

# Tennessee Comprehensive Assessment Program

# TCAP

## Math Grade 4 Item Release



- 00.** Oscar multiplies  $327 \times 5$ . Here is a step in his work.

$$327 \times 5 = (300 + 20 + 7) \times 5$$

Which of these could be the next step in Oscar's work?

- A.**  $(300 + 20 + 7) \times 5 = 300 + 20 + 35$
- B.**  $(300 + 20 + 7) \times 5 = 305 + 25 + 12$
- C.**  $(300 + 20 + 7) \times 5 = 1,500 + 20 + 7$
- D.**  $(300 + 20 + 7) \times 5 = 1,500 + 100 + 35$

**00.** What is  $\frac{59}{100} + \frac{3}{10}$ ?

**A.**  $\frac{89}{10}$

**B.**  $\frac{89}{100}$

**C.**  $\frac{62}{10}$

**D.**  $\frac{62}{100}$

- 00.** Here is the expanded form of a number.

$$300,000 + 50,000 + 4,000 + 30 + 7$$

What is the standard form of the number?

- A.** 354,307
- B.** 354,037
- C.** 350,437
- D.** 305,437

- 00.** There are 57 pretzels in a bag. Caleb eats 12 of the pretzels. He then gives an equal number of all the remaining pretzels to each of 3 friends.

What number of pretzels does Caleb give to each friend?

- A.** 15
- B.** 19
- C.** 21
- D.** 23

**00.** Which number is a multiple of 6?

**A.** 3

**B.** 16

**C.** 42

**D.** 49

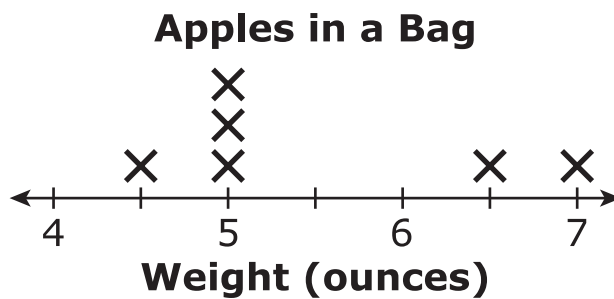
- 00.** A number pattern starts with the number 116. The pattern follows the rule subtract 8.

Which statements about the number pattern are **true**?

Choose the **two** correct answers.

- A.** The numbers in the pattern are all even.
- B.** Every other number in the pattern is odd.
- C.** Every third number in the pattern has a 0 in the ones place.
- D.** Each number in the pattern can be divided evenly by 4.
- E.** Each number in the pattern can be divided evenly by 8.

- 00.** The weight of each apple in a bag is shown in this line plot.

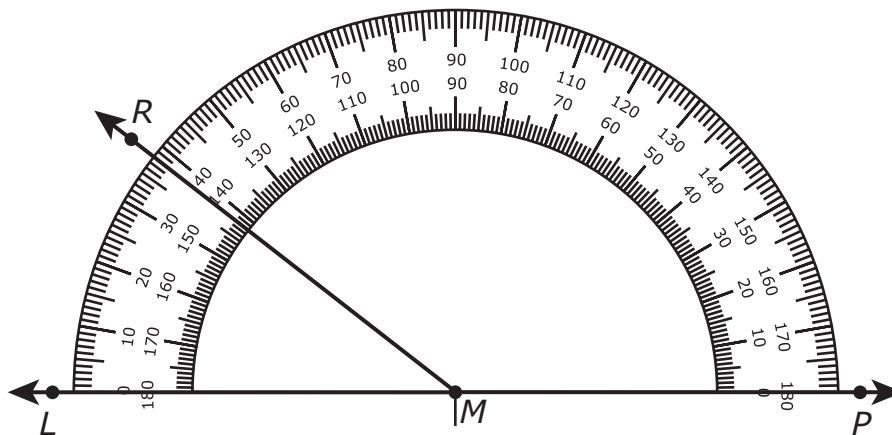


What is the total weight, in ounces, of the apples in the bag?

- A.** 23
- B.** 24
- C.** 32
- D.** 33



00. Angle  $LMR$  and angle  $PMR$  are shown.



What are the measures of angle  $LMR$  and angle  $PMR$ ?

- A. angle  $LMR$ :  $38^\circ$   
angle  $PMR$ :  $158^\circ$
- B. angle  $LMR$ :  $38^\circ$   
angle  $PMR$ :  $142^\circ$
- C. angle  $LMR$ :  $42^\circ$   
angle  $PMR$ :  $158^\circ$
- D. angle  $LMR$ :  $42^\circ$   
angle  $PMR$ :  $142^\circ$

**00.** Which sums are equal to 10,000? Choose the **two** correct answers.

**A.**  $9,100 + 1,100$

**B.**  $8,500 + 2,500$

**C.**  $7,000 + 4,000$

**D.**  $6,250 + 3,750$

**E.**  $5,000 + 5,000$

- 00.** A number is missing in this sentence.

12 is 3 times as many as .

What number goes in the box to make the sentence **true**?

- A.** 36
- B.** 15
- C.** 9
- D.** 4

- 00.** Marla eats  $\frac{2}{8}$  of a pizza. Nate eats  $\frac{3}{8}$  of a different pizza. Marla and Nate eat  $\frac{5}{8}$  of a pizza altogether.

Which sentence about the pizzas is **true**?

- A.** Marla's pizza is smaller than Nate's pizza.
- B.** Marla's pizza is larger than Nate's pizza.
- C.** The sizes of the pizzas are the same.
- D.** The sizes of the pizzas do not matter.

**00.** The students in a class were given a project to finish.

- $\frac{2}{10}$  of the students finished on Wednesday.
- $\frac{1}{10}$  of the students finished on Thursday.
- The remaining students finished on Friday.

What fraction of the students in the class finished the project on Friday?

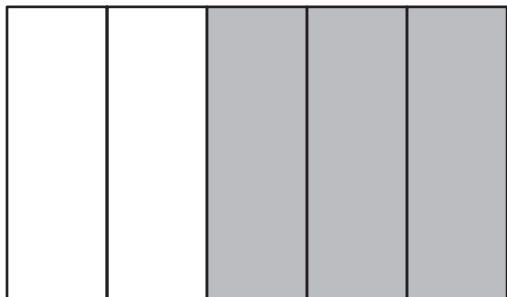
- A.**  $\frac{1}{10}$
- B.**  $\frac{3}{10}$
- C.**  $\frac{7}{10}$
- D.**  $\frac{10}{10}$

- 00.** This model is shaded to represent  $\frac{3}{4}$ .

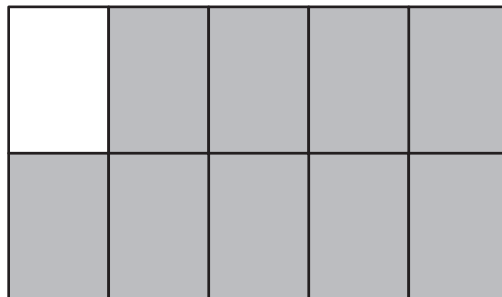


Which model is also shaded to represent  $\frac{3}{4}$ ?

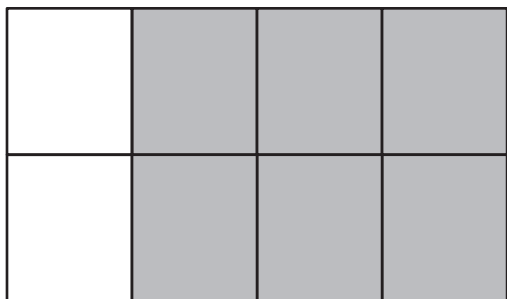
**A.**



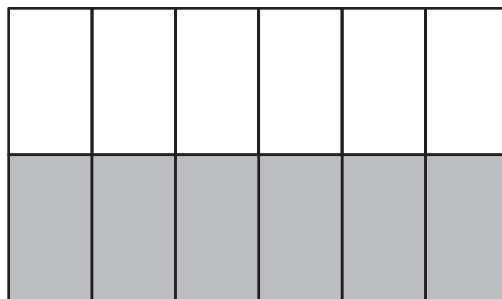
**C.**



**B.**

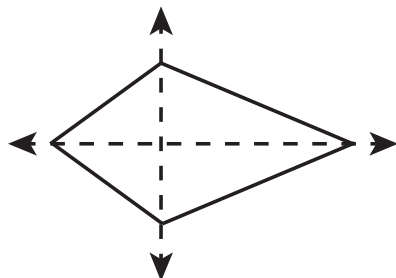


**D.**

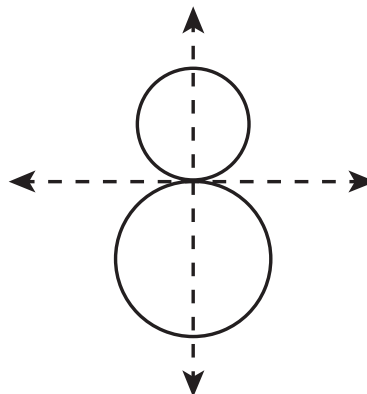


00. The dashed lines represent **all** the possible lines of symmetry for which figure?

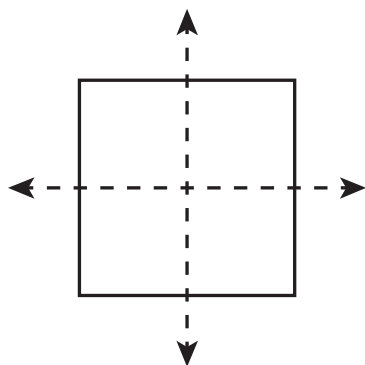
A.



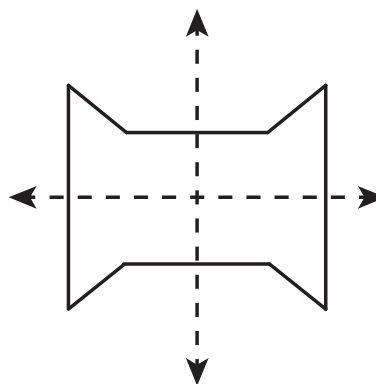
C.



B.



D.



**00.** Which number sentences are **true**?

Choose the **three** correct answers.

- A.**  $0.9 < 0.81$
- B.**  $0.79 < 0.8$
- C.**  $0.65 > 0.57$
- D.**  $0.36 > 0.44$
- E.**  $0.2 = 0.02$
- F.**  $0.10 = 0.1$



## Metadata- Math

### Items

Page Number	UIN	Grade	Item Type	Key	DOK	TN Standards	Calculator
4	TN0025514	04	MC	D	2	4.NBT.B.5	N
5	TN0025712	04	MC	B	1	4.NF.C.5	N
6	TN0025736	04	MC	B	1	4.NBT.A.2	N
7	TN0025782	04	MC	A	2	4.OA.A.3	Y
8	TN0025788	04	MC	C	1	4.OA.B.4	Y
9	TN0025798	04	MS	A,D	2	4.OA.C.5	Y
10	TN0025819	04	MC	D	2	4.MD.B.4	Y
11	TN0025827	04	MC	B	1	4.MD.C.6	Y
12	TN174956	04	MS	D,E	1	4.NBT.B.4	N
13	TN174963	04	MC	D	1	4.OA.A.1	Y
14	TN175088	04	MC	C	2	4.NF.B.3a	N
15	TN175116	04	MC	C	2	4.NF.B.3d	Y
16	TN175137	04	MC	B	2	4.NF.A.1	Y
17	TN566235	04	MC	D	1	4.G.A.3	Y
18	TN786405	04	MS	B,C,F	1	4.NF.C.7	Y

### Metadata Definitions:

<b>UIN</b>	Unique letter/number code used to identify the item.
<b>Grade</b>	Grade level or Course.
<b>Item Type</b>	Indicates the type of item. MC= Multiple Choice; MS= Multiple Select
<b>Key</b>	Correct answer. This may be blank for constructed response items where students write or type their responses.
<b>DOK</b>	Depth of Knowledge (cognitive complexity) is measured on a three-point scale. 1 = Recall or simple reproduction of information; 2 = Skills and concepts: comprehension and processing of text; 3 = Strategic thinking, prediction, elaboration.
<b>TN Standards</b>	Primary educational standard assessed.
<b>Calculator</b>	Y for items that permit calculator use.