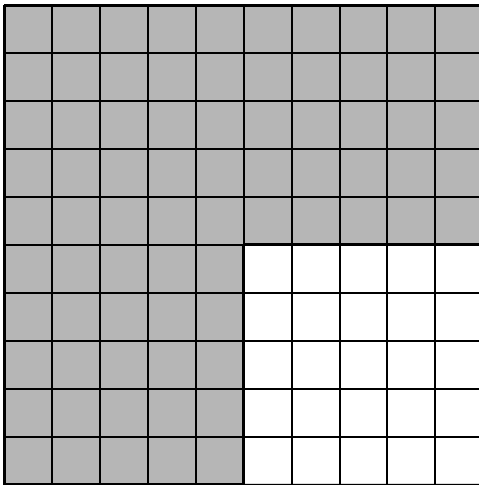


1. There are eighty-six thousand four hundred seconds in a day. How could this number be written?

A 80,064  
 B 80,640  
 C 86,400  
 D 86,404

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



A 0.75  
 B 0.50  
 C 0.34  
 D 0.25

3. Which of these numbers is closest to 1?

A  $\frac{1}{8}$

B  $\frac{3}{4}$

C  $1\frac{1}{8}$

D  $\frac{3}{2}$

4. 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

5. 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
6. There are 328 papers to fold. Four children will each fold the same number of papers. What is the **best** estimate of how many papers each child will fold?
- A more than 70 and less than 80.
  - B more than 80 and less than 90.
  - C more than 90 and less than 100.
  - D more than 100 and less than 110.
7. José, Phillip, and Timothy shared a bag of marbles. The bag contained 272 marbles. How many marbles were left over after the three friends shared them equally?
- A 91
  - B 90
  - C 6
  - D 2
8. Miss Conrad ordered 60 felt-tip pens for 9 students in the 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
9. 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

10. A 2-liter bottle of fruit drink will serve about 8 people. If 38 people are invited to a party, how many 2-liter bottles should be bought?

- A 4
- B 5
- C 6
- D 7

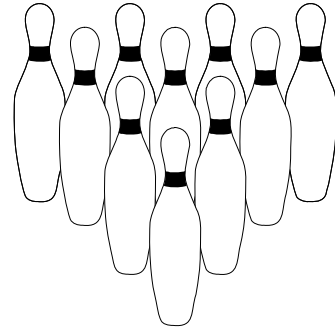
11. Patty will shade  $\frac{3}{5}$  of her chart to make a design.

**Patty's Chart**


How many squares will she shade?

- A 25
- B 20
- C 15
- D 5

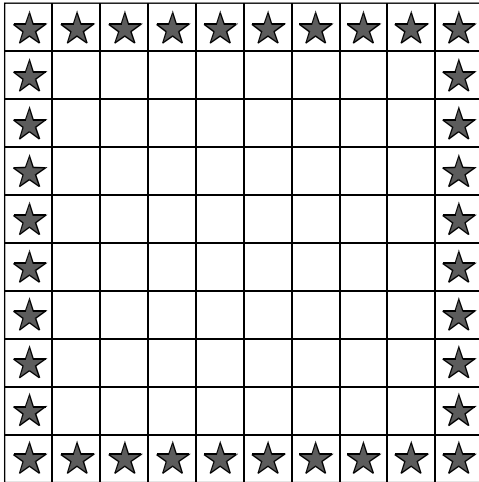
12. Willy went bowling with his family. The bowling pins were set up as shown.



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

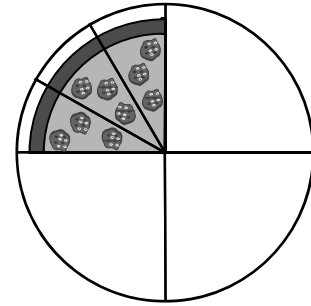
- A 2
- B 4
- C 5
- D 6

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



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

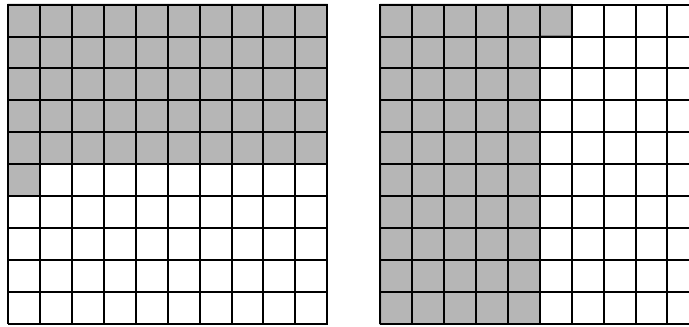
14. Wesley ordered a pizza to share with his friend Jordan. The drawing shows the leftover pizza.



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. What is the total amount shaded on these two grids?



$$\square = .01$$

- A 102
- B 10.2
- C 1.2
- D 1.02
- 
16. Amy ate  $\frac{3}{8}$  of a pizza on Monday,  $\frac{1}{8}$  of a pizza on Wednesday, and  $\frac{3}{8}$  of a pizza on Friday. How much pizza did she eat altogether in those three days?
- A  $\frac{7}{24}$  of a pizza
- B  $\frac{3}{4}$  of a pizza
- C  $\frac{7}{8}$  of a pizza
- D  $1\frac{1}{8}$  pizzas

17. Beth and her aunt went to lunch. Beth had \$4.00 to spend.

Lunch Menu	
Pizza	\$1.00
Hamburger	\$2.00
Hot Dog	\$1.25
Fries	\$0.89
Soda	\$0.50

What could she buy for lunch?

- A Fries, Soda, Hot Dog, Pizza
- B Hamburger, Fries, Pizza, Soda
- C Hot Dog, Hamburger, Fries, Soda
- D Pizza, Hamburger, Hot Dog

18. Shane saw the following sign posted in the cafeteria:

Snack Prices	
Juice	\$0.50
Yogurt	\$1.00
Fruit	\$0.25

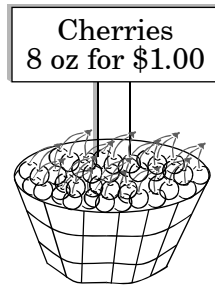
Shane has \$5. If he buys 3 juices and 2 yogurts, how much money will he have left?

- A \$3.50
- B \$3.25
- C \$1.75
- D \$1.50

19. Latonya needs to purchase 5 notebooks at \$1.99 each and 3 pens at \$0.89 each. Excluding tax, **about** how much will she spend?

- A \$15.00
- B \$13.00
- C \$11.00
- D \$9.00

20. Ella plans to bake five cherry pies. Each pie will contain 12 ounces of cherries. Ella can buy cherries by the ounce.



How much will she spend on cherries?

- A \$8.00
- B \$7.50
- C \$6.00
- D \$1.50

## End of Goal 1 Sample Items

*Item #20 revised May 2006.*

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## Answers to EOG Grade 4 Math Sample Items

### Goal 1

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**1. Objective 1.01**

Develop number sense for rational numbers 0.01 through 99,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (hundredths through ten thousands). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.

**Thinking Skill:** Knowledge

**Correct Answer:** C

**2. Objective 1.01**

Develop number sense for rational numbers 0.01 through 99,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (hundredths through ten thousands). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.

**Thinking Skill:** Analyzing

**Correct Answer:** A

**3. Objective 1.01**

Develop number sense for rational numbers 0.01 through 99,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (hundredths through ten thousands). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.

**Thinking Skill:** Analyzing

**Correct Answer:** C

**4. Objective 1.01**

Develop number sense for rational numbers 0.01 through 99,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (hundredths through ten thousands). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.

**Thinking Skill:** Applying

**Correct Answer:** C

**5. Objective 1.02**

Develop fluency with multiplication and division: a) Two-digit by two-digit multiplication (larger numbers with calculator). b) Up to three-digit by two-digit division (larger numbers with calculator). c) Strategies for multiplying and dividing numbers. d) Estimation of products and quotients in appropriate situations. e) Relationships between operations.

**Thinking Skill:** Applying

**Correct Answer:** B

**6. Objective 1.02**

Develop fluency with multiplication and division: a) Two-digit by two-digit multiplication (larger numbers with calculator). b) Up to three-digit by two-digit division (larger numbers with calculator). c) Strategies for multiplying and dividing numbers. d) Estimation of products and quotients in appropriate situations. e) Relationships between operations.

**Thinking Skill:** Applying

**Correct Answer:** B

**7. Objective 1.02**

Develop fluency with multiplication and division: a) Two-digit by two-digit multiplication (larger numbers with calculator). b) Up to three-digit by two-digit division (larger numbers with calculator). c) Strategies for multiplying and dividing numbers. d) Estimation of products and quotients in appropriate situations. e) Relationships between operations.

**Thinking Skill:** Applying

**Correct Answer:** D

**8. Objective 1.02**

Develop fluency with multiplication and division: a) Two-digit by two-digit multiplication (larger numbers with calculator). b) Up to three-digit by two-digit division (larger numbers with calculator). c) Strategies for multiplying and dividing numbers. d) Estimation of products and quotients in appropriate situations. e) Relationships between operations.

**Thinking Skill:** Applying

**Correct Answer:** B

**9. Objective 1.02**

Develop fluency with multiplication and division: a) Two-digit by two-digit multiplication (larger numbers with calculator). b) Up to three-digit by two-digit division (larger numbers with calculator). c) Strategies for multiplying and dividing numbers. d) Estimation of products and quotients in appropriate situations. e) Relationships between operations.

**Thinking Skill:** Applying

**Correct Answer:** C

**10. Objective 1.02**

Develop fluency with multiplication and division: a) Two-digit by two-digit multiplication (larger numbers with calculator). b) Up to three-digit by two-digit division (larger numbers with calculator). c) Strategies for multiplying and dividing numbers. d) Estimation of products and quotients in appropriate situations. e) Relationships between operations.

**Thinking Skill:** Applying

**Correct Answer:** B

**11. Objective 1.03**

Solve problems using models, diagrams, and reasoning about fractions and relationships among fractions involving halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers.

**Thinking Skill:** Applying

**Correct Answer:** C

**12. Objective 1.03**

Solve problems using models, diagrams, and reasoning about fractions and relationships among fractions involving halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers.

**Thinking Skill:** Analyzing

**Correct Answer:** D

**13. Objective 1.03**

Solve problems using models, diagrams, and reasoning about fractions and relationships among fractions involving halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers.

**Thinking Skill:** Applying

**Correct Answer:** A

**14. Objective 1.03**

Solve problems using models, diagrams, and reasoning about fractions and relationships among fractions involving halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers.

**Thinking Skill:** Analyzing

**Correct Answer:** D

**15. Objective 1.04**

Develop fluency with addition and subtraction of non-negative rational numbers with like denominators, including decimal fractions through hundredths. a) Develop and analyze strategies for adding and subtracting numbers. b) Estimate sums and differences. c) Judge the reasonableness of solutions.

**Thinking Skill:** Applying

**Correct Answer:** D

**16. Objective 1.04**

Develop fluency with addition and subtraction of non-negative rational numbers with like denominators, including decimal fractions through hundredths. a) Develop and analyze strategies for adding and subtracting numbers. b) Estimate sums and differences. c) Judge the reasonableness of solutions.

**Thinking Skill:** Applying

**Correct Answer:** C

**17. Objective 1.04**

Develop fluency with addition and subtraction of non-negative rational numbers with like denominators, including decimal fractions through hundredths. a) Develop and analyze strategies for adding and subtracting numbers. b) Estimate sums and differences. c) Judge the reasonableness of solutions.

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

**18. Objective 1.04**

Develop fluency with addition and subtraction of non-negative rational numbers with like denominators, including decimal fractions through hundredths. a) Develop and analyze strategies for adding and subtracting numbers. b) Estimate sums and differences. c) Judge the reasonableness of solutions.

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

**19. Objective 1.05**

Develop flexibility in solving problems by selecting strategies and using mental computations, estimation, calculators or computers, and paper and pencil.

**Thinking Skill:** Applying                      **Correct Answer:** B

**20. Objective 1.05**

Develop flexibility in solving problems by selecting strategies and using mental computations, estimation, calculators or computers, and paper and pencil.

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