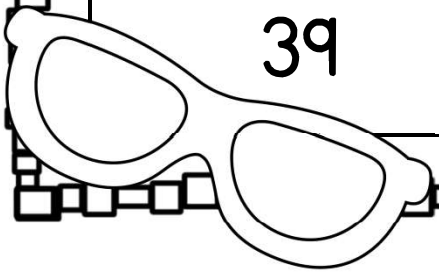
ANSWER KEY

Multiply by 10 and 100



The number is	When I multiply the number by 10, it becomes...	When I multiply the number by 100, it becomes...
46	460	4,600
23	230	2,300
47	470	4,700
83	830	8,300
71	710	7,100
97	970	9,700
39	390	3,900



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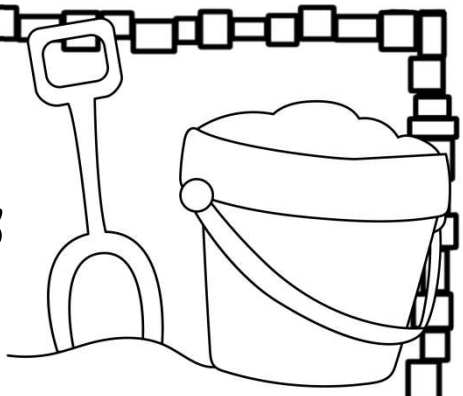
ANSWER KEY



Multiply One Digit Numbers by Multiples of 10

5 x 70 = _350

80 x 2 = _160

9 x 70 = _630

8 x 90 = _720

6 x 60 = _360

4 x 20 = _ 80

50 x 8 = _400

3 x 40 = _120

20 x 5 = _100

30 x 6 = _160

10 x 8 = __80

5 x 90 = _450

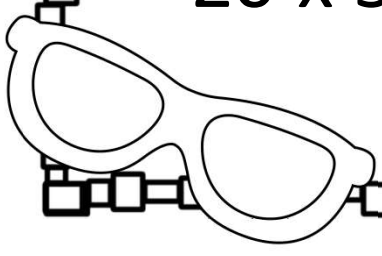
7 x 70 = _490

3 x 90 = _270

40 x 8 = _320

6 x 20 = _120

90 x 5 = _450



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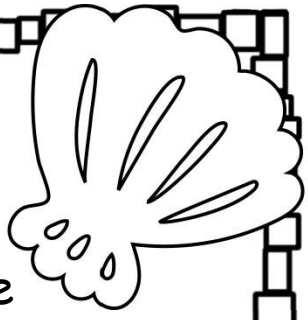
ANSWER KEY

Patterns in Addition & Multiplication



Directions: Determine the pattern. Fill in the missing rule, input or output.

Rule: add _30__

input	output
47	77
73	103
25	55
12	42
34	64

Rule: multiply by _5____

input	output
12	60
6	30
8	40
2	10
7	35

Rule: __add 50_____

input	output
23	73
15	65
36	86
41	91
7	57

Rule: _____multiply by 11

input	output
7	77
2	22
4	44
8	88
10	110

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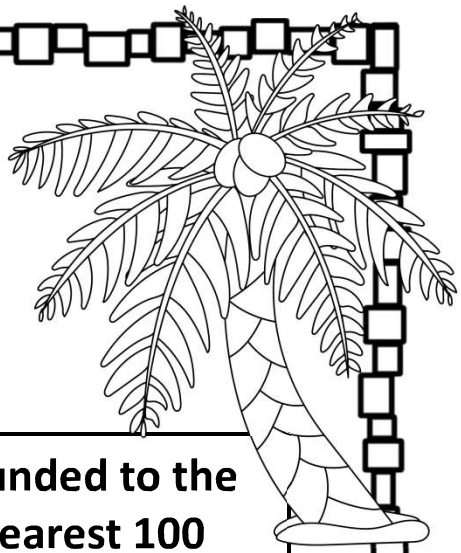
ANSWER KEY

Rounding Numbers



Directions: Round each number to the nearest 10 and then the nearest 100.

	rounded to the nearest 10	rounded to the nearest 100
317	**320**	**300**
723	**720**	**700**
655	**660**	**700**
208	**210**	**200**
939	**940**	**900**
146	**150**	**100**
572	**570**	**600**
864	**860**	**900**
481	**480**	**500**

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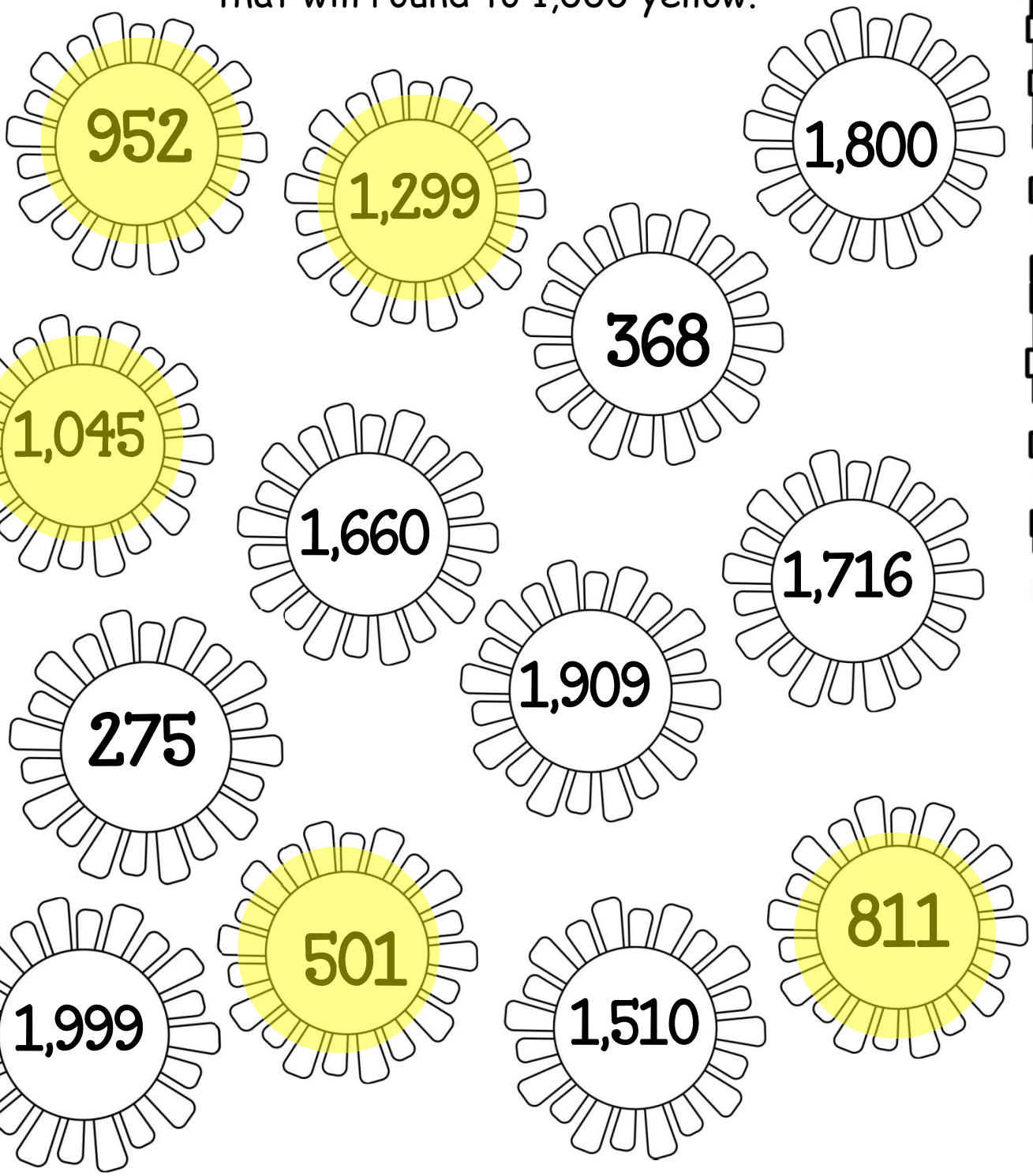
ANSWER KEY

Rounding Practice

Directions: Round to the nearest 100. Color the suns that will round to 1,000 yellow.



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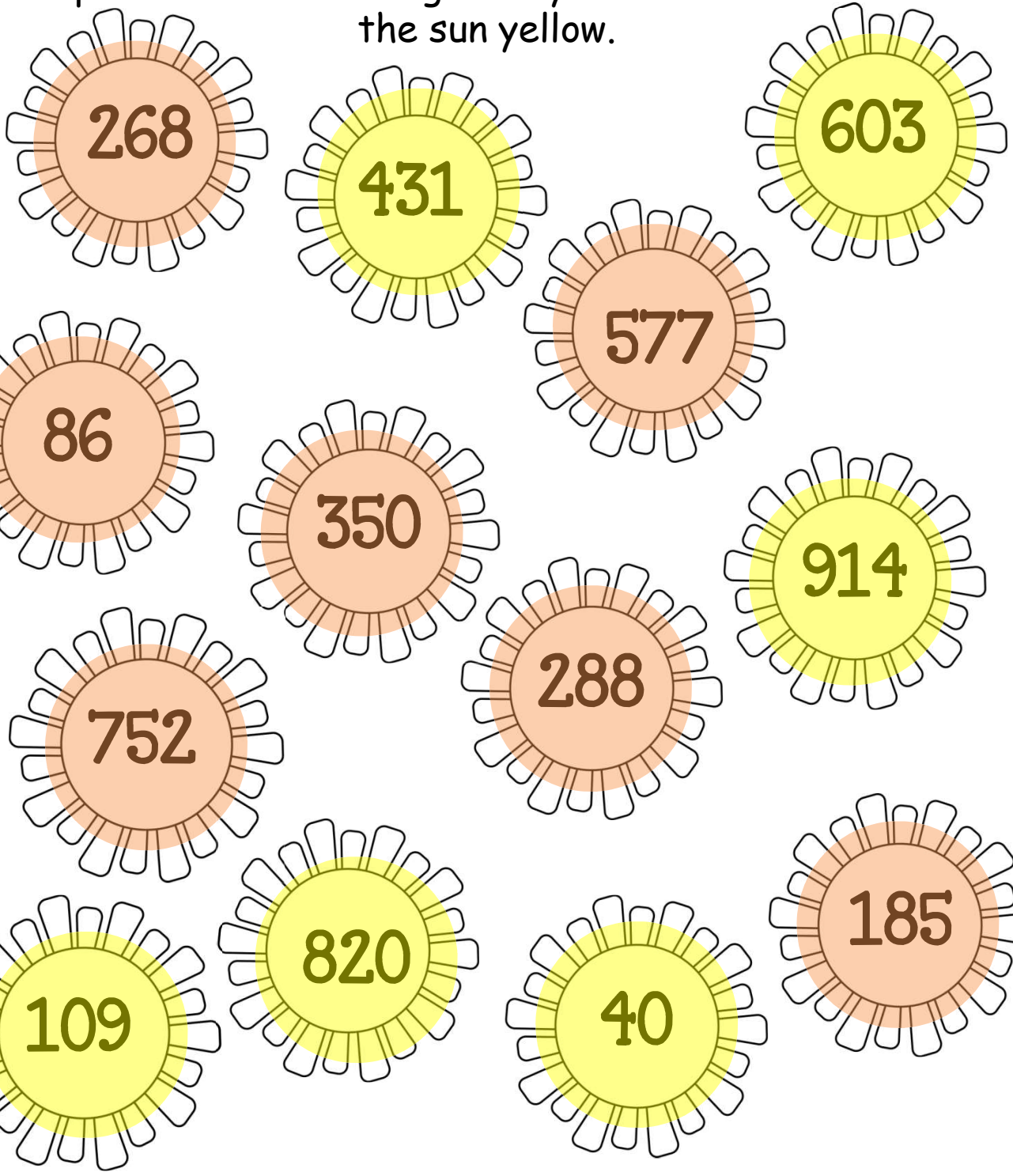
ANSWER KEY

Rounding Practice

Directions: Round to the nearest 100. If you round up color the sun orange. If you round down color the sun yellow.



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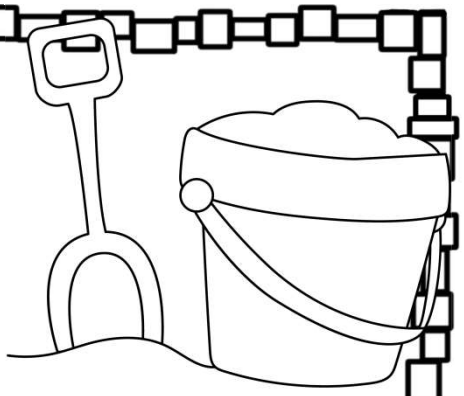
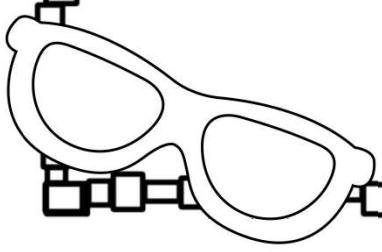
ANSWER KEY

Addition & Subtraction within 1000



254	683	424
+326	-495	+509
580	188	933
700	104	930
-187	+758	-876
513	862	54
565	808	337
+275	-692	+486
840	116	823



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ANSWER KEY

4-Digit Subtraction

6,714	4,241	8,264
-3,326	-1,489	-5,008
3,388	2,752	3,256
5,328	9,355	7,902
-2,733	-4,829	-6,375
2,733	4,526	1,527
8,416	3,881	2,000
-8,057	-1,882	-1,631
359	1,999	369

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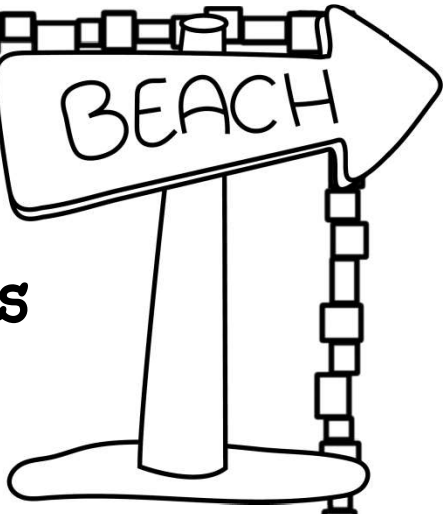
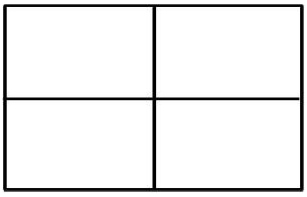
ANSWER KEY

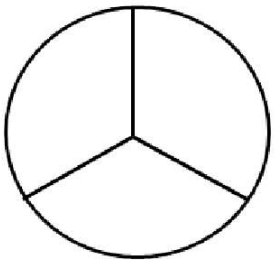
Dividing Shapes into Equal Parts



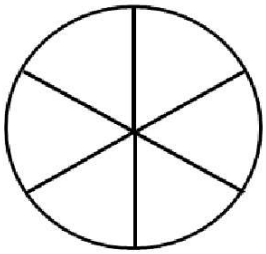
Directions: Name how the equal parts are divided. (halves, thirds, fourths, fifths, sixths, eighths, ninths)



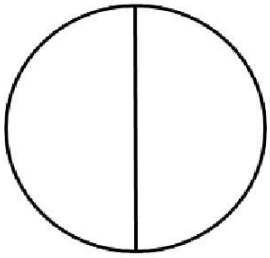
fourths



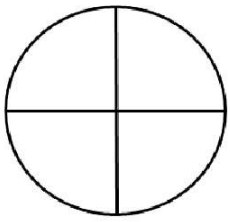
thirds



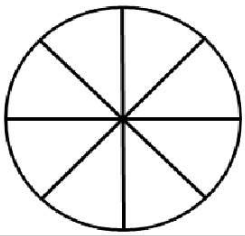
sixths



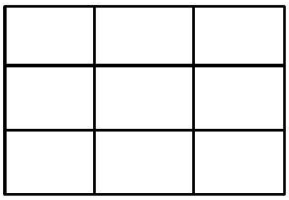
halves



fourths



eighths



ninths

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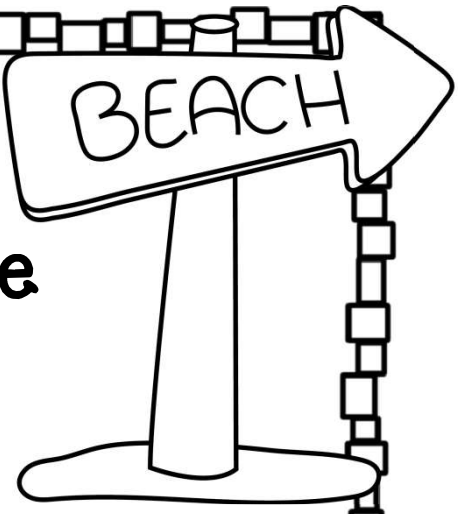
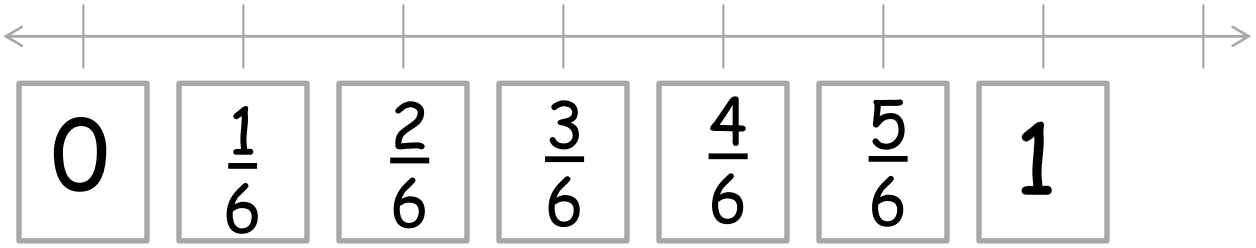
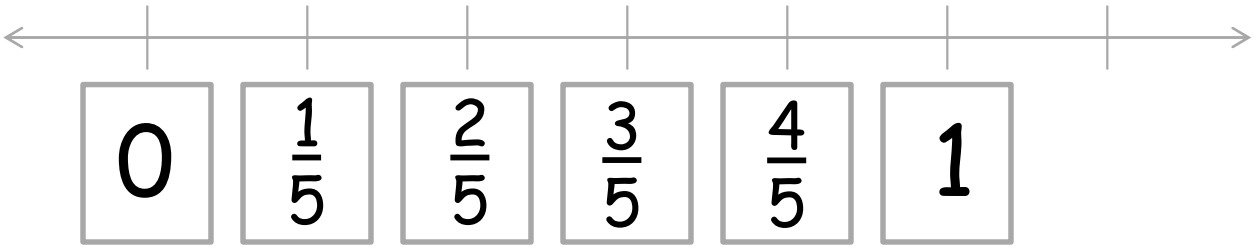
ANSWER KEY

Fractions on a Number Line



Directions: Write the missing fractions on the number line.





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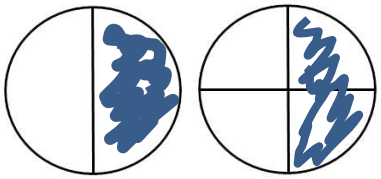
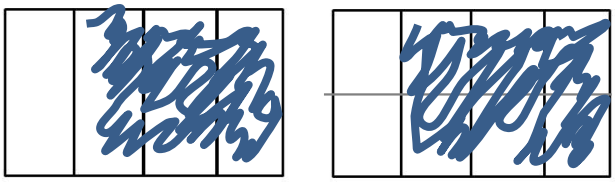
ANSWER KEY

Equivalent Fractions

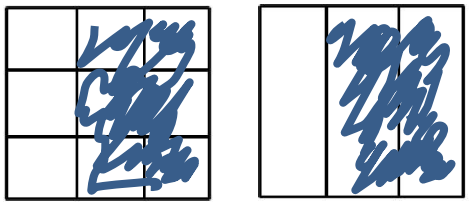
Directions: Color the shapes to show the equivalent fractions.



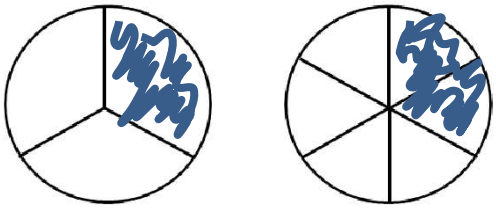
$\frac{1}{2} = \frac{2}{4}$



$\frac{3}{4} = \frac{6}{8}$

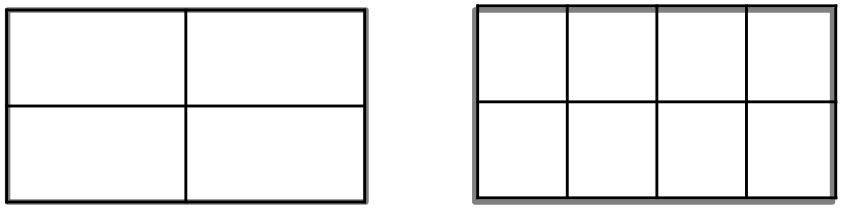


$\frac{6}{9} = \frac{2}{3}$



$\frac{1}{3} = \frac{2}{6}$

Divide the shapes to show that $\frac{1}{4} = \frac{2}{8}$



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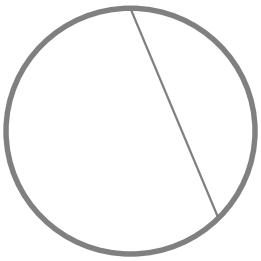
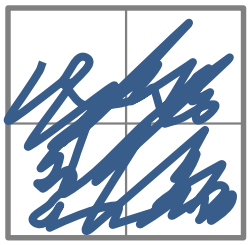
ANSWER KEY

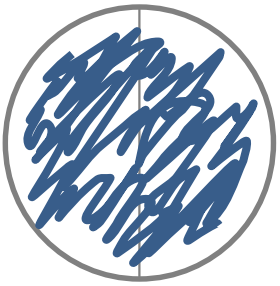
Understanding Equal Parts

Directions: Color the shapes that are divided into equal parts. If a shape has equal parts, name how the equal parts are divided on the line underneath (halves, thirds, etc.)



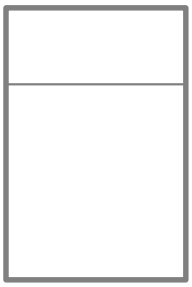


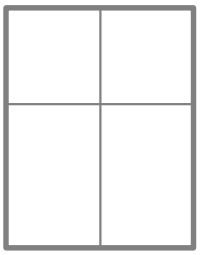
fourths



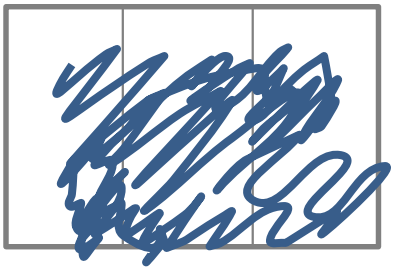
halves

halves





fourths



thirds

sixths

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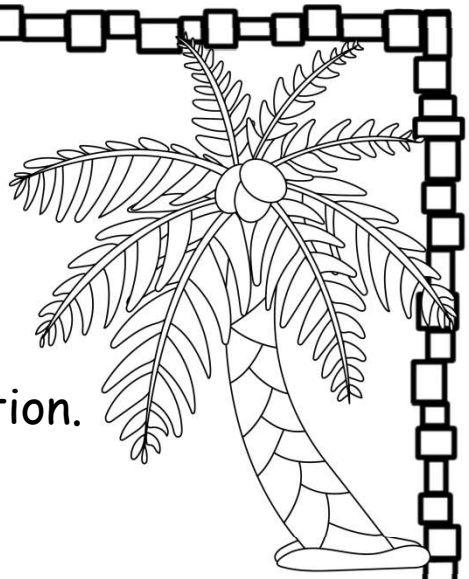
ANSWER KEY

Writing Whole Numbers as Fractions



*You can write a whole number as a fraction.

$\frac{4}{4}$ is equal to 1 whole

*To find the whole number, divide the numerator (top number) by the denominator (bottom number.)

What would $\frac{8}{4}$ be equal to? **2**

Directions: Using 2 as a denominator for each, write an equivalent fraction for each whole number.

4 $\frac{8}{2}$

2 $\frac{4}{2}$

6 $\frac{12}{2}$

3 $\frac{6}{2}$

5 $\frac{10}{2}$

1 $\frac{2}{2}$

8 $\frac{16}{2}$

7 $\frac{14}{2}$

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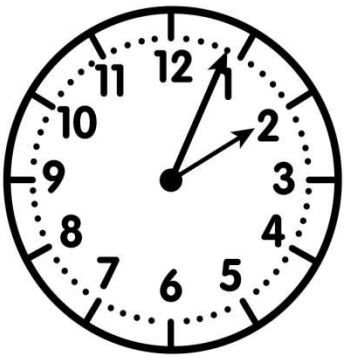
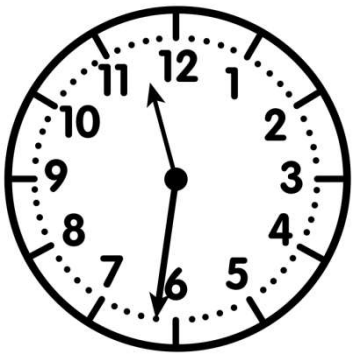
ANSWER KEY

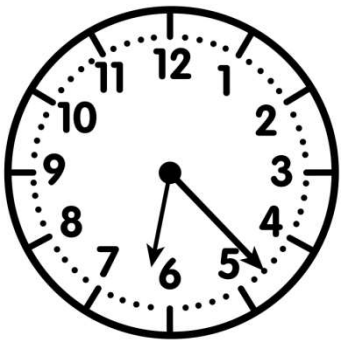
Telling Time to the Minute



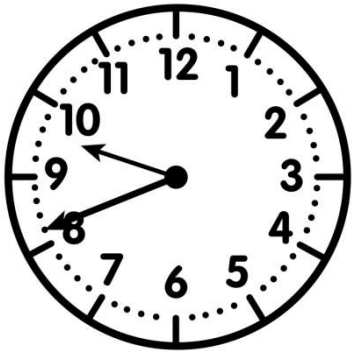
2 : 04



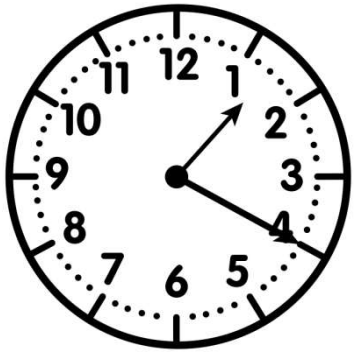
11 : 31



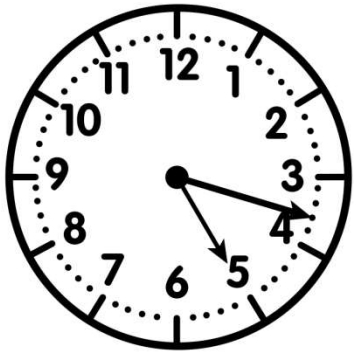
6 : 23



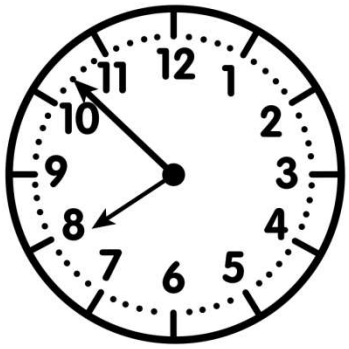
9 : 41



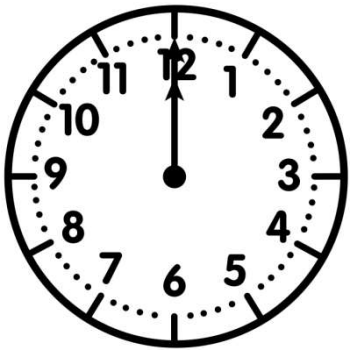
1 : 20



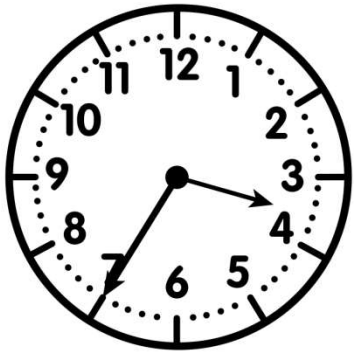
5 : 18



7 : 52



12 : 00



3 : 35

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ANSWER KEY

Elapsed Time

Directions: Find the elapsed time.

Start Time: 2:00 PM
End Time: 5:00 PM
The time that has passed is:
3 hours

Start Time: 1:15 PM
End Time: 4:00 PM
The time that has passed is:
2 hours, 15 minutes

Start Time: 4:25 PM
End Time: 5:00 PM
The time that has passed is:
35 minutes

Start Time: 8:35 AM
End Time: 12:35 PM
The time that has passed is:
4 hours

Start Time: 9:30 AM
End Time: 4:15 PM
The time that has passed is:
6 hours, 45 minutes

Start Time: 6:20 PM
End Time: 12:20 AM
The time that has passed is:
6 hours

Start Time: 3:45 PM
End Time: 5:15 PM
The time that has passed is:
1 hour, 30 minutes

Start Time: 5:40 AM
End Time: 6:40 PM
The time that has passed is:
1 hour

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ANSWER KEY

Telling Time Word Problems

Directions: Read and solve each word problem.

Kylah worked on her math homework for 15 minutes. She read her book for 20 minutes. How long did she work on homework?

35 minutes

_____

Janice ran for 30 minutes each morning for one week. How many minutes total did she run?

210 minutes

_____

Ray worked at the food pantry for 3 hours and 15 minutes on Saturday and 2 hours and 40 minutes on Sunday. How much time did he volunteer on the weekend?

5 hours, 55 minutes

_____

Caleb started his chores at 8:00 a.m. on Friday morning. He finished 6 hours and 30 minutes later. What time did Caleb finish his chores?

2:30 p.m.

_____

Rodney ran in a marathon. It took him 3 hours and 46 minutes to finish the entire race, which started at 10:00 a.m. What time did he finish the race?

1:46

_____

Heather was baking pies for a school fund raiser. She put her cherry pie in the oven at 2:55 p.m. It took one hour and five minutes to bake. What time was the pie done?

4:00 p.m.

_____

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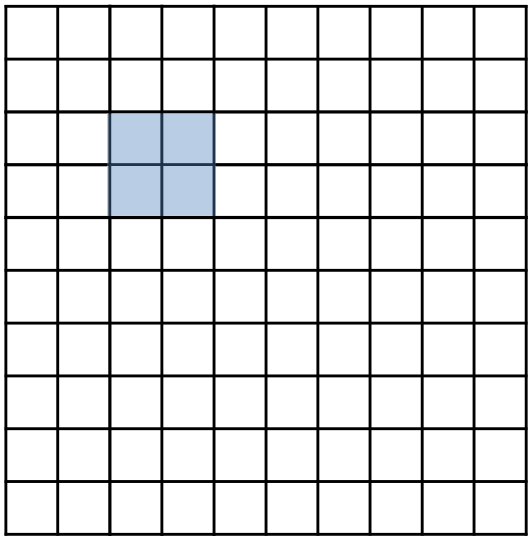
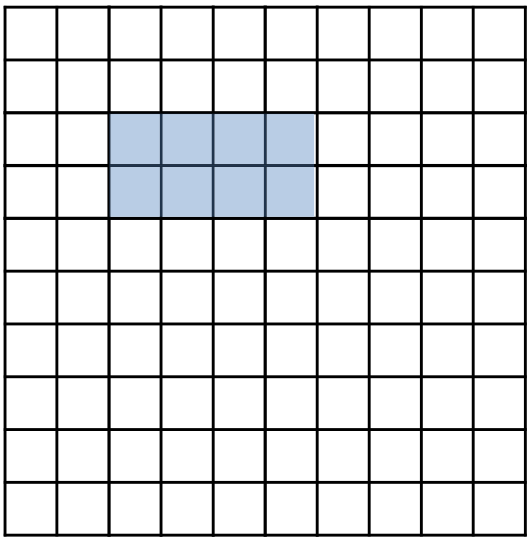
ANSWER KEY

Understanding Perimeter

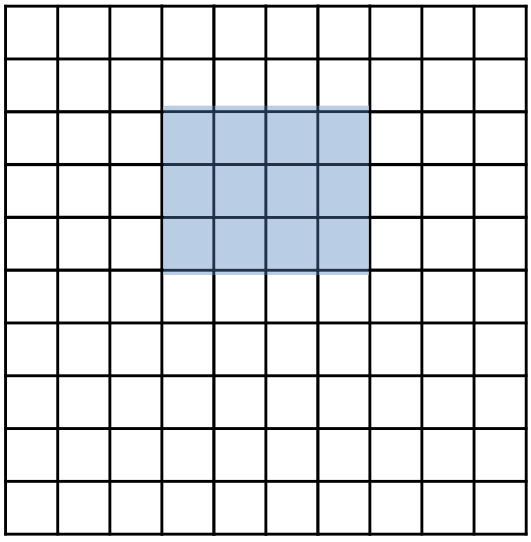
Directions: Draw a shape on the grid paper with the given perimeter.



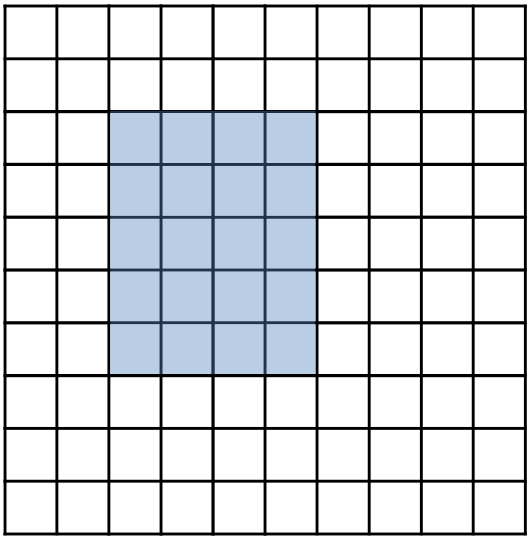
p = 8 in



p = 12 in



p = 14 in



p = 20 in

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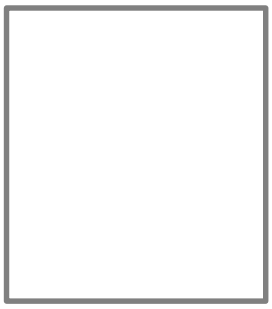
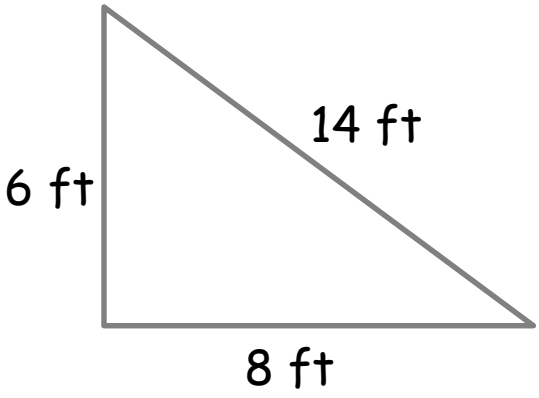
ANSWER KEY

Finding the perimeter.

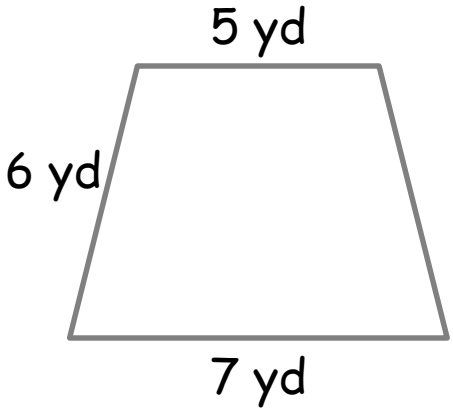
Directions: Add the length of the sides to find the perimeter of each shape.



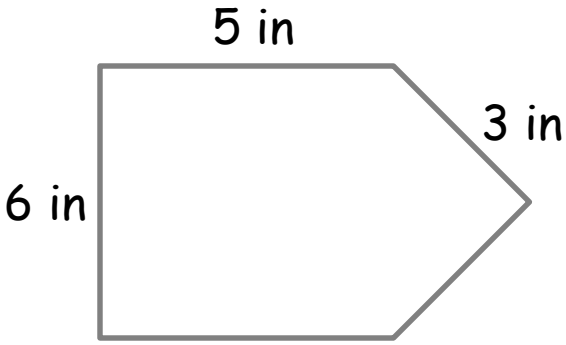
The perimeter is:
20 in



The perimeter is:
28 ft



The perimeter is:
24 yd



The perimeter is:
22 in

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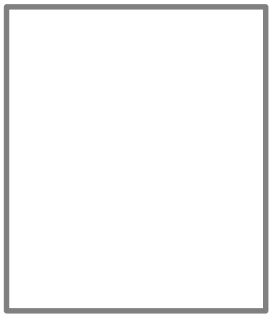
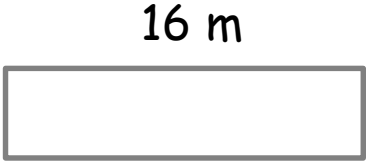
ANSWER KEY

Finding the Area

Directions: Multiply the length by width to find the area.

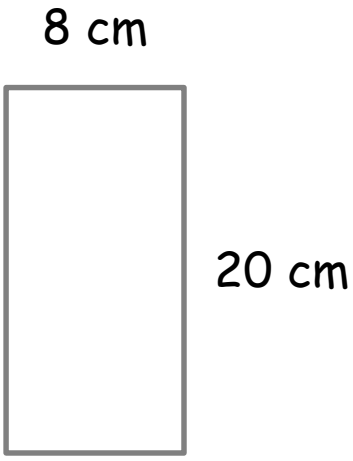


The area is: 120 cm^2



The area is: 48 cm^2

The area is: 77 cm^2



The area is: 160 cm^2

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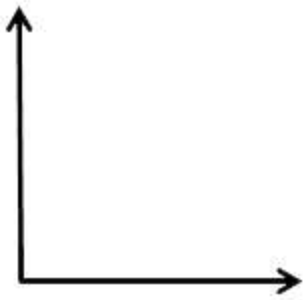
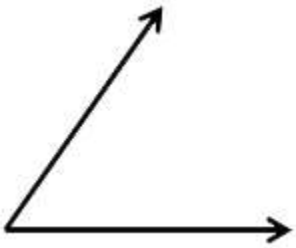
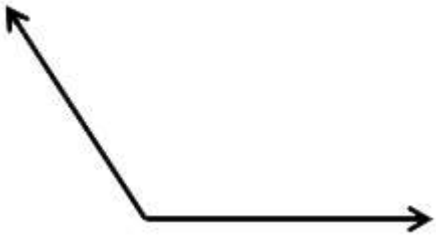
ANSWER KEY

Drawing Angles

Draw a right angle. A right angle forms a square corner.	
Draw an acute angle. An acute angle is open less than a right angle.	
Draw an obtuse angle. An obtuse angle is open more than a right angle.	

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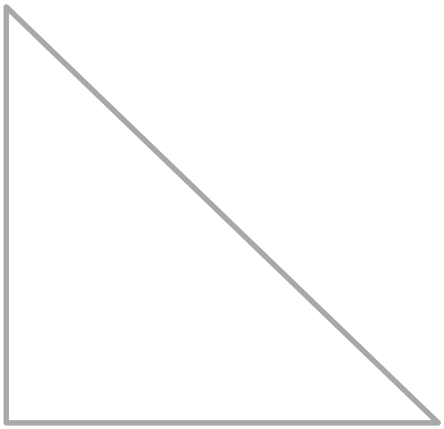
ANSWER KEY

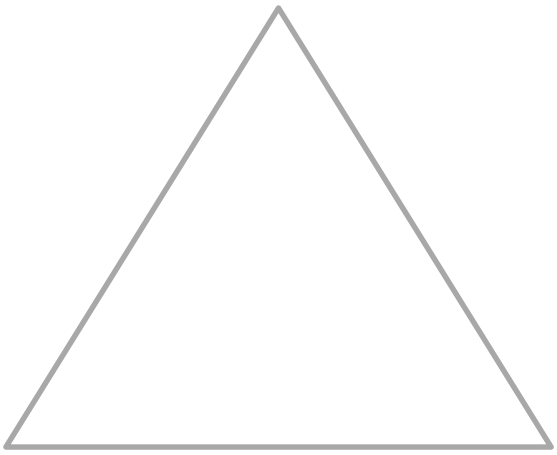
Label the Triangles

Directions: Label each triangle: equilateral, isosceles or scalene.



right

scalene



isosceles

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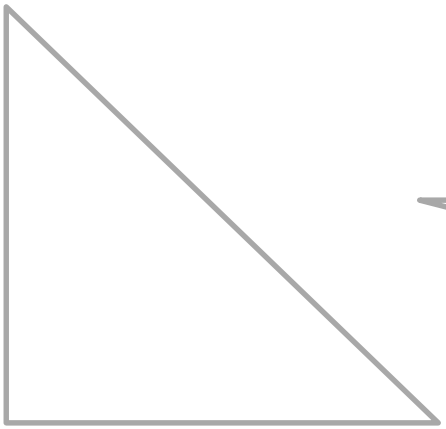
ANSWER KEY

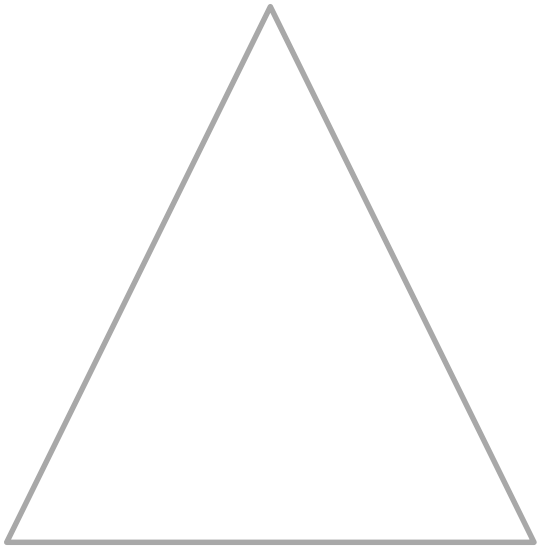
Label the Triangles

Directions: Label each triangle: right, acute or obtuse.



right

obtuse



acute

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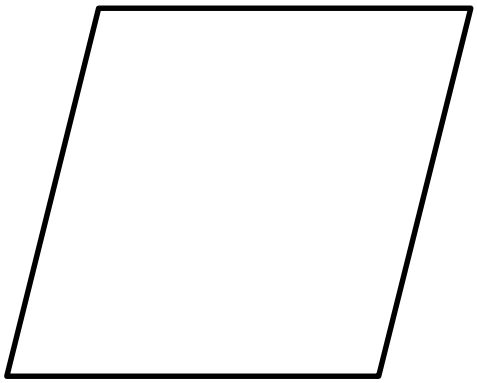
ANSWER KEY

Drawing Quadrilaterals

Practice drawing shapes. Show a rhombus, a rectangle and a square below.



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Cumulative Review 1

Section A

1. D
2. A and D
3. B
4. C
5. B, C, and D
6. D
7. D
8. B
9. C
10. A, D, and E

Section B

11. 6,235
12. 2,388
13.

Score	Rubric
2	Student response includes each of the following 2 elements: Reasoning component: The student correctly explains how to identify the greatest possible value of the number. Computation component: **349** Example: Rounding a number to the nearest hundred to get 300, the digit in the hundreds place can be 2 or 3. 3 is greater than 2. Given that the digit 3 is in the hundreds place, the greatest possible digit in the tens place must be 4, and followed by the digit 9 in the ones place. The greatest possible value of the number is 349.
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

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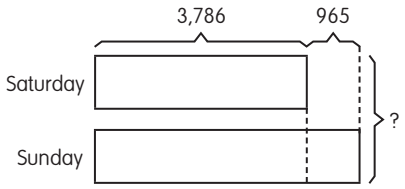
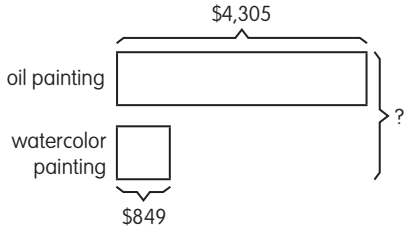
14

Score	Rubric
2	Student response includes each of the following 2 elements: Computation component: **8,537** Modeling component: The student shows correct use of addition. Example:  3,786 + 965 = 4,751 4,751 + 3,786 = 8,537 8,537 tickets were sold in the two days.
1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.
0	Student response is incorrect or irrelevant.

15 8,135

16 1,025

17

Score	Rubric
2	Student response includes each of the following 2 elements: Computation component: **$5,154** Modeling component: The student shows correct use of addition. Example:  $4,305 + $849 = $5,154 He received $5,154 in all.
1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.
0	Student response is incorrect or irrelevant.

18

Score	Rubric
2	Student response includes each of the following 2 elements: Reasoning component: The student correctly explains that the two students are correct. Modeling component: The student shows correct use of addition and subtraction. Example: The two students are correct because 29 is the same as 20 + 9 or 30 – 1. 62 + 29 = 62 + 20 + 9 = 82 + 9 = 91 62 + 29 = 62 + 30 – 1 = 92 – 1 = 91
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

19

Score	Rubric
2	Student response includes each of the following 2 elements: Reasoning component: The student correctly explains Lauren's incorrect reasoning. Computation component: **1,082** Example: Lauren's reasoning is incorrect because to find the difference between two numbers, I subtract one number from another. 2,057 – 975 = 1,082
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

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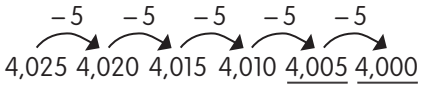
20

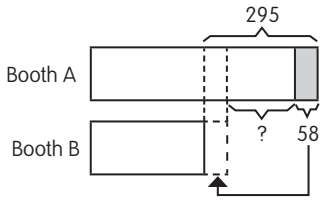
Score	Rubric
2	Student response includes each of the following 2 elements: Reasoning component: The student correctly explains Mason's mistake. Computation component: **6,741 6,714 6,071 647** Example: 647 is not greater than 6,071. In 6,071, the digit 6 is in the thousands place and its value is 6,000. In 647, the digit 6 is in the hundreds place and its value is 600. So, 6,071 is greater than 647. Ordering the four numbers from greatest to least, I get: 6,741 6,714 6,071 647.
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

Section C

21

Score	Rubric
3	Student response includes each of the following 3 elements: Computation component: **4,005** Computation component: **4,000** Modeling component: The student correctly identifies Isabel's mistake and shows or explains the correct pattern. Example: Isabel is incorrect. 4,000 is 10 less than 4,010. 3,990 is 10 less than 4,000. The rule is to subtract 5 to get the next number. 
2	Student response includes 2 of the 3 elements. Or, the student has a computation error, but provides a valid strategy.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

22

Score	Rubric
3	Student response includes each of the following 3 elements: Reasoning component: The student correctly identifies the booth with more tickets in the end. Computation component: **179** Modeling component: The student shows correct use of subtraction. Example:  295 – 58 = 237 237 – 58 = 179 Booth A had 179 more tickets than Booth B in the end. Based on the bar model, I need to subtract two identical parts of 58 from 295 to find the unknown part.
2	Student response includes 2 of the 3 elements. Or, the student has a computation error, but provides a valid strategy.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

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23

<table>
<tr><th>Score</th><th>Rubric</th></tr>
<tr><td>4</td><td>Student response includes each of the following 4 elements:
Computation component: Diary, stapler, paintbrush, and scissors
Modeling component: The student shows correct use of estimation.
Modeling component: The student shows correct use of addition.
Reasoning component: The student correctly explains his or her choice of items.

Example:
<table><tr><th>Item</th><th>Estimated Cost</th></tr><tr><td>Diary</td><td>$12</td></tr><tr><td>File</td><td>$6</td></tr><tr><td>Stapler</td><td>$3</td></tr><tr><td>Paintbrush</td><td>$3</td></tr><tr><td>Scissors</td><td>$2</td></tr></table>$12 + $6 + $2 = $20
A diary, a file, and a pair of scissors cost about $20.
$12 + $3 + $3 + $2 = $20
A diary, a stapler, a paintbrush, and a pair of scissors also cost about $20.
$11.59 + $5.88 = $17.47
$17.47 + $2.25 = $19.72
A diary, a file, and a pair of scissors cost $19.72.
$11.59 + $3.10 = $14.69
$14.69 + $3 = $17.69
$17.69 + $2.25 = $19.94
A diary, a stapler, a paintbrush, and a pair of scissors cost $19.94.
$19.94 is closer to $20 than $19.72.
So, he should buy a diary, a stapler, a paintbrush, and a pair of scissors.</td></tr>
<tr><td>3</td><td>Student response includes 3 of the 4 elements.</td></tr>
<tr><td>2</td><td>Student response includes 2 of the 4 elements.</td></tr>
<tr><td>1</td><td>Student response includes 1 of the 4 elements.</td></tr>
<tr><td>0</td><td>Student response is incorrect or irrelevant.</td></tr>
</table>

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Cumulative Review 2

Section A

1. B
2. B
3. C, D, and F
4. D and F
5. B
6. C
7. C
8. A
9. A
10. A

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Section B

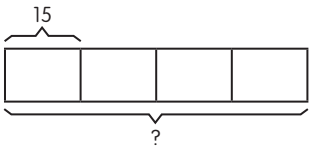
⑪ 7

⑫

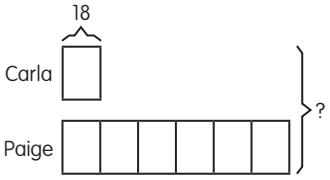
Score	Rubric
2	Student response includes each of the following 2 elements: Reasoning component: The student correctly identifies that Lucas is incorrect. Computation component: The student shows the correct division. Example: Lucas' error is that he mistook division as subtraction. 11 ÷ 11 = 1
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

⑬ 1,725

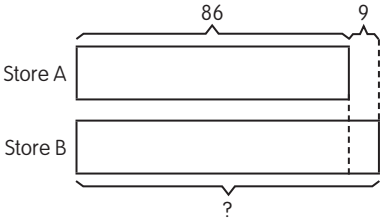
⑭

Score	Rubric
2	Student response includes each of the following 2 elements: Computation component: **60** Modeling component: The student shows correct use of multiplication. Example:  1 unit = 15 4 units = 15 × 4 = 60 There are 60 chairs in all.
1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.
0	Student response is incorrect or irrelevant.

⑮

Score	Rubric
2	Student response includes each of the following 2 elements: Computation component: **126** Modeling component: The student shows correct use of multiplication. Example:  1 unit = 18 7 units = 18 × 7 = 126 There have 126 beads in all.
1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.
0	Student response is incorrect or irrelevant.

⑯

Score	Rubric
2	Student response includes each of the following 2 elements: Computation component: **570** Modeling component: The student shows correct use of addition and multiplication. Example:  86 + 9 = 95 95 × 6 = 570 Store B sold 570 strawberries.
1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.
0	Student response is incorrect or irrelevant.

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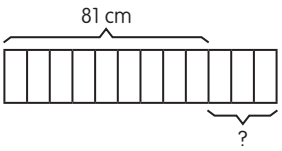
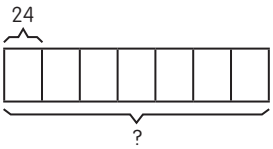
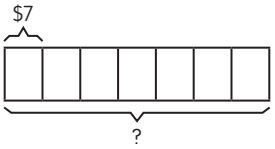
17

Score	Rubric
2	Student response includes each of the following 2 elements: Computation component: **27 cm** Modeling component: The student shows correct use of division and multiplication. Example:  $81 \div 9 = 9$ $9 \times 3 = 27$ Ella needs 27 centimeters more ribbon.
1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.
0	Student response is incorrect or irrelevant.

18 **Part A**

Score	Rubric
2	Student response includes each of the following 2 elements: Reasoning component: The student correctly identifies that Liam is incorrect. Modeling component: The student shows correct use of multiplication. Example:  1 unit = 24 7 units = 24×7 = 168 There should be 168 colored pencils in all.
1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.
0	Student response is incorrect or irrelevant.

Part B

Score	Rubric
2	Student response includes each of the following 2 elements: Reasoning component: The student correctly identifies that he has enough money to pay for 7 boxes of colored pencils. Modeling component: The student shows correct use of multiplication. Example:  1 unit = $7 7 units = 7×7 = $49 7 boxes of colored pencils cost $49. $50 > $49 He has enough money.
1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.
0	Student response is incorrect or irrelevant.

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Part C

Score	Rubric
2	Student response includes each of the following 2 elements: Reasoning component: The student correctly identifies that the number of erasers needed has to be divisible by 6, and should be less than or equal to 40. Modeling component: The student shows correct use of division. Example: $6 \times 6 = 36$ ✓ $6 \times 7 = 42$ ✗ $36 < 40$ The greatest number of erasers each child can get is 6.
1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.
0	Student response is incorrect or irrelevant.

Section C

19

Score	Rubric
3	Student response includes each of the following 3 elements: Reasoning component: The student correctly identifies the error in Ryan's answer. Computation component: **7** Modeling component: The student shows correct related multiplication fact. Example: Ryan is incorrect because he uses addition. $9 \times 7 = 63$ So, $63 \div 9 = 7$. He should use related multiplication fact to find the quotient. The correct answer is 7.
2	Student response includes 2 of the 3 elements. Or, the student has a computation error, but provides a valid strategy.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

20

Score	Rubric
3	Student response includes each of the following 3 elements: Computation component: **651 × 8 = 5,208** Modeling component: The student shows correct use of multiplication with regrouping. Reasoning component: The student correctly explains the choice of the arrangement of the digits. Example: The equation Sara formed is 651 × 8 = 5,208. $\begin{array}{r} {}^{4} \\ 6\ 5\ 1 \\ \times \qquad 8 \\ \hline 5,\ 2\ 0\ 8 \end{array}$ From the given four digits, I use the greatest digit, 8, to multiply by the greatest 3-digit number, 651.
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

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21

<table>
<tr><th>Score</th><th>Rubric</th></tr>
<tr><td>4</td><td>Student response includes each of the following 4 elements:
Computation component: 10
Computation component: 20
Modeling component: The student correctly makes a systematic list to arrive at the answer.
Modeling component: The student shows correct use of multiplication and addition.

Example:
<table><tr><th>Number of legs (Chicks)</th><th>Number of legs (Horses)</th><th>Total number of legs</th><th>Check (✓) / (✗)</th></tr><tr><td>15 × 2 = 30</td><td>15 × 4 = 60</td><td>30 + 60 = 90</td><td>✗</td></tr><tr><td>20 × 2 = 40</td><td>10 × 4 = 40</td><td>40 + 40 = 80</td><td>✗</td></tr><tr><td>10 × 2 = 20</td><td>20 × 4 = 80</td><td>20 + 80 = 100</td><td>✓</td></tr></table>
There are 10 chicks.
There are 20 horses.</td></tr>
<tr><td>3</td><td>Student response includes 3 of the 4 elements. Or, the student has a computation error, but provides a valid strategy.</td></tr>
<tr><td>2</td><td>Student response includes 2 of the 4 elements.</td></tr>
<tr><td>1</td><td>Student response includes 1 of the 4 elements.</td></tr>
<tr><td>0</td><td>Student response is incorrect or irrelevant.</td></tr>
</table>

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7. D
8. C and E
9. C
10. A and D

Section B

11. Set A: $\frac{1}{4}$

    Set B: $\frac{3}{8}$

    Set C: $\frac{5}{6}$

12.

Score	Rubric
2	Student response includes each of the following 2 elements: Computation component: **118 ft²** Modeling component: The student shows correct work to find the answer. Example: Area of rectangular backyard = 9 × 6 = 54 ft² Area of square backyard = 8 × 8 = 64 ft² Total area = 54 + 64 = 118 ft²
1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.
0	Student response is incorrect or irrelevant.

13. 6

Cumulative Review 3

Section A

1. B
2. C
3. A and F
4. A
5. B
6. C

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14

Score	Rubric
2	Student response includes each of the following 2 elements: Computation component: $\frac{2}{4}$, $\frac{4}{8}$ Reasoning component: The student correctly identifies that the 2 fractions are equivalent. Example: $X = \frac{2}{4}$ $Y = \frac{4}{8}$ $\frac{2}{4} = \frac{1}{2}$ $\frac{4}{8} = \frac{1}{2}$ The two fractions are equivalent.
1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.
0	Student response is incorrect or irrelevant.

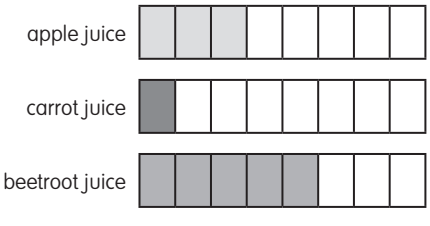
15

Score	Rubric
2	Student response includes each of the following 2 elements: Computation component: **275 mL** Modeling component: The student shows correct work to find the answer. Example: Amount of water Ella had = 450 mL Amount of water used to make tea = 450 – 175 = 275 mL
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

16

Score	Rubric
2	Student response includes each of the following 2 elements: Computation component: **9,040 mL** Modeling component: The student shows correct conversion of liters and milliliters to milliliters, and use of addition. Example: 1 L = 1,000 mL 9 L = 9,000 mL 9 L 40 mL = 9,000 mL + 40 mL = 9,040 mL The barrel contains 9,040 milliliters of water.
1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.
0	Student response is incorrect or irrelevant.

17

Score	Rubric
2	Student response includes each of the following 2 elements: Modeling component: The student correctly shades the models to show the fractions. Reasoning component: The student correctly explains which is the greatest fraction. Example:  $\frac{5}{8}$ is the greatest because it has the greatest number of shaded parts.
1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.
0	Student response is incorrect or irrelevant.

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18

Score	Rubric
2	Student response includes each of the following 2 elements: Computation component: $\mathbf{\frac{1}{4} < \frac{1}{3}}$ Reasoning component: The student correctly identifies Claire is incorrect. Example: Claire is incorrect because $\frac{1}{4}$ is not greater than $\frac{1}{3}$. For the same whole, 1 out of 4 parts is smaller than 1 out of 3 parts. $\frac{1}{4} < \frac{1}{3}$
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

19 **Part A**

Score	Rubric
2	Student response includes each of the following 2 elements: Computation component: **28 ft²** Modeling component: The student shows correct work to find the answer. Example: Area of 1 square = 1 ft² Area of 4 squares = 1 × 4 = 4 ft² Area of 1 row of squares = 4 ft² Area of 7 rows of squares = 4 × 7 = 28 ft²
1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.
0	Student response is incorrect or irrelevant.

Part B

Score	Rubric
2	Student response includes each of the following 2 elements: Computation component: **12 ft²** Modeling component: The student shows correct use of subtraction. Example: Area of her quilt that is white = 28 – 16 = 12 ft²
1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.
0	Student response is incorrect or irrelevant.

Section C

20

Score	Rubric
3	Student response includes each of the following 3 elements: Reasoning component: The student correctly identifies that Aiden is incorrect. Computation component: $\mathbf{\frac{4}{6}}$ Reasoning component: The student correctly explains what fraction M represents. Example: Aiden is incorrect because he wrote the numerator as 5 instead of 4. The denominator represents the 6 equal intervals from 0 to 1. The numerator represents M that is on the 4th interval instead of the 5th interval. So, M represents $\frac{4}{6}$.
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

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21

Score	Rubric
3	Student response includes each of the following 3 elements: Reasoning component: The student correctly identifies the steps Ethan needs to take. Modeling component: The student shows correct conversion of milliliters to liters. Modeling component: The student shows correct use of subtraction. Example: 4,000 mL = 4 L Ethan needs to measure 4 liters of water. Step 1: Fill the 5-liter jug. Step 2: Fill the 3-liter jug with water from the 5-liter jug. Step 3: Empty the 3-liter jug. Step 4: 5 – 3 = 2 Pour the remaining 2 liters of water from the 5-liter jug into the 3-liter jug. Step 5: Fill the 5-liter jug. Step 6: Pour water from the 5-liter jug to fill the 3-liter jug. 3 – 2 = 1 5 – 1 = 4 4 liters of water are left in the 5-liter jug.
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

22

Score	Rubric
4	Student response includes each of the following 4 elements: Computation component: **8 ft** Modeling component: The student shows correct use of subtraction and division to find the unknown length. Computation component: **128 ft²** Modeling component: The student shows correct use of multiplication and addition to find area. Example: 56 – 4 – 4 = 48 48 ÷ 6 = 8 The length of the unknown side is 8 feet. 8 × 8 = 64 64 + 64 =128 The area of the figure is 128 square feet.
3	Student response includes 3 of the 4 elements. Or, the student has a computation error, but provides a valid strategy.
2	Student response includes 2 of the 4 elements.
1	Student response includes 1 of the 4 elements.
0	Student response is incorrect or irrelevant.

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Cumulative Review 4

Section A

1. C
2. A
3. B
4. D
5. B
6. A and C
7. A
8. B and D
9. A and D
10. C

Section B

11.

Score	Rubric
2	Student response includes each of the following 2 elements: Reasoning component: The student correctly explains Bryan's mistake. Modeling component: The student shows the correct conversion of time. Example: Bryan is incorrect because 100 minutes is not equal to 1 hour. 138 min = 120 min + 18 min = 2 h 18 min
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

12.

Score	Rubric
2	Student response includes each of the following 2 elements: Reasoning component: The student correctly identifies that Vanessa is incorrect. Computation component: **A polygon with 4 sides and 4 vertices is a quadrilateral.** Example: Vanessa is incorrect because a polygon with 4 sides and 4 vertices can be a square, but not necessarily a square. For example, it can be a rectangle, parallelogram, rhombus, or trapezoid. A polygon with 4 sides and 4 vertices is a quadrilateral.
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

13. *K* and *L*, *M* and *O*
14. A and D
15. 130
16. E, H, and L

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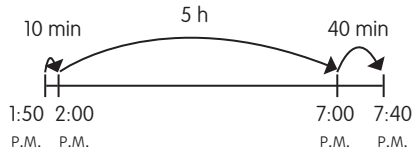
17

Score	Rubric
2	Student response includes each of the following 2 elements: Computation component: **5 hours 50 minutes** Modeling component: The student shows correct work to find the answer. Example:  10 min + 5 h + 40 min = 5 h 50 min
1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.
0	Student response is incorrect or irrelevant.

18 15

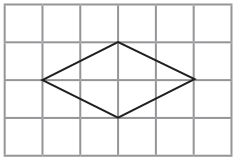
19 *AB* and *ED*, *AF* and *BC*

20

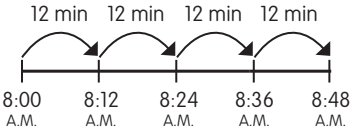
Score	Rubric
2	Student response includes each of the following 2 elements: Reasoning component: The student correctly explains Grace's incorrect reasoning. Computation component: **4** Example: Grace's reasoning is incorrect because she should have counted the number of ✗, not the number of markings. There are 4 ✗ above the 3 markings. So, 4 ropes are shorter than $2\frac{3}{4}$ inches.
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

Section C

21

Score	Rubric
3	Student response includes each of the following 3 elements: Computation component: **Shape D** Modeling component: The student correctly drawns a rhombus. Computation component: **rhombus** Example: A quadrilateral is a polygon with 4 sides and 4 angles. Only Shape D has 5 sides and 5 angles. So, Shape D is not a quadrilateral.  The name of the quadrilateral is a rhombus.
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

22

Score	Rubric
3	Student response includes each of the following 3 elements: Computation component: 8:48 A.M. Modeling component: The student correctly counts forward in intervals of 12 minutes. Modeling component: The student correctly identifies 8:45 A.M. is between 8:36 A.M. and 8:48 A.M. Example:  8:45 A.M. is after 8:36 A.M. but before 8:48 A.M. The earliest time she can board the bus is at 8:48 A.M.
2	Student response includes 2 of the 3 elements.

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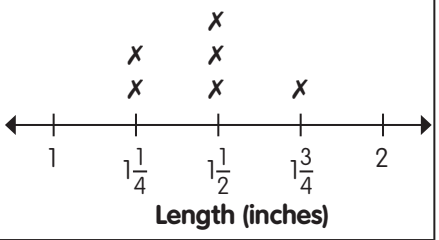
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

23

Score	Rubric
4	Student response includes each of the following 4 elements: Computation component: **Draw two line segments of about $1\frac{1}{4}$ inches. (Line segments C and F)** Computation component: **Draw three line segments of about $1\frac{1}{2}$ inches. (Line segments A, D, and E)** Computation component: **Draw a line segment of about $1\frac{3}{4}$ inches. (Line segment B)** Modeling component: The student correctly shows data on a line plot. Example:  **Length (inches)**
3	Student response includes 3 of the 4 elements.
2	Student response includes 2 of the 4 elements.
1	Student response includes 1 of the 4 elements.
0	Student response is incorrect or irrelevant.

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Name: _____ Date: _____

Assessment Guide
Cumulative Review 1

50

Suggested Time: 45 min

Section A Multiple-Choice Questions

(10 × 2 = 20 points)

1 Look at the number 5,837. What does the digit 5 stand for?

A 5
B 50
C 500
D 5,000

2 Which of the following have the same value as nine thousand three hundred seventeen?
Choose the **two** correct answers.

A 9,317
B 9,000 + 30 + 10 + 7
C 9,000 + 30 + 1 + 7
D 9,000 + 300 + 10 + 7
E 9,000 + 300 + 1 + 7

3 What are the missing numbers?

9,850 = 9 thousands + _____ hundreds + _____ tens
+ 10 ones

A 8 and 5
B 8 and 4
C 7 and 5
D 7 and 4

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4 Which list shows counting on by hundreds?

(A) 3,000 4,000 5,000 6,000

(B) 5,200 5,400 5,600 5,800

(C) 7,300 7,400 7,500 7,600

(D) 9,110 9,120 9,130 9,140

5 Which numbers, when rounded to the nearest hundred, are 400? Choose the **three** correct answers.

(A) 342

(B) 352

(C) 417

(D) 448

(E) 451

(F) 470

6 Which expression could be used to find the value of 412 + 569?

(A) 4 + 5 + 1 + 6 + 2 + 9

(B) 40 + 50 + 10 + 60 + 6 + 9

(C) 400 + 500 + 1 + 6 + 2 + 9

(D) 400 + 500 + 10 + 60 + 2 + 9

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7 Malia had a bag of rice with a mass of 1,453 grams.
She used 860 grams of rice.
How many grams of rice did Malia have left?

A 2,313
B 2,193
C 693
D 593

8 What are the missing numbers?

86 – 35 = 86 – _____ – _____

A 40 and 3
B 30 and 5
C 20 and 3
D 20 and 5

9 What is the missing digit?

$$\begin{array}{r} 5,\,9\,4\,6 \\ -\ 1,\,\boxed{?}\,0\,8 \\ \hline 4,\,4\,3\,8 \end{array}$$

A 1
B 3
C 5
D 7

10 Which equations are correct?
Choose the **three** correct answers.

A 699 – 345 = 354
B 892 – 461 = 435
C 1,257 – 1,125 = 135
D 1,480 – 1,360 = 120
E 2,568 – 1,263 = 1,305

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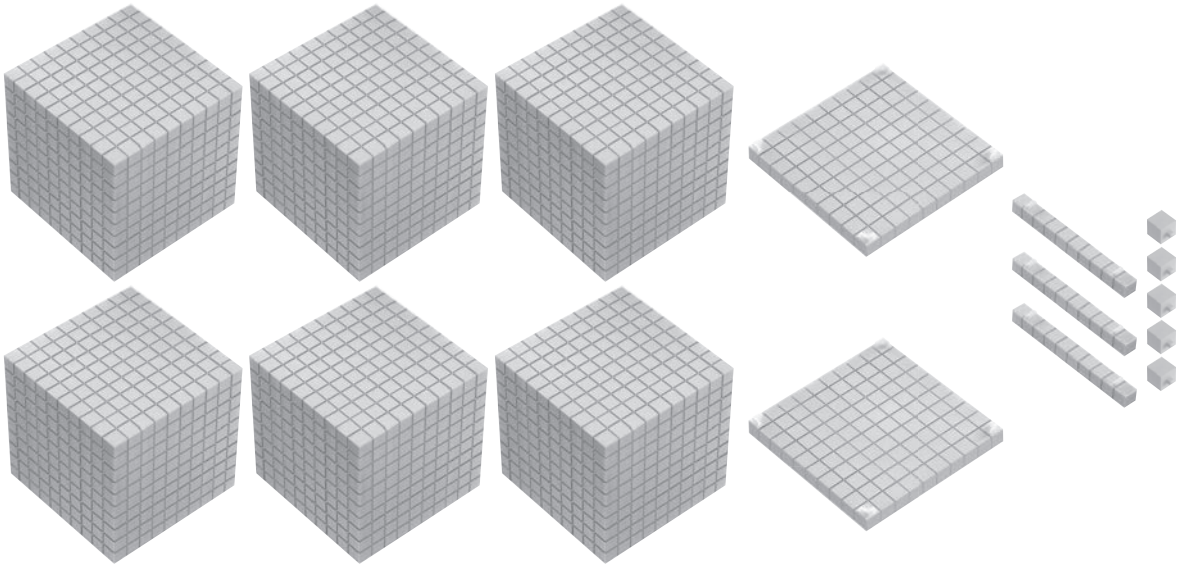
Section B Short Answer Questions

(10 × 2 = 20 points)

11 What number is shown by the model?



Write your answer in the answer grid.

⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

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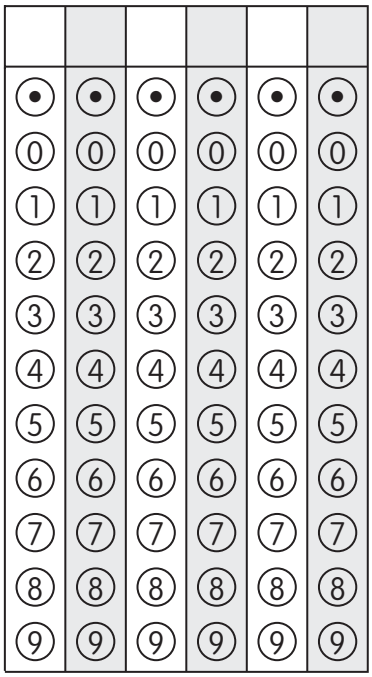
12 Look for a pattern. What is the missing number?

2,308 2,328 2,348 2,368 _____

Write your answer in the answer grid.



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13 The students from a school went on a field trip.
The number of students when rounded to the nearest hundred is 300.
What is the greatest possible value of the number? Explain.

Write your answer and work or explanation in the space below.

14 3,786 concert tickets were sold on Saturday.
965 more tickets were sold on Sunday than on Saturday.
How many tickets were sold in the two days?

Show your work and write your answer in the space below.

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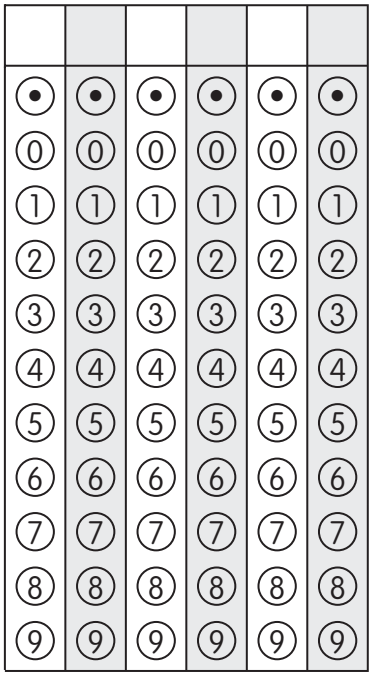
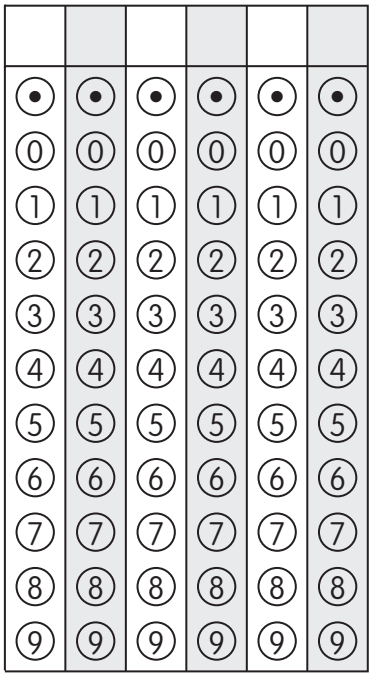
15 5,789 + 2,346 =

Write your answer in the answer grid.



16 2,000 – 975 =

Write your answer in the answer grid.



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17 An artist sold an oil painting for $4,305. He sold a watercolor painting for $849. How much did he receive in all?

Show your work and write your answer in the space below.

18 Student A wrote "62 + 29 = 62 + 20 + 9," and Student B wrote "62 + 29 = 62 + 30 – 1."

Are the two students correct? Explain.

Write your answer and your work or explanation in the space below.

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19 Lauren is finding the difference between 2,057 and 975. She says, "The answer is 2,922 because I found the difference between each pair of digits in the ones, tens, and hundreds place." Identify the incorrect reasoning in Lauren's statement.

Write your explanation in the space below.

20 Mason ordered four numbers from greatest to least as shown.

6,741 6,714 647 6,071

Explain Mason's mistake.

Write your explanation in the space below.

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Section C Constructed Response

(21 and 22: 3 points each; 23: 4 points)

21 Isabel finds a pattern in a set of numbers. Then, she writes the next two numbers in the pattern.

4,025 4,020 4,015 4,010 4,000 3,990

- Explain Isabel's mistake.
- What numbers should Isabel have written in the blanks?
- Explain how you arrived at your answers.

Write your answers and your work or explanation in the space below.

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22 Movie tickets are sold at two booths, A and B. Booth A had 295 more tickets than Booth B at first. 58 were tickets were moved from Booth A to Booth B.

- Explain which booth had more tickets in the end.
- Find how many more tickets one booth had than the other.

Write your answers and your work or explanation in the space below.

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23 Alan has $20. He wants to buy some stationery from a store.

Cost of Stationery

Item	Cost
Diary	$11.59
File	$5.88
Stapler	$3.10
Paintbrush	$3.00
Scissors	$2.25

- Alan buys a few different items. He wants only one of each item. Which items should he buy so that he has the least change left?
- Explain how you arrived at your answer.

Write your answer and your work or explanation in the space below.

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Name: _____ Date: _____

Assessment Guide
Cumulative Review 2

50

Suggested Time: 45 min

Section A Multiple-Choice Questions

(10 × 2 = 20 points)

1 Which multiplication fact can be used to find 24 ÷ 3?

(A) 2 × 12 = 24
(B) 3 × 8 = 24
(C) 4 × 6 = 24
(D) 12 × 2 = 24

2 Mason multiplied a list of numbers by 6. Which statement describes the products?

(A) All the products are odd.
(B) All the products are even.
(C) All the products have the digit 6 in the ones place.
(D) Some of the products are odd and some of the products are even.

3 Which expressions are equal to 360?
Choose the **three** correct answers.

(A) 3 × 12
(B) 3 × 60
(C) 8 × 45
(D) 9 × 40
(E) 30 × 6
(F) 120 × 3

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4 A multiplication fact is shown below.

$8 \times 9 = 72$

Which division problems can be solved using this multiplication fact? Choose the **two** correct answers.

A $9 \div 8 = ?$

B $8 \div 9 = ?$

C $9 \div 72 = ?$

D $72 \div 9 = ?$

E $8 \div 72 = ?$

F $72 \div 8 = ?$

5 Which problem can be solved by finding $36 \div 9$?

A Ana had 9 bags of marbles. There were 36 marbles in each bag. Find the total number of marbles.

B Ana put 36 marbles into bags. She put 9 marbles in each bag. Find the total number of bags.

C Ana had 36 marbles. She gave 9 marbles to her brother. Find the number of marbles she had left.

D Ana had 9 marbles. She found 36 more marbles. Find the number of marbles in all.

6 Which equation is correct?

A $7 + 7 + 7 + 7 = 21$

B $8 \times 5 = 45$

C $54 \div 9 = 6$

D $72 \div 12 = 7$

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7 What is the missing digit in each box?

$$\begin{array}{r} 3\ 2\boxed{?} \\ \times \qquad 7 \\ \hline 2,\ 2\ 7\boxed{?} \end{array}$$

A 1
B 3
C 5
D 7

8 There are 7 bowls.
Each bowl has 8 cherries.
How many cherries are there in all?

A 56
B 54
C 15
D 13

9 Jason packed 42 buttons equally into 7 packets.
How many buttons did he pack into each packet?

A 6
B 7
C 8
D 9

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10 Zoey has 7 necklaces.
She has 3 times as many bracelets as necklaces.
How many bracelets and necklaces does Zoey have in all?

(A) 28
(B) 18
(C) 10
(D) 4

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Section B Short Answer Questions

(11 to 18 Part A, 18 Part B; 18 Part C: 2 points each)

11 84 ÷ 12 =

Write your answer in the answer grid.

⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

12 Lucas says, "11 ÷ 11 = 0 because dividing a number by itself gives nothing." Is Lucas correct? Explain.

Write your answer and your work or explanation in the space below.

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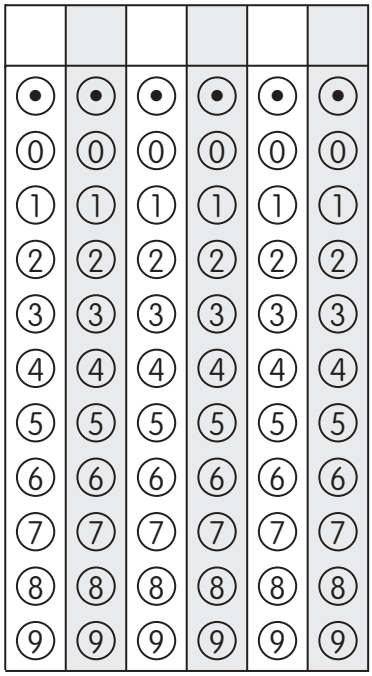
13 $345 \times 5 =$

Write your answer in the answer grid.



14 Mr. Lee arranges 4 rows of chairs in a room. There are 15 chairs in each row. How many chairs are there in all?

Show your work and write your answer in the space below.

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15 Carla has 18 beads. Paige has 6 times as many beads as Carla. How many beads do they have in all?

Show your work and write your answer in the space below.

16 Store A sold 86 boxes of strawberries. Store B sold 9 more boxes of strawberries than Store A. There were 6 strawberries in each box. How many strawberries did Store B sell?

Show your work and write your answer in the space below.

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17 Ella is making 9 treat bags for her birthday party.
She cuts 81 centimeters of ribbon into equally sized pieces to tie her treat bags. After she finishes, she realizes that she needs to make 3 more treat bags.
How many more centimeters of ribbon does Ella need?

Show your work and write your answer in the space below.

18 This question has three parts.

Part A
Liam wants to buy 7 boxes of colored pencils. There are 24 colored pencils in each box. He says, "There are 148 colored pencils in all."
Is he correct? Explain.

Write your answer and your work or explanation in the space below.

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Part B

Each box of colored pencils costs $7. Liam has $50. Does he have enough money to pay for the 7 boxes of colored pencils? Explain.

Write your answer and your work or explanation in the space below.

Part C

Liam buys a box of 40 erasers.
The erasers are shared equally among 6 children.
What is the greatest number of erasers each child can get? Explain.

Write your answer and your work or explanation in the space below.

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Section C Constructed Response

(19 and 20: 3 points each; 21: 4 points)

19 Ryan divides 63 by 9. He says that the quotient is 54 because addition is the opposite of division and 9 + 54 = 63.

- Explain Ryan's mistake.
- What is the correct answer?
- Explain how you arrived at your answer.

Write your answer and your work or explanation in the space below.

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20 Sara uses the digits 6, 1, 8, and 5 once to form a multiplication equation that gives the greatest product.

? ? ? × ? = _____

- What is the equation Sara formed?
- Explain how you arrived at your answer.

Write your answer and your work or explanation in the space below.

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21 There are 30 chicks and horses in a farm.
Each chick has 2 legs.
Each horse has 4 legs.
The chicks and horses have 100 legs in all.

- How many chicks are there?
- How many horses are there?

Write your answers and your work or explanations in the space below.

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Name: _____ Date: _____

Assessment Guide
Cumulative Review 3

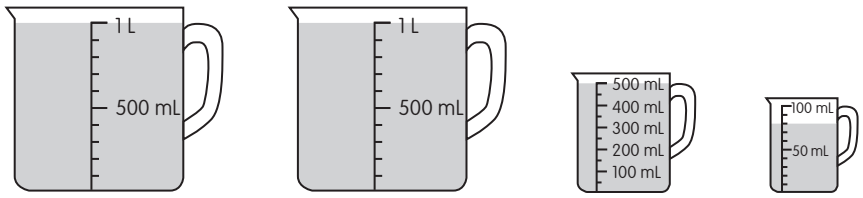
50

Suggested Time: 45 min

Section A Multiple-Choice Questions

(10 × 2 = 20 points)

1 The liquid from four measuring cups will completely fill a container. What is the capacity of the container?



A 20 liters 580 milliliters

B 2 liters 580 milliliters

C 2 liters 508 milliliters

D 1 liter 158 milliliters

2 Jayla draws a rectangle. The shorter side of the rectangle is 4 inches long. The longer side of the rectangle is 7 inches long. Which expression is equal to the perimeter of the rectangle?

A 7 + 4

B 7 × 4

C 7 + 7 + 4 + 4

D 7 × 7 × 4 × 4

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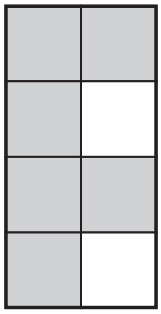
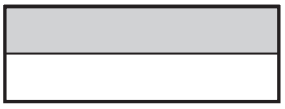
3 Which figure shows that $\frac{3}{4}$ of it is shaded?
Choose the **two** correct answers.

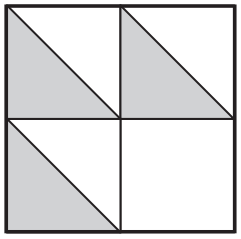
A



B



C



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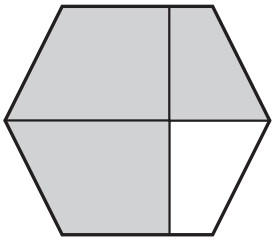

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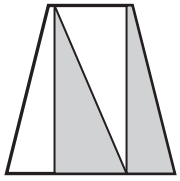
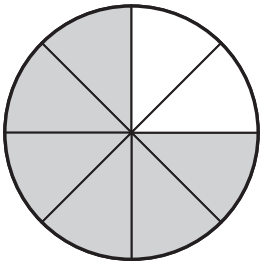


F



4 Isabella has a rectangular treasure box. One side along the top is 7 inches long. Another side along the top is 6 inches long.
Which statement describes the top of the treasure box?

A It has a perimeter of 26 inches and an area of 42 square inches.

B It has a perimeter of 26 inches and an area of 13 square inches.

C It has a perimeter of 13 inches and an area of 42 square inches.

D It has a perimeter of 42 inches and an area of 26 square inches.

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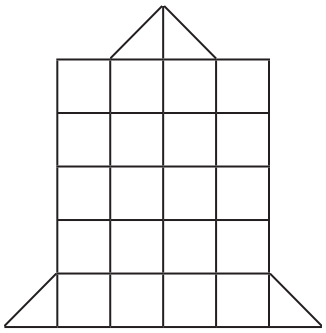
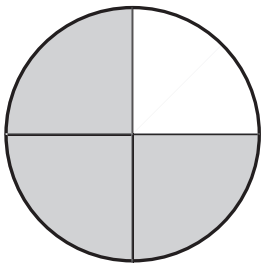
5 The area of each small square is a square unit.
What is the area of the figure?



A 20 square units
B 22 square units
C 23 square units
D 24 square units

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



A $\frac{3}{8}$
B $\frac{4}{8}$
C $\frac{6}{8}$
D $\frac{1}{4}$

7 Kylie buys 3,200 grams of white rice and 2,900 grams of brown rice. What is the total mass of the rice Kylie buys?

A 5 kilograms 10 grams
B 5 kilograms 100 grams
C 6 kilograms 10 grams
D 6 kilograms 100 grams

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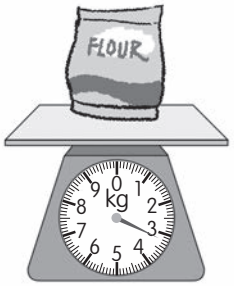
8 Miguel buys a packet of flour. What is the mass of the packet of flour? Choose the **two** correct answers.



A 320 grams

B 3,020 grams

C 3,200 grams

D 30 kilograms 20 grams

E 3 kilograms 200 grams

9 The volume of a bowl of punch is 4,580 milliliters. What is its volume in liters and milliliters?

A 45 liters 80 milliliters

B 4 liters 850 milliliters

C 4 liters 580 milliliters

D 4 liters 58 milliliters

10 Compare the fractions. Which of the following describes the fractions? Choose the **two** correct answers.

$\frac{2}{3}$

$\frac{2}{4}$

A $\frac{2}{3} > \frac{2}{4}$

B $\frac{2}{3} < \frac{2}{4}$

C $\frac{2}{4}$ is greater than $\frac{2}{3}$.

D $\frac{2}{3}$ is greater than $\frac{2}{4}$.

E $\frac{2}{4}$ is equal to $\frac{2}{3}$.

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Section B Short Answer Questions

(11 to 19 Part A, 19 Part B: 2 points each)

11 Write the fraction that represents the shaded part of the set. Write each answer in the blank.

A B C

Set A: _____

Set B: _____

Set C: _____

12 David has a rectangular backyard. Its length is 9 feet and its width is 6 feet. Hana has a square backyard. The length of its side is 8 feet. What is the total area of the two backyards?

Show your work and write your answer in the space below.

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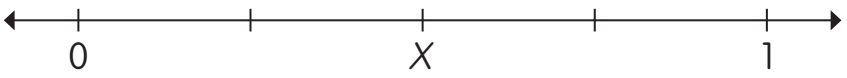
13 What is $\frac{2}{6}$ of 18?

Write your answer in the answer grid.

⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

14 Look at the number lines.



- What are the values of the numbers *X* and *Y* as fractions? Explain.
- Are the two fractions equivalent?

Write your answers and your work or explanation in the space below.

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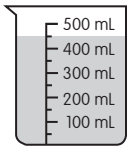
15 Ella had the amount of water shown.



She used some water to make tea and had 175 milliliters of water left. How much water did Ella use to make tea?

Show your work and write your answer in the space below.

16 A barrel contains 9 liters 40 milliliters of water. How many milliliters of water does the barrel contain?

Show your work and write your answer in the space below.

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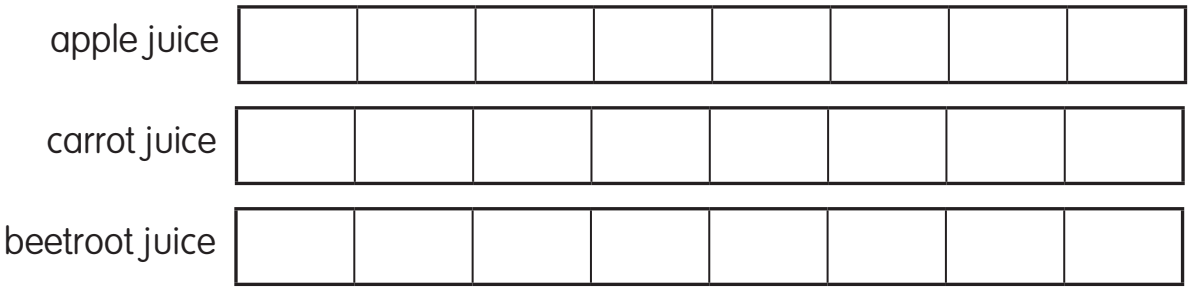
17 Diego pours $\frac{3}{8}$ liter of apple juice, $\frac{1}{8}$ liter of carrot juice, and $\frac{5}{8}$ liter of beetroot juice into containers.
Shade the models to show each fraction.
Which fraction is the greatest? Explain.

Show your work and write your answer in the space below.



18 Claire wrote "$\frac{1}{4} > \frac{1}{3}$" and explained that it is because 4 is greater than 3.
Is she correct? Explain.

Write your answer and your work or explanation in the space below.

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19 This question has two parts.

Part A

Callia's quilt is made up of rows of 1-foot squares of cloth.
There are 7 rows with 4 squares in each row.
What is the area of her quilt?

Show your work and write your answer in the space below.

Part B

16 square feet of her quilt is purple. The rest of her quilt is white.
What is the area of her quilt that is white?

Show your work and write your answer in the space below.

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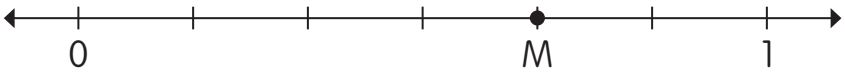
Section C Constructed Response

(20 and 21: 3 points and 22: 4 points)

20 Aiden placed Point *M* on the number line.



Aiden said that *M* represents $\frac{5}{6}$.

- Explain Aiden's mistake.
- What should the correct answer be?
- Explain how you arrived at your answer.

Write your answer and your work or explanation in the space below.

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21 Ethan has a 3-liter jug and a 5-liter jug.
He wants to measure exactly 4,000 milliliters of water.
Explain how he can use the jugs to do so.

Write your answer and your work or explanation in the space below.

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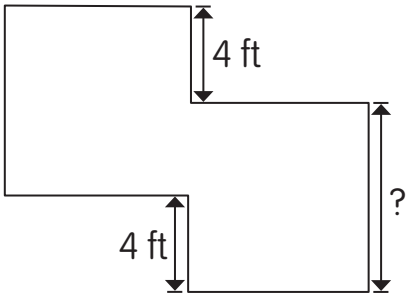
22 The figure is made up of two identical squares.
Its perimeter is 56 feet.



- Find the length of the unknown side.
- What is the area of the figure?

Show your work and write your answers in the space below.

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Name: _____ Date: _____

Assessment Guide
Cumulative Review 4

50

Suggested Time: 45 min

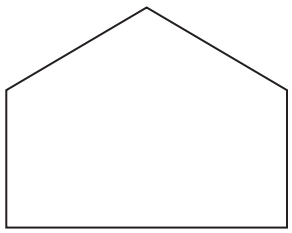
Section A Multiple-Choice Questions

(10 × 2 = 20 points)

1 How many minutes are there in 3 hours?

(A) 300
(B) 120
(C) 180
(D) 80

2 How many pairs of parallel line segments does this shape have?



(A) 1
(B) 2
(C) 3
(D) 5

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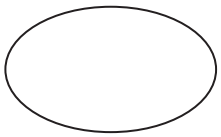
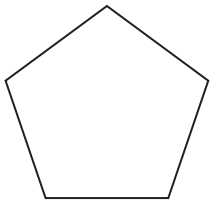
3 Which shape has the same number of angles as a square?

A

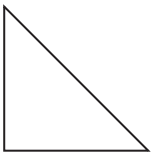


B

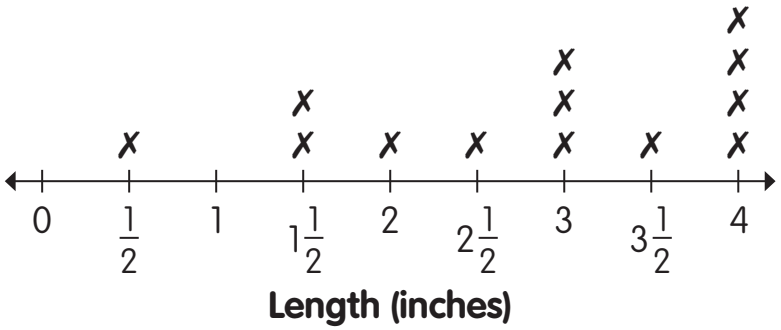
C



D



4 Peter measured the lengths of some line segments to the nearest half inch. Then, he made a line plot of the data.



How many line segments have a length of $3\frac{1}{2}$ inches or more?

A 1

B 3

C 4

D 5

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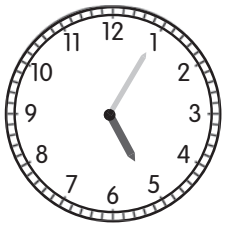
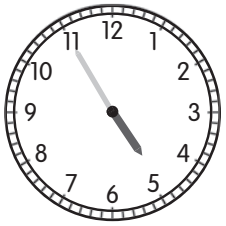
5 Lilian starts swimming at 4:15 P.M. She finishes swimming 40 minutes later. Which clock shows the time that Lilian finishes swimming?

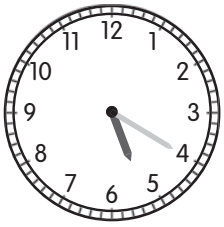
A



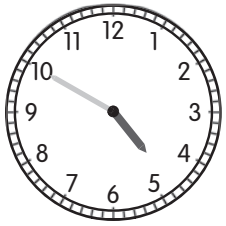
B



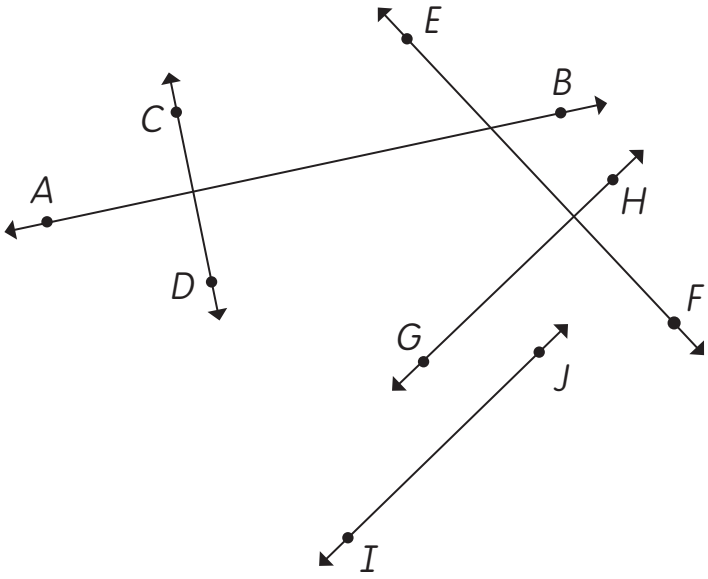
C



D



6 Which pairs of lines are perpendicular? Choose the **two** correct answers.



A Lines *AB* and *CD*

B Lines *CD* and *EF*

C Lines *EF* and *GH*

D Lines *GH* and *IJ*

E Lines *IJ* and *AB*

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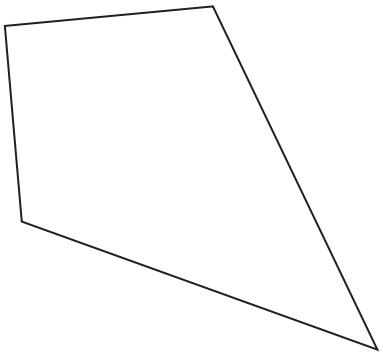
7 Which statement describes the shape?



(A) It has 1 right angle.
(B) It has 2 right angles.
(C) It has 3 angles less than a right angle.
(D) It has 3 angles greater than a right angle.

8 Which of the following statements are correct?
Choose the **two** correct answers.

(A) A hexagon has 7 sides and 6 angles.
(B) All squares have 4 angles.
(C) A pentagon has 6 angles.
(D) A triangle has 3 vertices.
(E) A circle is a polygon.

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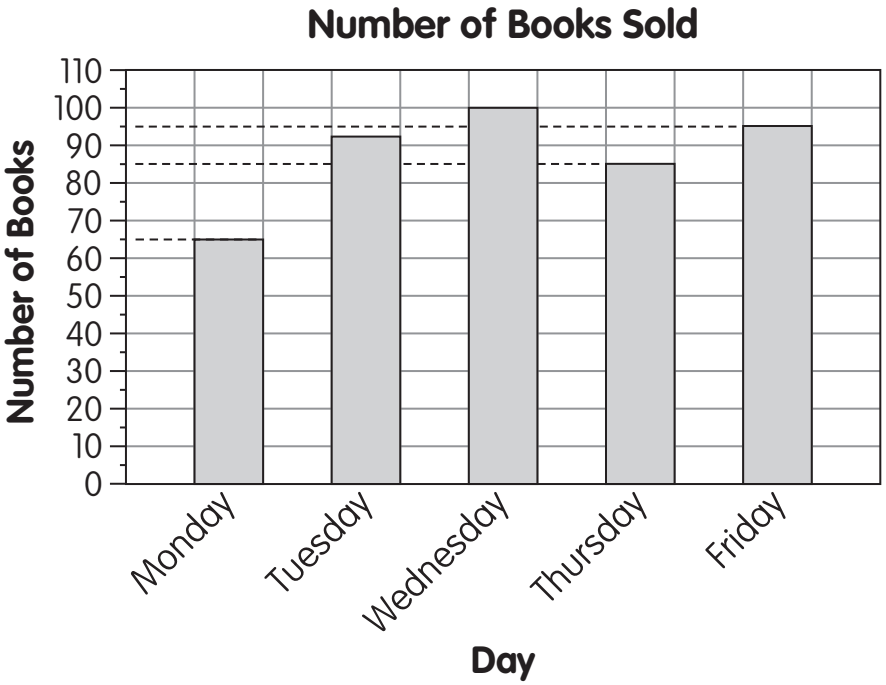
9 The bar graph shows the number of books sold each day at a book fair.



On which days were the number of books sold fewer than 90? Choose the **two** correct answers.

(A) Monday
(B) Tuesday
(C) Wednesday
(D) Thursday
(E) Friday

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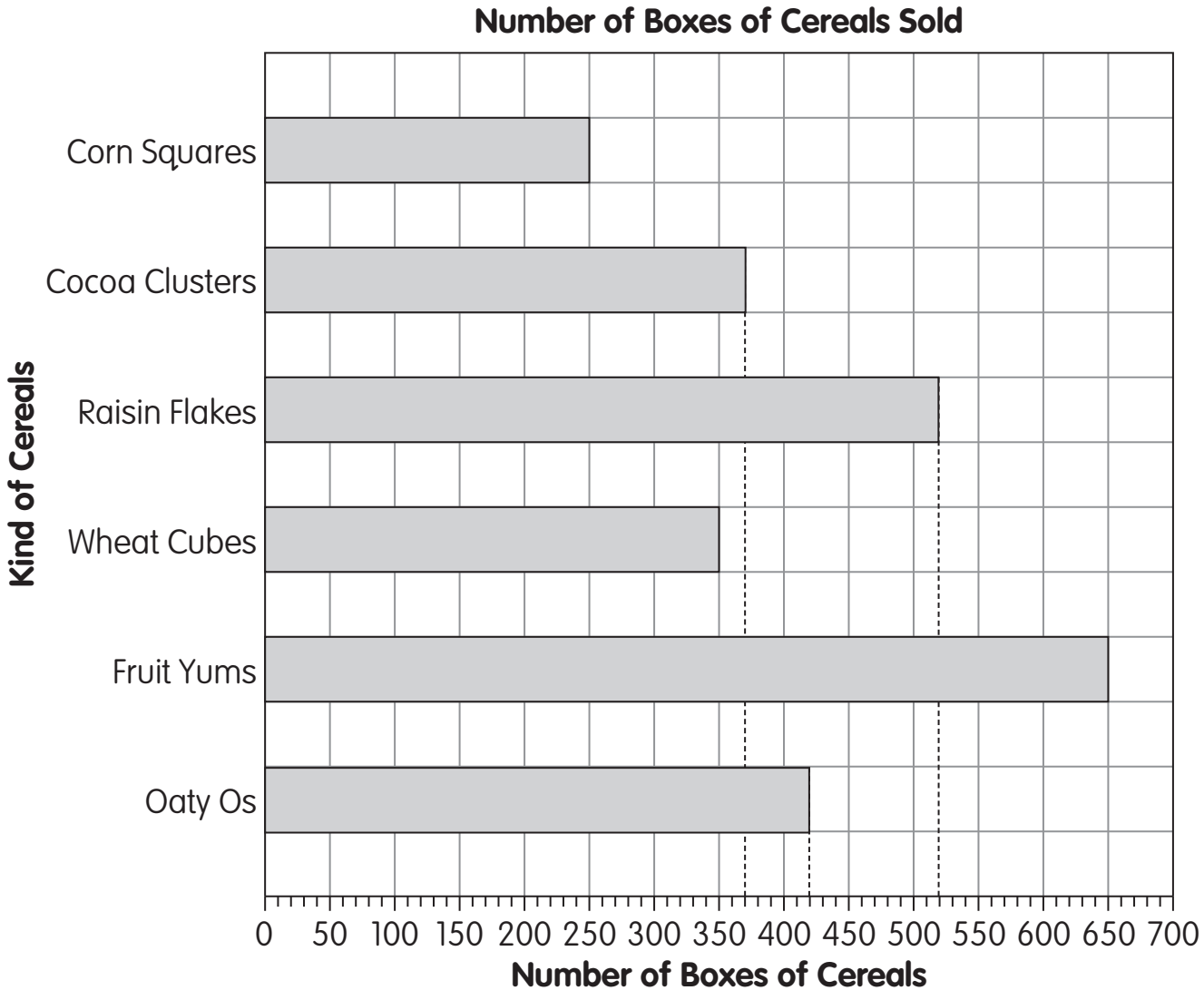
10 The bar graph shows the number of boxes of cereal Mr. Davis sold at his store last year.



Which two kinds of cereals did Mr. Davis sell 890 boxes altogether?

A Corn Squares and Fruit Yums

B Oaty Os and Cocoa Clusters

C Cocoa Clusters and Raisin Flakes

D Raisin Flakes and Wheat Cubes

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Section B Short Answer Questions

(10 × 2 = 20 points)

11 Bryan wrote "138 min = 1 h 38 min."
Explain Bryan's mistake.

Write your explanation in the space below.

12 Vanessa says, "A polygon with 4 sides and 4 vertices is a square."
Is she correct? Explain.

Write your answer and explanation in the space below.

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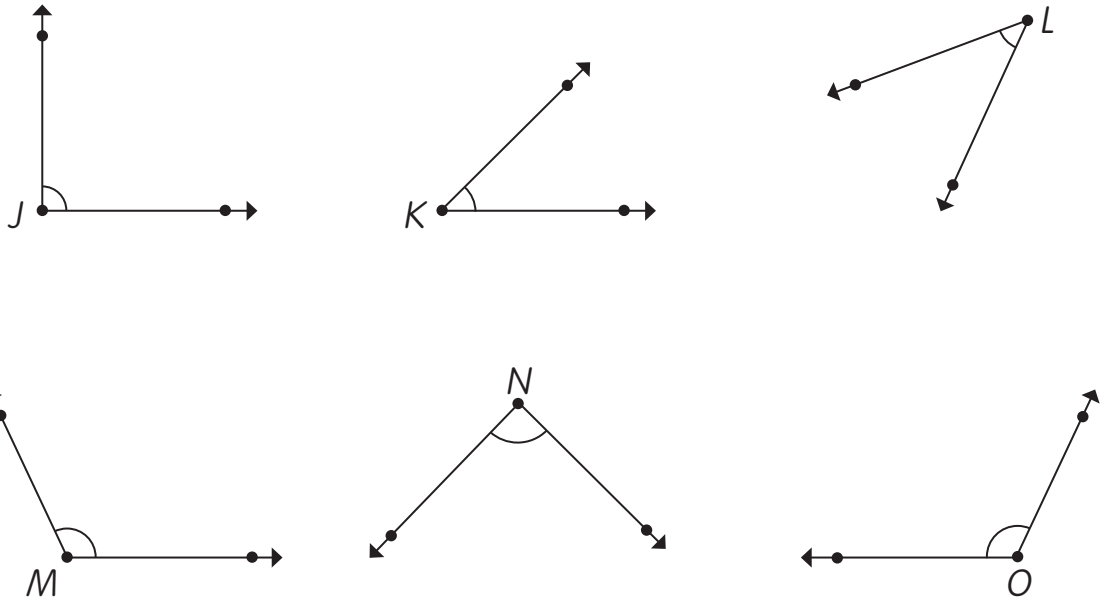
13 Use the letters below to complete the sentences.
Write each answer in the blank.

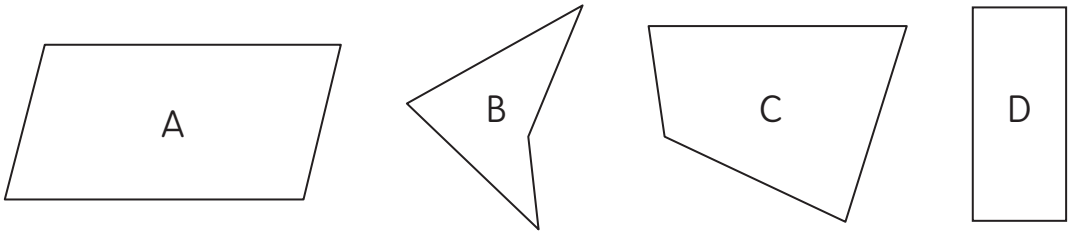


Angles _____ and _____ are less than a right angle.

Angles _____ and _____ are greater than a right angle.

14 Use the letter that represents each shape to complete the sentence.

Write each answer in the blank.



Shapes _____ and _____ have two pairs of parallel sides.

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15 Natalie watches a performance for 2 hours 10 minutes.
How many minutes is equal to 2 hours 10 minutes?

Write your answer in the answer grid.

⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

16 Use the letters below to complete the sentence.

Write each answer in the blank.

A E H L W

Letters _____, _____, and _____ have perpendicular lines.

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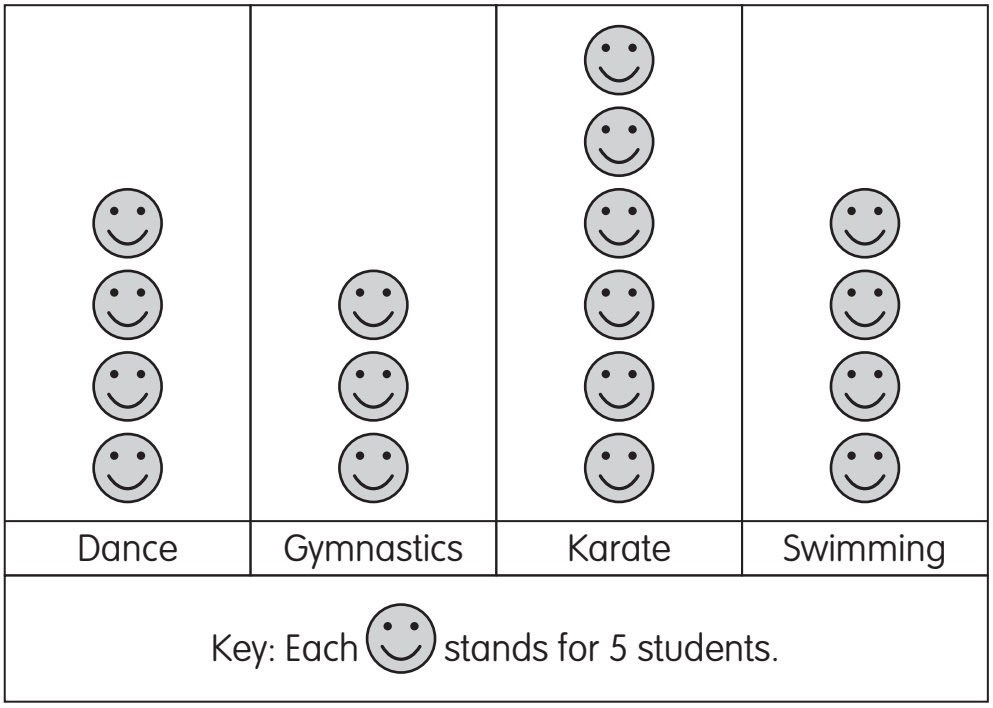
17 Eli left his home at 1:50 P.M. He returned home at 7:40 P.M.

How long was Eli away from his home?
Give your answer in hours and minutes.

Show your work and write your answer in the space below.

18 The picture graph shows the favorite after-school activities of the third graders at Buchanan Elementary School.

Favorite After-School Activities



Write the answer in the blank.

_____ more students chose karate than gymnastics as their favorite after-school activity.

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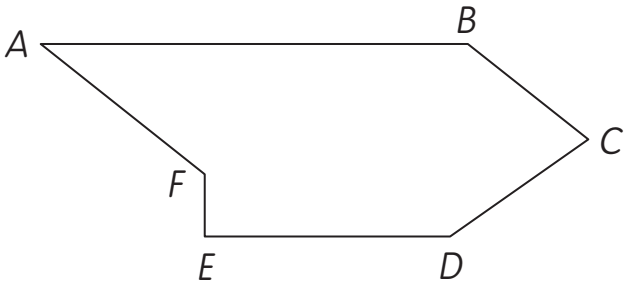
19 Use the letters below to complete the sentences.

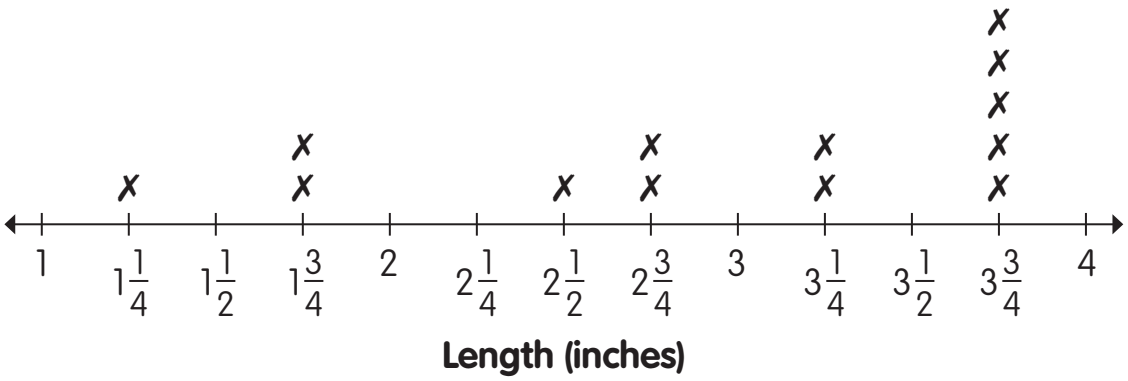
Write each answer in the blank.



Line segment _____ and Line segment _____ are parallel.

Line segment _____ and Line segment _____ are parallel.

20 Grace measured the lengths of some ropes to the nearest half inch or quarter inch. Then, she made a line plot of the data.



Grace said that 3 ropes are shorter than $2\frac{3}{4}$ inches because she found ✗ above the 3 markings: the $1\frac{1}{4}$-inch mark, the $1\frac{3}{4}$-inch mark, and the $2\frac{1}{2}$-inch mark.
Identify the incorrect reasoning in her statement.

Write your explanation in the space below.

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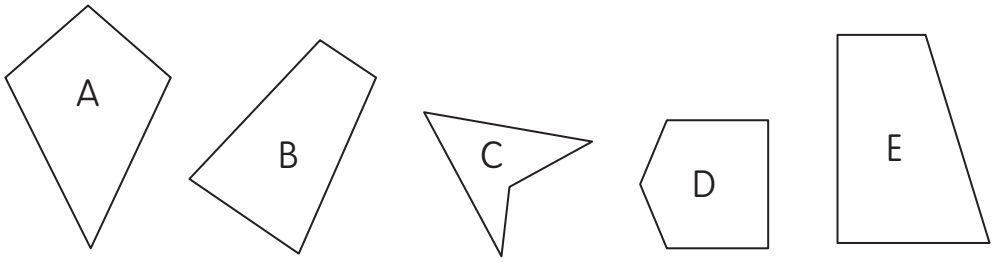
Section C Constructed Response

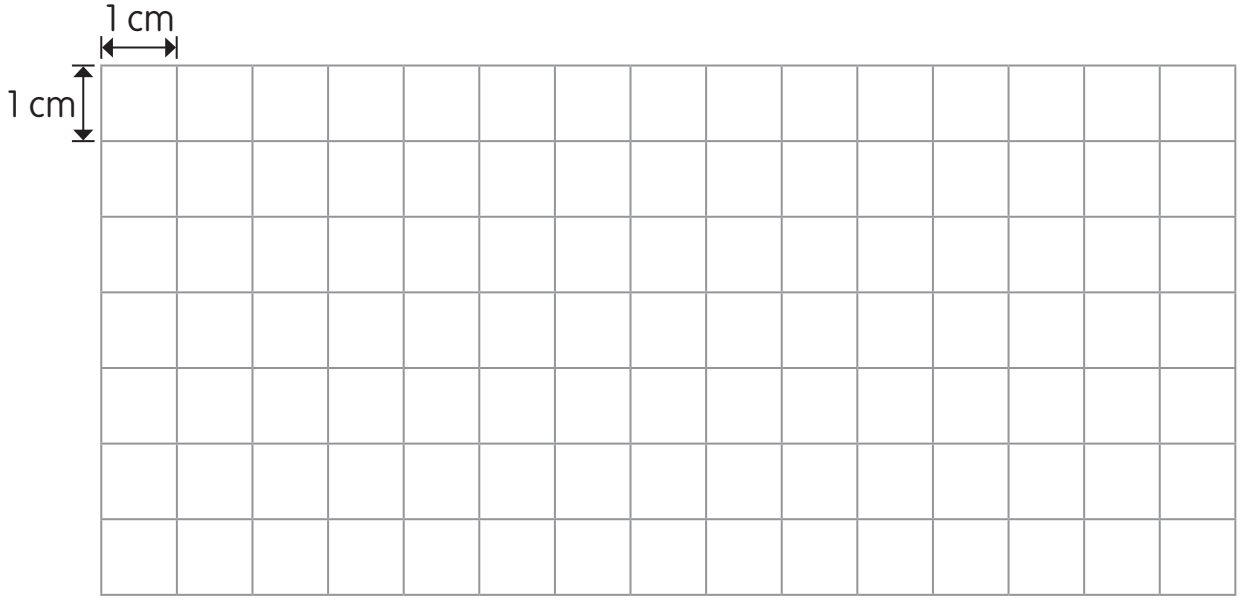
(21 and 22: 3 points each; 23: 4 points)

21 Kevin draws five shapes.



- Which shape is not a quadrilateral?
- Draw a quadrilateral with two pairs of parallel lines, four equal sides, and no right angles. What is the name of this quadrilateral?

Write your answer in the space below, and draw the quadrilateral in the grid below.



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22 Bus Service A leaves a station every 12 minutes.
The first bus leaves the station at 8:00 A.M.
Ariana wants to take Bus Service A.
She reaches the station at 8:45 A.M.
What is the earliest time she can board the bus?

Show your work and write your answer in the space below.

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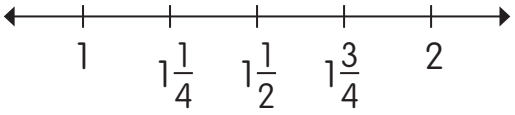
23 The lengths of six line segments are measured to the nearest half or quarter inch.

Line segment	A	B	C	D	E	F
Length (inches)	$1\frac{1}{2}$	$1\frac{3}{4}$	$1\frac{1}{4}$	$1\frac{1}{2}$	$1\frac{1}{2}$	$1\frac{1}{4}$

Draw the line segments in the space below.

Show your data on the line plot.



Length (inches)

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