2007

Green River

Regional Educational Cooperative

Grades K–1
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-1.1.1: Number Sense

Multiple Choice Item 5 ..... p. 9
Standard: MA-EP-1.1.1: Number Sense

Multiple Choice Item 6 ..... p. 10
Standard: MA-EP-1.1.1: Number Sense

Multiple Choice Item 7 ..... p. 11
Standard: MA-EP-1.1.1: Number Sense

Multiple Choice Item 8 ..... p. 12
Standard: MA-EP-1.1.1: Number Sense

Multiple Choice Item 9 ..... p. 13
Standard: MA-EP-1.1.3: Number Sense

Multiple Choice Item 10 ..... p. 14
Standard: MA-EP-1.1.3: Number Sense

Multiple Choice Item 11 ..... p. 15
Standard: MA-EP-1.2.1: Estimation

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-1.3.1: Number Operations

Multiple Choice Item 15 ..... p. 19
Standard: MA-EP-1.3.1: Number Operations

Multiple Choice Item 16 ..... p. 20
Standard: MA-EP-1.3.1: Number Operations

Multiple Choice Item 17 ..... p. 21
Standard: MA-EP-1.3.1: Number Operations

Multiple Choice Item 18 ..... p. 22
Standard: MA-EP-1.3.1: Number Operations

Multiple Choice Item 19 ..... p. 23
Standard: MA-EP-1.3.2: Number Operations

Multiple Choice Item 20 ..... p. 24
Standard: MA-EP-1.3.2: Number Operations

Multiple Choice Item 21 ..... p. 25
Standard: MA-EP-1.3.2: Number Operations

Multiple Choice Item 22 ..... p. 26
Standard: MA-EP-1.5.1: Properties of Numbers and Operations

Multiple Choice Item 23 ..... p. 27
Standard: MA-EP-1.5.1: Properties of Numbers and Operations

Multiple Choice Item 24 ..... p. 28
Standard: MA-EP-2.1.1: Measuring Physical Attributes

Multiple Choice Item 25 ..... p. 29
Standard: MA-EP-2.1.1: Measuring Physical Attributes

p. Multiple Choice Item 26..... p. 30
Standard: MA-EP-2.1.1: Measuring Physical Attributes

Multiple Choice Item 27 ..... p. 31
Standard: MA-EP-2.1.1: Measuring Physical Attributes

Multiple Choice Item 28 ..... p. 32
Standard: MA-EP-2.1.3: Measuring Physical Attributes

Multiple Choice Item 29 ..... p. 33
Standard: MA-EP-2.1.5: Measuring Physical Attributes

Multiple Choice Item 30 ..... p. 34
Standard: MA-EP-2.1.5: Measuring Physical Attributes

Multiple Choice Item 31 ..... p. 35
Standard: MA-EP-2.1.1: Measuring Physical Attributes

Multiple Choice Item 32 ..... p. 36
Standard: MA-EP-2.2.2: Systems of Measurement

Multiple Choice Item 33 ..... p. 37
Standard: MA-EP-3.1.2: Shapes and Relationships

Multiple Choice Item 34 ..... p. 38
Standard: MA-EP-3.1.5: Shapes and Relationships

Multiple Choice Item 35 ..... p. 39
Standard: MA-EP-3.1.5: Shapes and Relationships

Multiple Choice Item 36 ..... p. 40
Standard: MA-EP-3.2.1: Transformations of Shapes

Multiple Choice Item 37 ..... p. 41
Standard: MA-EP-4.1.1: Data Representations

Multiple Choice Item 38 ..... p. 42
Standard: MA-EP-4.1.1: Data Representations

Multiple Choice Item 39 ..... p. 43
Standard: MA-EP-4.1.2: Data Representations

Multiple Choice Item 40 ..... p. 44
Standard: MA-EP-5.1.1: Patterns, Relations and Functions

Note: Each item is aligned to a standard, but does not necessarily measure the entire standard.

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.

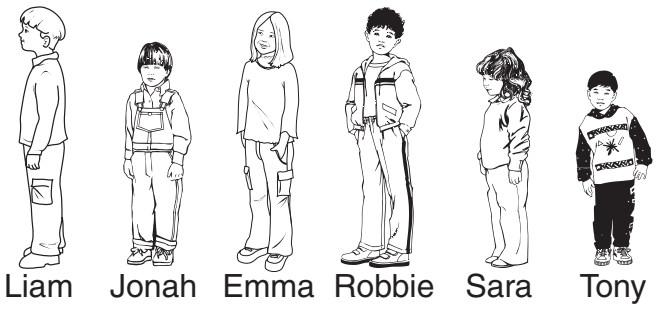
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: A

Portion of Standard Being Addressed
This item requires students to identify an object in a position when given the ordinal number.

1. These children are waiting in line. Liam is first in line.



Who is third in line?

A. Emma
B. Robbie
C. Tony

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: A

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

2. Look at the number below.

   32

   Which number is in the one's place?

   A. 2
   B. 3
   C. 5

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 students to apply whole numbers to represent real-world problems.

3. Lamont had the dimes shown below.

Lamont spent 3 of the dimes. How much money did he have left?

A. 40¢
B. 50¢
C. 60¢

Multiple Choice Item 4

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

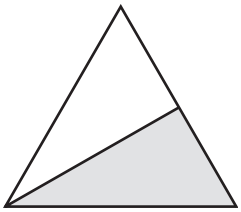
Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: B

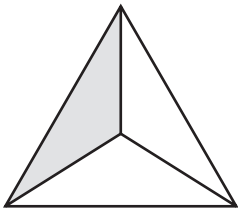
Portion of Standard Being Addressed
This item requires students to apply multiple representations to describe fractions.

4. Which shape is **not** one-half shaded?

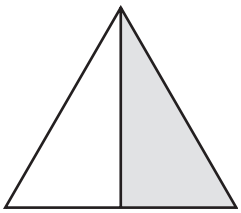
A.



B.



C.



Multiple Choice Item 5

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.

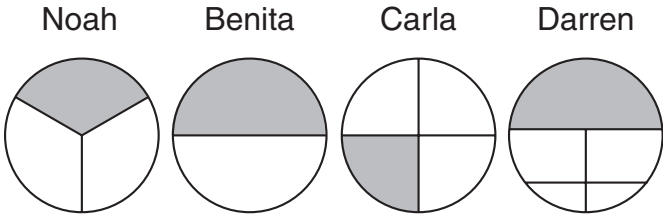
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: C

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

5. Four children drew pictures of fractions.



Which child's figure is $\frac{1}{4}$ shaded?

A. Noah's figure
B. Benita's figure
C. Carla's figure
D. Darren's figure

Multiple Choice Item 6

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 students to apply multiple representations to describe whole numbers.

6. Which is the same as 53?

   A. 30 + 5

   B. 50 + 3

   C. 10 + 5

Multiple Choice Item 7

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.

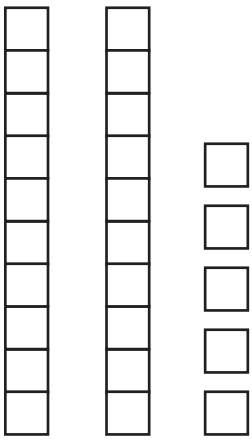
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: B

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

7. How many tens and ones are shown below?



A. 5 tens, 2 ones
B. 2 tens, 5 ones
C. 0 tens, 7 ones

Multiple Choice Item 8

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 students to explain how the base 10 number system relates to place value.

8. Randy has 43 pennies. How many stacks of 10 pennies each can he make from his pennies?

   A. 3
   B. 4
   C. 43

Multiple Choice Item 9

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: A

Portion of Standard Being Addressed
This item requires students to compare whole numbers to whole numbers.

9. Which domino has more than 4 dots but less than 7 dots?

A.

B.

C.

Multiple Choice Item 10

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).

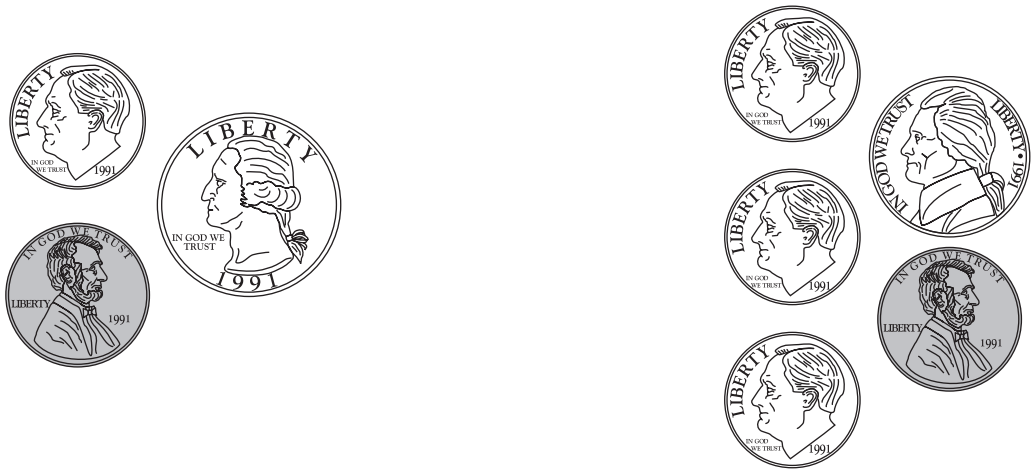
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: C

Portion of Standard Being Addressed
This item requires students to compare whole numbers to whole numbers.

10. Look at the two groups of coins shown below.



Which statement correctly compares the values of the two groups of coins?

A. 36¢ > 41¢

B. 45¢ < 36¢

C. 36¢ = 36¢

Multiple Choice Item 11

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).

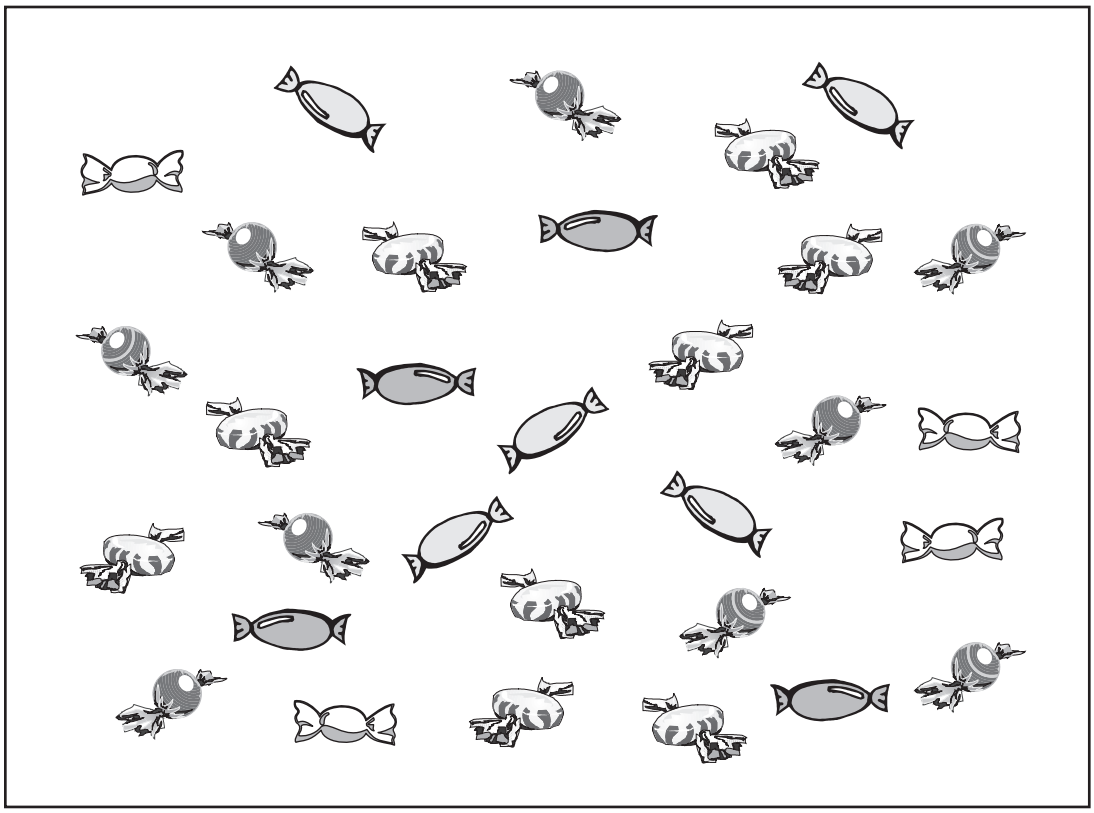
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: B

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

11. Look at the candies in the picture below.



About how many candies are in the picture?

A. 15
B. 30
C. 60

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.

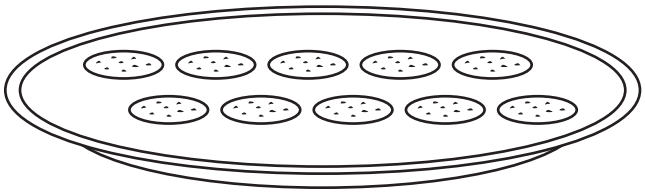
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: A

Portion of Standard Being Addressed
This item requires students to use subtraction of whole numbers to find the solution to a real-world problem.

12. Maura had the 10 cookies below.



She ate 3 cookies. How many cookies does Maura have left?

A. 7
B. 9
C. 13

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.

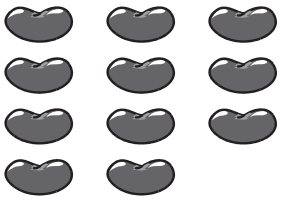
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

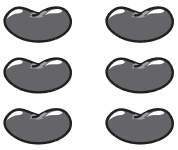
Answer Key: B

Portion of Standard Being Addressed
This item requires students to find the solution to an addition problem for a given model.

13. Sandy wants to find $11 + 6$. She counted out these beans.



11 beans



6 beans

What is $11 + 6$?

A. 5
B. 17
C. 116

Multiple Choice Item 14

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.

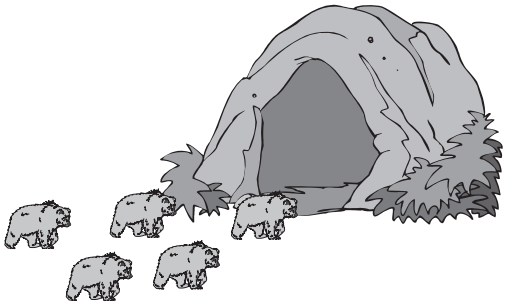
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

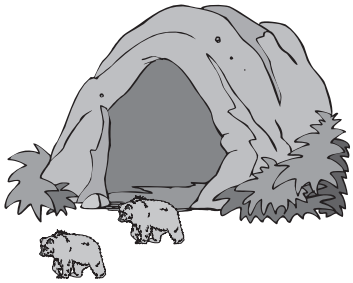
Answer Key: A

Portion of Standard Being Addressed
This item requires students to find the solution to a subtraction problem for a given picture.

14. One morning 5 bears went into an empty cave.



Then 2 bears came out.



How many bears are still in the cave?

A.

B.

C.

Multiple Choice Item 15

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 students to use addition of whole numbers to find the number fact for a given sum.

15. Mario is making sums of 12. This is his chart.

Ways to Make 12

6 + 6
5 + 7
4 + 8

Which sum belongs on Mario's chart?

A. 3 + 8
B. 3 + 9
C. 2 + 9

Multiple Choice Item 16

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.

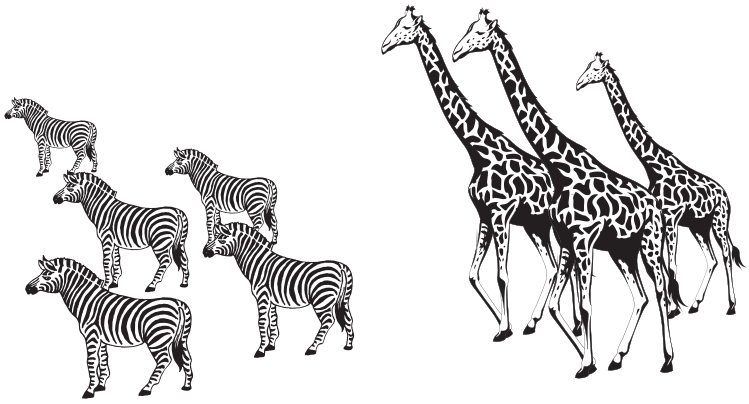
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: B

Portion of Standard Being Addressed
This item requires students to identify the appropriate number sentence for a given addition problem.

16. Look at the picture of animals below.



Which number sentence can be used to show how many animals there are in all?

A. $5 - 2 = 3$

B. $5 + 3 = 8$

C. $4 + 3 = 7$

Multiple Choice Item 17

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 students to apply operations to solve real-world problems by subtracting whole numbers with three digits or less.

17. Amy saw 3 birds in a tree. Now there are 12 birds in the tree. How many more birds flew to the tree?
    A. 8
    B. 9
    C. 10
    D. 15

Multiple Choice Item 18

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.

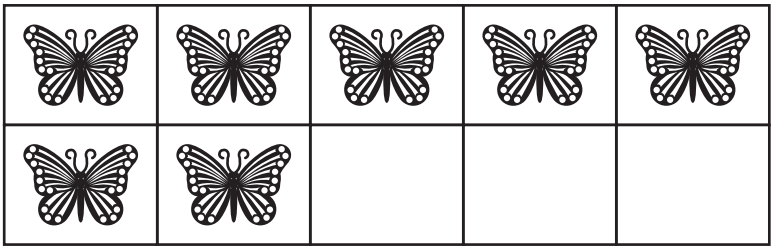
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: C

Portion of Standard Being Addressed
This item requires students to apply operations to solve real-world problems by adding whole numbers with three digits or less.

18. Josh saw the 7 butterflies shown below.



Then he saw 3 more butterflies.

How many butterflies did he see in all?

A. 8
B. 9
C. 10

Multiple Choice Item 19

Standard: MA-EP-1.3.2: Number Operations — Students will skip-count forward and backward by 2s, 5s, 10s and 100s.

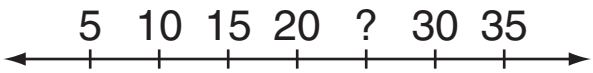
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: B

Portion of Standard Being Addressed
This item requires students to skip count by fives using a number line.

19. Look at the number line below.



What is the missing number?

A. 21
B. 25
C. 29

Multiple Choice Item 20

Standard: MA-EP-1.3.2: Number Operations — Students will skip-count forward and backward by 2s, 5s, 10s and 100s.

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 students to skip-count forward by fives and find the multiple of five that is next in the pattern.

20. Look at the pattern below.

5, 10, 15, 20, 25, 30, ____

What number comes next in this pattern?

A. 31
B. 35
C. 40

Multiple Choice Item 21

Standard: MA-EP-1.3.2: Number Operations — Students will skip-count forward and backward by 2s, 5s, 10s and 100s.

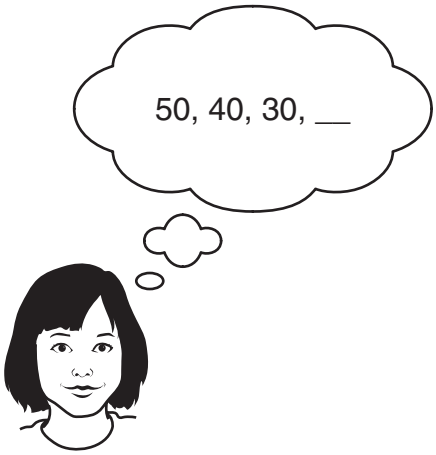
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: C

Portion of Standard Being Addressed
This item requires students to skip-count backward by 10s.

21. Maria started at 50. She is counting backward by 10s, as shown below.



What number should Maria say after 30?

A. 60
B. 30
C. 20

Multiple Choice Item 22

Standard: MA-EP-1.5.1: Properties of Numbers and Operations — Students will identify and provide examples of odd numbers, even numbers and multiples of a number, and will apply these numbers to solve 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: A

Portion of Standard Being Addressed
This item requires students to identify and provide examples of odd numbers.

22. I am a number.

    I am less than 10.

    I am an odd number.

    Which of these numbers am I?

    A. 3
    B. 6
    C. 11

Multiple Choice Item 23

Standard: MA-EP-1.5.1: Properties of Numbers and Operations — Students will identify and provide examples of odd numbers, even numbers and multiples of a number, and will apply these numbers to solve 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 students to identify and provide examples of even numbers.

23. Which number is even?
    A. 21
    B. 34
    C. 75

Multiple Choice Item 24

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); and
- money (identify coins and bills by value) and
- temperature (Fahrenheit).

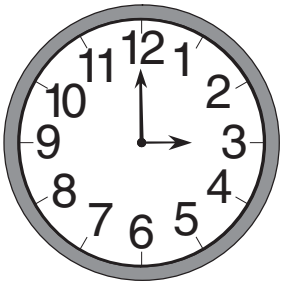
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

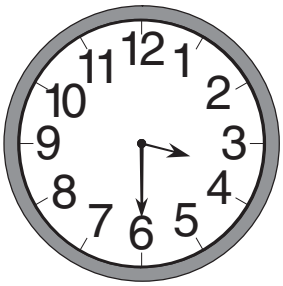
Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

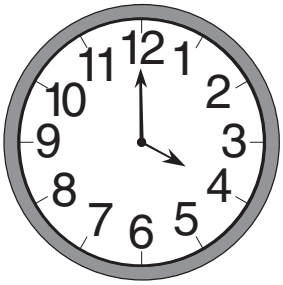
Answer Key: C

Portion of Standard Being Addressed
This item requires students to apply standard units to measure time to the nearest quarter hour.

24. Shania started her piano lesson at 3:00. The lesson lasted 1 hour. Which clock shows the time her lesson was finished?

A. 

B. 

C. 

Multiple Choice Item 25

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); and
- 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 students to identify the name and number of the coins and identify the tally table that displays this information.

25. Nolan emptied his piggy bank to count this money.

Which tally chart shows how much money Nolan has?

A.

Pennies	𝍸 𝍸 ||
Nickels	𝍸 ||
Dimes	||||

B.

Pennies	𝍸 𝍸 ||
Nickels	||||
Dimes	𝍸 ||

C.

Pennies	||||
Nickels	𝍸 ||
Dimes	𝍸 𝍸 ||

Multiple Choice Item 26

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); and
- 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

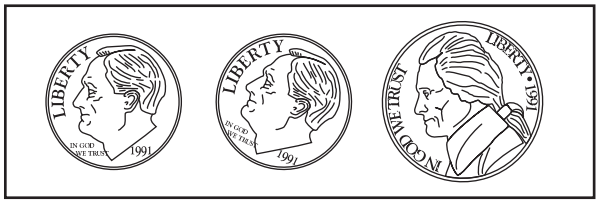
Answer Key: B

Portion of Standard Being Addressed
This item requires students to apply standard units to identify coins and bills by value.

26. Sheila has 25 cents. Which group of coins shows Sheila's money?

A.

B.



C.

Multiple Choice Item 27

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); and
- 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: C

Portion of Standard Being Addressed
This item requires students to apply standard units to measure money.

27. How much money is shown below?

A. 10¢
B. 20¢
C. 22¢

Multiple Choice Item 28

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.

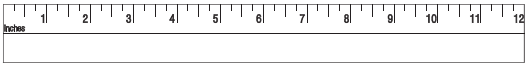
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

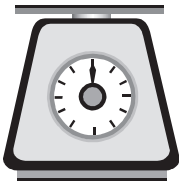
Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

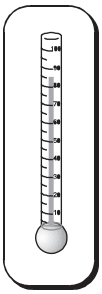
Answer Key: A

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

28. Steve is buying some rope. Which of these would help him measure how long the rope is?

A. 

B. 

C. 

Multiple Choice Item 29

Standard: MA-EP-2.1.5: Measuring Physical Attributes — Students will use units of measurement to describe and compare attributes of objects to include length (in, cm), width, height, money (cost), temperature (F) and weight (oz, lb), and sort objects and compare attributes by shape, size and color.

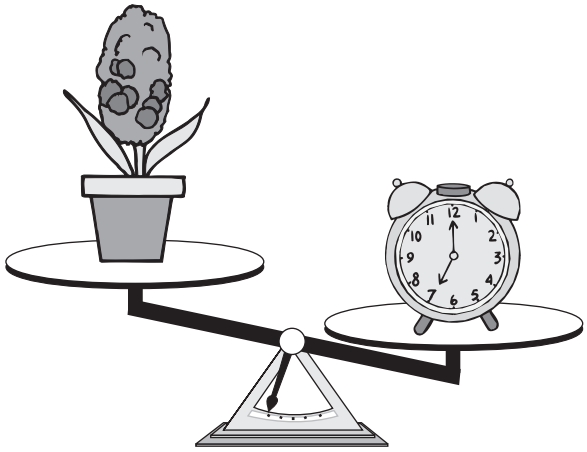
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: A

Portion of Standard Being Addressed
This item requires students to compare attributes of objects to include weight.

29. Look at the balance scale below.



Which statement about the weight of the clock is true?

A. The clock weighs more than the plant.
B. The clock weighs less than the plant.
C. The clock weighs the same as the plant.

Multiple Choice Item 30

Standard: MA-EP-2.1.5: Measuring Physical Attributes — Students will use units of measurement to describe and compare attributes of objects to include length (in, cm), width, height, money (cost), temperature (F) and weight (oz, lb), and sort objects and compare attributes by shape, size and color.

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 students to determine the largest circle.

30. Ted is drawing circles by tracing around the outside of coins. Which coin below will help him draw the largest circle?

A.

B.

C.

Multiple Choice Item 31

Standard: MA-EP-2.1.1: Measuring Physical Attributes — Students will determine elapsed time by half hours.

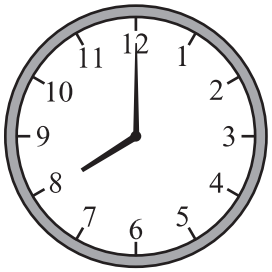
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: B

Portion of Standard Being Addressed
This item requires students to measure elapsed time.

31. Jon left for school at 8:00.



It took him $\frac{1}{2}$ an hour to get there.

What time did Jon get to school?

A. 8:20
B. 8:30
C. 9:00

Multiple Choice Item 32

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

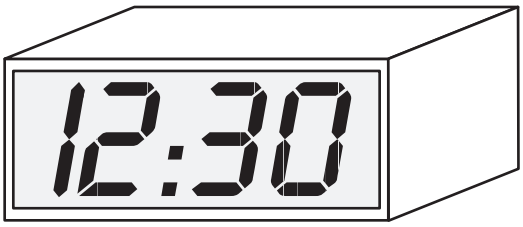
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: C

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

32. The clock below shows what time it is now.



Gym class starts in two hours. What time does gym class start?

A. 1:30
B. 2:00
C. 2:30

Multiple Choice Item 33

Standard: MA-EP-3.1.2: Shapes and Relationships — Students will describe and provide examples of basic two-dimensional shapes (circles, triangles, squares, rectangles, trapezoids, rhombuses, hexagons) and will apply these shapes to solve real-world and mathematical problems.

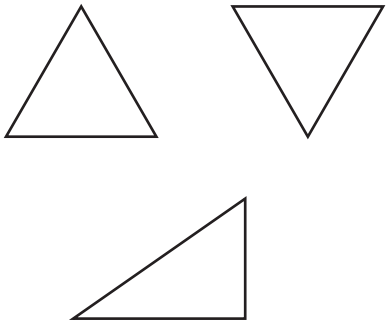
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: C

Portion of Standard Being Addressed
This item requires students to provide examples of a basic two-dimensional shape.

33. Look at these shapes.



How many of these shapes are triangles?

A. 1
B. 2
C. 3

Multiple Choice Item 34

Standard: MA-EP-3.1.5: Shapes and Relationships — Students will identify and describe congruent figures in real-world and mathematical problems.

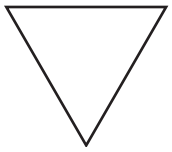
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

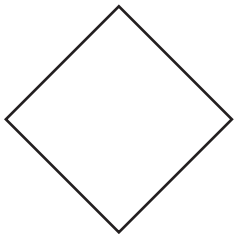
Answer Key: C

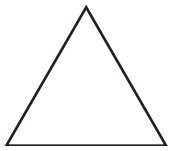
Portion of Standard Being Addressed
This item requires students to identify congruent figures in mathematical problems.

34. Which is the same shape as this shape?



A.

B. 

C. 

Multiple Choice Item 35

Standard: MA-EP-3.1.5: Shapes and Relationships — Students will identify and describe congruent figures in real-world and mathematical problems.

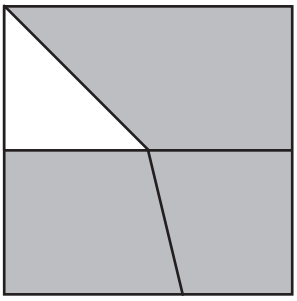
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

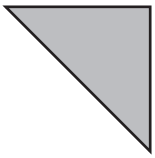
Answer Key: A

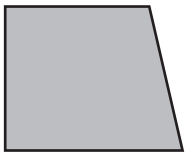
Portion of Standard Being Addressed
This item requires students to identify congruent figures in real-world problems.

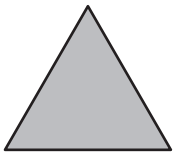
35. Sara is making the puzzle shown below. One piece is missing.



Which is the missing piece?

A. 

B. 

C. 

Multiple Choice Item 36

Standard: MA-EP-3.2.1: Transformations of 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

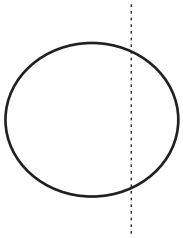
Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: D

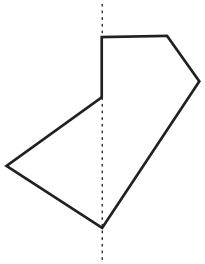
Portion of Standard Being Addressed
This item requires students to provide examples of line symmetry in mathematical problems.

36. In which figure does the dotted line show a line of symmetry?

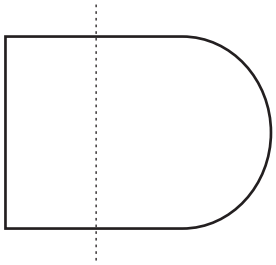
A.



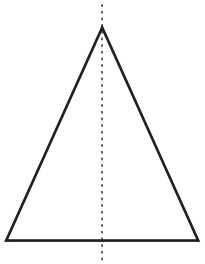
B.



C.



D.



Multiple Choice Item 37

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).

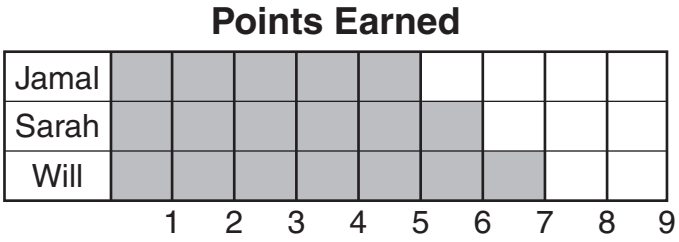
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: B

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

37. Look at the graph.



Who earned exactly 6 points?

A. Jamal
B. Sarah
C. Will

Multiple Choice Item 38

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

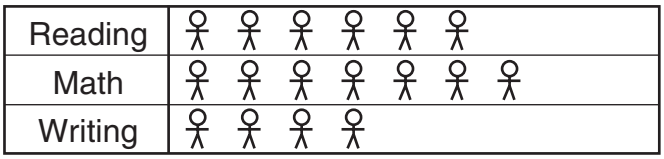
Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: B

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

38. The graph below shows how many children voted for their favorite class.

Votes for Favorite Class



How many children voted for math?

A. 4
B. 7
C. 8

Multiple Choice Item 39

Standard: MA-EP-4.1.2: Data Representations — Students will collect data.

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: A

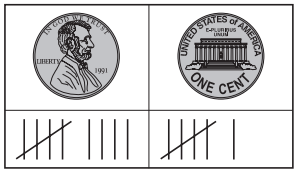
Portion of Standard Being Addressed
This item requires students to identify the tally table that displays the given data.

39. Janelle tossed these pennies in the air. This is how they landed.

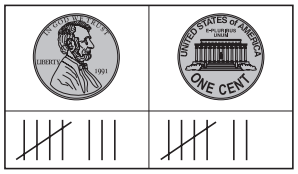
She counted how many came up and how many came up .

Which chart shows what Janelle counted?

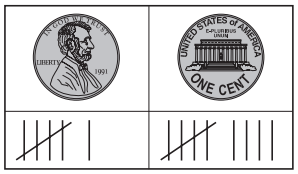
A.



B.



C.



Multiple Choice Item 40

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

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 students to extend simple geometric patterns.

40. Look at the pattern below.

What are the next two shapes in this pattern?

A.

B.

C.