

Grade 4 Form J

Student Name

Teacher Name


Sample 1: Exactly how many sides does a triangle have?


- A. 2
- B. 3
- C. 4
- D. 5

Sample 2: Identify whether each number sentence is True or False.

- a* $3 \times 4 = 12$ (T) True (F) False
- b* $18 \div 3 = 6$ (T) True (F) False
- c* $4 \times 5 = 9$ (T) True (F) False

 **Sample 3:** What is $10 + 14$?

 **Sample 4:** What number is represented by the phrase “four hundred twenty five”?

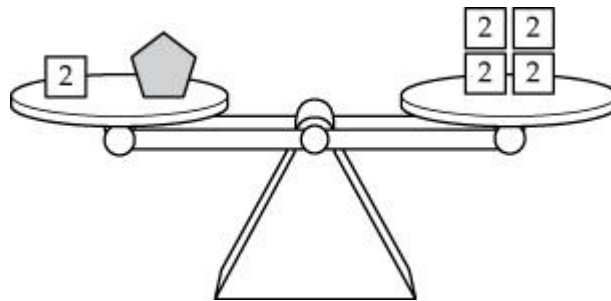
 This symbol appears next to questions that require you to fill in your answers on a grid on the Answer Sheet. Directions for completing the Response Grid:

1. Work the problem and find an answer.
2. Write your answer in the answer boxes at the top of the grid.
 - Print your answer with the first digit in the answer box all the way to the left, OR with the last digit in the answer box all the way to the right.
 - Print only one digit in each answer box. Do NOT leave a blank answer box in the middle of an answer.
3. Fill in a bubble under each answer box that you used to write your answer.
 - Fill in one and ONLY one bubble for each answer box. Do NOT fill in a bubble under an unused answer box.
 - Fill in each bubble by making a solid black mark that completely fills the circle.
 - You MUST fill in the bubbles accurately to receive credit for your answer.

Use the blank space in this Test Booklet to do your work. Then mark your Answer Sheet for the answer you have chosen.

1. Mia has 10 identical plants that weigh a total of 50 pounds. Which computation would give Mia the weight of one plant?
- A. Add 10 and 50
 - B. Subtract 10 from 50
 - C. Multiply 50 by 10
 - D. Divide 50 by 10

For numbers 2–4, shapes are assigned a weight. Identical shapes have the same weight. This scale is balanced so that the total weight on each of the sides is the same.



For each statement, determine whether the statement is True or False.

- | | | | |
|----|-------------------------------|----------|-----------|
| 2. | $2 + \text{pentagon} = 8$ | (T) True | (F) False |
| 3. | $\text{pentagon} - 2 = 8$ | (T) True | (F) False |
| 4. | $2 + 2 + 2 = \text{pentagon}$ | (T) True | (F) False |

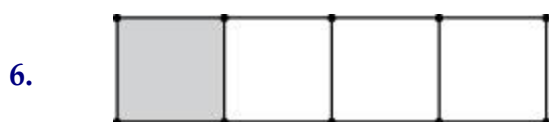
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5. The number 3.24 is equal to three and twenty-four —

- A. ones
- B. tenths
- C. hundredths
- D. thousandths

Use the following information to answer numbers 6–8.

Karl claims that for each large rectangle, $\frac{1}{4}$ of its total area is shaded. For each of the following rectangles, identify whether Karl's claim is True or False.



(T) True (F) False



(T) True (F) False

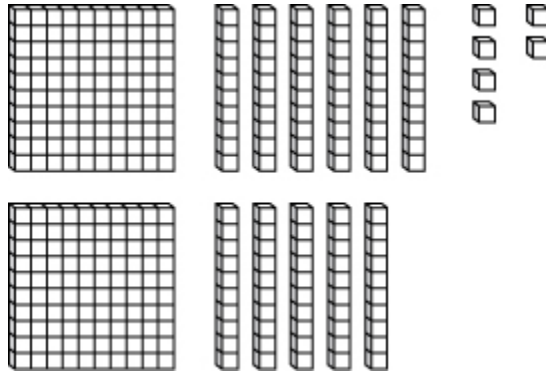


(T) True (F) False

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9. A set of place value blocks are shown below.



What is the value of the whole number represented by all of these blocks?



10. What number should go in the to make this number sentence true?

$$\boxed{} - 8 = 31$$

Go On ➞

Use the following information to answer numbers 11–12.

Lin is going to the county fair tonight. His mother gave him \$24 to spend on ride tickets. Tickets for fast rides cost \$3 each, and tickets for slow rides cost \$2 each.



11. Lin plans to spend all of the money his mother gave him on fast-ride tickets. What is the total number of fast-ride tickets that Lin can buy?



12. Which statement could represent the word problem above?

- A. number of fast-ride tickets = 24×3
- B. number of fast-ride tickets = $24 \div 3$
- C. number of fast-ride tickets = 24×2
- D. number of fast-ride tickets = $24 \div 2$

13. What is the total number of different factors for the number 24 ?

- A. 8
- B. 6
- C. 4
- D. 2

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For numbers 14–17, think about the properties of quadrilaterals.

Each quadrilateral shown on the left can be matched to a single description on the right. On your Answer Sheet, mark the letter of the description that best matches each numbered quadrilateral shown below.



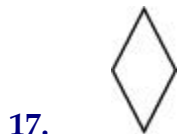
A. My opposite sides are parallel and congruent. All of my angles are congruent to each other, but not all of my sides are congruent to each other.



B. My opposite sides are parallel. All of my sides and angles are congruent to each other.



C. My opposite sides are parallel. All of my sides are congruent to each other, but not all of my angles are congruent to each other.



D. Only one pair of opposite sides is parallel, and only one pair of sides is congruent to each other.

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Use the following information to answer numbers 18–21.

Jenna knows that she could solve the following multiplication problem using several different methods and still get the correct answer.

$$\begin{array}{r} 49 \\ \times 5 \\ \hline \end{array}$$

Which of the following methods would result in a correct answer for this problem?

- | | | | |
|-----|---|---------|--------|
| 18. | Multiply 50 and 5, and then subtract 5. | (Y) Yes | (N) No |
| 19. | Multiply 50 and 5, and then subtract 49. | (Y) Yes | (N) No |
| 20. | Multiply 9 and 5, then multiply 4 and 5, and then add the two products together. | (Y) Yes | (N) No |
| 21. | Multiply 40 and 5, then multiply 9 and 5, and then add the two products together. | (Y) Yes | (N) No |



22. A square has a perimeter of 24 inches. What is its area, in square inches?

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Use the following information to answer numbers 23–25.

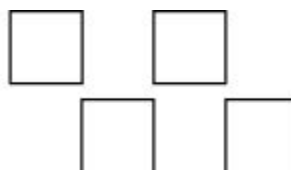
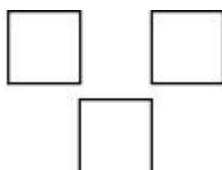
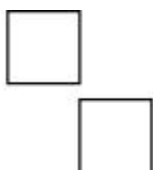


Figure 1

Figure 2

Figure 3

Figure 4

Figure 5

The next figure is made by adding one square to the previous figure, as shown in the first four figures. Complete the table below for the number of corners in Figure 4.

Figure	Total Number of Corners
1	4
2	8
3	12
4	
5	

If the pattern continues this way, determine the total number of corners there will be in Figure 5 and in Figure 20.



23. The total number of corners in Figure 5 will be —




24. The total number of corners in Figure 20 will be —

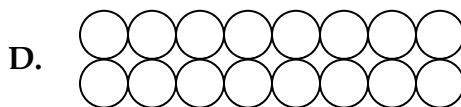
25. What is the total number of corners in a figure with n squares?

- A. $n + 4$
- B. $n + 20$
- C. $n \times 4$
- D. $n \times 20$

26. If $a + b = 5$, what does $18 + b + a$ equal?

- A. 13
- B. 23
- C. 28
- D. 33

27.  represents $\frac{1}{4}$ of a set of circles. Which of the following could represent the whole set of circles?



28. Which fraction has a value closest to 0.5 ?

A. $\frac{1}{3}$

B. $\frac{2}{5}$

C. $\frac{3}{4}$

D. $\frac{4}{5}$

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29. Jackie solved a multiplication problem as shown below. There are errors in her work.

$$\begin{array}{r} \overset{2}{3}5 \quad \text{Row 1} \\ \times 14 \\ \hline 140 \quad \text{Row 2} \\ + 55 \quad \text{Row 3} \\ \hline 195 \quad \text{Row 4} \end{array}$$

In which row is an error first recorded?

- A. Row 1
- B. Row 2
- C. Row 3
- D. Row 4

Use the following information to answer numbers 30–32.

Madison is planning to go to the museum. Prices for museum tickets are shown below.



Madison claims that each combination of tickets listed below can be purchased with \$5.00 or less. For each combination, determine whether her claim is True or False.

- | | | | |
|-----|---------------------|----------|-----------|
| 30. | 6 child and 4 adult | (T) True | (F) False |
| 31. | 3 child and 2 adult | (T) True | (F) False |
| 32. | 2 child and 3 adult | (T) True | (F) False |

Go On ➞

33. Which situation below can be represented by $30 - n = 6$?

- A. Carter had 30 crayons. He gave some crayons to his sister, leaving him only 6 crayons. How many crayons did Carter give his sister?
- B. Carter had 30 crayons. This amount was 6 times as many crayons as his friend had. How many crayons did his friend have?
- C. Carter had 30 crayons. He received 6 more crayons from his brother. How many crayons did Carter have then?
- D. Carter had 30 crayons. He shared them equally among 6 friends. How many crayons did each friend get?

For numbers 34–35, determine whether each equation is true.

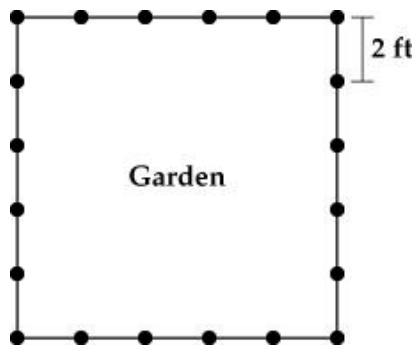
34. $0.75 = \frac{3}{4}$ (Y) Yes (N) No

35. $1.4 = 1\frac{4}{5}$ (Y) Yes (N) No

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Use the information below to answer numbers 36–38.

Mr. Reyes built a fence to enclose his square garden. He used 20 fence posts and placed them 2 feet apart, as shown below.



36. Based on this information, which statement must be true?
- A. The length of the garden is greater than the width of the garden.
 - B. The width of the garden is greater than the length of the garden.
 - C. The value of the perimeter is greater than the value of the area of the garden.
 - D. The value of the area is greater than the value of the perimeter of the garden.



37. What is the perimeter, in feet, of the garden?



38. What is the area, in square feet, of the garden?

