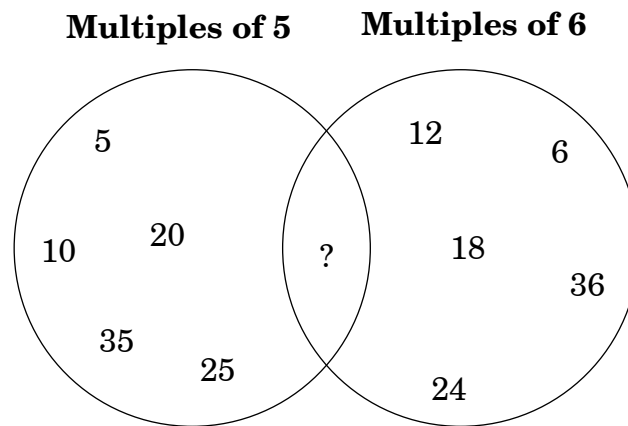


1. Amy counted 1,149 pennies in a jar. What is the correct way of writing the number of pennies in word form?
- A eleven thousand forty-nine
 - B eleven four nine
 - C one one hundred forty-nine
 - D one thousand one hundred forty-nine
2. Which place value is used to show that 5,487 is less than 5,874?
- A ones place
 - B tens place
 - C hundreds place
 - D thousands place
3. Megan counted the glass beads that came in a package. She counted 5,000 green + 40 yellow + 300 pink + 3 black beads. How many beads were there in all?
- A 5,433
 - B 5,343
 - C 5,334
 - D 3,435
4. Football games were played on Friday and Saturday. On Friday, 2,475 people went to the game. On Saturday, 1,263 people went to the game. How many more people went to the game on Friday than on Saturday?
- A 1,212
 - B 1,612
 - C 3,618
 - D 3,738
5. The third-graders at Smith Elementary read 6,807 books. The fourth-graders read 9,104 books. **About** how many more books did the fourth-grade students read than the third-grade students?
- A 1,000
 - B 2,000
 - C 3,000
 - D 4,000
6. Jim had 956 baseball cards. He gave 283 to Sue and then bought 155 new cards. How many cards does Jim have now?
- A 1,394
 - B 1,084
 - C 828
 - D 518

7. Ms. Howard bought 8 cheese pizzas for \$48. How much did each pizza cost?
- A \$56
 - B \$40
 - C \$8
 - D \$6
8. Leona and her mother made a quilt. They used 56 squares to make 8 rows. How many squares are in each row?
- A 6
 - B 7
 - C 8
 - D 9
9. Andrew wants to buy 4 erasers. Each eraser costs 7 cents. How much money will Andrew need to buy the erasers?
- A 7 cents
 - B 11 cents
 - C 21 cents
 - D 28 cents

10. The third-grade class was sorting numbers into groups. They set up a Venn diagram.

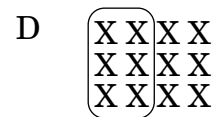
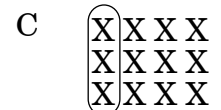
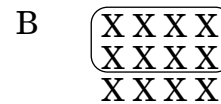
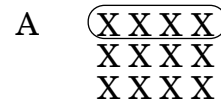


Which of the following numbers would be in the center of the Venn diagram?

- A 16
- B 30
- C 40
- D 42
-
11. Karen watched 6 groups of geese flying. Each group had about 7 geese. **About** how many geese did Karen see?
- A 100
- B 60
- C 40
- D 20
12. Which expression can be used to check the product of 7×8 ?
- A $56 \div 8$
- B $56 \div 2$
- C $54 \div 8$
- D $54 \div 7$

13. Which expression has the same value as $3 + (15 - 8)$?
- A $3 + 15 + 3 - 8$
- B $15 + (8 - 3)$
- C $3 - (15 + 8)$
- D $(3 + 15) - 8$
14. Elizabeth had 3 boxes of marbles with 7 marbles in each box. Today, her aunt gave her a bag of 27 marbles. Which expression shows how many marbles Elizabeth has now?
- A $3 + 7 + 27$
- B $27 - 3 \times 7$
- C $3 \times 7 + 27$
- D $3 \times 7 \times 27$
15. Mario had a bag of 18 cookies to share with his friends. He gave 4 cookies to each of his 3 friends. Which expression could be used to find how many cookies were left for Mario?
- A $18 - 4 \times 3$
- B $18 - 4 - 3$
- C $18 \div 3 \times 4$
- D $18 \div 3 + 4$

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



17. Which of the following is the **largest**?

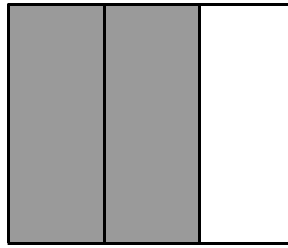
A $\frac{5}{3}$

B $\frac{8}{8}$

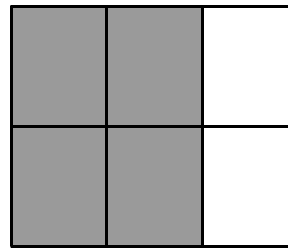
C $\frac{3}{2}$

D $\frac{7}{4}$

18. Dan divided a piece of paper into thirds and shaded two parts.



Then he drew another line, as shown.

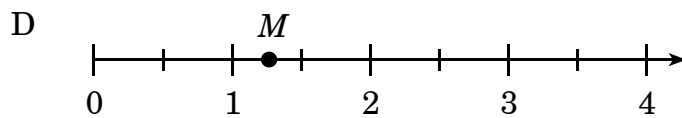
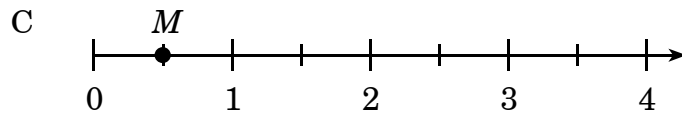
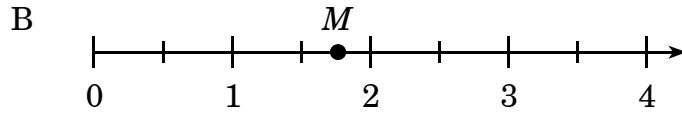
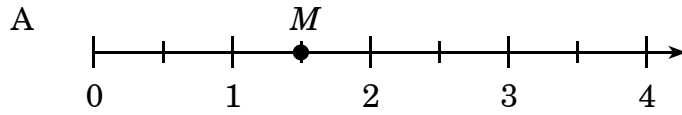


$$\frac{2}{3} = \frac{\bigcirc}{6}$$

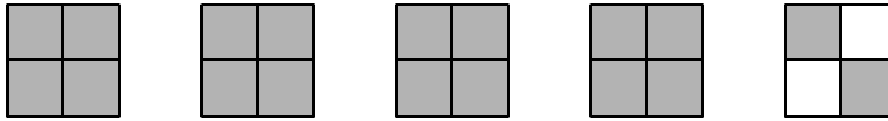
Which number belongs in the \bigcirc to show what Dan shaded?

- A 2
- B 3
- C 4
- D 6

19. Which number line shows M placed at $1\frac{1}{2}$?



20. Which fraction has the same value as the shaded part of the model below?



- A $\frac{20}{4}$
- B $\frac{18}{4}$
- C $\frac{6}{4}$
- D $\frac{5}{4}$

End of Goal 1 Sample Items

In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, the Department of Public Instruction does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, or military service in its policies, programs, activities, admissions of employment.

**Math Goal 1
Sample Items Key Report**

- 1 Objective: 1.01**
Develop number sense for whole numbers through 9,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (ones through thousands). c) Compare and order.
Thinking Skill: Organizing **Correct Answer:** D
- 2 Objective: 1.01**
Develop number sense for whole numbers through 9,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (ones through thousands). c) Compare and order.
Thinking Skill: Analyzing **Correct Answer:** C
- 3 Objective: 1.01**
Develop number sense for whole numbers through 9,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (ones through thousands). c) Compare and order.
Thinking Skill: Organizing **Correct Answer:** B
- 4 Objective: 1.02**
Develop fluency with multi-digit addition and subtraction through 9,999 using: a) Strategies for adding and subtracting numbers. b) Estimation of sums and differences in appropriate situations. c) Relationships between operations.
Thinking Skill: Applying **Correct Answer:** A
- 5 Objective: 1.02**
Develop fluency with multi-digit addition and subtraction through 9,999 using: a) Strategies for adding and subtracting numbers. b) Estimation of sums and differences in appropriate situations. c) Relationships between operations.
Thinking Skill: Applying **Correct Answer:** B
- 6 Objective: 1.02**
Develop fluency with multi-digit addition and subtraction through 9,999 using: a) Strategies for adding and subtracting numbers. b) Estimation of sums and differences in appropriate situations. c) Relationships between operations.
Thinking Skill: Applying **Correct Answer:** C
- 7 Objective: 1.03**
Develop fluency with multiplication from 1x1 to 12x12 and division up to two-digit by one-digit numbers using: a) Strategies for multiplying and dividing numbers. b) Estimation of products and quotients in appropriate situations. c) Relationships between operations.
Thinking Skill: Applying **Correct Answer:** D

Math Goal 1

Sample Items Key Report

- 8 Objective: 1.03**
Develop fluency with multiplication from 1x1 to 12x12 and division up to two-digit by one-digit numbers using: a) Strategies for multiplying and dividing numbers. b) Estimation of products and quotients in appropriate situations. c) Relationships between operations.
Thinking Skill: Applying **Correct Answer:** B
- 9 Objective: 1.03**
Develop fluency with multiplication from 1x1 to 12x12 and division up to two-digit by one-digit numbers using: a) Strategies for multiplying and dividing numbers. b) Estimation of products and quotients in appropriate situations. c) Relationships between operations.
Thinking Skill: Applying **Correct Answer:** D
- 10 Objective: 1.03**
Develop fluency with multiplication from 1x1 to 12x12 and division up to two-digit by one-digit numbers using: a) Strategies for multiplying and dividing numbers. b) Estimation of products and quotients in appropriate situations. c) Relationships between operations.
Thinking Skill: Organizing **Correct Answer:** B
- 11 Objective: 1.03**
Develop fluency with multiplication from 1x1 to 12x12 and division up to two-digit by one-digit numbers using: a) Strategies for multiplying and dividing numbers. b) Estimation of products and quotients in appropriate situations. c) Relationships between operations.
Thinking Skill: Applying **Correct Answer:** C
- 12 Objective: 1.03**
Develop fluency with multiplication from 1x1 to 12x12 and division up to two-digit by one-digit numbers using: a) Strategies for multiplying and dividing numbers. b) Estimation of products and quotients in appropriate situations. c) Relationships between operations.
Thinking Skill: Organizing **Correct Answer:** A
- 13 Objective: 1.04**
Use basic properties (identity, commutative, associative, order of operations) for addition, subtraction, multiplication, and division.
Thinking Skill: Organizing **Correct Answer:** D
- 14 Objective: 1.04**
Use basic properties (identity, commutative, associative, order of operations) for addition, subtraction, multiplication, and division.
Thinking Skill: Analyzing **Correct Answer:** C

Math Goal 1

Sample Items Key Report

- 15 Objective: 1.04**
Use basic properties (identity, commutative, associative, order of operations) for addition, subtraction, multiplication, and division.
Thinking Skill: Analyzing **Correct Answer:** A
- 16 Objective: 1.05**
Use area or region models and set models of fractions to explore part-whole relationships. a) Represent fractions concretely and symbolically (halves, fourths, thirds, sixths, eighths). b) Compare and order fractions (halves, fourths, thirds, sixths, eighths) using models and benchmark numbers (zero, one-half, one); describe comparisons. c) Model and describe common equivalents, especially relationships among halves, fourths, and eighths, and thirds and sixths. d) Understand that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers. e) Understand and use mixed numbers and their equivalent fraction forms.
Thinking Skill: Applying **Correct Answer:** B
- 17 Objective: 1.05**
Use area or region models and set models of fractions to explore part-whole relationships. a) Represent fractions concretely and symbolically (halves, fourths, thirds, sixths, eighths). b) Compare and order fractions (halves, fourths, thirds, sixths, eighths) using models and benchmark numbers (zero, one-half, one); describe comparisons. c) Model and describe common equivalents, especially relationships among halves, fourths, and eighths, and thirds and sixths. d) Understand that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers. e) Understand and use mixed numbers and their equivalent fraction forms.
Thinking Skill: Analyzing **Correct Answer:** D
- 18 Objective: 1.05**
Use area or region models and set models of fractions to explore part-whole relationships. a) Represent fractions concretely and symbolically (halves, fourths, thirds, sixths, eighths). b) Compare and order fractions (halves, fourths, thirds, sixths, eighths) using models and benchmark numbers (zero, one-half, one); describe comparisons. c) Model and describe common equivalents, especially relationships among halves, fourths, and eighths, and thirds and sixths. d) Understand that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers. e) Understand and use mixed numbers and their equivalent fraction forms.
Thinking Skill: Applying **Correct Answer:** C
- 19 Objective: 1.05**
Use area or region models and set models of fractions to explore part-whole

Math Goal 1

Sample Items Key Report

relationships. a) Represent fractions concretely and symbolically (halves, fourths, thirds, sixths, eighths). b) Compare and order fractions (halves, fourths, thirds, sixths, eighths) using models and benchmark numbers (zero, one-half, one); describe comparisons. c) Model and describe common equivalents, especially relationships among halves, fourths, and eighths, and thirds and sixths. d) Understand that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers. e) Understand and use mixed numbers and their equivalent fraction forms.

Thinking Skill: Organizing

Correct Answer: A

20 Objective: 1.05

Use area or region models and set models of fractions to explore part-whole relationships. a) Represent fractions concretely and symbolically (halves, fourths, thirds, sixths, eighths). b) Compare and order fractions (halves, fourths, thirds, sixths, eighths) using models and benchmark numbers (zero, one-half, one); describe comparisons. c) Model and describe common equivalents, especially relationships among halves, fourths, and eighths, and thirds and sixths. d) Understand that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers. e) Understand and use mixed numbers and their equivalent fraction forms.

Thinking Skill: Applying

Correct Answer: B