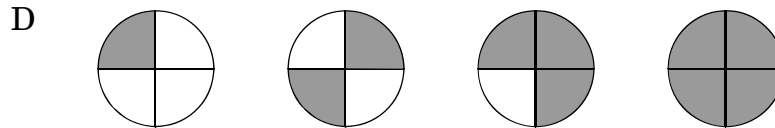
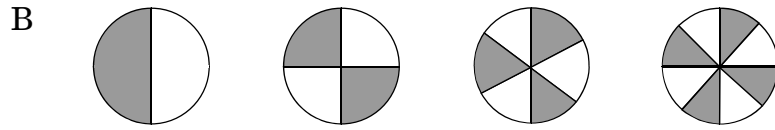
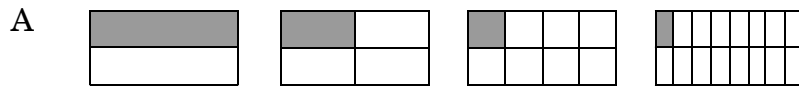
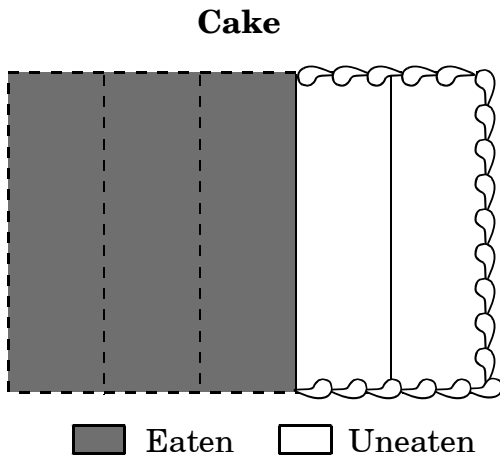


1. Each model represents a fraction. In which set of models do the numerators remain the same?



2. How is the amount of cake eaten expressed as a fraction and as a decimal?



- A $\frac{3}{5} = 0.6$
- B $\frac{3}{5} = 0.06$
- C $\frac{2}{5} = 0.04$
- D $\frac{2}{5} = 0.4$

3. The coach used a digital stopwatch to time a race. The winning time is shown on this stopwatch.



When the race was over, the coach posted the winning time. Which is the winning time?

- A $\frac{17}{1000}$
- B $1\frac{7}{10}$
- C $1\frac{7}{100}$
- D $1\frac{7}{1000}$

4. In which sequence of numbers does the denominator always increase when the number is written in fractional form?
- A 2, 0.2, 0.02, 0.002
- B 0.02, 0.03, 0.04, 0.05
- C 0.005, 0.05, 0.5, 5
- D 0.25, 0.025, 0.26, 0.026
5. Jon has $\frac{3}{5}$ of a dollar, Pasha has \$0.65, Marie has $\frac{7}{10}$ of a dollar, and Karen has \$0.62. Who has the **smallest** amount of money?
- A Jon
- B Pasha
- C Marie
- D Karen
6. Jackie, Morgan, Kyle, and Chung ran the 100-meter dash. Jackie finished in 17.6 seconds, Morgan finished in 17.06 seconds, Kyle finished in 17.66 seconds, and Chung finished in 17.066 seconds. Which runner finished in the **least** amount of time?
- A Jackie
- B Morgan
- C Kyle
- D Chung
7. Which of the following amounts is closest to $\frac{3}{4}$ of a dollar?
- A \$0.30
- B \$0.40
- C \$0.70
- D \$0.90

8. In physical education class, the students kept a chart of how far they ran each day. Jesse made the following chart last week.

Jesse's Chart

Monday	1.05 miles
Tuesday	0.93 mile
Wednesday	1.1 miles
Thursday	0.8 mile
Friday	1.13 miles

On which day did he run closest to one mile?

- A Monday
- B Tuesday
- C Wednesday
- D Thursday

-
9. Sherry studied this group of fractions.

$$\frac{2}{3} \quad \frac{2}{4} \quad \frac{2}{5} \quad \frac{2}{6}$$

What is true about the value of the fractions?

- A Increasing the denominator increases the value of the fraction.
- B If the denominator stays the same and the numerator increases, the fraction names a smaller amount.
- C Increasing the denominator by adding 2 cuts the size of the fraction in half.
- D If the numerator stays the same and the denominator increases, the fraction names a smaller amount.

10. Bob has a board that is 5 feet long. He will cut a piece from the board that measures 4 feet $5\frac{1}{4}$ inches long for a bookshelf. How much board will be left after Bob cuts off the amount needed for the bookshelf?
- A $6\frac{1}{4}$ in.
- B $6\frac{3}{4}$ in.
- C $7\frac{1}{4}$ in.
- D $7\frac{3}{4}$ in.
11. The Diaz family was planning a vacation. A five-day river rafting trip would cost the family \$225.99 for each day. A cruise to Hawaii would cost \$2,651. What is the difference in the cost of these trips?
- A \$1,520.95
- B \$1,521.01
- C \$1,521.05
- D \$1,521.10
12. Mr. Gibbon's dogs eat a total of 24 cups of dry food a day. **About** how many quarts of dry food would his dogs eat in a month?
- A less than 200
- B between 200 and 400
- C between 400 and 600
- D more than 600
13. Each shelf holds about 31 books. To estimate how many shelves are needed for 86 books, which equation should be used?
- A $90 \div 3$
- B $90 \div 30$
- C 90×3
- D 90×30

14. Joseph's book has 270 pages. If he needs to read 45 pages a day during the next four days to finish his book, how many pages has he already read?
- A 90
 - B 180
 - C 225
 - D 315

15. Jeff is three times the age of his sister; his sister is one-half the age of her neighbor. Her neighbor is 12 years old. How old is Jeff?
- A 5 years old
 - B 6 years old
 - C 15 years old
 - D 18 years old

End of Goal 1 Sample Items

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Answers to EOG Grade 5 Math Sample Items

Goal 1

1. Objective 1.01

Develop number sense for rational numbers 0.001 through 999,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (thousandths through hundred thousands). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.

Thinking Skill: Analyzing

Correct Answer: A

2. Objective 1.01

Develop number sense for rational numbers 0.001 through 999,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (thousandths through hundred 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 0.001 through 999,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (thousandths through hundred thousands). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.

Thinking Skill: Knowledge

Correct Answer: B

4. Objective 1.01

Develop number sense for rational numbers 0.001 through 999,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (thousandths through hundred thousands). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.

Thinking Skill: Applying

Correct Answer: A

5. Objective 1.01

Develop number sense for rational numbers 0.001 through 999,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (thousandths through hundred thousands). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.

Thinking Skill: Organizing

Correct Answer: A

6. Objective 1.01

Develop number sense for rational numbers 0.001 through 999,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (thousandths through hundred thousands). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.

Thinking Skill: Organizing

Correct Answer: B

7. Objective 1.01

Develop number sense for rational numbers 0.001 through 999,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (thousandths through hundred thousands). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.

Thinking Skill: Organizing

Correct Answer: C

8. Objective 1.01

Develop number sense for rational numbers 0.001 through 999,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (thousandths through hundred thousands). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.

Thinking Skill: Analyzing

Correct Answer: A

9. Objective 1.01

Develop number sense for rational numbers 0.001 through 999,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (thousandths through hundred thousands). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.

Thinking Skill: Analyzing

Correct Answer: D

10. Objective 1.02

Develop fluency in adding and subtracting non-negative rational numbers (halves, fourths, eighths; thirds, sixths, twelfths; fifths, tenths, hundredths, thousandths; mixed numbers). 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: B

11. Objective 1.02

Develop fluency in adding and subtracting non-negative rational numbers (halves, fourths, eighths; thirds, sixths, twelfths; fifths, tenths, hundredths, thousandths; mixed numbers). 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

12. Objective 1.03

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

Thinking Skill: Applying

Correct Answer: A

13. Objective 1.03

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

Thinking Skill: Analyzing

Correct Answer: B

14. Objective 1.03

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

Thinking Skill: Applying

Correct Answer: A

15. Objective 1.03

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

Thinking Skill: Applying

Correct Answer: D