

1. There are eighty-six thousand four hundred seconds in a day. How else could this number be written?
- A 80,064
- B 80,640
- C 86,400
- D 86,404
2. The area of North Carolina is fifty-two thousand, seven hundred twelve square miles. How would this number be written?
- A 520,702
- B 52,712
- C 52,702
- D 5,272
3. Crystal's mother was counting the money from her store. She counted \$4,367. How would Crystal write this amount in words?
- A four thousand three hundred sixty-seven dollars
- B four thousand three hundred seventy-six dollars
- C forty thousand three hundred sixty-seven dollars
- D forty three thousand sixty-seven dollars

4. Jenny's vacation money consisted of a \$100 bill, a \$20 bill, and a \$5 bill. How would she correctly write the amount of her vacation money in words?
- A twenty-five dollars
- B one hundred five dollars
- C one hundred and twenty-five dollars
- D one hundred twenty-five dollars
5. The numbers of lunches served in the school cafeteria for one week are listed in the chart.

**Lunches Served**

Day	Number
Mon.	267
Tues.	238
Wed.	315
Thurs.	359
Fri.	294

**About** how many lunches were served that week?

- A 1,200
- B 1,300
- C 1,500
- D 1,700

6. Last summer, about 5,885 people visited Santa Maria Park each day for 5 days. What is the **closest** approximation for the total number of park visitors for those 5 days?

A 3,000  
B 30,000  
C 300,000  
D 3,000,000

7. On Monday, Carrie and her family traveled 792 miles. On Tuesday they traveled another 430 miles. **About** how many more miles did they travel on Monday than on Tuesday?

A 200 miles  
B 300 miles  
C 400 miles  
D 1,200 miles

8. The students in twelve classes voted on their favorite food. The results are shown in the table.

**Favorite Food**

<b>Food</b>	<b>Number</b>
Hamburger	57
Hot Dog	53
Taco	42
Pizza	68
Chicken Sandwich	39

- About** how many more students chose pizza than a chicken sandwich?

A 20  
B 30  
C 40  
D 70

9. Which number from Brian's chart has the **greatest** value in the tenths place?

**Brian's Sunflower Chart**

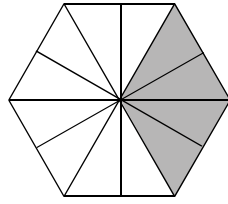
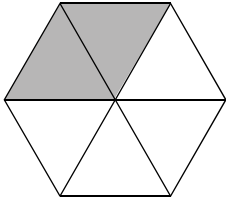
Day	Growth
Monday	10.32 cm
Tuesday	12.16 cm
Wednesday	15.26 cm
Thursday	20.04 cm

- A 10.32 cm
- B 12.16 cm
- C 15.26 cm
- D 20.04 cm
10. Marcy's ruler only has  $\frac{1}{8}$ " markings. If she needs to measure  $\frac{3}{4}$ ", how many eighths should she count?
- A 3
- B 4
- C 6
- D 7

11. How are  $\frac{2}{4}$ ,  $\frac{3}{6}$ ,  $\frac{4}{8}$ ,  $\frac{5}{10}$ , and  $\frac{6}{12}$  alike?
- A They are all mixed numbers.
- B They are all even numbers.
- C They are all in lowest terms.
- D They are all equivalent to  $\frac{1}{2}$ .

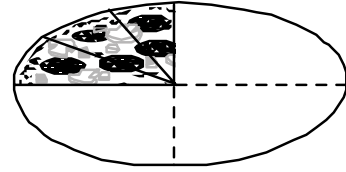
12. Which of the following is the **largest**?
- A  $\frac{5}{3}$
- B  $\frac{8}{9}$
- C  $\frac{3}{2}$
- D  $\frac{7}{4}$

13. Each of these models is equivalent to which fraction?



- A  $\frac{1}{3}$   
 B  $\frac{2}{4}$   
 C  $\frac{4}{6}$   
 D  $\frac{8}{12}$

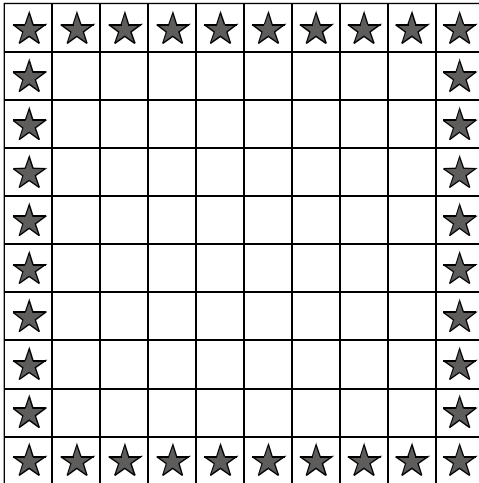
14. Wesley ordered a pizza to share with his friend Jordan. The drawing shows the leftover pizza.



Which fraction shows how much of the pizza they ate?

- A  $\frac{3}{12}$   
 B  $\frac{3}{9}$   
 C  $\frac{6}{9}$   
 D  $\frac{9}{12}$

15. How much of Mrs. Jones’s new kitchen floor is made up of tiles with stars?



- A 0.50 of the total floor
- B 0.40 of the total floor
- C 0.38 of the total floor
- D 0.36 of the total floor

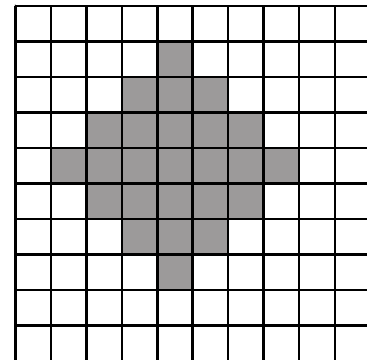
16. Ashley ran four 50-yard dash races.

**Times in 50-yard Dash Races**

Race	1	2	3	4
Time in Seconds	10.6	9.9	10.3	9.7

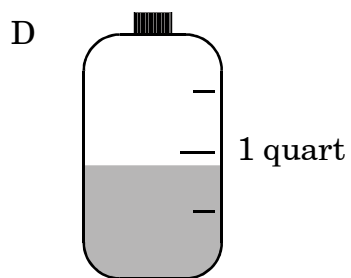
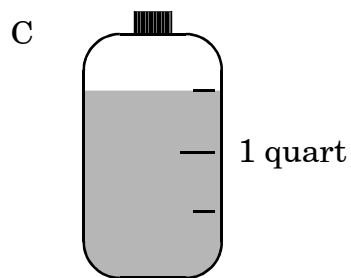
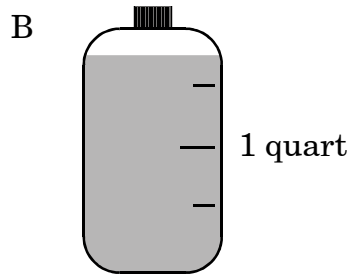
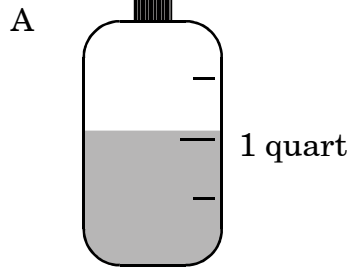
She wants to put her times for the races in order from her *shortest* time to her *longest* time. Which is the correct order?

- A 10.3, 10.6, 9.7, 9.9
  - B 10.6, 10.3, 9.9, 9.7
  - C 9.9, 9.7, 10.6, 10.3
  - D 9.7, 9.9, 10.3, 10.6
17. How much of the hundred grid is shaded?

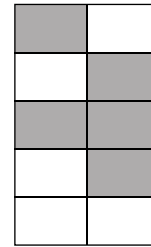


- A 0.20
- B 0.25
- C 0.27
- D 0.29

18. Which bottle shows 1.5 quarts of juice?



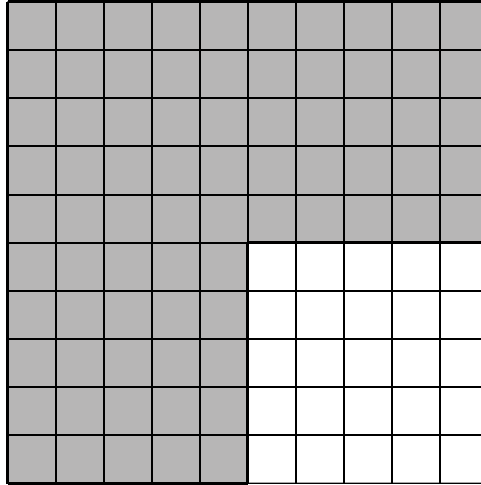
19. The shaded part of this figure is  $\frac{5}{10}$ .



What decimal represents the same area?

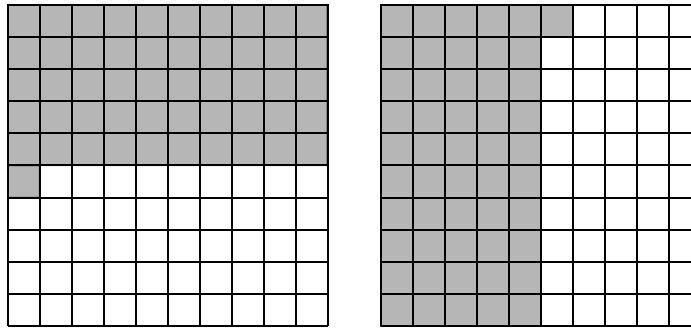
- A 0.05
- B 0.15
- C 0.50
- D 0.55

20. Based on the hundredths board below, which of the following decimals is equivalent to  $\frac{3}{4}$ ?



- A 0.75  
B 0.50  
C 0.34  
D 0.25

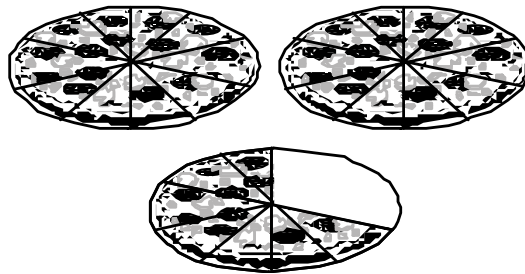
21.



What is the total amount shaded on these two grids?

- A 0.51 grid
- B 1.01 grids
- C 1.02 grids
- D 1.51 grids

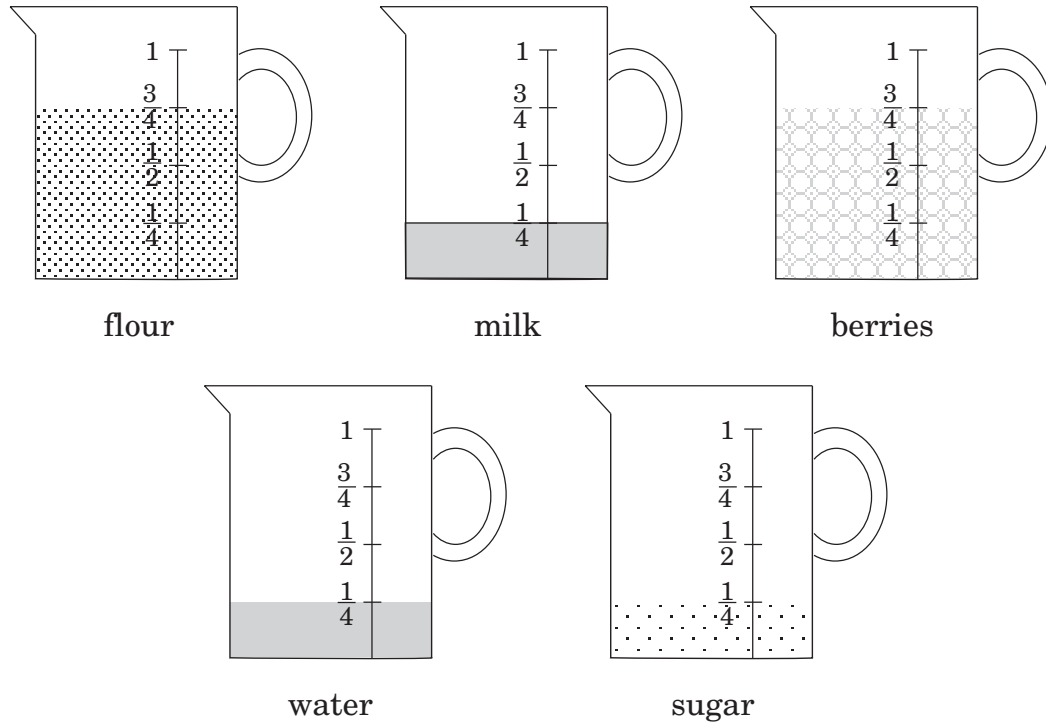
22. After Sadie's soccer team party, 2.7 pizzas were left.



How many pizzas were left after Sadie took home half (0.5) of a pizza?

- A 1.35
- B 2.2
- C 2.75
- D 3.2

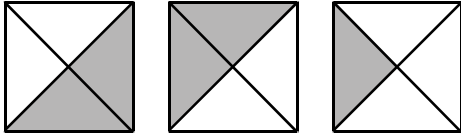
23. Josie was baking cupcakes.



How many cups of flour, sugar, and berries went into her cupcakes?

- A  $\frac{9}{4}$
- B  $\frac{8}{4}$
- C  $\frac{7}{4}$
- D  $\frac{6}{4}$

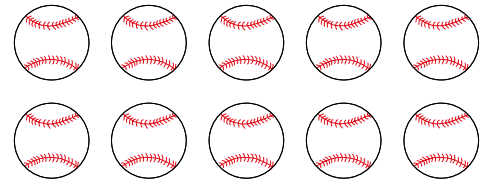
24. Matt drew these square designs on his paper.



Then Matt wrote a fraction for the shaded part of each square. What is the sum of the three fractions?

- A  $\frac{5}{12}$
- B  $\frac{5}{7}$
- C  $\frac{5}{4}$
- D  $\frac{7}{5}$

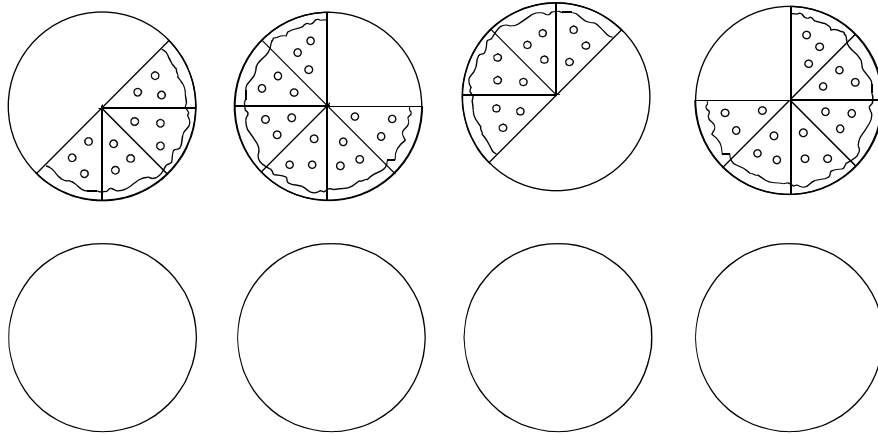
25. Three-tenths of Morgan's baseball collection has been signed by baseball players.



Which fraction shows the number of baseballs that are unsigned?

- A  $\frac{3}{10}$ , because three of the ten balls are unsigned
- B  $\frac{3}{7}$ , because three of the seven balls are unsigned
- C  $\frac{7}{10}$ , because seven of the ten balls are unsigned
- D  $\frac{10}{7}$ , because ten of the seven balls are unsigned

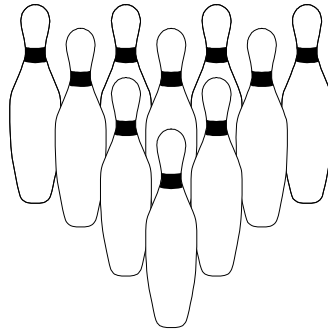
26. The soccer team ordered eight pizzas. The drawing shows the pizza left over.



How many pizzas were left over?

- A  $2\frac{1}{2}$
- B  $3\frac{1}{4}$
- C  $3\frac{3}{4}$
- D  $5\frac{1}{2}$

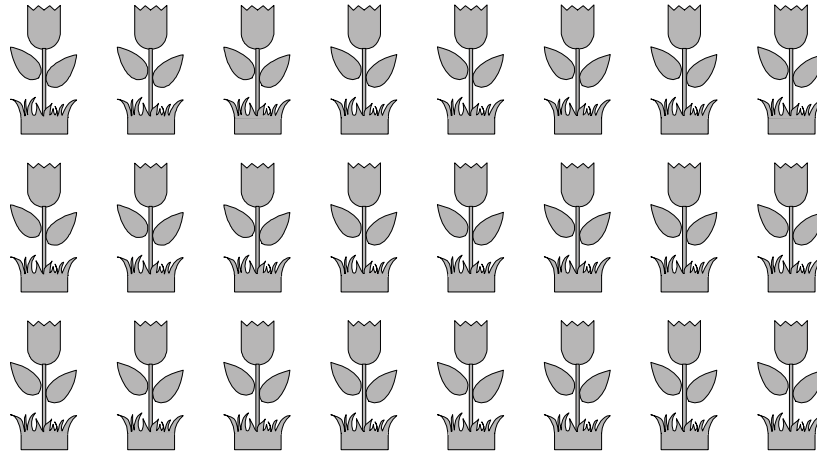
27. Willy went bowling with his family. The bowling pins were set up as shown.



If Willy knocked over  $\frac{2}{5}$  of the pins, how many pins were left standing?

- A 2
- B 4
- C 5
- D 6

28. Nina planted 24 pink and purple tulips.



If  $\frac{1}{3}$  of the tulips were pink, how many pink tulips were planted?

- A 3
- B 6
- C 8
- D 12

29. Patty shaded  $\frac{3}{5}$  of her chart to make a design.

**Patty's Chart**


How many squares did she shade?

30. Which model correctly shows  $\frac{2}{3}$  of 12?

A  $\begin{array}{c} \text{XXXX} \\ \text{XXXX} \\ \text{XXXX} \end{array}$

B  $\begin{array}{c} \text{XXXX} \\ \text{XXXX} \\ \text{XXXX} \end{array}$

C  $\begin{array}{c} \text{X} \text{XXX} \\ \text{X} \text{XXX} \\ \text{X} \text{XXX} \end{array}$

D  $\begin{array}{c} \text{XX} \text{XX} \\ \text{XX} \text{XX} \\ \text{XX} \text{XX} \end{array}$

31. Selena sorted coins into a stack of nickels and a stack of dimes. If each stack has 10 coins, which number expression will help Selena know the total value of her coins?

- A  $10(\$0.10) + \$0.05$   
 B  $10 + (\$0.10 + \$0.05)$   
 C  $10(\$0.10 + \$0.05)$   
 D  $\$0.10 + \$0.05$

32. Which expression is an example of the associative property of multiplication?

- A  $5 \times (3 \times 2) = (5 \times 3) \times 2$   
 B  $5 \times (3 \times 2) = 5 \times (2 \times 3)$   
 C  $5 \times (3 + 2) = 5 \times (2 + 3)$   
 D  $5 \times (3 + 2) = (5 \times 3) + (5 \times 2)$

33. Nika was given the following numbers to add:

$$\begin{array}{r} 654 \\ 375 \\ 283 \\ 185 \\ 277 \\ + 246 \\ \hline \end{array}$$

Nika quickly added the ones column by adding  $(4 + 6)$ ,  $(7 + 3)$ , (then  $5 + 5$ ). This gave her three tens or 30. Which properties of addition did Nika use to quickly arrive at the first part of her answer?

- A associative and distributive properties
- B commutative and associative properties
- C commutative and distributive properties
- D associative and inverse properties
34. Paul wrote the equation  $(38 + 25) + 25 = 88$ . To make his equation easier to solve with mental math, he changed it to read:  $38 + (25 + 25) = 88$ . What property did Paul use?
- A the associative property of addition
- B the identity property of addition
- C the associative property of multiplication
- D the distributive property of multiplication over addition

35. Leona and her mother made a quilt. They used 56 squares and made 8 rows. How many squares are in each row?

- A 6
- B 7
- C 8
- D 9

36. Carlos put 48 cookies into 8 equal rows. How many cookies were in each row?

- A 56
- B 40
- C 8
- D 6

37. Anna makes a necklace with equal numbers of brown, red, and gold beads.

<b>Sale</b>	<b>BEADS</b>		<b>Sale</b>
Brown	3 per pkg.	\$0.69/pkg.	
Red	4 per pkg.	\$0.89/pkg.	
Gold	6 per pkg.	\$1.09/pkg.	

Based on the sign above, how many packages of each color will she need to buy in order to have 12 beads of each color?

- A 4 brown, 3 red, and 2 gold  
 B 4 brown, 4 red, and 3 gold  
 C 3 brown, 3 red, and 2 gold  
 D 3 brown, 2 red, and 1 gold
38. There are 12 children in line at an amusement park. If an equal number of those children ride in each of the 4 bumper cars, how many ride in each car?
- A 3  
 B 4  
 C 8  
 D 12

39. The weight of a famous emerald is 13.14 carats. How much is this rounded to the nearest whole number?
- A 12 carats  
 B 13 carats  
 C 14 carats  
 D 15 carats
40. Sean needs  $2\frac{1}{4}$  lb of carrots,  $1\frac{1}{8}$  lb of tomatoes, and  $3\frac{3}{4}$  lb of lettuce to make a salad for his party. **About** how many pounds of vegetables does Sean need to buy?
- A 8 pounds  
 B 7 pounds  
 C 6 pounds  
 D 5 pounds
41. Which of these numbers is **closest** to 1?
- A  $\frac{1}{8}$   
 B  $\frac{3}{4}$   
 C  $1\frac{1}{8}$   
 D  $\frac{3}{2}$

42. There are 328 papers to fold. Four children will each fold the same number. What is the **best** estimate of how many papers each child will fold?
- A Each child will fold more than 70 and less than 80.
  - B Each child will fold more than 80 and less than 90.
  - C Each child will fold more than 90 and less than 100.
  - D Each child will fold more than 100 and less than 110.
43. The typical 11-year-old spends 2 hours and 25 minutes per day watching television. **About** how much television does the typical 11-year-old watch in one month?
- A 60 hours
  - B 75 hours
  - C 80 hours
  - D 90 hours
44. The lunchroom sells about 9 cases of ice cream bars every day. There are 12 ice cream bars in each case. **About** how many bars will they sell in 5 days?
- A more than 600
  - B between 500 and 600
  - C between 400 and 500
  - D less than 400
45. Six friends each have 86 baseball cards. How many baseball cards do they have?
- A 400
  - B 430
  - C 516
  - D 526
46. Jodi walked 3 miles each day. How many miles had she walked after 14 days?
- A 42
  - B 32
  - C 14
  - D 11
47. Miriam read 17 pages in her book every night for 1 week. How many pages did she read that week?
- A 169
  - B 119
  - C 92
  - D 79

48. On the first day of school, each of the 384 students was given one pack of three pencils and two packs of paper. How many pencils were given out in all?
- A 384  
B 768  
C 1,152  
D 1,920
49. Mrs. Gregory assigned a project that requires each of her 20 students to use 36 toothpicks. How many toothpicks will she need to provide?
- A 72  
B 620  
C 720  
D 7,200
50. Eric wants to put 142 pictures into a new photo book. Each page holds 8 pictures. What is the *least* number of pages Eric needs to use in his photo book?
- A 16  
B 17  
C 18  
D 152
51. José, Phillip, and Timothy shared a bag of marbles. The bag contained 272 marbles. How many marbles were left over after the friends shared them equally?
- A 90  
B 91  
C 6  
D 2
52. Miss Conrad ordered 60 felt-tip pens for 9 students in her after-school math club. Each student received the same number of pens. How many pens did each student receive, and how many pens were left over?
- A 5 pens each with 5 left over  
B 6 pens each with 6 left over  
C 6 pens each with 14 left over  
D 7 pens each with 3 left over
53. Ms. Howard bought 8 cheese pizzas for \$48. How much did each pizza cost?
- A \$56  
B \$40  
C \$8  
D \$6

54. What is the value of the expression  $4 \times 6 + 10 \div 2$ ?

A 44  
 B 32  
 C 29  
 D 17

55. Maria made seven dozen peanut butter cookies. She needs 144 cookies for the bake sale. Which expression gives the number of cookies she still needs to make?

A  $144 - (7 \times 12)$   
 B  $(7 \times 12) + 144$   
 C  $(144 - 7) \times 12$   
 D  $7 + 144 \times 12$

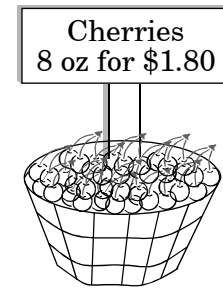
56. Mr. Wade wrote an expression on the board.

$$37 - 3 \times 8 + 5 =$$

Which operation should be completed first to find the value of the expression?

A  $37 - 3$   
 B  $3 \times 8$   
 C  $8 + 5$   
 D  $37 + 5$

57. Ella plans to bake five cherry pies. Each pie needs 16 ounces of cherries.



How much will she spend on cherries?

A \$1.80  
 B \$3.60  
 C \$9.00  
 D \$18.00

58. Matthew is given a chart for a function machine.

**Function Machine Results**

Input Number	Output Number
33	132
56	224
12	48
49	

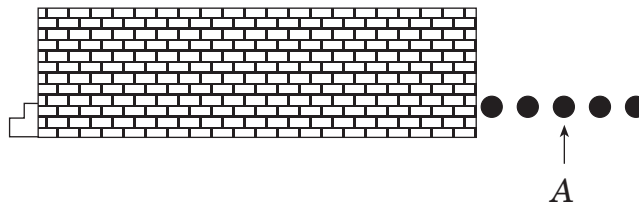
What is the **best** way for Matthew to determine the output number for 49?

A use a number line graph  
 B draw a circle graph  
 C draw a pictograph  
 D find a pattern

59. Which strategy listed below would be the **best** to use to solve this problem?

Jim bought lunch on Monday and Wednesday for \$5 each day. He bought a new CD for \$15 on Thursday. On Friday he spent \$5 to go to the movies. On Saturday he counted the money he had left and found he had \$10. How much money did Leo have at the beginning of the week?

- A work backwards
- B make a graph
- C look for a pattern
- D There is not enough information given to solve the problem.
- 
60. Point A marks the position of the fifteenth person in line for the show.



How many people are behind the wall waiting in line?

- A 10
- B 12
- C 13
- D 15

61. Which of the following will always give a product that is an odd number?

- A even  $\times$  odd
- B even  $\times$  even
- C odd  $\times$  odd
- D none of these

62. Linda owns a gift shop. She ordered 9 boxes of greeting cards. Each box contains 175 cards. How many cards did Linda order?

- A 1,275
- B 1,476
- C 1,575
- D 1,670

### **End of Goal 1 Sample Items**

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## Answers to EOG Mathematics Grade 4 Sample Items

### Goal 1

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- 1. Objective 1.01**  
Read and write numbers less than one million using standard and expanded notation.  
**Thinking Skill:** Knowledge                      **Correct Answer:** C
- 2. Objective 1.01**  
Read and write numbers less than one million using standard and expanded notation.  
**Thinking Skill:** Knowledge                      **Correct Answer:** B
- 3. Objective 1.01**  
Read and write numbers less than one million using standard and expanded notation.  
**Thinking Skill:** Knowledge                      **Correct Answer:** A
- 4. Objective 1.01**  
Read and write numbers less than one million using standard and expanded notation.  
**Thinking Skill:** Analyzing                      **Correct Answer:** D
- 5. Objective 1.02**  
Use estimation techniques in determining solutions to problems.  
**Thinking Skill:** Applying                      **Correct Answer:** C
- 6. Objective 1.02**  
Use estimation techniques in determining solutions to problems.  
**Thinking Skill:** Applying                      **Correct Answer:** B
- 7. Objective 1.02**  
Use estimation techniques in determining solutions to problems.  
**Thinking Skill:** Applying                      **Correct Answer:** C
- 8. Objective 1.02**  
Use estimation techniques in determining solutions to problems.  
**Thinking Skill:** Applying                      **Correct Answer:** B
- 9. Objective 1.03**  
Model and identify the place value of each digit in a multi-digit numeral to the hundredths place.  
**Thinking Skill:** Analyzing                      **Correct Answer:** A

## Answers to EOG Mathematics Grade 4 Sample Items

### Goal 1

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10. **Objective 1.04**  
Model, identify, and compare rational numbers (fractions and mixed numbers).  
**Thinking Skill:** Analyzing                      **Correct Answer:** C
11. **Objective 1.04**  
Model, identify, and compare rational numbers (fractions and mixed numbers).  
**Thinking Skill:** Analyzing                      **Correct Answer:** D
12. **Objective 1.04**  
Model, identify, and compare rational numbers (fractions and mixed numbers).  
**Thinking Skill:** Analyzing                      **Correct Answer:** D
13. **Objective 1.04**  
Model, identify, and compare rational numbers (fractions and mixed numbers).  
**Thinking Skill:** Analyzing                      **Correct Answer:** A
14. **Objective 1.04**  
Model, identify, and compare rational numbers (fractions and mixed numbers).  
**Thinking Skill:** Analyzing                      **Correct Answer:** D
15. **Objective 1.05**  
Identify and compare rational numbers in decimal form (tenths and hundredths) using models and pictures.  
**Thinking Skill:** Analyzing                      **Correct Answer:** D
16. **Objective 1.05**  
Identify and compare rational numbers in decimal form (tenths and hundredths) using models and pictures.  
**Thinking Skill:** Organizing                      **Correct Answer:** D
17. **Objective 1.05**  
Identify and compare rational numbers in decimal form (tenths and hundredths) using models and pictures.  
**Thinking Skill:** Analyzing                      **Correct Answer:** B
18. **Objective 1.05**  
Identify and compare rational numbers in decimal form (tenths and hundredths) using models and pictures.  
**Thinking Skill:** Analyzing                      **Correct Answer:** C

## Answers to EOG Mathematics Grade 4 Sample Items

### Goal 1

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- 19. Objective 1.06**  
Relate decimals and fractions (tenths and hundredths) to each other using models and pictures.  
**Thinking Skill:** Analyzing                      **Correct Answer:** C
- 20. Objective 1.06**  
Relate decimals and fractions (tenths and hundredths) to each other using models and pictures.  
**Thinking Skill:** Analyzing                      **Correct Answer:** A
- 21. Objective 1.07**  
Use models and pictures to add and subtract decimals, explaining the processes and recording results.  
**Thinking Skill:** Applying                      **Correct Answer:** C
- 22. Objective 1.07**  
Use models and pictures to add and subtract decimals, explaining the processes and recording results.  
**Thinking Skill:** Applying                      **Correct Answer:** B
- 23. Objective 1.08**  
Use models and pictures to add and subtract rational numbers with like denominators.  
**Thinking Skill:** Integrating                      **Correct Answer:** C
- 24. Objective 1.08**  
Use models and pictures to add and subtract rational numbers with like denominators.  
**Thinking Skill:** Integrating                      **Correct Answer:** C
- 25. Objective 1.08**  
Use models and pictures to add and subtract rational numbers with like denominators.  
**Thinking Skill:** Analyzing                      **Correct Answer:** C
- 26. Objective 1.08**  
Use models and pictures to add and subtract rational numbers with like denominators.  
**Thinking Skill:** Analyzing                      **Correct Answer:** A

## Answers to EOG Mathematics Grade 4 Sample Items

### Goal 1

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- 27. Objective 1.09**  
Find the fractional part of a whole number using models and pictures.  
**Thinking Skill:** Applying                      **Correct Answer:** D
- 28. Objective 1.09**  
Find the fractional part of a whole number using models and pictures.  
**Thinking Skill:** Applying                      **Correct Answer:** C
- 29. Objective 1.09**  
Find the fractional part of a whole number using models and pictures.  
**Thinking Skill:** Applying                      **Correct Answer:** D
- 30. Objective 1.09**  
Find the fractional part of a whole number using models and pictures.  
**Thinking Skill:** Analyzing                      **Correct Answer:** B
- 31. Objective 1.10**  
Model and explain associative and distributive properties.  
**Thinking Skill:** Analyzing                      **Correct Answer:** C
- 32. Objective 1.10**  
Model and explain associative and distributive properties.  
**Thinking Skill:** Knowledge                      **Correct Answer:** A
- 33. Objective 1.10**  
Model and explain associative and distributive properties.  
**Thinking Skill:** Knowledge                      **Correct Answer:** B
- 34. Objective 1.10**  
Model and explain associative and distributive properties.  
**Thinking Skill:** Knowledge                      **Correct Answer:** A
- 35. Objective 1.11**  
Memorize the division facts related to the multiplication facts/tables through 10.  
**Thinking Skill:** Applying                      **Correct Answer:** B

## Answers to EOG Mathematics Grade 4 Sample Items

### Goal 1

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- 36. Objective 1.12**  
Identify missing factors in multiplication facts.  
**Thinking Skill:** Applying                      **Correct Answer:** D
- 37. Objective 1.12**  
Identify missing factors in multiplication facts.  
**Thinking Skill:** Applying                      **Correct Answer:** A
- 38. Objective 1.12**  
Identify missing factors in multiplication facts.  
**Thinking Skill:** Applying                      **Correct Answer:** A
- 39. Objective 1.13**  
Round rational numbers to the nearest whole number and justify.  
**Thinking Skill:** Analyzing                      **Correct Answer:** B
- 40. Objective 1.13**  
Round rational numbers to the nearest whole number and justify.  
**Thinking Skill:** Applying                      **Correct Answer:** B
- 41. Objective 1.13**  
Round rational numbers to the nearest whole number and justify.  
**Thinking Skill:** Analyzing                      **Correct Answer:** C
- 42. Objective 1.14**  
Estimate solutions to problems.  
**Thinking Skill:** Applying                      **Correct Answer:** B
- 43. Objective 1.14**  
Estimate solutions to problems.  
**Thinking Skill:** Integrating                      **Correct Answer:** B
- 44. Objective 1.14**  
Estimate solutions to problems.  
**Thinking Skill:** Integrating                      **Correct Answer:** B

## Answers to EOG Mathematics Grade 4 Sample Items

### Goal 1

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45. **Objective 1.15**  
Multiply 2- or 3- digit numbers by 1-digit numbers or a 2-digit multiple of 10.  
**Thinking Skill:** Applying                      **Correct Answer:** C
46. **Objective 1.15**  
Multiply 2- or 3- digit numbers by 1-digit numbers or a 2-digit multiple of 10.  
**Thinking Skill:** Applying                      **Correct Answer:** A
47. **Objective 1.15**  
Multiply 2- or 3- digit numbers by 1-digit numbers or a 2-digit multiple of 10.  
**Thinking Skill:** Applying                      **Correct Answer:** B
48. **Objective 1.15**  
Multiply 2- or 3- digit numbers by 1-digit numbers or a 2-digit multiple of 10.  
**Thinking Skill:** Applying                      **Correct Answer:** C
49. **Objective 1.15**  
Multiply 2- or 3- digit numbers by 1-digit numbers or a 2-digit multiple of 10.  
**Thinking Skill:** Applying                      **Correct Answer:** C
50. **Objective 1.16**  
Divide using single-digit divisors, with and without remainders.  
**Thinking Skill:** Applying                      **Correct Answer:** C
51. **Objective 1.16**  
Divide using single-digit divisors, with and without remainders.  
**Thinking Skill:** Applying                      **Correct Answer:** D
52. **Objective 1.16**  
Divide using single-digit divisors, with and without remainders.  
**Thinking Skill:** Applying                      **Correct Answer:** B
53. **Objective 1.16**  
Divide using single-digit divisors, with and without remainders.  
**Thinking Skill:** Applying                      **Correct Answer:** D

## Answers to EOG Mathematics Grade 4 Sample Items

### Goal 1

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**54. Objective 1.17**

Use order of operations with addition, subtraction, multiplication, and division.

**Thinking Skill:** Applying                      **Correct Answer:** C

**55. Objective 1.17**

Use order of operations with addition, subtraction, multiplication, and division.

**Thinking Skill:** Integrating                      **Correct Answer:** A

**56. Objective 1.17**

Use order of operations with addition, subtraction, multiplication, and division.

**Thinking Skill:** Analyzing                      **Correct Answer:** B

**57. Objective 1.18**

Solve multi-step problems; determine if there is sufficient data given, then select additional strategies including: make a chart or graph; look for patterns; make a simpler problem; use logic; work backwards; break into parts. Verify and interpret results with respect to the original problem; use calculators as appropriate. Discuss alternate methods for solution.

**Thinking Skill:** Applying                      **Correct Answer:** D

**58. Objective 1.18**

Solve multi-step problems; determine if there is sufficient data given, then select additional strategies including: make a chart or graph; look for patterns; make a simpler problem; use logic; work backwards; break into parts. Verify and interpret results with respect to the original problem; use calculators as appropriate. Discuss alternate methods for solution.

**Thinking Skill:** Analyzing                      **Correct Answer:** D

**59. Objective 1.18**

Solve multi-step problems; determine if there is sufficient data given, then select additional strategies including: make a chart or graph; look for patterns; make a simpler problem; use logic; work backwards; break into parts. Verify and interpret results with respect to the original problem; use calculators as appropriate. Discuss alternate methods for solution.

**Thinking Skill:** Analyzing                      **Correct Answer:** A

## Answers to EOG Mathematics Grade 4 Sample Items

### Goal 1

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**60. Objective 1.18**

Solve multi-step problems; determine if there is sufficient data given, then select additional strategies including: make a chart or graph; look for patterns; make a simpler problem; use logic; work backwards; break into parts. Verify and interpret results with respect to the original problem; use calculators as appropriate. Discuss alternate methods for solution.

**Thinking Skill:** Analyzing                      **Correct Answer:** B

**61. Objective 1.18**

Solve multi-step problems; determine if there is sufficient data given, then select additional strategies including: make a chart or graph; look for patterns; make a simpler problem; use logic; work backwards; break into parts. Verify and interpret results with respect to the original problem; use calculators as appropriate. Discuss alternate methods for solution.

**Thinking Skill:** Analyzing                      **Correct Answer:** C

**62. Objective 1.15**

Multiply 2- or 3- digit numbers by 1-digit numbers or a 2-digit multiple of 10.

**Thinking Skill:** Applying                      **Correct Answer:** C