Ohio Department of Education

Ohio's State Tests

PRACTICE TEST

GRADE 4
MATHEMATICS

Student Name



Ohio's State Tests Reference Sheet Grade 4

1 kilometer = 1,000 meters 1 kilogram = 1,000 grams 1 liter = 1,000 milliliters

1 meter = 100 centimeters

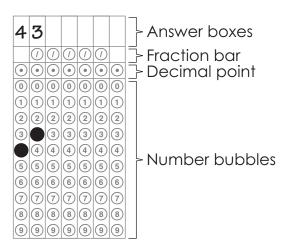
1 centimeter = 10 millimeters

1 hour = 60 minutes

kilo-	hecto-	deca-	Metric Unit > grams > liters > meters	Decimal point	deci-	centi-	milli-
1000	100	10	1	•	0.1 or $\frac{1}{10}$	0.01 or $\frac{1}{100}$	0.001 or $\frac{1}{1000}$

Directions for Completing the Response Grids

- 1. Work the problem, and find an answer.
- 2. Write your answer in the answer boxes at the top of the grid in the Student Test Booklet.
 - Write only one digit or symbol in each answer box.
 - Be sure to write a decimal point or fraction bar in the answer box if it is a part of the answer.
- 3. Fill in a bubble under each box in which you wrote your answer in the Student Test Booklet.
 - Fill in one and ONLY one bubble for each answer box. Do NOT fill in a bubble under an unused answer box.
 - Fill in each bubble by making a solid mark that completely fills the circle.
 - You MUST fill in the bubbles accurately to receive credit for your answer.



You can record a mixed number in several different ways. You can write it as:

a. A whole number and a fraction (15 1/2).
 Be sure to include a space between the whole number and the fraction.

1	5		1	1	2	
	(/)	1	1		1	
•	•	•	•	•	•	•
0	0	0	0	0	0	0
	1	1		1	1	1
2	2	2	2	2		2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
(5)		(5)	(5)	(5)	(5)	(5)
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

b. An equivalent fraction (31/2)

3	1	/	2			
	(/)		(/)	(/)	(/)	
•	•	•	•	•	•	•
0	0	0	0	0	0	0
1		1	1	1	1	1
2	2	2		2	2	2
	3	3	3	3	3	3
4	4	4	4	4	4	4
(5)	(5)	(5)	(5)	(5)	(5)	(5)
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

c. An equivalent decimal (15.5)

1	5	•	5			
	(/)	(/)	(/)	(/)	(/)	
•	•		•	•	•	•
0	0	0	0	0	0	0
	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	(3)
4	4	4	4	4	4	4
(5)		(5)		(5)	(5)	(5)
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

Directions:

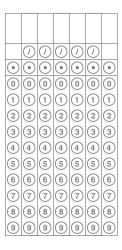
Today you will be taking the Ohio Grade 4 Mathematics Practice Assessment.

There are several important things to remember:

- 1. Read each question carefully. Think about what is being asked. Look carefully at graphs or diagrams because they will help you understand the question. Then, choose or write the answer you think is best.
- 2. Use only a #2 pencil to answer questions on this test.
- 3. For questions with bubbled responses, fill in the circle next to your answer choice. If you change your answer, make sure you erase your old answer completely. Do not cross out or make any marks on the other choices.
- 4. For questions with response boxes, write your answer neatly, clearly and <u>only</u> in the space provided. Answers written outside of the space provided will not be scored.
- 5. If you do not know the answer to a question, skip it and go on to the next question. If you have time, go back to the questions you skipped and try to answer them before turning in your Student Test Booklet.
- 6. Check over your work when you are finished.

1. Jayla has 15 stickers. Kiara has 3 times as many stickers as Jayla.

How many stickers does Kiara have? Enter the number in the response grid.



2. Which figure represents a line segment?

(A)



© •

(D) -

3.

4. Abby writes the number 5,368 on her paper.

Camilla also writes a number, as follows:

- It is bigger than 1,000 and smaller than 10,000.
- Only one digit is a 6.
- The value of the 6 is 10 times the value of the 6 in Abby's number.

Enter a whole number that Camilla could have written in the response grid.

	(/)	(/)	(/)	(/)	(/)	
•	•	•	•	•	•	•
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
(5)	(5)	(5)	(5)	(5)	(5)	(5)
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9
(9)	9	9	9	9	9	9

5. Fill in the bubbles before the **two** correct representations of the number "one thousand, twenty five."

$$\bigcirc$$
 1,000 + 20 + 5



6.

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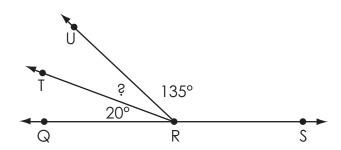
7.

- 8. Fill in the bubbles before the **three** expressions that have a product of $\frac{6}{12}$.

 - ① $6 \times \frac{1}{12}$



9. Some angles are shown along line QRS.



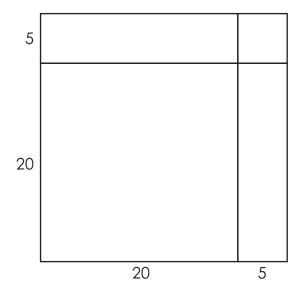
- A. What is the sum, in degrees, of the measures of $\angle QRT$ and $\angle URS$? Enter the number in the first response grid.
- B. What is the measure, in degrees, of ∠TRU? Enter the number in the second response grid.

A.							
		(/)	(/)	(/)	(/)	(/)	
	•	•	•	•	•	•	•
	0	0	0	0	0	0	0
	1	1	1	1	1	1	1
	2	2	2	2	2	2	2
	3	3	3	3	3	3	3
	4	4	4	4	4	4	4
	(5)	(5)	(5)	(5)	(5)	(5)	(5)
	6	6	6	6	6	6	6
	7	7	7	7	7	7	7
	8	8	8	8	8	8	8
	9	9	9	9	9	9	9

degrees

 degrees

10. A model is shown.



What is the product represented by the model? Enter the product in the response grid.

	(/)	(/)	(/)	(/)	(/)	
•	•	•	•	•	•	•
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
(5)	(5)	(5)	(5)	(5)	(5)	(5)
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

11. Theresa has $2\frac{2}{3}$ cups of rice. She uses $1\frac{1}{3}$ cups for a recipe.

How many cups of rice does Theresa have left? Enter the number in the response grid.

	(/)	(/)	(/)	(/)	(/)	
•	•	•	•	•	•	•
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
(5)	(5)	(5)	(5)	(5)	(5)	(5)
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

cups



Do not go on

Do not go on

1. A teacher spends \$100 on posters for his classroom. The price for each size of poster is shown in the table.

Complete the table to show how many posters of each size the teacher could have bought.

Poster Size	Price	Number of Posters
Small	\$ 7	
Medium	\$11	
Large	\$13	

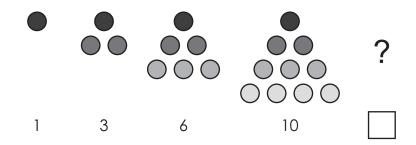
2.

- 3. A worker has 32 screwdrivers to put into tool kits.
 - A. How many tool kits can the worker make if he puts 6 screwdrivers into each tool kit? Enter the number in the first response grid.
 - B. How many screwdrivers will be left over after the worker makes the tool kits? Enter the number in the second response grid.

Α.							
		(/)	(/)	(/)	(/)	(/)	
	•	•	•	•	•	•	•
	0	0	0	0	0	0	0
	1	1	1	1	1	1	1
	2	2	2	2	2	2	2
	3	3	3	3	3	3	3
	4	4	4	4	4	4	4
	(5)	(5)	(5)	(5)	(5)	(5)	(5)
	6	6	6	6	6	6	6
	7	7	7	7	7	7	7
	8	8	8	8	8	8	8
	9	9	9	9	9	9	9

В.							
		(/)	(/)	(/)	(/)	(/)	
	•	•	•	•	•	•	•
	0	0	0	0	0	0	0
	1	1	1	1	1	1	1
	2	2	2	2	2	2	2
	3	3	3	3	3	3	3
	4	4	4	4	4	4	4
	(5)	(5)	(5)	(5)	(5)	(5)	(5)
	6	6	6	6	6	6	6
	7	7	7	7	7	7	7
	8	8	8	8	8	8	8
	9	9	9	9	9	9	9

4. A pattern is shown.



What is the next number in the pattern?

- 12
- 13
- © 15
- 16

5.

6. A student ran 9 kilometers (km).

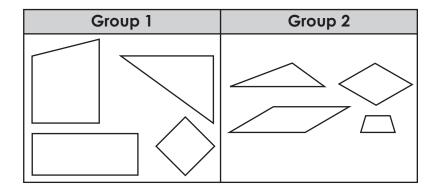
How many meters (m) did she run? Enter the number in the response grid.

	(/)	(/)	(/)	(/)	(/)	
•	•	•	•	•	•	•
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
(5)	(5)	(5)	(5)	(5)	(5)	(5)
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	(9)	(9)	(9)	(9)	(9)	(9)

meters



7. Two groups of figures are shown.



Which property was used to sort the figures into the two groups?

- A acute angles
- B obtuse angles
- © parallel sides
- perpendicular sides

8. Enter a number in the response grid that is less than 2.3 and greater than 2.07.

	(/)	(/)	(/)	(/)	(/)	
•	•	•	•	•	•	•
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
(5)	(5)	(5)	(5)	(5)	(5)	(5)
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9



9.

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10. What is 25,632 rounded to the nearest thousand? Enter the number in the response grid.

	(/)	(/)				
•	•	•	•	•	•	•
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
(5)	(5)	(5)	(5)	(5)	(5)	(5)
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

11.

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12.

This item cannot be rendered as a paper/pencil item.

13.

