2007

Green River

Regional Educational Cooperative

Grade 3

Mathematics

Multiple Choice

Measured Progress

Table of Contents

Multiple Choice Item 1 ..... p. 5
Standard: MA-EP-1.1.1: Number Sense

Multiple Choice Item 2 ..... p. 6
Standard: MA-EP-1.1.1: Number Sense

Multiple Choice Item 3 ..... p. 7
Standard: MA-EP-1.1.1: Number Sense

Multiple Choice Item 4 ..... p. 8
Standard: MA-EP-1.1.2: Number Sense

Multiple Choice Item 5 ..... p. 9
Standard: MA-EP-1.1.3: Number Sense

Multiple Choice Item 6 ..... p. 10
Standard: MA-EP-1.2.1: Estimation

Multiple Choice Item 7 ..... p. 11
Standard: MA-EP-1.2.1: Estimation

Multiple Choice Item 8 ..... p. 12
Standard: MA-EP-1.3.1: Number Operations

Multiple Choice Item 9 ..... p. 13
Standard: MA-EP-1.3.1: Number Operations

Multiple Choice Item 10 ..... p. 14
Standard: MA-EP-1.3.1: Number Operations

Multiple Choice Item 11 ..... p. 15
Standard: MA-EP-1.3.1: Number Operations

Multiple Choice Item 12 ..... p. 16
Standard: MA-EP-1.3.1: Number Operations

Multiple Choice Item 13 ..... p. 17
Standard: MA-EP-1.3.1: Number Operations

Multiple Choice Item 14 ..... p. 18
Standard: MA-EP-1.3.3: Number Operations

Multiple Choice Item 15 ..... p. 19
Standard: MA-EP-1.3.3: Number Operations

Multiple Choice Item 16 ..... p. 20
Standard: MA-EP-1.5.2: Properties of Numbers and Operations

Multiple Choice Item 17 ..... p. 21
Standard: MA-EP-2.1.1: Measuring Physical Attributes

Multiple Choice Item 18 ..... p. 22
Standard: MA-EP-2.1.1: Measuring Physical Attributes

Multiple Choice Item 19 ..... p. 23
Standard: MA-EP-2.1.3: Measuring Physical Attributes

Multiple Choice Item 20 ..... p. 24
Standard: MA-EP-2.1.4: Measuring Physical Attributes

Multiple Choice Item 21 ..... p. 25
Standard: MA-EP-2.1.6: Measuring Physical Attributes

Multiple Choice Item 22 ..... p. 26
Standard: MA-EP-2.2.1: Systems of Measurement

Multiple Choice Item 23 ..... p. 27
Standard: MA-EP-2.2.2: Systems of Measurement

Multiple Choice Item 24 ..... p. 28
Standard: MA-EP-2.2.2: Systems of Measurement

Multiple Choice Item 25 ..... p. 29
Standard: MA-EP-2.2.3: Systems of Measurement

Multiple Choice Item 26 ..... p. 30
Standard: MA-EP-3.1.1: Shapes and Relationships

Multiple Choice Item 27 ..... p. 31
Standard: MA-EP-3.2.1: Transformations of Shapes

Multiple Choice Item 28 ..... p. 32
Standard: MA-EP-3.3.1: Coordinate Geometry

Multiple Choice Item 29 ..... p. 33
Standard: MA-EP-3.3.1: Coordinate Geometry

Multiple Choice Item 30 ..... p. 34
Standard: MA-EP-4.1.1: Data Representations

Multiple Choice Item 31 ..... p. 35
Standard: MA-EP-4.1.1: Data Representations

Multiple Choice Item 32 ..... p. 36
Standard: MA-EP-4.2.1: Characteristics of Data Sets

Multiple Choice Item 33 ..... p. 37
Standard: MA-EP-4.4.3: Probability

Multiple Choice Item 34 ..... p. 38
Standard: MA-EP-5.1.1: Patterns, Relations and Functions

Multiple Choice Item 35 ..... p. 39
Standard: MA-EP-5.1.1: Patterns, Relations and Functions

Multiple Choice Item 36 ..... p. 40
Standard: MA-EP-5.1.2: Patterns, Relations and Functions

Multiple Choice Item 37 ..... p. 41
Standard: MA-EP-5.1.2: Patterns, Relations and Functions

Multiple Choice Item 38 ..... p. 42
Standard: MA-EP-5.1.2: Patterns, Relations and Functions

Multiple Choice Item 39 ..... p. 43
Standard: MA-EP-5.3.1: Equations and Inequalities

Multiple Choice Item 1

Standard: MA-EP-1.1.1: Number Sense — Students will

- apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, expanded form, symbols) to describe whole numbers (0 to 9,999);
- apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, symbols) to describe fractions (halves, thirds, fourths);
- apply these numbers to represent real-world problems and
- explain how the base 10 number system relates to place value.

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: B

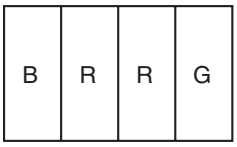
Portion of Standard Being Addressed
This item requires the student to apply multiple representations to describe fractions.

1. Steven made a flag.

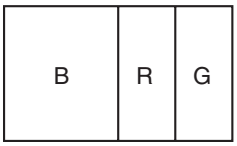
   - $\frac{1}{2}$ is blue.
   - $\frac{1}{4}$ is green.
   - $\frac{1}{4}$ is red.

   Which could be Steven's flag?

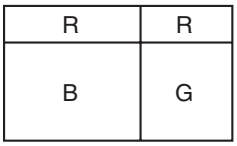
A.



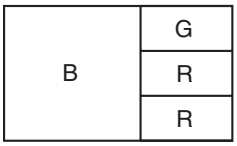
B.



C.



D.



Multiple Choice Item 2

Standard: MA-EP-1.1.1: Number Sense — Students will

- apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, expanded form, symbols) to describe whole numbers (0 to 9,999);
- apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, symbols) to describe fractions (halves, thirds, fourths);
- apply these numbers to represent real-world problems and
- explain how the base 10 number system relates to place value.

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: C

Portion of Standard Being Addressed
This item requires the student to apply multiple representations to describe whole numbers.

2. Postage stamps come in sets of one hundred stamps, ten stamps, five stamps, and single stamps. If you bought
   - 4 sets of 10 stamps,
   - 5 sets of 100 stamps, and
   - 2 single stamps,

   how many stamps would you have in all?

   A. 5,402
   B. 5,042
   C. 542
   D. 452

Multiple Choice Item 3

Standard: MA-EP-1.1.1: Number Sense — Students will

- apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, expanded form, symbols) to describe whole numbers (0 to 9,999);
- apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, symbols) to describe fractions (halves, thirds, fourths);
- apply these numbers to represent real-world problems and
- explain how the base 10 number system relates to place value.

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: B

Portion of Standard Being Addressed
This item requires the student to explain how the base 10 number system relates to place value.

3. In which of the numbers below does the 3 represent 3 tens?

138	183	318
381	813	831

A. 183 and 813
B. 138 and 831
C. 318 and 381
D. 138, 183, 813, and 831

Multiple Choice Item 4

Standard: MA-EP-1.1.2: Number Sense — Students will read, write and rename whole numbers (0 to 9,999) and apply to real-world and mathematical problems.

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: B

Portion of Standard Being Addressed
This item requires the student to read whole numbers.

4. The world's highest bridge is one thousand fifty-three feet above the Arkansas River. Which number shows another way to write this height?

   A. 153 feet
   B. 1053 feet
   C. 1503 feet
   D. 1530 feet

Multiple Choice Item 5

Standard: MA-EP-1.1.3: Number Sense — Students will compare (<, >, =) and order whole numbers to whole numbers, decimals to decimals (as money only) and fractions to fractions (limited to pictorial representations).

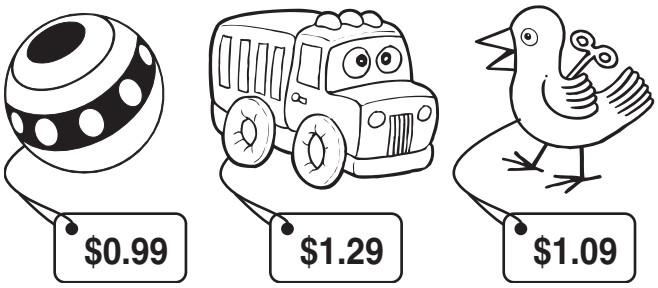
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: C

Portion of Standard Being Addressed
This item requires the student to order and compare whole numbers.

5. Look at the toys and their prices.



Which list shows the toys in order from **least** cost to **greatest** cost?

A. ball, truck, bird
B. truck, bird, ball
C. ball, bird, truck
D. bird, ball, truck

Multiple Choice Item 6

Standard: MA-EP-1.2.1: Estimation — Students will apply and describe appropriate strategies for estimating quantities of objects and computational results (limited to addition and subtraction).

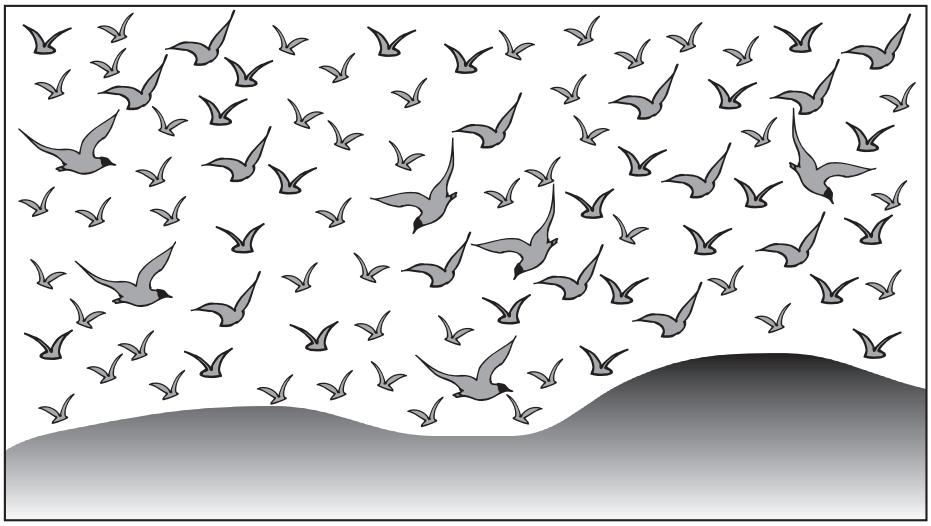
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: C

Portion of Standard Being Addressed
This item requires the student to apply appropriate strategies for estimating quantities of objects.

6. Look at this picture of birds.



About how many birds are shown?

A. 10
B. 30
C. 90

Multiple Choice Item 7

Standard: MA-EP-1.2.1: Estimation — Students will apply and describe appropriate strategies for estimating quantities of objects and computational results (limited to addition and subtraction).

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: C

Portion of Standard Being Addressed
This item requires the student to apply appropriate strategies for estimating computational results.

7. Jessica has 28 stickers.

   Cindy has 64 stickers.

   About how many stickers do they have in all?

   A. 70
   B. 80
   C. 90
   D. 100

Multiple Choice Item 8

Standard: MA-EP-1.3.1: Number Operations — Students will analyze real-world problems to identify appropriate representations using mathematical operations, and will apply operations to solve real-world problems with the following constraints:

- add and subtract whole numbers with three digits or less;
- multiply whole numbers of 10 or less;
- add and subtract fractions with like denominators less than or equal to four; and
- add and subtract decimals related to money.

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: C

Portion of Standard Being Addressed
This item requires the student to add and subtract decimals related to money in a real-world problem.

8. Look at this price list.

Price List

Candy	**50¢**
Gum	**20¢**
Ice Cream	**40¢**

Frank bought candy and gum. How much change did he get back from $1.00?

A. 10¢
B. 20¢
C. 30¢
D. 40¢

Multiple Choice Item 9

Standard: MA-EP-1.3.1: Number Operations — Students will analyze real-world problems to identify appropriate representations using mathematical operations, and will apply operations to solve real-world problems with the following constraints:

- add and subtract whole numbers with three digits or less;
- multiply whole numbers of 10 or less;
- add and subtract fractions with like denominators less than or equal to four and
- add and subtract decimals related to money.

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: D

Portion of Standard Being Addressed
This item requires the student to solve real-world problems by adding whole numbers with three digits.

9. The third-grade class is collecting soup labels. The table below shows how many labels they collected each week.

Week	Number of Labels
1	236
2	586
3	124

How many labels have they collected in all?

A. 836
B. 846
C. 936
D. 946

Multiple Choice Item 10

Standard: MA-EP-1.3.1: Number Operations — Students will analyze real-world problems to identify appropriate representations using mathematical operations, and will apply operations to solve real-world problems with the following constraints:

- add and subtract whole numbers with three digits or less;
- multiply whole numbers of 10 or less;
- add and subtract fractions with like denominators less than or equal to four and
- add and subtract decimals related to money.

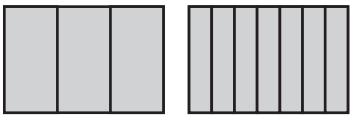
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

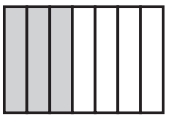
Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

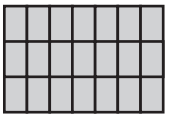
Answer Key: C

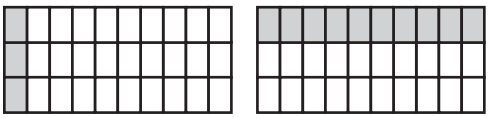
Portion of Standard Being Addressed
This item requires the student to identify the model that reflects the information in a real-world problem.

10. In her garden, Mrs. White planted 3 rows of corn with 7 plants in each row. Which model can be used to show how many corn plants are in Mrs. White's garden?

A. 

B. 

C. 

D. 

Multiple Choice Item 11

Standard: MA-EP-1.3.1: Number Operations — Students will analyze real-world problems to identify appropriate representations using mathematical operations, and will apply operations to solve real-world problems with the following constraints:

- add and subtract whole numbers with three digits or less;
- multiply whole numbers of 10 or less;
- add and subtract fractions with like denominators less than or equal to four and
- add and subtract decimals related to money.

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: A

Portion of Standard Being Addressed
This item requires the student to solve real-world problems by subtracting whole numbers with two digits.

11. Marie's family went to visit her grandparents. They drove 98 miles on Friday. They drove 72 miles on Saturday. How much farther did they drive on Friday than on Saturday?

    A. 26 miles
    B. 36 miles
    C. 170 miles
    D. 1610 miles

Multiple Choice Item 12

Standard: MA-EP-1.3.1: Number Operations — Students will analyze real-world problems to identify appropriate representations using mathematical operations, and will apply operations to solve real-world problems with the following constraints:

- add and subtract whole numbers with three digits or less;
- multiply whole numbers of 10 or less;
- add and subtract fractions with like denominators less than or equal to four and
- add and subtract decimals related to money.

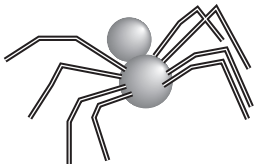
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: D

Portion of Standard Being Addressed
This item requires the student to solve real-world problems by multiplying whole numbers of 10 or less.

12. Karen made 4 spiders in art class as shown below. Each spider has 8 legs.



How many spider legs did Karen need to make 4 spiders?

A. 8
B. 16
C. 24
D. 32

Multiple Choice Item 13

Standard: MA-EP-1.3.1: Number Operations — Students will analyze real-world problems to identify appropriate representations using mathematical operations, and will apply operations to solve real-world problems with the following constraints:

- add and subtract whole numbers with three digits or less;
- multiply whole numbers of 10 or less;
- add and subtract fractions with like denominators less than or equal to four and
- add and subtract decimals related to money.

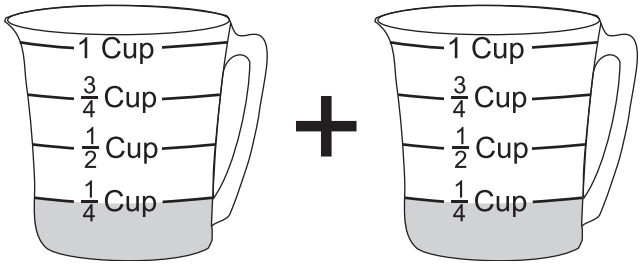
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: B

Portion of Standard Being Addressed
This item requires the student to solve real-world problems by adding fractions with like denominators less than or equal to four.

13. You may use the pictures below to help you solve this problem.



$\mathbf{\frac{1}{4}}$ cup + $\mathbf{\frac{1}{4}}$ cup =

A. $\frac{3}{4}$ cup

B. $\frac{1}{2}$ cup

C. $\frac{2}{8}$ cup

D. $\frac{1}{8}$ cup

Multiple Choice Item 14

Standard: MA-EP-1.3.3: Number Operations — Students will divide two digit numbers by single digit divisors (with or without remainders) in real-world and mathematical problems.

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: B

Portion of Standard Being Addressed
This item requires the student to divide a 2-digit number by a 1-digit number to solve a real-world problem.

14. Members of the Outdoors Club of Jackson School will take a group boat trip on the Snake River. Each of the boats they will use can carry 8 people. If 68 people go on the trip, how many boats will be needed?

    A. 8
    B. 9
    C. 76
    D. 544

Multiple Choice Item 15

Standard: MA-EP-1.3.3: Number Operations — Students will divide two digit numbers by single digit divisors (with or without remainders) in real-world and mathematical problems.

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: B

Portion of Standard Being Addressed
This item requires the student to divide two-digit numbers by single digit divisors.

15. A bag has 20 cups of beads to share equally among 5 classes. How many cups of beads will each class get?

    A. 2 cups
    B. 4 cups
    C. 5 cups
    D. 6 cups

Multiple Choice Item 16

Standard: MA-EP-1.5.2: Properties of Numbers and Operations — Students will use the commutative properties of addition and multiplication, the identity properties of addition and multiplication and the zero property of multiplication in written and mental computation.

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: A

Portion of Standard Being Addressed
This item requires the student to use the commutative property of multiplication.

16. Lauren is solving the number sentence below.

$$\mathbf{2 \times 28 \times 5 = 28 \times \square \times 5}$$

What number belongs in the □?

A. 2
B. 5
C. 7
D. 10

Multiple Choice Item 17

Standard: MA-EP-2.1.1: Measuring Physical Attributes — Students will apply standard units to measure length (to the nearest half-inch or the nearest centimeter) and to determine:

- weight (nearest pound);
- time (nearest quarter hour);
- money (identify coins and bills by value) and
- temperature (Fahrenheit).

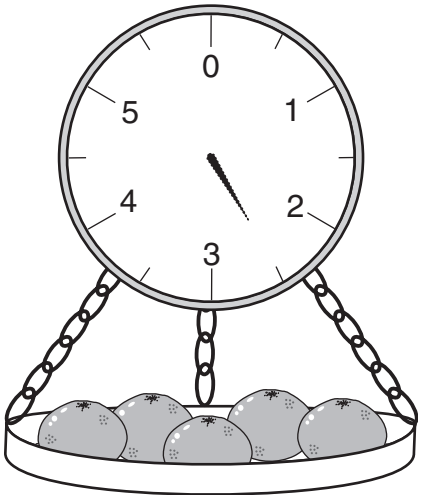
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: B

Portion of Standard Being Addressed
This item requires the student to identify a measurable attribute of an object.

17. This scale measures weight in pounds.



What is the total weight of the oranges in the picture?

A. 2 pounds

B. $2\frac{1}{2}$ pounds

C. 3 pounds

D. $3\frac{1}{2}$ pounds

Multiple Choice Item 18

Standard: MA-EP-2.1.1: Measuring Physical Attributes — Students will apply standard units to measure length (to the nearest half-inch or the nearest centimeter) and to determine:

- weight (nearest pound);
- time (nearest quarter hour);
- money (identify coins and bills by value) and
- temperature (Fahrenheit).

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

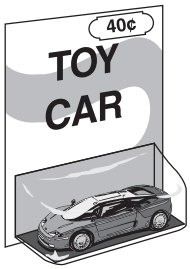
Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: A

Portion of Standard Being Addressed
This item requires the student to identify the value of coins.

18. Donny has the money shown below.

He wants to buy this toy.



How much more money does he need?

A.

B.

C.

Multiple Choice Item 19

Standard: MA-EP-2.1.3: Measuring Physical Attributes — Students will choose and use appropriate tools (e.g., thermometer, scales, balances, clock, ruler) for specific measurement tasks.

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: A

Portion of Standard Being Addressed
This item requires the student to choose appropriate tools for specific measurement tasks.

19. Raul wants to measure how quickly a sink fills with water. Which tool should Raul use?
    A. stopwatch
    B. ruler
    C. scale
    D. measuring cup

Multiple Choice Item 20

Standard: MA-EP-2.1.4: Measuring Physical Attributes — Students will use nonstandard and standard units of measurement to identify measurable attributes of an object (length – in, cm; weight – oz, lb) and make an estimate using appropriate units of measurement.

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: D

Portion of Standard Being Addressed
This item requires the student to make an estimate using an appropriate unit of measurement.

20. Which is the **best** estimate for how much water is needed to fill a bathtub?
    A. 5 quarts
    B. 10 quarts
    C. 5 gallons
    D. 30 gallons

Multiple Choice Item 21

Standard: MA-EP-2.1.6: Measuring Physical Attributes — Students will estimate weight, length, perimeter, area, angle measures and time using appropriate units of measurement.

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: B

Portion of Standard Being Addressed
This item requires the student to estimate length using appropriate units of measurement.

21. About how many centimeters long is the toothbrush below?

A. 4
B. 8
C. 20
D. 100

Multiple Choice Item 22

Standard: MA-EP-2.2.1: Systems of Measurement — Students will describe, define, give examples of and use to solve real-world and mathematical problems nonstandard and standard (U.S. Customary, metric) units of measurement to include length (in., cm.), time, money, temperature (Fahrenheit) and weight (oz., lb).

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: A

Portion of Standard Being Addressed
This item requires the student to give examples of standard units of measurement including length.

22. Which unit would be best to measure the length of a man's finger?
    A. centimeters
    B. meters
    C. kilometers
    D. liters

Multiple Choice Item 23

Standard: MA-EP-2.2.2: Systems of Measurement — Students will determine elapsed time by half hours.

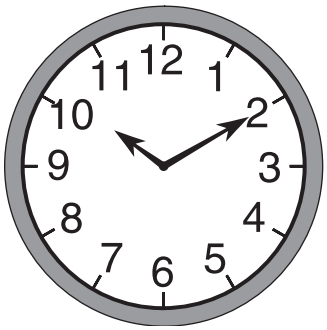
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: C

Portion of Standard Being Addressed
This item requires the student to determine elapsed time in a real-world problem.

23. Gym class starts at the time shown on the clock below.



Gym class is 30 minutes. What time will it end?

A. 10:30
B. 10:35
C. 10:40
D. 10:45

Multiple Choice Item 24

Standard: MA-EP-2.2.2: Systems of Measurement — Students will determine elapsed time by half hours.

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: B

Portion of Standard Being Addressed
This item requires the student to determine elapsed time by half hours.

24. Jon watched a movie on TV that started at the time shown below.

The movie ended at the time shown below.

How long was the movie?

A. 1 hour, 50 minutes
B. 2 hours, 30 minutes
C. 2 hours, 50 minutes
D. 3 hours, 30 minutes

Multiple Choice Item 25

Standard: MA-EP-2.2.3: Systems of Measurement — Students will convert units within the same measurement system including money (dollars, cents), time (minutes, hours, days, weeks, months), weight (ounce, pound) and length (inch, foot).

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: D

Portion of Standard Being Addressed
This item requires the student to convert units within the same measurement system including length.

25. Marco cut a piece of wood that is 1 foot 8 inches long. How many inches long is Marco's piece of wood? (1 foot = 12 inches)

    A. 14 inches
    B. 16 inches
    C. 18 inches
    D. 20 inches

Multiple Choice Item 26

Standard: MA-EP-3.1.1: Shapes and Relationships — Students will describe and provide examples of basic geometric elements and terms (sides, edges, faces, bases, vertices, angles) and will apply these elements to solve real-world and mathematical problems.

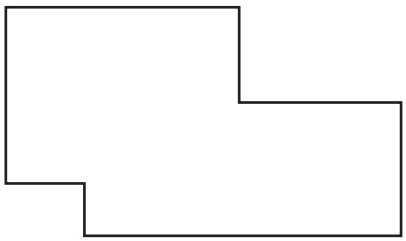
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: D

Portion of Standard Being Addressed
This item requires the student to identify basic geometric terms.

26. Look at the polygon below.



How many vertices does this polygon have?

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

Multiple Choice Item 27

Standard: MA-EP-3.2.1: Transformations and Shapes — Students will describe and provide examples of line symmetry in real-world and mathematical problems or will apply one line of symmetry to construct a simple geometric design.

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: D

Portion of Standard Being Addressed
This item requires the student to identify the line of symmetry.

27. Look at the letter.

Which shows the letter's line of symmetry?

A.

B.

C.

D.

Multiple Choice Item 28

Standard: MA-EP-3.3.1: Coordinate Geometry — Students will locate points on a grid representing a positive coordinate system.

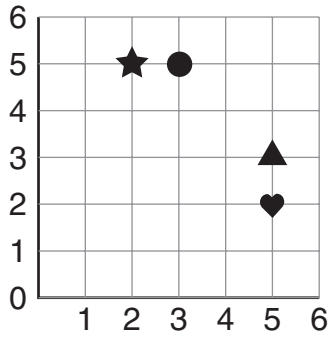
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: B

Portion of Standard Being Addressed
This item requires the student to locate points on a grid representing a positive coordinate system.

28. Look at this grid.



Which shape is located at (3,5)?

A. ★
B. ●
C. ▲
D. ♥

Multiple Choice Item 29

Standard: MA-EP-3.3.1: Coordinate Geometry — Students will locate points on a grid representing a positive coordinate system.

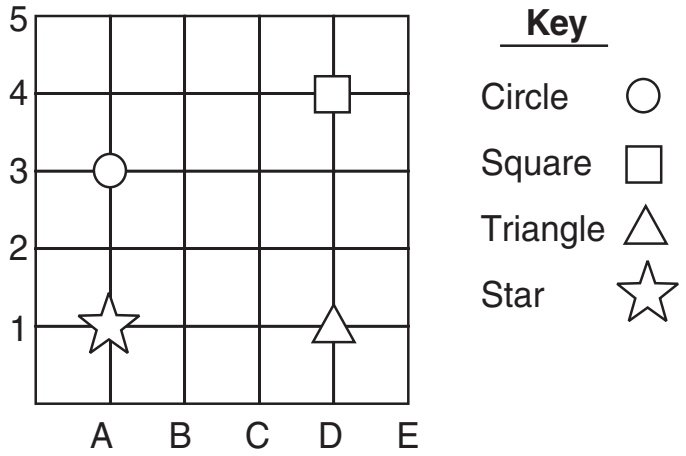
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: A

Portion of Standard Being Addressed
This item requires the student to locate points on a grid representing a positive coordinate system.

29. Use the map below to answer the question.



On the map, which ordered pair shows the location of the star?

A. (A,1)
B. (A,D)
C. (D,1)
D. (1,3)

Multiple Choice Item 30

Standard: MA-EP-4.1.1: Data Representations — Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs with two or three sectors, line plots, two-circle Venn diagrams).

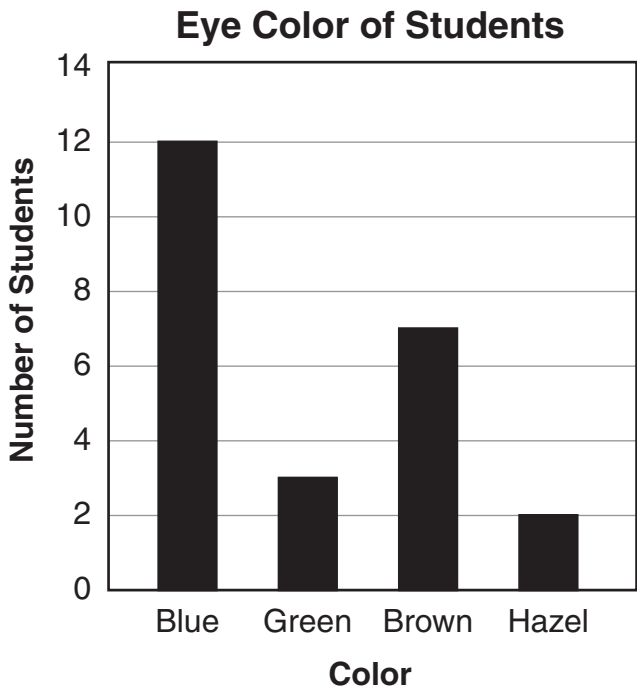
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: A

Portion of Standard Being Addressed
This item requires the student to analyze data displays.

30. Mr. Carter's class made the graph below to show the eye color of students in the class.



How many more students have blue eyes than brown eyes?

A. 5
B. 6
C. 7
D. 12

Multiple Choice Item 31

Standard: MA-EP-4.1.1: Data Representations — Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs with two or three sectors, line plots, two-circle Venn diagrams).

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: A

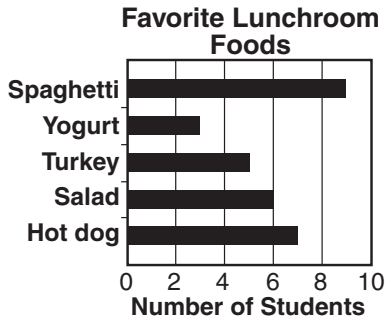
Portion of Standard Being Addressed
This item requires the student to identify a bar graph that represents the data in a tally chart.

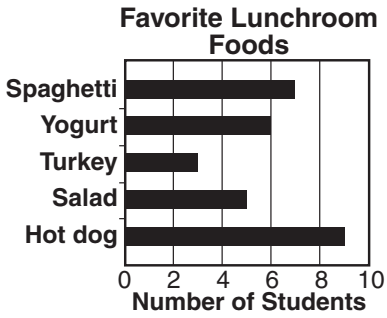
31. Susie asked her friends about their favorite lunchroom foods. She wrote their votes in this chart.

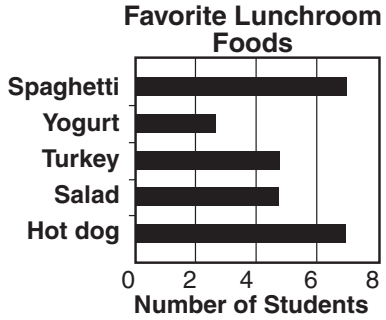
Favorite Lunchroom Foods

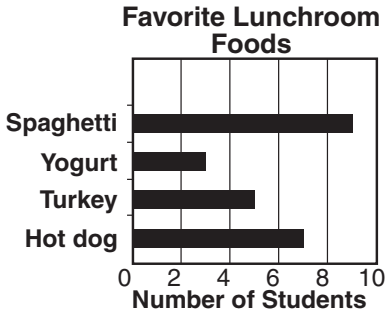
Hot dog	𝍸 ||
Salad	𝍸 |
Turkey	𝍸
Yogurt	|||
Spaghetti	𝍸 ||||

Which bar graph shows the data in the chart?

A.


C.


B.


D.


Multiple Choice Item 32

Standard: MA-EP-4.2.1: Characteristics of Data Sets — Students will determine the mode (of a set of data with no more than one mode) and the range of a set of data.

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: B

Portion of Standard Being Addressed
This item requires the student to determine the mode of a set of data.

32. Tali asked her friends about their shoe sizes. She made this chart.

Name	Shoe Size
Alisha	4
Kayla	3
Katie	5
Jessica	4
Desiree	3
Nicole	3
Tali	2

Which shoe size is in the chart most often?

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

Multiple Choice Item 33

Standard: MA-EP-4.4.3: Probability — Students will describe and give examples of the probability of an unlikely event (near zero) and a likely event (near one).

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: A

Portion of Standard Being Addressed
This item requires the student to identify the likelihood of an event.

33. Rebecca put each letter of her name on a card as shown below.

She put the cards in a bag and shook the bag. What is the chance of Rebecca picking a card with an out of the bag?

A. impossible
B. unlikely
C. likely
D. certain

Multiple Choice Item 34

Standard: MA-EP-5.1.1: Patterns, Relations and Functions — Students will extend simple patterns (e.g., 2, 4, 6, 8, …; ◊Δ◊Δ …).

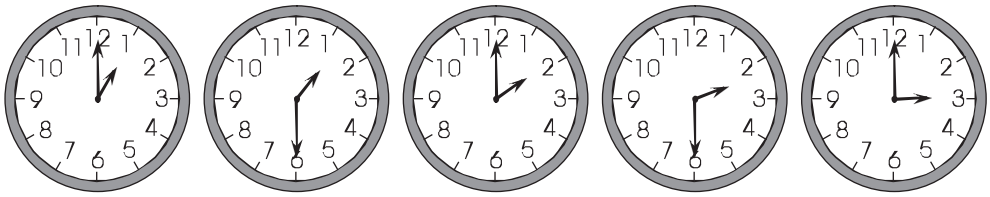
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

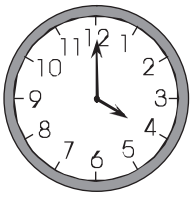
Answer Key: B

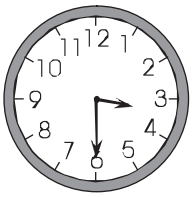
Portion of Standard Being Addressed
This item requires the student to extend a simple pattern.

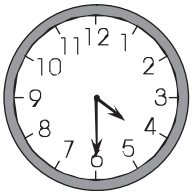
34. Look at the pattern below.



What clock comes next in this pattern?

A. 

B. 

C. 

Multiple Choice Item 35

Standard: MA-EP-5.1.1: Patterns, Relations and Functions — Students will extend simple patterns (e.g., 2, 4, 6, 8, …; ◊Δ◊Δ …).

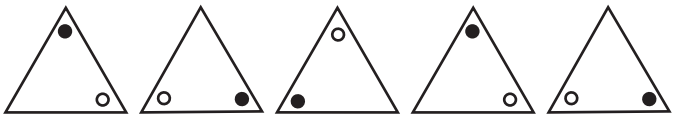
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

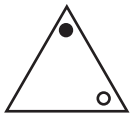
Answer Key: C

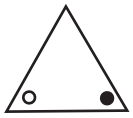
Portion of Standard Being Addressed
This item requires the student to extend a simple pattern.

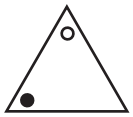
35. Look at this pattern.

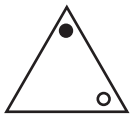


What figure should come next in this pattern?

A. 

B. 

C. 

D. 

Multiple Choice Item 36

Standard: MA-EP-5.1.2: Patterns, Relations and Functions — Students will describe functions (input-output) through pictures and words.

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: D

Portion of Standard Being Addressed
This item requires the student to describe functions through words.

36. Look at the number pattern below.

100, 95, 90, 85, 80, 75, ____

What is the rule for the pattern?

A. Add 10.
B. Subtract 10.
C. Add 5.
D. Subtract 5.

Multiple Choice Item 37

Standard: MA-EP-5.1.2: Patterns, Relations and Functions — Students will describe functions (input-output) through pictures and words.

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: A

Portion of Standard Being Addressed
This item requires the student to describe a rule for an input/output table.

37. What is the rule for this table?

In	5	6	7	8	10
Out	2	3	4	5	7

A. subtract 3
B. add 3
C. subtract 2
D. add 2

Multiple Choice Item 38

Standard: MA-EP-5.1.2: Patterns, Relations and Functions — Students will describe functions (input-output) through pictures and words.

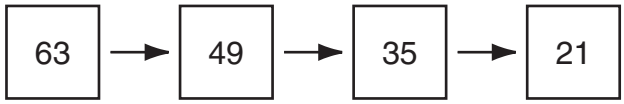
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: C

Portion of Standard Being Addressed
This item requires the student to determine the rule for a numerical pattern.

38. Mr. Wyniski wrote this pattern on the board.



Which rule does the pattern follow?

A. add 21
B. add 14
C. subtract 14
D. subtract 7

Multiple Choice Item 39

Standard: MA-EP-5.3.1: Equations and Inequalities — Students will model real-world and mathematical problems with simple number sentences (equations and inequalities) with a missing value (e.g., 2 + ? = 7, ___< 6) and apply simple number sentences to solve mathematical and real-world problems.

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: B

Portion of Standard Being Addressed
This item requires the student to apply simple number sentences to represent and to solve real-world problems.

39. Kevin has 2 baseball cards. Together, Kevin and Don have 6 baseball cards. Don and Sean together have 10 baseball cards. How many baseball cards does Sean have?

    A. 4
    B. 6
    C. 8
    D. 10