



	Patterns 🔿	Ĕ
	<u>Directions</u> : Write the next three numbers and the rule for each pattern.	
	76, 71, 66, 61,,,	B
H		E E
B	6, 12, 24, 48,,,	
Å		
H	98, 97, 95, 92, 88,,,	b
R H		- H
Å	40, 8, 80, 16, 160, 32,,,] H H
		- H H H
F	©www.thecurriculumcorner.com	1-0





10 - - αme:		EACH
Ex	:panded Form	
<u>)irections</u> : Writ	e each number in expanded form.	
58		
264		
794		
803		
2,573		
7,180		
	©www.thecurriculumcorner.com	

		Word Form	
Ľ,	<u>Directions</u> : W	rite each number in word form.	Ц
	71		
	274		Ö
	124		
	507		
	I,068		
	6,935		
b			







Name:

Multiplication & Division Solving word problems.

Riley has 3 times as many golf balls as Jherica. Jherica has 7 golf balls. How many do they have altogether? Draw a picture to show this. Write the math fact that goes with your picture.

Livy has a coin collection with 24 coins. This is 4 times as many as Kylie has. How many do they have altogether? Draw a picture to show this. Write the math fact that goes with your picture.

Mark has 36 cookies to share with his friends. He is sharing them with 12 friends. How many do they each get? Draw a picture to show this. Write the math fact that goes with your picture. Name: _

Multi-Step Word Problems Solving word problems.

Tyla had 24 pieces of drawing paper. Her sister used 2 pages and her brother used 4 pages. She split the rest of the pages with her 2 friends. How many page did each of them get?

Nathan has a bag of candies to share with his friends. There are 34 pieces in the bag. He is going to give an equal number to each of his 5 friends. He will give the rest to his little sister. How many pieces will his sister get?

Lilly had \$10. She spent \$4 on lunch and \$2 on ice cream. Her mom gave her \$3 the next day. How much money does she have now?

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	Factors	
i	Directions: Factor each number.	
12	1, 2, 3, 4, 6, 12	
15		
18		
24		
27		
36		
50		

Ê		
	Comparing Numbers <u>Directions</u> : Write >, < or = to compare each pair of numbers.	
Å	52,000 52,000	
Đ	2,641 1,641	B
Å	16,083 15,846	
Ä	85,276 83,194	
Å	14,410 14,041	
R	72,053 72,530	E E N
B	11,104 11,104	Ï
Ï	285,582 285,528	Ē
Ř	163,091 160,910	Ľ
T (942,850 952,001	뵍
	©www.thecurriculumcorner.com	-11

	Addition & S	Subtraction		
Ä	359	783	524	Å
	<u>+326</u>	<u>-495</u>	<u>+509</u>	
Å	900	704	930	Ä
	<u>-182</u>	<u>+756</u>	<u>-672</u>	
Ë	65	263	683	ģ
Н	42	748	842	Ë
	+75	<u>+164</u>	<u>+275</u>	
		www.thecurriculumcorner.co	om	

	σme:			°
	4-Digi	it Subtractio	on ⁽²⁰)	
B	8,714	3,242	7,263	Ä
	<u>-3,325</u>	<u>-1,489</u>	<u>-5,007</u>	Ë
ÿ	6,326	8,354	6,901	E E
	<u>-2,732</u>	<u>-4,829</u>	<u>-6,174</u>	
Ĕ	9,415	3,880	3,000	Я
	<u>-8,057</u>	<u>-1,882</u>	<u>-1,632</u>	
		JCCC CCCCCCCC	pO=O⁻O- pO=	



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Name: _

Multiplication Practice <u>Directions</u>: Write the answer to each fact. Color the odd answers red

п

and the even answers blue. You might need to rewrite the problem first.

° 800

<u></u>

ిని

	27 x 6 =	18 x 3 =	ď
	43 x 9 =	39 x 2 =	H H H H H H H H H H H H H H H H H H H
	34 x 7 =	17 x 6 =	H H H
	18 x 3 =	66 x 3 =	
	47 x 4 =	52 x 8 =	р Д
	63 x 5 =	44 x 9 =	
	27 x 7 =	3l x 5 =	I I I

	Name: Name: <u>Directions</u> : Write the answer to each fact. You might need to rewrite the problem first.		
	I5 x 26 =	24 x l3 =	
	62 x 72 =	28 x 67 =	
	92 x 17 =	73 x 84 =	
	94 x 35 =	28 x 83 =	
	72 x 24 =	83 x 18 =	

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	Name: Name: Divections: Write the odd answers r	ision Facts the answer to each ed and the even ans	fact. Color swers blue.	
	40 ÷ 5 =	16 ÷ 2 =	28 ÷ 7 =	
Ц	36 ÷ 9 =	10 ÷ 2 =	20 ÷ 4 =	
	18 ÷ 3 =	80 ÷ 10 =	81 ÷ 9 =	
Ë	6 ÷ 1 =	21 ÷ 3 =	54 ÷ 6 =	
Ë	45 ÷ 9 =	32 ÷ 8 =	64 ÷ 8 =	р Д
ð	24 ÷ 4 =	28 ÷ 7 =	40 ÷ 4 =	
	42 ÷ 6 =	35 ÷ 7 =	42 ÷ 7 =	







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<u>Directions</u>: Find the missing numbers in each table. Write a rule for each table.

Rule: multiply by

Rule: subtract

l	/ /
input	output
2	18
3	
5	
8	72
9	

	aer
input	output
\$18	\$13
\$22	
\$26	\$20
\$29	
\$35	

2005

Dula

input	output
32	52
38	
47	67
51	71
66	

Dula

Rule,		
input	output	
32	64	
47		
53	106	
68		
172		









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Fractions & Decimals

<u>Directions</u>: Write each decimal as a fraction in lowest terms.

6.09 =

2.41

- 7.09 =
- 41.73 =
- 70.37 =
- 835.93 =

 Money Word Problems

Directions: Find the elapsed time.

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Trevor bought a piece of pizza for \$1.75 and a drink for .59. How much did he spend?

Haley bought a bag of popcorn for \$3.15 and a drink for \$1.99. How much did she spend?

Kila bought three movie tickets for her friends. Each ticket was \$8.25. How much did she spend? Miles had \$20. He bought a movie ticket for \$7.50 and popcorn for \$4.25. How much money does he have left?

Lincoln is going to buy two movie tickets for \$7.50 each. He also wants to buy a drink for \$2.75 and candy for \$2.50. He has \$20. Does he have enough money? Sylvia spent \$18 at the movies. She bought a ticket for \$7.50 and a drink for \$4.00. She also bought a bag of popcorn. How much did the popcorn cost?

	Name: Name: Telling Time V Directions: Read and so	- Vord Problems	
	It is 6:30. What time will it be in 2 hours and 15 minutes?	It is 3:15. What time will it be in 3 hours and 30 minutes.	
	It is 1:45. What time will it be in 4 hours and 10 minutes?	It is 8:45. What time was it 2 hours and 30 minutes ago?	
	It is 10:50. What time was it 4 hours and 10 minutes ago?	It is 5:30. What time was it 3 hours and 20 minutes ago?	
Ъ			








Ê	ANSWERKEY	
Ħ	Patterns	B
Ï	<u>Directions</u> : Write the next three numbers and the rule for each pattern.	7 7 9
₿	76, 71, 66, 61,,,	B
Ē	56, 51, 46	B
H	6, 12, 24, 48,,,]법
Å	96, 192, 384	
Å	98, 97, 95, 92, 88,,,	Ĕ
Ë	83,77,70	_ H
Å	40, 8, 80, 16, 160, 32,,,] B
	320, 64, 640	Ъ
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Roundin Directions: Roun earest 100 and t	g Numbers d each number to hen the nearest 1	the ,000.
	rounded to the nearest 100	rounded to the nearest 1,000
1,318	1,300	1,000
2,323	2,300	2,000
6,651	6,700	7,000
4,237	4,200	4,000
8,938	8,900	9,000
3,145	3,100	3,000
9,572	9,600	10,000
6,863	6,900	7,000
7,480	7,500	7,000





ANSWERKEY	BEACH	
<u>Directions</u> : W	Word Form rite each number in word form.	
71	seventy-one	
274	two hundred seventy-four	
124	one hundred twenty-four	
507	five hundred seven	
I,068	one thousand, sixty-eight	
6,935	six thousand, nine hundred thirty-five	
	©www.thecurriculumcorner.com	

	answerkey Ordei	ring Numb	ers		\int
	<u>Directions</u> : order fro	Write the nu m least to gr	umbers in \ reatest.		/ (
	3,291	7,295	4,628	5,053	
_	3,29	91; 4,628	; 5,053; 7	7,295	
	3,879	6,003	3,998	3,446	[
_	3,44	6; 3,879	; 3,998; (6,003	_
	5,071	1,663	5,611	9,412	
_	1,6	63; 5,071	; 5,611; 9	,412	
	5,050	5,005	4,405	4,030	
_	4,03	80; 4,405	; 5,005; !	5,050	





alanswerkey

Multiplication & Division Solving word problems.

Riley has 3 times as many golf balls as Jherica. Jherica has 7 golf balls. How many do they have altogether? Draw a picture to show this. Write the math fact that goes with your picture.

(3 x 7) + 7 = 28

Livy has a coin collection with 24 coins. This is 4 times as many as Kylie has. How many do they have altogether? Draw a picture to show this. Write the math fact that goes with your picture.

24 + (24 ÷ 4) = 30

Mark has 36 cookies to share with his friends. He is sharing them with 12 friends. How many do they each get? Draw a picture to show this. Write the math fact that goes with your picture.

36 ÷ 12 = 3

alaanswerkey

Multi-Step Word Problems Solving word problems.

Tyla had 24 pieces of drawing paper. Her sister used 2 pages and her brother used 4 pages. She split the rest of the pages with her 2 friends. How many page did the three of them each get?

6 pieces

Nathan has a bag of candies to share with his friends. There are 34 pieces in the bag. He is going to give an equal number to each of his 5 friends. He will give the rest to his little sister. How many pieces will his sister get?

4 pieces

Lilly had \$10. She spent \$4 on lunch and \$2 on ice cream. Her mom gave her \$3 the next day. How much money does she have now?

\$7

Dire	<u>ctions</u> : List four	Multiple	35 ach number.	
3	6	9	12	15
Ч	8	12	16	20
6	12	18	24	30
8	16	24	32	40
q	18	27	36	45
12	24	36	48	60
14	28	42	56	70



	ANSWERKEY	
	Comparing Numbers <u>Directions</u> : Write >, < or = to compare each pair of numbers.	
H	52,000 52,000	
Ĕ	2,641 > 1,641	B
Å	16,083 ^{>} 15,846	
H	85,276 <u>></u> 83,194	Ч Д
R	14,410 > 14,041	E E
Į	72,053 < 72,530	ğ
Å	11,104 11,104	Ï
Ï	285,582 285,528	Ĕ
Ř	^{>} 163,091 ^{>} 160,910	B
THE STREET	942,850 952,001	PR
	©www.thecurriculumcorner.com	╧

	JATTA CHARACT			
	ddition &	Subtraction		
Ъ.	359	783	524	Ä
<u>н</u> н	+326	<u>-495</u>	<u>+509</u>	₿
	685	288	1,033	
H H	900	704	930	B
	<u>-182</u> 718	<u>+756</u> 1,460	<u>-672</u> 258	
Å	65	263	683	Ë
A	42	748	842	Ĕ
Å	<u>+75</u>	<u>+164</u>	<u>+275</u>	Ë
H M	182	1,175	1,800	H H H

	ANSWERKEY	=0==0=0=0=0=		°
	4-Digi	it Subtraction	n ^(%)	
B	8,714	3,242	7,263	Ä
Ë.	<u>-3,325</u>	<u>-1,489</u>	-5,007	₿
Ĭ	5,389	1,753	2,256	
ď	6,326	8,354	6,901	Д
Ä	<u>-2,732</u>	-4,829	<u>-6,174</u>	Ä
	3,594	3,525	727	
Å	9,415	3,880	3,000	Д
Ĕ.	<u>-8,057</u>	<u>-1,882</u>	<u>-1,632</u>	Ä
	1,358	1,998	1,368	Б Ц
			<u>-00</u> 0	



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	ANSWERKEY <u>Multiplication</u> <u>Directions</u> : Write the of You might need to rewrite	n Practice Inswer to each fact. te the problem first.	
	l5 x 26 = 390	24 x 13 = 312	
	62 x 72 = 4,896	28 x 67 = I,876	
	92 x 17 = 1,564	73 x 84 = 6,132	
	94 x 35 = 3,290	28 x 83 = 2,324	
	72 x 24 = 1,728	83 x 18 = 1,494	
2 Ea			뇌

	ANSWERKEY Div Directions: Write	vision Facts the answer to each ed and the even an	fact. Color	
H	40 ÷ 5 =8	16 ÷ 2 =8	28 ÷ 7 =4	
Ц	36 ÷ 9 =4	10 ÷ 2 =5	20 ÷ 4 =5	
H H H H H H H H H H H H H H H H H H H	18 ÷ 3 =6	80 ÷ 10 =8	81 ÷ 9 =9	
Ê	6 ÷ 1 =6	21 ÷ 3 =7	54 ÷ 6 =9	
Ц Ц	45 ÷ 9 =5	32 ÷ 8 =4	64 ÷ 8 =8	
ğ	24 ÷ 4 =6	28 ÷ 7 =4	40 ÷ 4 =10	
	42 ÷ 6 =7	35 ÷ 7 =5	42 ÷ 7 =6	
		www.thecurriculumcorner.co	D=0¹-1⁻¹ -1 ⁻¹ -1 ⁻¹	1







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ANSWERKEY	Writing Ru Find the missi Write a rule f	ing numbers ir	n each
input	output	input	output
2	18	\$18	\$13
3	27	\$22	\$110
5	45	\$26	\$20
8	72	\$29	\$145
9	81	\$35	\$175
Rule:	+20	Rule: <u>×2</u>	
input	output	input	output
32	52	32	64
38	58	47	94
47	67	53	106
51	71	68	136
66	86	172	344











Directions: Write each decimal as a fraction in lowest terms.
ANSWERKEY Money Word Problems

Directions: Find the elapsed time.

Trevor bought a piece of pizza for \$1.75 and a drink for .59. How much did he spend?

\$2.34

Kila bought three movie tickets for her friends. Each ticket was \$8.25. How much did she spend?

\$24.75

Lincoln is going to buy two movie tickets for \$7.50 each. He also wants to buy a drink for \$2.75 and candy for \$2.50. He has \$20. Does he have enough money? Haley bought a bag of popcorn for \$3.15 and a drink for \$1.99. How much did she spend?

\$5.14

Miles had \$20. He bought a movie ticket for \$7.50 and popcorn for \$4.25. How much money does he have left?

\$8.25

Sylvia spent \$18 at the movies. She bought a ticket for \$7.50 and a drink for \$4.00. She also bought a bag of popcorn. How much did the popcorn cost?

\$6.50

no

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	ANSWERKEY		
Ĕ	Directions: Read and so	vora proplems	Д
	It is 6:30. What time will it be in 2 hours and 15 minutes?	It is 3:15. What time will it be in 3 hours and 30 minutes.	
	8:45	6:45	Ë
	It is 1:45. What time will it be in 4 hours and 10 minutes?	It is 8:45. What time was it 2 hours and 30 minutes ago?	
	5:55	11:15	
	It is 10:50. What time was it 4 hours and 10 minutes ago?	It is 5:30. What time was it 3 hours and 20 minutes ago?	
	6:30	2:10	
P			

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Cumulative Review 1

Section A

- D
 B, C, and D
 B
 B
 B
 C
 D and E
 C
 D
- 9 D
 - \bigcirc
- (10) A and D

Section B

12 7,950

13 27,499

14)	Score	Rubric
		Student response includes each of the following 2 elements: Computation component: 1, 2, and 4 Modeling component: The student correctly finds the factors of 8 and 36, and then identifies the common factors.
	2	Example: $8 = 1 \times 8$ $8 = 2 \times 4$ The factors of 8 are <u>1</u> , <u>2</u> , <u>4</u> , and 8. $36 = 1 \times 36$ $36 = 2 \times 18$ $36 = 3 \times 12$ $36 = 4 \times 9$ $36 = 6 \times 6$ The factors of 36 are <u>1</u> , <u>2</u> , 3, <u>4</u> , 6, 9, 12, 18, and 36. The common factors of 8 and 36 are 1, 2, and 4.
	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.

Score	Rubric
2	Student response includes each of the following 2 elements: Computation component: 28 Modeling component: The student shows correct use of multiplication or listing to find the fourth multiple of 7. Example: $4 \times 7 = 28$ OR 7 14 21 28 The fourth multiple of 7 is 28
	Score 2

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: 2 , 3 , 5 , 7 , 11 , 13 , 17 , and 19 Reasoning component: The student correctly identifies the prime numbers by using factors. Example: $2 = 1 \times 2$ $3 = 1 \times 3$ $5 = 1 \times 5$ $7 = 1 \times 7$ $11 = 1 \times 11$ $13 = 1 \times 13$ $17 = 1 \times 17$ $19 = 1 \times 19$ 2, 3 , 5 , 7 , 11 , 13 , 17 , and 19 are prime numbers because each number has only 2 different factors: 1 and itself.
	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
		Student response includes each of the following 2 elements: Computation component: 23 Reasoning component: The student correctly identifies the least value by using multiples.
	2	Example: Multiples of 4: 4, 8, 12, 16, 20, 24, 28, 32 Multiples of 4 + 3: 7, 11, 15, 19, 23, 27, 31, 35 Since the number is between 20 and 30, the least value of the number is 23.

	1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.	ĺ
	0	Student response is incorrect or irrelevant.	
(18)	Score	Rubric	
		Student response includes each of the following 2 elements: Computation component: 10,256 Modeling component: The student shows correct use of subtraction. Example:	
		16 728	
	2	3,241 ?	
		16,738 – 3,241 = 13,497	2
		adults	
		13,497 – 3,241 = 10,256 There were 10,256 more adults than children at the basketball game.	
	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.	

9	Score	Rubric
	2	Student response includes each of the following 2 elements: Modeling component: The student shows correct use of subtraction and estimation. Reasoning component: The student correctly identifies that Alex's answer is reasonable.
		Example: Difference: 41,501 – 23,495 = 18,006 Estimate: 42,000 – 23,000 = 19,000 18,006 is close to 19,000. So, Alex's answer is reasonable.
	1	Student response includes 1 of the 2 elements.
	0	Student response is incorrect or irrelevant.
0	Score	Rubric



Answers

Section C

Score	Rubric
	Student response includes each of the following 3 elements: Modeling component: The student correctly identifies the multiples of 4 and 6. Computation component: 18 Reasoning component: The student shows understanding of division with and without remainder, and correctly identifies the smallest possible number of coins.
3	Example: Multiples of 4: 4, 8, 12, 16, 20, 24 Multiples of 6: 6, 12, 18, 24, 30 12 cannot be the smallest possible number, since 12 \div 4 = 3, with no remainder. 16 cannot be the smallest possible number, since 16 \div 4 = 4 with no remainder. The smallest possible number of coins Natalie has is 18, since 18 \div 4 = 4 R 2 and 18 \div 6 = 3 with no remainder.
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.

Score Rubric Student response includes each of the following 3 elements: Computation component: 26 Modeling component: The student shows correct use of multiplication. Modeling component: The student shows correct use of addition. 3 Example: Number Number Total cost of large vases Total cost of Total cost of of small of large small vases all vases vases vases \$238 + \$322 14 14 × \$17 = \$238 14 14 × \$23 = \$322 = \$560 \$221 + \$299 13 13 × \$17 = \$221 13 13 × \$23 = \$299

> 13 + 13 = 26 Ms. Smith bought 26 vases altogether.

Check

x

1

= \$520

	2	elements.
	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: \$7 Computation component: \$5 Modeling component: The student forms the correct equations. Modeling component: The student shows correct use of multiplication, subtraction, and division. Example: $\frac{$12}{M B}$ $\frac{$74}{M B M B M B M B M B M M}$ $5 \times \$12 = \60 Cost of 5 melons and 5 bunches of bananas = 5 × \$12 = \$60 Cost of 2 melons = \$74 - \$60 = \$14 \$14 ÷ 2 = \$7 Each melon costs \$7. \$12 - \$7 = \$5 Each bunch of bananas costs \$5.
	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.

Student response includes 2 of the 3

2

\$74 – \$60 \$14	
7.	
anas costs \$5.	
ncludes 3 of the student has a but provides a	
ncludes 2 of the	
ncludes 1 of the	
s incorrect or	

Answers 169

(22)

2

Cumulative Review 2

Section A

- 1 A and E
- **2** D
- **3** D
- **(4**) B
- **5** D
- **6** D
- 7 D
- **8** C
- **9** C and E
- **10** D



Section B

(11) 35.38

12	Score	Rubric
	2	Student response includes each of the following 2 elements: Computation component: 305.67 Reasoning component: The student shows correct place values of whole numbers, tenths, and hundredths. Example: I ordered the digits from least to greatest and switched the position of the digit 0 with the digit 3. Then, I put the decimal point before the second digit from the right. So, the least decimal formed with digit 0 not in the first place is 305.67
	1	Student response includes 1 of the 2 elements.
	0	Student response is incorrect or irrelevant.



- **14** 71.6
- **(15)** 3
- (16) <

17 Score Rubric Student response includes each of the following 2 elements: Modeling component: The student shows correct use of subtraction. Reasoning component: The student correctly identifies that Luke had enough water. Example: $15\frac{1}{5}L$ 2 $10\frac{3}{5}$ L $15\frac{1}{5} - 10\frac{3}{5} = 4\frac{3}{5}$ $4\frac{3}{5}$ L is more than $4\frac{2}{5}$ L. So, Luke has enough water to water the plants. Student response includes 1 of the 1 2 elements. Student response is incorrect or 0 irrelevant.

(18) Part A



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Answers

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



Part C

Score	Rubric
	Student response includes each of the following 2 elements:
	Computation component: $\frac{3}{5}$ m Modeling component: The student shows correct use of addition.
	Example:
2	$\frac{\frac{1}{5}m}{\frac{2}{5}m}$ $\frac{\frac{1}{5}+\frac{2}{5}=\frac{3}{5}}{\frac{1}{5}}$ Ana had $\frac{3}{5}$ meter of red ribbon at first.
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 David's answer. Modeling component: The student shows correct work to express the fraction as a decimal. Reasoning component: The student gives a correct comparison. Example: David is incorrect because he interprets the decimal and fraction as whole numbers. $\frac{15}{100} = 0.15$ The tenths digit in 0.15 is less than the tenths digit in 0.3 (or 1 tenth is less than 3 tenths). So, 0.15 is less than 0.3. David's string is shorter than Carla's string.

	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.
20	Score	Rubric
	3	Student response includes each of the following 3 elements: Reasoning component: The student shows correct understanding of rounding and identifies the ones digit. Reasoning component: The student shows correct understanding of rounding and even numbers, and identifies the digit in the tenths place. Reasoning component: The student correctly identifies the digit in the hundredths place.
		Example: The number is smaller than 7 and rounds to 7. (6) The number rounds to 7 and the digit in the tenths place is even. (6.6_ or 6.8_) None of the digits are repeated and 6 already occupies the ones place. (6.8_) The greatest 1-digit odd number is 9. (6.89) The number Jackson thought of was 6.89.
	2	Student response includes 2 of the 3
	1	Student response includes 1 of the 3 elements.
	0	Student response is incorrect or irrelevant.

21	Score	Rubric
	4	Student response includes each of the following 4 elements: Reasoning component: The student correctly identifies the error in Zachary's answer. Computation component: 6 Modeling component: The student finds the correct equivalent fraction. Modeling component: The student shows correct use of subtraction to find how many more parts need to be shaded.
		Example: Zachary is incorrect because he did not account for the 2 parts that are already shaded. $\frac{2}{3} = \frac{8}{12}$ 8-2=6 6 more parts need to be shaded so that $\frac{2}{3}$ of the rectangle is shaded.
	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.

Cumulative Review 3

Section A

- 1) D
- **2** B
- **3** A
- **4** c
- (5) A, C and D
- **6** C
- \bigcirc C and D
- **8** A
- **9** c
- **10** D

Section B

- (1) <
- (12) >

13	Score	Rubric
	2	Student response includes each of the following 2 elements: Computation component: 72 in . Modeling component: The student shows correct conversion of yards to inches. Example: 1 yd = 3 ft 1 ft = 12 in. $1 \text{ yd} = 3 \text{ ft} \times 12 \text{ in}.$ = 36 in. $2 \text{ yd} = 36 \times 2$ = 72 in.
	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.

~		
(14)	Score	Rubric
	2	Student response includes each of the following 2 elements: Computation component: 3,008 m Modeling component: The student shows correct conversion of kilometers to meters, and correct use of addition. Example 1 km = 1,000 m 3 km = 3 × 1000 = 3,000 m 3 km 8 m = 3,000 m + 8 m = 3,008 m
	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: 30 pt Modeling component: The student shows correct conversion of gallons to pints. Example: 1 gal = 4 qt 1 gal = 4 qt 1 gal = 4 x 2 pt = 8 pt $5 \text{ gal} = 8 \times 5$ = 40 pt 40 = 10 = 30
		30 pints of water are left.
	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: 64 oz Modeling component: The student shows correct work to find the answer. Example: $8 \times \frac{1}{4}$ lb = 2 lb 2 lb + 2 lb = 4 lb 1 lb = 16 oz 4 lb = 4 × 16 = 64 oz The total weight of the pieces of fruit Zane bought was 64 ounces.
	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
		Student response includes each of the following 2 elements: Computation component: 48 yd ² Modeling component: The student shows correct work to find the answer.
	2	Example: The two shaded parts can form a rectangle of 12 cm by $(7 - 3)$ cm. Area of the shaded parts = $12 \times (7 - 3)$ = 12×4 = 48 yd^2
	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: Computation component: 40 m Modeling component: The student shows correct work to find the answer. Example: 3 meters + 2 meters + 6 meters = 11 meters Perimeter of the figure = 11 + 9 + 11 + 9 = 40 meters
	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.

19	Score	Rubric
	2	Student response includes each of the following 2 elements: Reasoning component: The student correctly identifies Chloe's mistake. Modeling component: The student shows correct conversion of feet to inches. Example: Chloe is incorrect because she did not compare the area of the two squares using the same unit of measurement. 1 ft = 12 in. The area of the square with a side length of 1 foot is actually larger than the area of the square with a side length of 10 inches because 12 inches is longer than 10 inches.
	1	Student response includes 1 of the 2 elements.
	0	Student response is incorrect or irrelevant.

20	Score	Rubric
	2	Student response includes each of the following 2 elements: Computation component: 59 in ² Modeling component: The student shows correct work to find the answer. Example: Width of the big rectangle = $2 + 3 + 2$ = 7 in. Area of the big rectangle = 11×7 = 77 in ² Area of 1 small square = 3×3 = $9 in^2$ Area of 2 small squares = 2×9 = $18 in^2$ Area of the figure = $77 - 18$
		= 59 in ²
	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

Score	Rubric
3	Student response includes each of the following 3 elements: Computation component: 1210 Modeling component: The student shows correct understanding of intervals of time. Modeling component: The student shows correct work to find the time in City A when the plane departed. Example: $20 \text{ min} \qquad 3 \text{ h}$ City B Men the plane departed. Example: $20 \text{ min} \qquad 3 \text{ h}$ City B Men the plane departed was 1110. When it was 1110 in City B, it was 1210 in City A. The time in City A when the plane departed was 1210.
	Score 3

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: 70 in² Modeling component: The student shows correct work to find the area of one piece of paper. Modeling component: The student shows correct work to find the area of the parts that were not overlapping. Example: Area of 1 rectangle = 4×10 = 40 in ² Area of 2 rectangles = 40×2 = 80 in ² Area of unshaded part = $80 - 5 - 5$ = 70 in ² The area of the parts that were not overlapping was 70 in ² .
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.

23

Rubric

Score	Rubric
4	Student response includes each of the following 4 elements: Computation component: 84 Modeling component: The student shows correct work to find the number of tiles that could fit. Computation component: 24 ft ² Modeling component: The student shows correct work to find the area not covered by tiles.

	Example: I work out the answer by fitting the greatest number of tiles along the length and width of the room. Then, I find the total number of tiles. 1 yd = 3 ft 5 yd = 5 \times 3 = 15 ft 8 yd = 8 \times 3 = 24 ft 14 \div 2 = 7 24 \div 2 = 12 7 \times 12 = 84 The total number of tiles that could fit on the floor was 84 tiles. Area of floor = 15 \times 24 = 360 ft ² 2 \times 2 = 4 Area covered by tiles = 4 \times 84 = 336 ft ² Area not covered by tiles = 360 $-$ 336 = 24 ft ²
3	Student response includes 3 of the 4 elements.
2	Student response includes 2 of the 4 elements. Or, the student has an error, but provides a valid strategy.
1	Student response includes 1 of the 4 elements.
0	Student response is incorrect or irrelevant.

Cumulative Review 4

Section A



8 Part A: D Part B: B

Section B

9	Score	Rubric
	2	Student response includes each of the following 2 elements: Modeling component: The student shows correct measurement and drawing of angle. Modeling component: The student shows correct labeling of angle.

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 $\begin{array}{c} \textbf{10} \quad m \angle w = 88^{\circ} \\ m \angle x = 110^{\circ} \end{array}$

(\mathbf{n})	Score	Rubric			
	2	Student response includes each of the following 2 elements: Computation component: 45° Modeling component: The student shows correct measure of angle <i>x</i> . Example: $m \angle x = 90^\circ - 45^\circ$ $= 45^\circ$			
	1	Student response includes 1 of the 2 elements. Or, the student has an error, but provides a valid strategy.			
	0	Student response is incorrect or irrelevant.			





16	Score	Rubric
		Student response includes each of
		the following 2 elements:
		Reasoning component: The student
		correctly identifies that John is correct.
		Modeling component: The student
		shows understanding of interpreting
		data from the table.

	Example:						
	Name	Number of Quarters	Value of Quarters (\$0.25)	Number of Dimes	Value of Dimes (\$0.10)	Total Value	
2	Caleb	12	\$3.00	13	\$1.30	\$4.30	
	John	15	\$3.75	10	\$1.00	\$4.75	
	Alyssa	11	\$2.75	14	\$1.40	\$4.15	
	Faith	6	\$1.50	19	\$1.90	\$3.40	
	So, John is correct.						
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.						

1718248

Section C

19	Score	Rubric
		Student response includes each of the following 3 elements: Modeling component: The student shows correct lines of symmetry for the name AVA. Modeling component: The student shows correct lines of symmetry for the name IAN. Reasoning component: The student correctly identifies that Michael is correct.
	3	Example:
		AVA
		So, Michael is correct.
	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.

20

Score	Rubric
3	Student response includes each of the following 3 elements: Reasoning component: The student correctly identifies that Eric's choice of graph is not suitable. Computation component: line graph Reasoning component: The student shows understanding of using different types of graph to show data. Example: Eric's choice of a bar graph is not suitable because a bar graph is useful for comparing data, especially when the numbers are large. He should choose a line graph instead because a line graph is used to show how data changes over time.
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.

(21)	Score	Rubric
	4	Student response includes each of the following 4 elements: Computation component: Week 4 Reasoning component: The student shows correct reading and interpreting of the line graph. Reasoning component: The student correctly identifies that Amy is correct. Modeling component: The student shows correct use of subtraction.
		Example: Week 1 to 2: $60 - 50 = 10$ (increase) Week 2 to 3: $90 - 60 = 30$ (increase) Week 4 to 5: $60 - 40 = 20$ (increase) The greatest increase is between Week 2 and Week 3. So, Amy's answer is correct.

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.



Date: _





 $(10 \times 2 = 20 \text{ points})$

Section A Multiple-Choice Questions

Read the numbers.
43,215 43,125 43,521 43,512
Which is the greatest?
A 43,125
B 43,215
C 43,512

- **D** 43,521
- A number, when rounded to the nearest thousand, is 577,000. What could the number be?

Choose the **three** correct answers.

- **A** 575,300
- **B** 576,653
- **C** 576,799
- **D** 577,212
- **E** 577,500
- **(F)** 580,000

What is 89,005 in expanded form?

- **A** 8,000 + 9,000 + 5
- **B** 80,000 + 9,000 + 5
- **C** 80,000 + 9,000 + 50
- **D** 80,000 + 90,000 + 500

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

13,789 14,789 15,789 16,789 _____

- **A** 18,789
- **B** 17,789
- **C** 16,889
- **D** 16,689

5 Look at the number 130,423. Which place is the digit 0 in?

- (A) hundred thousands
- **B**) ten thousands
- **C**) thousands
- **D** hundreds
- 6 Which equations are true? Choose the **two** correct answers.
 - **A** 73 45 = 43 25
 - **B** 65 39 = 45 29
 - **C** 50 + 12 = 48 + 15
 - **D** 47 + 25 = 50 + 22
 - **E** 53 + 19 = 97 25

A farmer has 917 pounds of mushrooms. He wants to pack all his mushrooms into sacks of 9 pounds each. What is the least number of sacks he needs?

- A 100
- B 101
- C 102
- 103 D
- 8 Which problem can be solved by finding the product of 349 and 28?
 - (A) Kyle has 349 stickers. He packs them into packets of 28 stickers each. Find the number of packets of stickers he has.
 - **B**) A store has 349 apples and 28 pineapples. Find the total number of apples and pineapples in the store.
 - **C** A baker has 349 kilograms of flour. He uses up 28 kilograms of flour to bake some cakes. Find the amount of flour he has left.
 - **D** 349 people attended a concert. Each concert ticket cost \$28. Find the total amount of money collected from the sale of the tickets.
 - What is the missing digit?

6

- 4
- 3
- 2
- 1

10 Which equations would be correct when the number 12 is entered in the box?

Choose the **two** correct answers.

(A)
$$() \times 4 = 6 \times 8$$

(B) $120 \div = 9 \times 2$
(C) $20 + = 4 \times 6$
(D) $5 \times = 85 - 25$
(E) $22 \times 8 = 180 -$

Section B Short Answer Questions

Write your answer in the answer grid.





Write your answer in the answer grid.



13 The population of penguins on an island is 27,000 when rounded to the nearest thousand. Find the greatest possible number of penguins.

Write your answer in the answer grid.



14 Find the common factors of 8 and 36.





15 Find the fourth multiple of 7.

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



16 Find all the prime numbers from 1 to 20. Explain how you arrived at your answers.



Jacob thinks of a number between 20 and 30. When the number is divided by 4, it has a remainder of 3. What is the least value of the number? Explain how you arrived at your answer.

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

18 There were 16,738 people at a basketball game. 3,241 of them were children and the rest were adults. How many more adults than children were there at the basketball game?





19 Alex finds the difference between 41,501 and 23,495. He says that his answer is about 19,000. Is Alex's answer reasonable? Explain.

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

20 Mr. Turner sent his car to the workshop for repair work as well as to change 4 tires. Mr. Turner paid \$1,035 in all. The repair work cost 5 times the price of each tire.

The mechanic told Mr. Turner that the repair work cost about \$500. Explain the mechanic's mistake.



Section C Constructed Response

21 Natalie has more than 10 coins. When she packs the coins into bags of 6, there are no coins left. When she packs the coins into bags of 4, there are 2 coins left. What is the smallest possible number of coins that Natalie has? Explain how you arrived at your answer.

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



Small vase	\$17
Large vase	\$23

Ms. Smith bought an equal number of small vases and large vases. She paid \$520 for all the vases. How many vases did Ms. Smith buy altogether?

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



- 23 A melon and a bunch of bananas cost \$12. 7 melons and 5 bunches of bananas cost \$74.
 - How much does each melon cost?
 - How much does each bunch of bananas cost?

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







Section A Multiple-Choice Questions Which of the following is equal to $6 \times \frac{2}{3}$? Choose the **two** correct answers.

- (A) 4 (B) $\frac{24}{3}$ (C) $12 \times \frac{3}{2}$ (D) $6 \times 2 \times \frac{2}{3}$ (2) $2 \times 2 \times 2 \times 2 \times 2$
- **E** $\frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3}$
- 2 How many halves are there in $5\frac{1}{2}$?
 - **A**) 7 **B**) 8
 - **Č**) 10
 - **D** 11

3 What is the value of $4\frac{5}{6} - 2\frac{1}{6}$? (A) $4\frac{1}{6}$ (B) $2\frac{5}{6}$ (C) $2\frac{1}{6}$ (D) $2\frac{2}{3}$ $(10 \times 2 = 20)$

 $(10 \times 2 = 20 \text{ points})$



4 What are the missing whole numbers?

- $\boxed{\frac{3}{4}} = 2\frac{1}{4}$ **A** 4; 2 **B** 5; 2 **C** 6; 4
- **D** 7; 3

5 What is the value of $1\frac{1}{3} + 5\frac{1}{3}$?

- (A) $1\frac{2}{3}$ (B) $5\frac{2}{3}$ (C) $6\frac{1}{3}$
- **D** $6\frac{2}{3}$
- 6 What is $10\frac{1}{5}$ as a decimal?
 - **A** 1.01
 - **B** 2.2
 - **C** 10.1
 - **D** 10.2


Look at 13.08. What is 0.05 less than the value of the digit in the hundredths place?

- **A** 0.95
- 2.95 B
- **C**) 9.95
- **D** 0.03
- 8 What is 10 dollars 8 cents in decimal form?
 - **A** \$1.08
 - **B**) \$1.80
 - **C**) \$10.08
 - **D** \$10.80
- Which numbers or expressions have the same value as 163 hundredths? Choose the **two** correct answers.
 - (**A**) 0.16
 - **B**) 1.6
 - **C**) 1 + 0.6 + 0.03
 - **D** one ten six ones three tenths
 - **E** sixteen tenths three hundredths

10 What is 7.25 as a mixed number in simplest form?





Section B Short Answer Questions



What is 0.3 less than 35.68? m

Write your answer in the answer grid.

ullet	\odot	\odot	\odot	\odot	\odot
\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
\bigcirc	\bigcirc	\bigcirc		\bigcirc	\bigcirc
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
\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
8	8	8	8	8	8
9	9	9	9	9	9



12 Use all the digits 0, 6, 3, 7, and 5 just once to form the least decimal with two decimal places. (The digit 0 cannot be in the first place of the decimal.)

Explain how you arrived at your answer. Write your answer and explanation in the space below.

13 Look for a pattern. What is the missing decimal?

7.5 7.3 7.1 _____ 6.7 6.5 6.3

Write your answer in the answer grid.

$ \bullet $	$ \bullet $	$ \mathbf{\bullet} $	$ \mathbf{\bullet} $	$ \mathbf{\bullet} $	\bullet
\odot	\bigcirc	\bigcirc	0	\bigcirc	\bigcirc
					\bigcirc
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
\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
8	8	8	8	8	8
9	9	9	9	9	9



What is 71.55 when rounded to the nearest tenth?

Write your answer in the answer grid.





15 What is the missing number?

$$\frac{4}{12} = \frac{1}{12}$$

Write your answer in the answer grid.





(16) Compare the decimals. Write <or >.

1.3



There were $15\frac{1}{5}$ liters of water in a tank. Luke used $10\frac{3}{5}$ liters of water to wash the family car. He needed $4\frac{2}{5}$ liters of water to water the plants after that.

Did Luke have enough water to water the plants? Explain.

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

18 This question has three parts.

Part A

Tiana has purple ribbon and green ribbon. She has $\frac{1}{5}$ meter of purple ribbon and $\frac{3}{5}$ meter of green ribbon. How much ribbon does Tiana have in all?

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

Part B

Ana gives Tiana $\frac{2}{5}$ meter of blue ribbon. How much more green ribbon than blue ribbon does Tiana have?

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

Part C

After giving Mariah $\frac{1}{5}$ meter of red ribbon, Ana has $\frac{2}{5}$ meter of red ribbon left. How much red ribbon did Ana have at first?

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

Section C Constructed Response

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

19 Carla has 0.3 meter of string. David has $\frac{15}{100}$ meter of string. David tells Carla that his string is longer because 15 is greater than 3. Explain David's mistake.

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

20 Jackson played a number game with his friends. He thought of a number and wrote down some clues.

Clues:

- $oldsymbol{A}$ The number is smaller than 7 and has 2 decimal places.
- **B**) The number becomes 7 when rounded to the nearest whole number.
- **C**) The digit in the tenths place is an even number.
- **D** The digit in the hundredths place is the greatest 1-digit odd number.
- **E** None of the digits are repeated.

What number did Jackson think of? Explain how you arrived at your answer.

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



21 A rectangle is divided into 12 equal parts. Zachary says that he has to shade 8 more parts so that $\frac{2}{3}$ of the rectangle is shaded.

- Explain Zachary's mistake. •
- How many more parts should Zachary shade?
- Explain how you arrived at your answer. •

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





Section A Multiple-Choice Questions

- What is 2 tons 500 pounds in pounds?
 - A 2,000 pounds
 - **B** 2,500 pounds
 - **C** 4,000 pounds
 - **D** 4,500 pounds
- 2 Which comparison is correct?
 - A) 2 pounds < 20 ounces
 - **B** 2 kilometers = 2,000 meters
 - **C**) 3 pints = 3 cups
 - **D** 5 quarts > 2 gallons
- 3 Tyler took 7 minutes to run a race. James took 467 seconds to run the same race. Who finished faster, and by how many seconds?
 - A Tyler, 47 seconds
 - **B** James, 47 seconds
 - **C** James, 100 seconds
 - D Tyler, 420 seconds

 $(10 \times 2 = 20 \text{ points})$

- What is 1 yard 3 feet in feet?
 - A 3 feet
 - **B** 4 feet
 - **C**) 6 feet
 - **D**) 13 feet
- 5

Ms. Roberts made some fruit punch by mixing 2 quarts of apple juice,

 $1\frac{1}{2}$ quarts of orange juice and 3 quarts of grape juice. She served 6 quarts

of the fruit punch to her guests.

Which of the following amounts represent the fruit punch **not** served to guests?

Choose the **three** correct answers.



C 2 cups



- **E** $\frac{1}{4}$ gallon
- 6 The length of a side of a square is 6 feet. What is the perimeter of the square?





The width of a rectangle is half of its length. The width and the length of the rectangle are whole numbers greater than 2 and less than 10. What could the area of the rectangle be? Choose the **two** possible answers.

- A) 8 square meters
- **B**) 16 square meters
- **C**) 18 square meters
- D 32 square meters
- (E) 50 square meters
- 8 What is the perimeter of the figure?
 - A 64 inches
 - **B** 60 inches
 - **C**) 44 inches
 - D 32 inches



- 9 The perimeter of a square is 32 meters. What is its area?
 - A 16 square meters
 - **B** 32 square meters
 - **C** 64 square meters
 - **D** 256 square meters



- Perimeter = 32 m
- 10 The length of a rectangle is 8 yards. The width of the rectangle is 6 yards. What is the area of the rectangle?



Section B Short Answer Questions

1) Compare using <, >, or =. 55 seconds () 1 minute



12 Compare using \langle , \rangle , or =. 1 mile () 1,700 yards



13 Express 2 yards in inches.

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



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

15 Michelle has a water tank that holds 5 gallons of water. She drains out 10 pints of water. How many pints of water are left in the water tank?

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

Cane bought 8 oranges and a pineapple. The weight of each orange was $\frac{1}{4}$ pound. The weight of the pineapple was 2 pounds. Find the total weight, in ounces, of the pieces of fruit Zane bought.

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



Find the area of the shaded parts of the figure.

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



18 Find the perimeter of the figure.

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



19 Chloe says the area of a square with a side length of 10 inches is larger than the area of a square with a side length of 1 foot. She says this is because 10 is greater than 1.

Explain Chloe's mistake.

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





20 Find the area of the figure.

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





Section C Constructed Response

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

21 A plane left City A for City B. When it was 1200 in City A, it was 1100 in City B. The flight was 3 hours 20 minutes long. When the plane landed in City B, the clock in the airport showed 1430. What was the time in City A when the plane departed?

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



22 Tyler had two identical rectangular pieces of paper overlapping as shown. The area of the overlapping part was 5 in². What was the area of the parts that were not overlapping?



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

23 Ivan had to lay tiles each measuring 2 feet by 2 feet in a room. The rectangular floor of the room measured 8 yards by 5 yards.



- How many tiles could fit on the floor?
- What is the area of the floor that would be left uncovered?

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











- C An angle that turns through $\frac{3}{4}$ of a full turn has a measure of 180°.
- **D** An angle that turns through $\frac{1}{360}$ of a full turn has a measure of 360°.



- What fraction of a turn is 270°?
- **C**

D

 $\frac{1}{8}$

 $\frac{3}{4}$



Caroline sorted some polygons into two groups as shown.

X	Y
Rhombus	Right triangle
Obtuse triangle	Rectangle
Parallelogram	Square

What do X and Y represent?

- A X: At least one pair of parallel sides; Y: No parallel sides
- **B** X: No parallel sides; Y: At least one pair of parallel sides
- **C** X: No right angles; Y: At least one right angle
- **D** X: Symmetric shapes; Y: Non-symmetric shapes
- Which figure has a line of symmetry?



6 A paper was folded and a figure was cut out as shown.



How will the figure look when the paper is unfolded?



This question has two parts.

The line graph shows the number of visitors to a museum in a particular week.



Part A

How many visitors were there on Tuesday?

- **A** 1,300
- **B** 1,400
- **C**) 1,500
- **D** 1,600

Part B

On which day were there 700 fewer visitors than on Saturday?

- A Monday
- **B**) Wednesday
- **C** Thursday
- **D** Friday

7 T



8 This question has two parts.

The table shows the number of books that students in a class read in a week.

Number of Books Read	1	2	3	4	more than 4
Number of Students	10	8	6	5	10

Part A

How many students read only 1 book a week?

- **A** 5
- **B** 6
- **C** 8
- **D** 10

Part B

Which statement about the table is **not** true?

- A) 15 students read more than 3 books in a week.
- **B** The total number of books read in a week was 39.
- C) 18 students read 2 books or less in a week.
- **D** Less than half the class read 4 books or more.

Section B Short Answer Questions

(9) The measure of $\angle QOR$ is 115°. Draw and label the angle.





10 What are the measures of $\angle w$ and $\angle x$? Use a protractor to help you.

Write each answer in the blank.



m∠*x* = _____



Shanti has a square piece of paper. She wants to cut the paper as shown. What is the measure of $\angle x$?

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



• B

12 Draw a line segment parallel to the given line segment through point *B*.

13 Draw a line segment perpendicular to the given line segment through point *A*.



14 The dotted line in the figure below is a line of symmetry. Shade the correct squares to make a symmetric pattern.



(131

15 The table shows the number of waffles sold by 4 children in a fundraising event. Some data is missing.

Name	Vanilla Waffles	Chocolate Waffles	Strawberry Waffles	Total Number
Alex	8		13	36
Ella	12	14	14	40
June		6	12	
Noah		8		35
Total	59	43		150

Write your answers in the table below.

16 The table shows information about 25 coins that Caleb, John, Alyssa, and Faith have each. Some data is missing. John says that he has the greatest amount of money while Faith has the least. Is John correct? Explain.

Write your answers in the table and space below.

Name	Number of Quarters	Value of Quarters (\$0.25)	Number of Dimes	Value of Dimes (\$0.10)	Total Value
Caleb	12	\$3.00	13	\$1.30	\$4.30
John			10	\$1.00	
Alyssa	11	\$2.75	14	\$1.40	\$4.15
Faith	6	\$1.50			

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Draw a line of symmetry for the letter.



18 The table below shows the number of movie tickets sold at a movie theater over six days.

Day	1	2	3	4	5	6
Number of Tickets Sold	3,506	4,250	2,753	5,255	4,002	3,758

How many more tickets were sold on day 2 than on day 5?

Write your answer in the answer grid.

$ \bullet $	\odot	\odot	\odot	$ \mathbf{\bullet} $	\odot
\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
		\bigcirc			$\left \bigcirc \right $
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
\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
8	8	8	8	8	8
9	9	9	9	9	9



Section C Constructed Response

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

19 Michael is looking at the letters in the names below.





Michael says that each letter in the name, AVA, has one line of symmetry. He says that one of the letters in the name, IAN, has more than one line of symmetry, but one of them does not have any.

- Is everything that Michael has said correct?
- Explain how you arrived at your answer.

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

20 The table shows Diego's mass over the last six years.

Age (years)	0	1	2	3	4	5	6
Mass (kg)	3	9	11	14	18	21	25

Eric says that he wants to present the data in a bar graph.

- Is Eric's choice of graph suitable? If his choice is not suitable, which type of graph should he use?
- Explain how you arrived at your answer.

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







Amount of Water Used over Five Weeks

- During which week did the Smiths use the least amount of water?
- From the graph, Amy tells her father that the greatest increase in water usage was between weeks 2 and 3. Is Amy correct? Explain.

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