

Assessment 1

Answer questions 1-39. Answer questions outlined in green in your test book. Answer all other questions on the Answer Form.

1 Which expressions represent the statement “three minus the product of seven and four”? Mark **all** that apply.

A $3 - (7 \times 4)$

B $(7 \times 4) - 3$

C $3 - (7 \div 4)$

D $3 - (4 \times 7)$

E $(7 \div 4) - 3$

2 Which expression has the greatest number of zeros when the number is written in standard form?

A $10,000 \times 10^9$

B $7,000 \times 10^9$

C 42×10^{12}

D 20×10^{10}

3 Evaluate.

$$3\frac{1}{6} + 8\frac{2}{9} - 1\frac{1}{2}$$

A $9\frac{8}{9}$

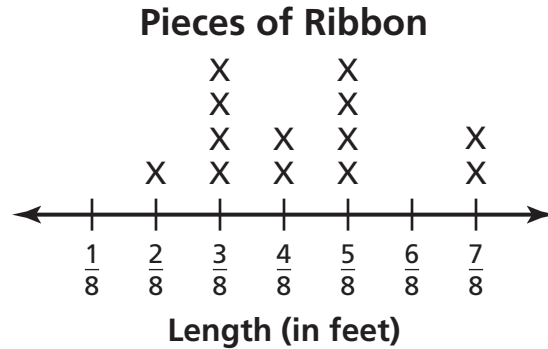
B $9\frac{7}{10}$

C $9\frac{2}{3}$

D $9\frac{19}{30}$

Go On

- 4** The line plot shows the lengths of some pieces of ribbon. Breanna wants to compare the total length of the five shortest pieces of ribbon to the total length of the two longest pieces.

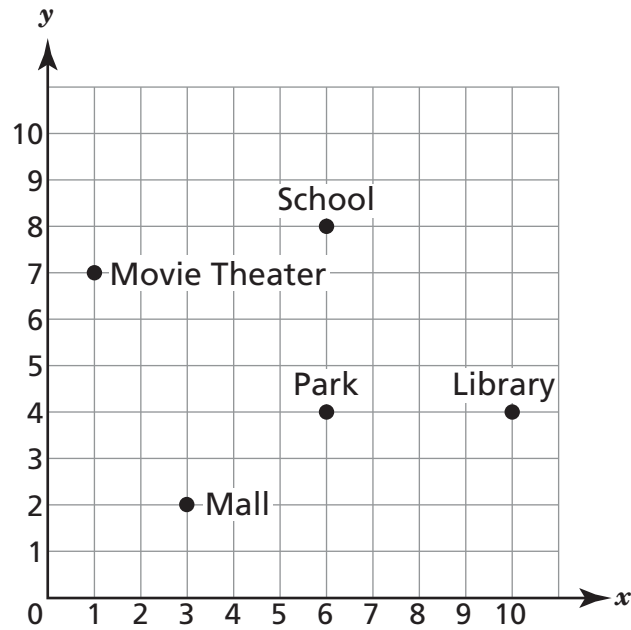


What should Breanna do to find her answer?

- A** To find the combined length of the five shortest pieces, Breanna should add $\frac{2}{8} + \frac{3}{8} = \frac{5}{8}$. The two longest pieces are $\frac{7}{8}$ foot. Because $\frac{5}{8} < \frac{7}{8}$, the combined length of the five shortest pieces is shorter than the combined length of the two longest pieces.
- B** To find the combined length of the five shortest pieces, Breanna should add $\frac{1}{8} + \frac{2}{8} + \frac{3}{8} + \frac{4}{8} + \frac{5}{8} = \frac{15}{8}$. To find the combined length of the two longest pieces, she should add $\frac{6}{8} + \frac{7}{8} = \frac{13}{8}$. Because $\frac{15}{8} > \frac{13}{8}$, the combined length of the five shortest pieces is longer than the combined length of the two longest pieces.
- C** To find the combined length of the five shortest pieces, Breanna should add $\frac{2}{8} + \frac{3}{8} + \frac{3}{8} + \frac{4}{8} + \frac{4}{8} = \frac{16}{8}$. To find the combined length of the two longest pieces, she should add $\frac{7}{8} + \frac{5}{8} = \frac{12}{8}$. Because $\frac{16}{8} > \frac{12}{8}$, the combined length of the five shortest pieces is longer than the combined length of the two longest pieces.
- D** To find the combined length of the five shortest pieces, Breanna should add $\frac{2}{8} + \frac{3}{8} + \frac{3}{8} + \frac{3}{8} + \frac{3}{8} = \frac{14}{8}$. To find the combined length of the two longest pieces, she should add $\frac{7}{8} + \frac{7}{8} = \frac{14}{8}$. Because $\frac{14}{8} = \frac{14}{8}$, the combined length of the five shortest pieces is equal to the combined length of the two longest pieces.

Part A

This map shows some places in Caleb's hometown.

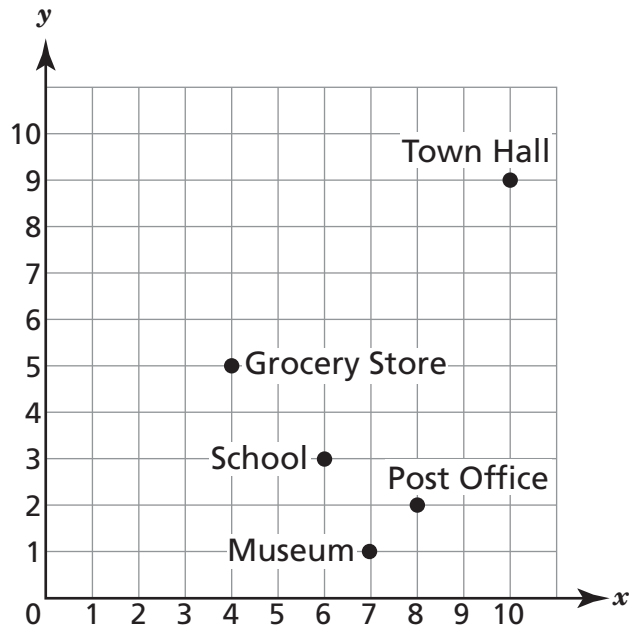


Based on the map, which statements are true? Mark **all** that apply.

- A** The mall is located at (2, 3).
- B** The park is located at (6, 4).
- C** The movie theater is located at (6, 8).
- D** The library is located at (10, 4).
- E** The school is located at (8, 6).

Part B

This map shows some places in Jada's hometown.



Based on the map, which statements are true? Mark **all** that apply.

- A** The grocery store is located at (4, 5).
- B** The museum is located at (1, 7).
- C** The school is located at (6, 3).
- D** The post office is located at (2, 8).
- E** The town hall is located at (7, 1).

6 Juan bought 230 muffins to sell at the band concert to raise money for the end of the year fifth-grade party. He uses money saved for the party to buy muffins for \$0.50 each which he sells for \$1.25 each at the concert. How much money will Juan raise for the fifth-grade party if he sells all the muffins he bought?

- A** \$115.00
- B** \$172.50
- C** \$287.50
- B** \$402.50

7

What is the value of this expression?

$$4\frac{1}{3} - 1\frac{1}{2}$$

A $3\frac{5}{6}$

B $3\frac{1}{6}$

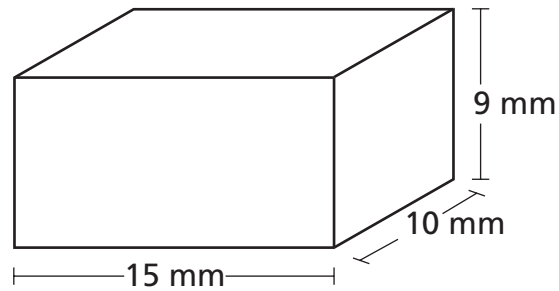
C $2\frac{5}{6}$

D $2\frac{3}{6}$

Go On

8

A rectangular prism is shown below.



[not drawn to scale]

Part A

Which expression can be used to find the greatest number of 1-millimeter unit cubes that could be packed into the prism? Mark **all** that apply.

- A** 150×9
- B** 135×10
- C** 100×19
- D** 90×15
- E** 19×15

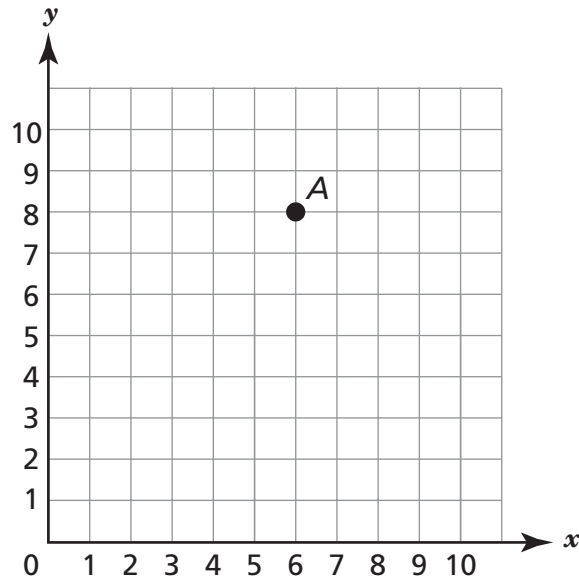
Part B

What is the volume of the prism?

- A** 225 cubic millimeters
- B** 285 cubic millimeters
- C** 1,350 cubic millimeters
- D** 1,500 cubic millimeters

9

Point A is shown on the coordinate plane below.



Which statement describes how to get to point A from the origin?

- A** Go right 8 units, then up 6 units.
- B** Go right 6 units, then up 8 units.
- C** Go left 6 units, then down 8 units.
- D** Go left 8 units, then down 6 units.

Go On

Part A

What is the product of $3,614 \times 72$?

- A 230,208
- B 259,208
- C 260,208
- D 290,208

Part B

What is the product of 891×458 ?

- A 407,808
- B 407,278
- C 408,078
- D 418,078

Part A

Last week, Randy went to soccer camp $6\frac{1}{3}$ hours each day from Monday through Thursday. How many hours did Randy spend at soccer camp last week?

Show your work.

Answer _____ hours

Part B

This week, Randy went to soccer camp on Monday, Wednesday, and Friday for $2\frac{1}{2}$ hours each day. He also went on Tuesday but only for $1\frac{1}{4}$ hour. How many hours did Randy attend soccer camp this week?

Show your work.

Answer _____ hours

Part C

Randy volunteered at an animal shelter for $5\frac{2}{3}$ hours on Saturday. He spent $\frac{1}{2}$ of his time with the dogs. How much time did Randy spend with the dogs on Saturday?

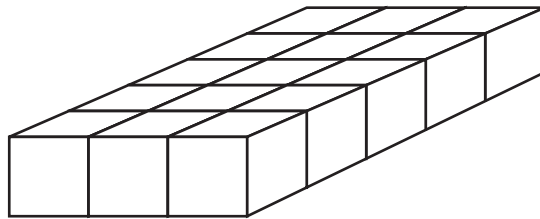
Show your work.

Answer _____ hours

Part D

On Sunday, Randy volunteered at the animal shelter for $4\frac{1}{2}$ hours in the morning and $2\frac{1}{4}$ hours in the afternoon. He spent $\frac{1}{3}$ of his time with the dogs. Randy says he spent $2\frac{1}{4}$ hours with the dogs on Sunday. Is he correct? Explain why or why not.

- 12** The figure below is made of 1-centimeter cubes.



What is the volume of the figure?

- A** 3 cubic centimeters
- B** 5 cubic centimeters
- C** 8 cubic centimeters
- D** 15 cubic centimeters

- 13** Nadia says she can use the same four numbers to write different expressions that have a value less than 100. Which expressions have a value less than 100? Mark **all** that apply.

- A** $(20 - 8) \times (3 - 1)$
- B** $(20 \times 8) - (3 - 1)$
- C** $(20 - 8) \times (3 + 1)$
- D** $(20 + 8) + (3 + 1)$
- E** $(20 \times 8) \times (3 - 1)$

Go On

14 What is the quotient of 21.06 and 9?

Show your work.

Answer _____

Part A

On Monday, Marie walks her dog $\frac{3}{8}$ mile, and Randy walks his dog $\frac{1}{4}$ mile. How far do they walk in all?

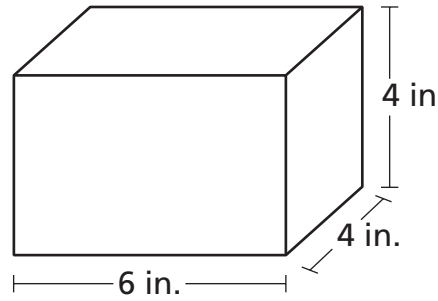
- A $\frac{4}{12}$ mile
- B $\frac{5}{8}$ mile
- C $\frac{4}{8}$ mile
- D $\frac{3}{12}$ mile

Part B

On Tuesday, Marie walks her dog $\frac{4}{5}$ mile, and Randy walks his dog $\frac{2}{3}$ mile. How much farther did Marie walk than Randy?

- A $\frac{3}{15}$ mile
- B $\frac{2}{15}$ mile
- C $\frac{2}{2}$ mile
- D $\frac{22}{15}$ miles

Ms. Henley asks her students to find the volume of this rectangular prism.



Which students use a correct way to find the volume? Mark **all** that apply.

- A** Amy multiplies 6×4 . Then she multiplies 24×4 .
- B** Jackson multiplies the three side lengths and says the volume is 96 cubic inches.
- C** Gabe adds $4 + 6$. Then he multiplies 10×4 .
- D** Chia adds $24 + 4$ and says the volume is 28 cubic inches.
- E** Omar multiplies 4×4 . Then he multiplies 16×4 .

Part A

Matt drew a quadrilateral with both pairs of opposite sides parallel. The opposite sides are also equal to each other in length. Which statements are true? Mark **all** that apply.

- A** It could be a rectangle.
- B** It must be a square.
- C** It could be a triangle.
- D** It must be a parallelogram.
- E** It could be a rhombus.

Part B

Rebecca drew a quadrilateral with at least one pair of opposite sides parallel. Which statements are true? Mark **all** that apply.

- A** It must be a rectangle.
- B** It must be a parallelogram.
- C** It could be a square.
- D** It could be a rhombus.
- E** It must be a trapezoid.

18

A parking lot has 208 parking spots divided into equal rows. The total number of rows is between 10 and 15. How many rows are in the parking lot?

- A** 11
- B** 12
- C** 13
- D** 14

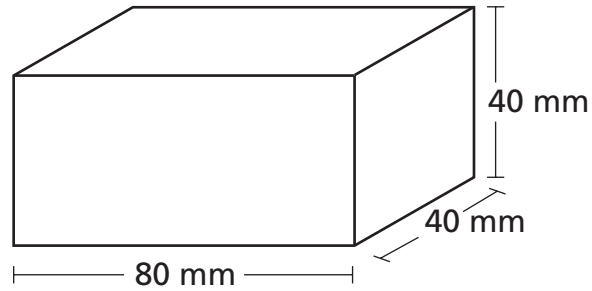
Go On

19 Which statement best describes the product of $\frac{2}{3}$ and $\frac{3}{5}$?

- A** The product must be less than $\frac{2}{3}$, but greater than $\frac{3}{5}$.
- B** The product must be less than $\frac{3}{5}$, but greater than $\frac{2}{3}$.
- C** The product must be less than both $\frac{2}{3}$ and $\frac{3}{5}$.
- D** The product must be greater than both $\frac{2}{3}$ and $\frac{3}{5}$.

20

A small box is represented in the diagram below.



[not drawn to scale]

Part A

What is the volume of the box?

Show your work.

Answer _____ cubic millimeters

Part B

Suppose the height of 40 millimeters is doubled, and the length of 80 millimeters and the volume remain the same. What will be the width of the box?

Show your work.

Answer _____ millimeters

Go On

21 Which decimal number has a value **greater** than 5.206?

A 5.200

B 5.301

C 5.026

D 5.198

22

Members of a basketball team set a fundraising goal to buy new uniforms. The coach recorded the fraction of the goal amount that each team member had raised.

Part A

Tim raised $\frac{1}{8}$ of the goal amount and Sean raised $\frac{1}{6}$ of the goal amount. What was the fraction of the goal amount raised by Tim and Sean combined?

Show your work.

Answer _____

Part B

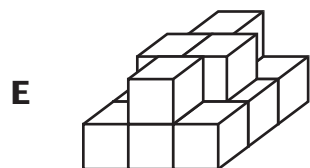
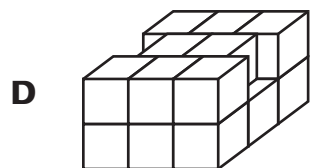
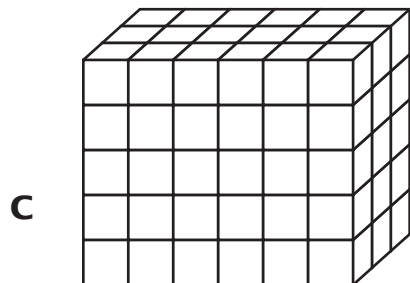
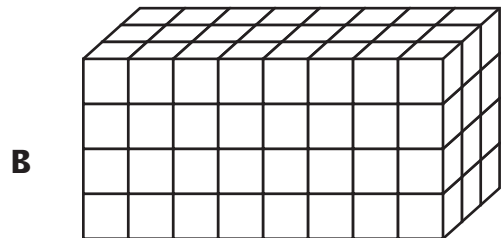
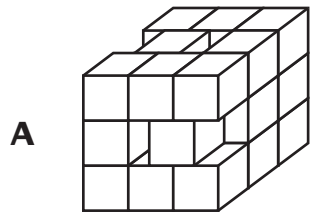
What fraction of the goal amount remained to be raised after Tim's and Sean's money was recorded?

Show your work.

Answer _____

Go On

Which models correctly show the volume of a rectangular prism? Mark **all** that apply.



Part A

Sherry's teacher asked her to write an expression for "the product of 6 and the sum of 4 and 5."

Sherry wrote the expression $6 \times 4 + 5$.

Did Sherry write a correct expression? Explain why or why not.

Part B

Write two other expressions to represent "the product of 6 and the sum of 4 and 5." Explain why they are both correct.

Part C

Sherry's teacher asked her to write an expression for "twice the sum of 16 and 9."

Sherry wrote the expression $(2 \times 16) + 9$.

Sherry's expression is not correct. What mistake did she make? What should be the correct expression? Explain your reasoning.

Part D

Describe how using parentheses in a numerical expression can affect its meaning. Give examples of when you would need to use parentheses in an expression and when parentheses would not change the value of the expression.

25 The length of a plot of land is $\frac{1}{2}$ mile. The plot is divided into four equal lengths. What is the length of each part?

A $\frac{1}{8}$ mi

B $\frac{1}{6}$ mi

C $\frac{4}{2}$ mi

D $\frac{8}{1}$ mi

26 Juliet says that 0.09 is $\frac{1}{10}$ of 9.
Which statements are true? Mark **all** that apply.

A Juliet is incorrect because 0.09 is $\frac{1}{100}$ of 9.

B Juliet is incorrect because 0.09 is $\frac{1}{1000}$ of 9.

C Juliet is correct because 0.09 is $\frac{1}{10}$ of 0.009.

D Juliet is incorrect because 0.09 is $\frac{1}{10}$ of 0.9.

E Juliet is incorrect because 90 is $\frac{1}{10}$ of 9.

Go On

27 Luke rode his bicycle $\frac{2}{5}$ mile from his house to the library. He then rode $\frac{1}{2}$ mile from the library to the mall.

Part A

How much farther was the ride from the library to the mall than the ride from Luke's house to the library? Write and solve a number sentence to find the difference.

Show your work.

Answer _____ mile(s)

Part B

Sketch a fraction model to find the total distance Luke rode.

Show your work.

Part C

Write and solve a number sentence to find the total distance Luke rode his bicycle.

Show your work.

Answer _____ mile(s)

Part D

How far from Luke's house could the mall be? How close could it be? Explain your reasoning, and draw a diagram to support your answer.

28 Identify equivalent measures.

Part A

Which measures are equivalent to 10 meters? Mark **all** that apply.

- A** 0.01 kilometer
- B** 1,000 millimeters
- C** 100 millimeters
- D** 1,000 centimeters
- E** 10,000 millimeters

Part B

Which measures are equivalent to 3 feet? Mark **all** that apply.

- A** 36 inches
- B** 15 inches
- C** 1 yard
- D** $\frac{1}{3}$ yard
- E** 33 inches

Go On

29 Which statement is true?

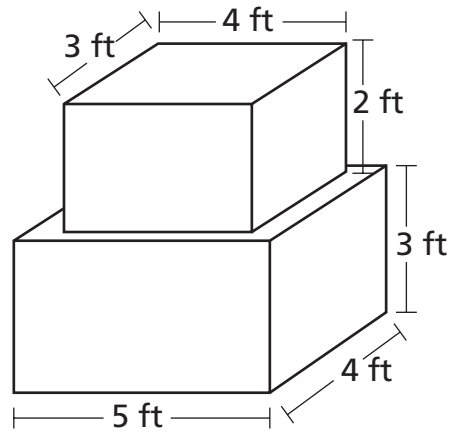
- A** All parallelograms are squares.
- B** All parallelograms are rhombuses.
- C** All rectangles are squares.
- D** All squares are rhombuses.

30 Which fraction represents the expression $3 \div 8$?

- A** $\frac{8}{3}$
- B** $\frac{5}{8}$
- C** $\frac{3}{8}$
- D** $\frac{8}{5}$

31

A display case is made of one rectangular prism stacked on top of a second rectangular prism.



[not drawn to scale]

What is the volume, in cubic feet, of the display case?

Show your work.

Answer _____ cubic feet

Go On

32

John bought a rectangular doormat that was $\frac{1}{2}$ meter long and $\frac{3}{10}$ meter wide.

Part A

Suppose the doormat has a checkered design that divides it into squares measuring $\frac{1}{10}$ meter by $\frac{1}{10}$ meter. Draw a diagram to represent the doormat. Make the horizontal dimension $\frac{1}{2}$ meter.

Part B

What is the area of each square?

Show your work.

Answer _____ square meter(s)

Part C

What is the area of the doormat?

Show your work.

Answer _____ square meter(s)

Part D

Suppose another column of squares is added to the length of $\frac{1}{2}$ meter. What is the new area?

Show your work.

Answer _____ square meter(s)

33

Sam writes a number pattern using the rule add 2. He writes a second number pattern using the rule multiply by 2. Then he makes a list of ordered pairs in the form (pattern 1, pattern 2) for corresponding numbers in the two patterns.

One of the ordered pairs he writes is (4, 4).

Which ordered pairs could be in Sam's list before (4, 4)? Mark **all** that apply.

- A** (0, 0)
- B** (0, 1)
- C** (1, 1)
- D** (1, 2)
- E** (2, 2)

Go On

34

Vernon is trying to draw a square in a coordinate plane. He started with these points:

point A at $(2, 3)$

point B at $(2, 7)$

point C at $(6, 7)$

Part A

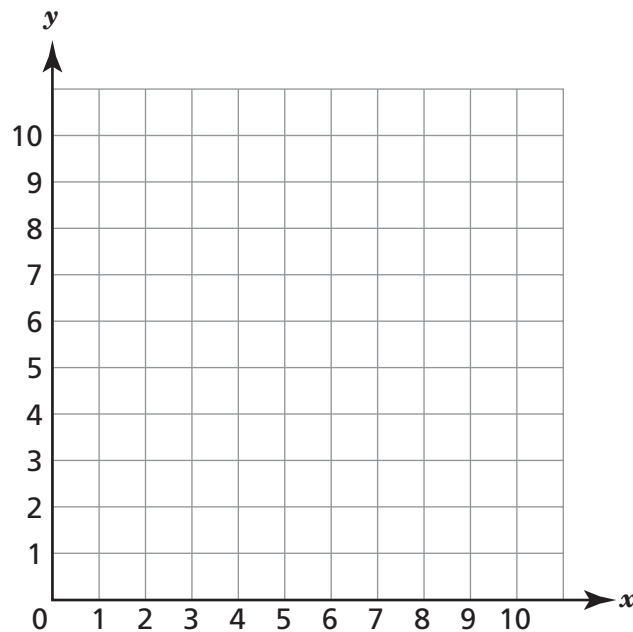
Fill in the blanks to complete the statements to describe the location of these points.

Answer To get to point A from the origin, go _____ units to the right and _____ units up.

Answer To get to point B from the origin, go _____ units to the right and _____ units up.

Part B

Plot the points A , B , and C on the coordinate plane below.



Part C

Suppose Vernon wants to plot point D as the fourth corner of the square. Where should he plot it? Explain your reasoning.

Part D

Vernon decides to draw a rectangle on the coordinate plane instead of a square. He erases points C and D and plots point E at $(8, 7)$ and point F at $(8, 3)$. Can Vernon draw a rectangle using points A , B , E , and F ? Explain your reasoning.

35

Jamie can walk to school in $\frac{3}{4}$ hour. The model below shows the total number of hours he walked over 3 days.



Which equation is represented by the model?

A $\frac{3}{4} \times 2 = \frac{9}{4}$

B $\frac{3}{4} \times 3 = \frac{9}{4}$

C $\frac{3}{4} \times 3 = \frac{9}{12}$

D $\frac{3}{4} \times 4 = \frac{5}{2}$

36

At track practice, Sheila worked on the long jump. Her first jump measured 3 yards, 2 feet, 8 inches. Her second jump measured 2 yards, 1 foot, 10 inches.

Part A

How much longer was Sheila's first jump than her second jump? Express your answer in inches.

Show your work.

Answer _____ inches

Part B

What was the total length of Sheila's two jumps? Express your answer in feet.

Show your work.

Answer _____ feet

Go On

The maximum weight that can be shipped in a certain container is 1 pound. Lynn has an item that weighs $\frac{7}{16}$ pound and another item that weighs $\frac{3}{8}$ pound. Which estimate best explains whether Lynn can ship both items in the container?

- A** Lynn can ship both items because $\frac{7}{16}$ is less than $\frac{1}{2}$ and $\frac{3}{8}$ is greater than $\frac{1}{2}$, so their sum will be 1.
- B** Lynn can ship both items because $\frac{7}{16}$ and $\frac{3}{8}$ are both less than $\frac{1}{2}$, so their sum is less than 1.
- C** Lynn cannot ship both items because $\frac{7}{16}$ and $\frac{3}{8}$ are both greater than $\frac{1}{2}$, so their sum is greater than 1.
- D** Lynn cannot ship both items because $\frac{7}{16}$ is less than $\frac{1}{2}$ and $\frac{3}{8}$ is greater than $\frac{1}{2}$, so their sum will be greater than 1.

Part A

Which numbers round to 0.1 when rounded to the nearest tenth? Mark **all** that apply.

- A** 0.09
- B** 0.95
- C** 0.99
- D** 1.04
- E** 0.05

Part B

Which numbers round to 0.02 when rounded to the nearest hundredth? Mark **all** that apply.

- A** 0.025
- B** 0.023
- C** 0.026
- D** 0.019
- E** 0.014

Go On

39

A group of 12 people at a party equally shared 3 large sandwiches.

Part A

Each of these rectangles represents one whole sandwich. Draw lines in the model to show how the sandwiches were divided.

**Part B**

Write an equation that can be used to determine the fraction, f , of a sandwich each person received.

Equation _____

Part C

What fraction of a sandwich did each person receive?

Show your work.

Answer _____

Part D

There were 2 salads at the party. Only 6 of the people at the party wanted salad. Each of those people had an equal share of the salads. What fraction, f , of a salad did each person receive?

Show your work.

Answer _____

STOP

SBAC Assessment Practice, Level 5
Answer Form

Name _____

Teacher _____ Grade _____

Assessment 1

1. (A) (B) (C) (D) (E)
2. (A) (B) (C) (D)
3. (A) (B) (C) (D)
4. (A) (B) (C) (D)
5A. (A) (B) (C) (D) (E)
5B. (A) (B) (C) (D) (E)
6. (A) (B) (C) (D)
7. (A) (B) (C) (D)
8A. (A) (B) (C) (D) (E)
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9. (A) (B) (C) (D)
10A. (A) (B) (C) (D)
10B. (A) (B) (C) (D)
11. See page 9.
12. (A) (B) (C) (D)
13. (A) (B) (C) (D) (E)
14. See page 12.
15A. (A) (B) (C) (D)
15B. (A) (B) (C) (D)
16. (A) (B) (C) (D) (E)
17A. (A) (B) (C) (D) (E)
17B. (A) (B) (C) (D) (E)
18. (A) (B) (C) (D)
19. (A) (B) (C) (D)
20. See page 17.
21. (A) (B) (C) (D)
22. See page 19.
23. (A) (B) (C) (D) (E)
24. See page 21.
25. (A) (B) (C) (D)
26. (A) (B) (C) (D) (E)
27. See page 24.
28A. (A) (B) (C) (D) (E)
28B. (A) (B) (C) (D) (E)
29. (A) (B) (C) (D)
30. (A) (B) (C) (D)
31. See page 27.
32. See page 28.
33. (A) (B) (C) (D) (E)
34. See page 30.
35. (A) (B) (C) (D)
36. See page 33.
37. (A) (B) (C) (D)
38A. (A) (B) (C) (D) (E)
38B. (A) (B) (C) (D) (E)
39. See page 36.

TEACHER USE ONLY

11. (0) (1) (2) (3) (4)
14. (0) (1)
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32. (0) (1) (2) (3) (4)
34. (0) (1) (2) (3) (4)
36. (0) (1) (2)
39. (0) (1) (2) (3) (4)

Cut along the dotted line.