



**stronger
together**

**JOHN I. SMITH K-8 CENTER
4TH GRADE 2022 PARENT
FSA
PRESENTATION**



FSA

All Florida schools teach the Florida Standards. The Florida Standards Assessments (FSA) provide parents and families, teachers, policy makers, and the general public with information regarding how well students are learning the Florida Standards.



WHO WILL BE TESTED?

ALL Fourth Grade Students on a regular curriculum will need to take the FSA Assessments

STUDENTS WITH AN IEP OR 504 PLAN

Students with exceptionalities participate in the statewide assessment program by taking one of the following:

- FSA, SSA, and EOC assessments without accommodations, FSA, SSA, and EOC assessments with accommodations, or Florida Statewide Alternate Assessment.
- All determinations regarding participation in the statewide assessment program must be documented in the student's IEP or Section 504 plan.
- FSA Portal at www.fsassessments.org under Students & Families. This document contains information for educators and parents regarding procedures, guidelines, and implementation for accommodations for eligible students on statewide assessments.

ENGLISH LANGUAGE LEARNERS

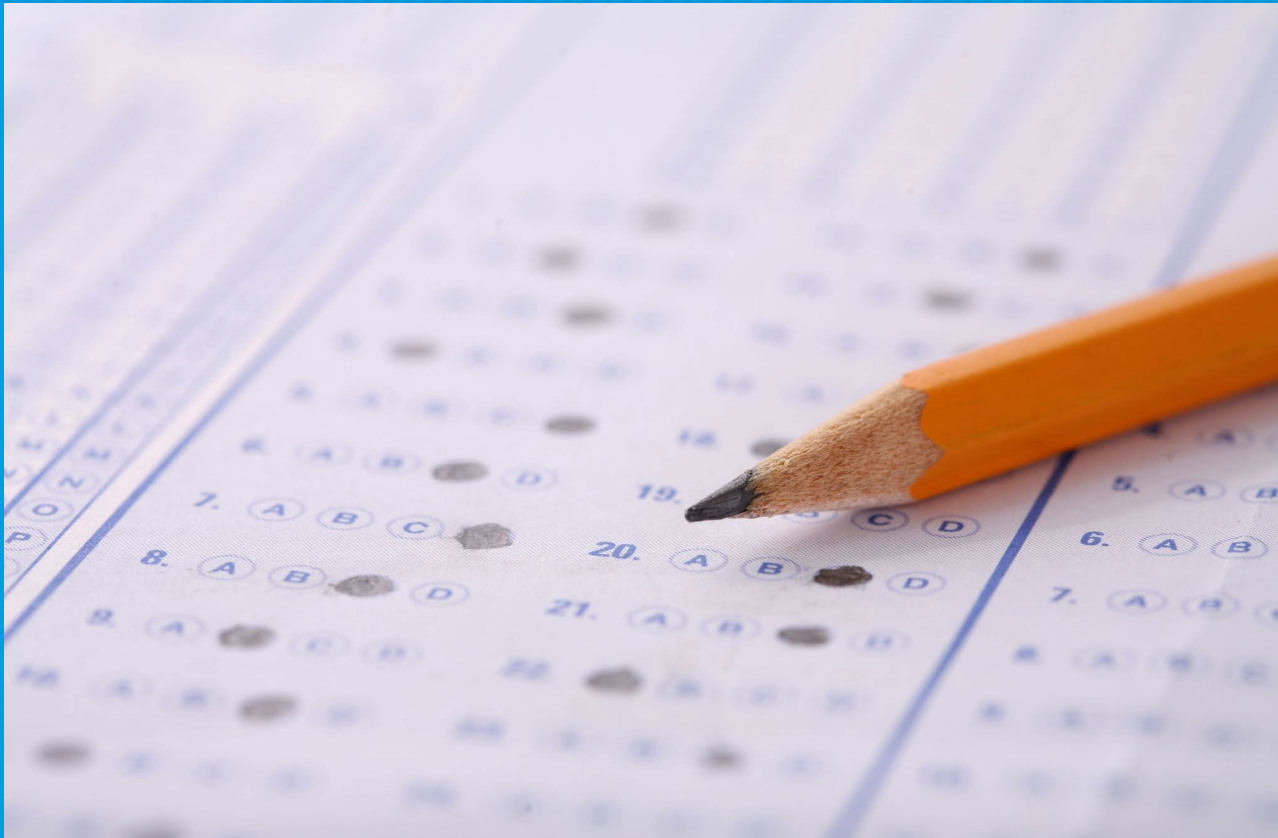
All English Language Learners (ELLs) participate in statewide assessments regardless of how long these students have been enrolled in a U.S. school. Students who are identified as ELLs must be provided with the allowable accommodations outlined in the test administration manuals.

PERFORMANCE LEVELS



Inadequate:	Below Satisfactory:	Satisfactory:	Proficient:	Mastery:
Highly likely to need substantial support for the next grade/course	Likely to need substantial support for the next grade/course	May need additional support for the next grade/course	Likely to excel in the next grade/course	Highly likely to excel in the next grade/course

WHAT ASSESSMENTS WILL MY 4TH GRADER TAKE?



The following Florida Standards Assessments will be administered in Spring 2022:

- English Language Arts (PBT)
- Mathematics (PBT)
- Writing (PBT)

(PBT: Paper Based Testing)

ADMINISTRATION SCHEDULE

FSA Grade 4 ELA Writing Component
April 7, 2022

- FSA Grades 4 ELA:
May 2-3, 2022
- FSA Grade 4 Math:
May 9-10, 2022



Florida Statewide Assessments Spring 2021 Testing Times

Subject Being Tested	Number of Days of Testing	Number of Sessions	Minutes Per Session
Writing	1	1	120 Minutes
Reading (ELA)	2	2	80 Minutes
Math	2	2	80 Minutes

- SPED Students will be following the accommodations listed on their IEP or 504 Plan.
- ELL Students will be following accommodations set forth by the state.



GRADE 4-5 ELA WRITING PAPER-BASED TEST SAMPLES

Read the "The Wild Among Us" passage set.

The Wild Among Us

Source 1: The Howl Next Door

by Julie McPartland

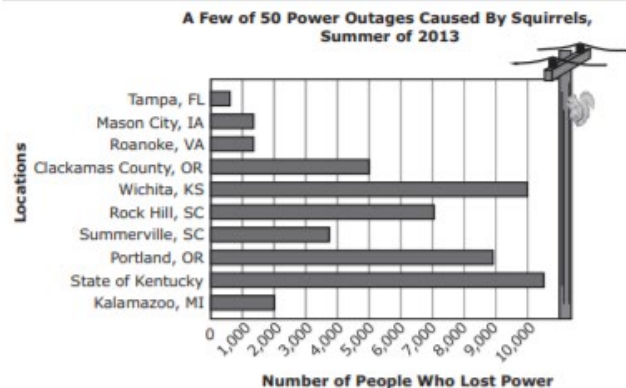
- 1 Ahhh-eeee-ouuu! Coyotes are famous for their howl. People often think of coyote howls as a sound far off in the wild mountains or open plains. They imagine sitting by a fire and listening to nighttime conversations between the wild canines in the distance. That high-pitched cry is not always so far away, though. More and more, coyotes are found in or near cities.
- 2 In recent years, the animals have even moved into parks in New York City. No, coyotes are not swinging on swings and playing in sandboxes. Although coyotes live in the parks, most people will never see them up close. Coyotes, like many wild animals, are naturally cautious around humans. One urban park ranger says that she has only seen five coyotes face-to-face in thirteen years. However, using special cameras that watch the parks at night, people observe the coyotes playing and running. The coyotes do not know the cameras are there, so they act naturally. Park rangers, scientists, and others are learning about the behavior of the new residents.
- 3 Not everyone's opinion is positive, though. Some people fear the idea of the coyotes in the parks. However, park rangers have no plans to remove the wild coyotes. Instead, the park officials are working on educating people. They say there is little reason to fear the animals as long as humans let them remain wild. People should remember not to feed the coyotes. If a coyote links humans with food, the animal may begin to lose its fear of humans and become a nuisance.
- 4 There are many New Yorkers, including urban park rangers, who are happy about the new coyotes in the neighborhood. If coyotes live there, it is because the parks have become cleaner and safer environments. Coyotes like the parks for the same reasons people do. One benefit of coyotes in cities is that they hunt and eat common pests like mice and rats. The rangers hope people continue to learn about how to live with these new neighbors and their well-known howl.

"The Howl Next Door" by Julie McPartland. Written for educational purposes.

Source 2: Power Chewers

by Karl Szymas

- 5 A flash of a bushy tail, a speedy furry chase, the sudden stop—a squirrel hangs upside down on the underside of a large branch, listening. He uses his strong claws to defy gravity and, if we remain still, we can watch as he scampers further up the tree. A squirrel is such a common sight in many cities that most of us do not stop to think about them. One of the squirrel's most powerful traits is also one of its most troubling secrets. Squirrels' teeth never stop growing.
- 6 There is an expression "long in the tooth," meaning old. Does this mean squirrels go around with long, long teeth as they age? Not a chance. They use their teeth constantly, grinding them down. As omnivores, squirrels like to chew on nuts, berries, and insects. Sometimes they end up chewing on other things. This constant chewing can cause cities to power down.
- 7 A squirrel's need to chew, combined with its ability to go almost anywhere and its desire to stay safe, leads it to go inside transformers. A transformer is a large box where electrical wiring is kept. A squirrel goes into a transformer for the same reason it goes into a hole in a tree. It wants to be safe. Also, the top of a transformer box is a perfect spot for a squirrel to spread out and lie in the sun or shade. The platform even provides room for a squirrel to launch itself onto a power line, another place for it to chew on wires. Unfortunately, when squirrels keep their teeth busy with wires, neighborhoods and cities lose power. This sometimes causes the lights to go out in hundreds or thousands of homes. It is pretty incredible to think that one little scampering squirrel could affect the lives of so many people.



"Power Chewers" by Karl Szymas. Written for educational purposes. Information in graphic taken from "Squirrel Power" by Jon Mooallem, *New York Times*, August 31, 2013.

Source 3: Pigeons and People

by Nicole Wilson

- 8 Look up in any major city and you may spot a pigeon perched on the ledge of a building. Tall buildings have only been common in cities for a few hundred years. Where did pigeons hang out before that? Many pigeons living in cities today are descendants of rock doves. Rock doves originally made their homes in steep cliffs that bordered the ocean. Tall buildings resemble those steep cliffs, so it makes sense that pigeons have made themselves at home there. Some city dwellers see them as loud pests, cooing and causing a mess. Pigeon droppings spoil the beauty of buildings, cars, and statues. However, people may be the main reason pigeons came to cities in the first place.
- 9 People and pigeons have a long history. Because pigeons are mild-mannered, they have been used as pets and helpers to humans for nearly 5,000 years. Pigeons were brought into cities as sources of food and for fun and practical uses. They are used to living among

people. They are friendly and fly in flocks of between twenty and thirty birds. The birds often rely on people for food, eating almost anything people offer them. The hope for food is one reason groups of pigeons gather in crowded areas. Many people feed them, so the birds keep coming back.

- 10 Some pigeons are particularly special to people because they can be trained as messengers. Homing or carrier pigeons will find their way home from distant places. People use this skill by writing notes and attaching them to the homing pigeon's leg. Then, the pigeon will fly the note to a desired location. During World Wars I and II, pigeons helped armies communicate. In fact, in World War II a pigeon named G.I. Joe received a medal for his bravery. He had carried an important message to British troops when other communication systems went down. In World War I, another pigeon saved the lives of 194 American soldiers. The soldiers were surrounded by the enemy and could not tell anyone where they were. They sent a pigeon named Cher Ami, who delivered their location to friendly troops. Today, there is a service in Texas that uses carrier pigeons to send birthday and other messages.

"Pigeons and People" by Nicole Wilson. Written for educational purposes.

Writing Prompt

Write an informative essay about the effects wild animals and humans have on each other when they live in the same area. Use information from the passages in your essay.

Manage your time carefully so that you can

- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to include

- an introduction;
- information from the passages as support; and
- a conclusion that is related to the information presented.

Your response should be in the form of a multiparagraph essay. Write your response in the space provided.

Grades 4–5 Informative/Explanatory Text-based Writing Rubric (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following: <ul style="list-style-type: none">Strongly maintained controlling idea with little or no loosely related materialSkillful use of a variety of transitional strategies to clarify the relationships between and among ideasLogical progression of ideas from beginning to end, including a satisfying introduction and conclusion	The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following: <ul style="list-style-type: none">Relevant evidence integrated smoothly and thoroughly with references to sourcesEffective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and textClear and effective expression of ideas, using precise languageAcademic and domain-specific vocabulary clearly appropriate for the audience and purposeVaried sentence structure, demonstrating language facility	
3	The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following: <ul style="list-style-type: none">Maintained controlling idea, though some loosely related material may be presentAdequate use of transitional strategies with some variety to clarify the relationships between and among ideasAdequate progression of ideas from beginning to end, including a sufficient introduction and conclusion	The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following: <ul style="list-style-type: none">Generally integrated evidence from sources, though references may be general, imprecise, or inconsistentAdequate use of some elaborative techniquesAdequate expression of ideas, employing a mix of precise and general languageDomain-specific vocabulary generally appropriate for the audience and purposeSome variation in sentence structure	
Continued on the following page			

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following: <ul style="list-style-type: none">Partially focused controlling idea, but insufficiently sustained or unclearInconsistent use of transitional strategies with little varietyUneven progression of ideas from beginning to end and may include an inadequate introduction or conclusion	The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes ineffective use of sources, facts, and details. The response includes most of the following: <ul style="list-style-type: none">Weakly integrated evidence from sources and erratic or irrelevant referencesRepetitive or ineffective use of elaborative techniquesImprecise or simplistic expression of ideasInappropriate or ineffective domain-specific vocabularySentences possibly limited to simple constructions	The response demonstrates an adequate command of basic conventions. The response may include the following: <ul style="list-style-type: none">Some minor errors in usage, but no patterns of errorsAdequate use of punctuation, capitalization, sentence formation, and spelling
1	The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernible controlling idea or organizational structure. The response may include the following: <ul style="list-style-type: none">Confusing or ambiguous ideasFrequent extraneous ideas impeding understandingFew or no transitional strategiesToo brief to demonstrate knowledge of focus or organization	The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response includes most of the following: <ul style="list-style-type: none">Minimal, absent, erroneous, or irrelevant evidence from the source materialExpression of ideas that is vague, lacks clarity, or is confusingLimited or inappropriate language or domain-specific vocabularySentences limited to simple constructions	The response demonstrates a partial command of basic conventions. The response may include the following: <ul style="list-style-type: none">Various errors in usageInconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.



ELA READING SAMPLE TEST

Read the passages “How the Moon Was Kind to Her Mother” and “Sly as a Fox” and then answer Numbers 1 through 7.

This passage set includes two traditional stories. The first passage is a traditional Native American tale. The second passage is a modern version of the trickster Fox tales from European folklore.

Passage 1: How the Moon Was Kind to Her Mother

- 1 Once upon a time, a long while ago, the Sun, the Wind, and the Moon were three sisters, and their mother was a pale, lovely Star that shone, far away, in the dark evening sky.
- 2 One day their uncle and aunt, Thunder and Lightning, asked the three sisters to have supper with them, and their mother said that they might go. She would wait for them, she said, and would not set until all three returned and told her about their pleasant visit.
- 3 So the Sun, the Wind, and the Moon started out for the party with the Thunder and Lightning. Oh, it was a supper to remember! The table was spread with a cloth of rainbow. There were ices like the snow on the mountain tops, cakes as soft and white as clouds, and fruits from every quarter of the earth. The three sisters ate their fill, especially the Sun and the Wind, who were very greedy and left not so much as a crumb on their plates. But the Moon was kind and remembered her mother. She hid a part of her supper in her long white fingers to take home and share with her mother, the Star.
- 4 Then the three sisters said good-bye to the Thunder and Lightning and went home.
- 5 When they reached there, they found their mother, the Star, waiting and shining for them as she had said she would. “What did you bring me from the supper?” she asked.
- 6 The Sun tossed her head with all its yellow hair in disdain. “Why should I bring you anything?” she asked. “I went out for my own pleasure and not to think of you.” It was the same with the Wind. She wrapped her flowing robes about her and turned away from her mother. “I, too, went out for my own entertainment,” she said, “and why should I think of you, Mother, when you were not with me?” But it was very different with the Moon, who was not greedy and selfish as her two

sisters were. She turned her pale sweet face toward her mother and held out her slender hands. “See, Mother,” cried the Moon, “I have brought you part of everything that was on my plate. I ate only half of the feast, for I wanted to share it with you.” So the mother brought a gold plate, and the food that her unselfish daughter, the Moon, had brought her heaped the plate high. She ate it, and then she turned to her three children, for she had something important to say to them.

- 7 She spoke first to the Sun. “You were selfish, my daughter,” she said. “You went out and enjoyed yourself with no thought of one who was left alone at home. Hereafter you shall be no longer beloved among men. Your rays shall be so hot and burning that they shall scorch everything they touch.” And that is why, to this day, the Sun is hot and blazing.
- 8 Next the mother spoke to the Wind. “You, too, my daughter, have been unkind and greedy,” she said. “You enjoyed yourself with no thought of anyone else. You shall blow in the parching heat of your sister, the Sun, and wither and blast all that you touch.” And that is why, to this day, the Wind, blowing in hot weather, is so unpleasant.
- 9 But, last, the mother spoke to her kind daughter, the Moon. “You remembered your mother and were unselfish,” she said. “To those who are thoughtful of their mother, great blessings come. For all time your light shall be cool, calm, and beautiful. You shall wane, but you shall wax again. You shall make the dark night bright, and all men shall call you blessed.” And that is why, to this day, the Moon is so cool, bright, and beautiful.

“How the Moon Was Kind to Her Mother.” In the public domain.

Passage 2: Sly as a Fox

- 10 Fox was hungry! He decided that eggs would make a good meal, so he trotted off to the pine forest. When Fox reached the forest, he searched for a nest. He knew if he could find a bird’s nest, he would probably find eggs. There, deep in the forest, Fox found an evergreen tree so tall it seemed to touch the clouds. At the very top was a nest that belonged to Eagle. *I know just what to do*, thought Fox, picking some long blades of grass. *I’ll trick Eagle and make her give me her eggs.*
- 11 Fox knocked on the tree and called loudly, “Eagle, throw me an egg!”
- 12 Eagle stared down at Fox from the top of the tree and replied, “No!”

- 13 “I’m warning you, you’d better throw me an egg,” repeated Fox. “If you don’t, I’m going to use these sharp blades of grass to cut down your tree!” Because Fox’s words frightened Eagle, she threw him an egg. Fox caught the egg in his paw, saying, “Now I want another one!” When Eagle refused, Fox said, “I’ll cut down your tree and take all your eggs!” Eagle still felt scared, and so she threw another egg. Now Fox laughed at Eagle, saying, “I tricked you! Do you think it’s possible to cut down a tree with some blades of *grass*?” And he ran away with the two eggs. Instead of being frightened, Eagle now was furious! She beat the air with her wings, grabbed Fox in her talons, and carried him away from the forest. Eagle flew over the mountains, over snow-covered fields, and over the deep ocean. At last Eagle landed on a very small island and set Fox down upon a rock. “Now you’ll never trouble me again!” Eagle said. Taking her eggs back, she flew into the sky like a bolt of lightning.
- 14 Since the island was a small dot in the icy sea, Fox decided to walk all around it. As he walked, he made up a song. “How can I get off this island?” he sang. “What can I do, what can I do?” As he sang, Fox noticed all kinds of sea creatures swimming in the cold ocean water! Seals, walruses, and whales poked their heads out of the water. They all listened to Fox’s song. Then the sea creatures spoke and asked Fox what he was singing. “We couldn’t make out the words,” the animals explained. This gave Fox an idea. He could get the sea animals to aid in his escape.
- 15 “Thank you for listening to my song!” Fox said politely. “I’ll sing it again so you can understand the words.” This time, though, Fox sang these words instead: “Which has more animals, the land or the sea?” The seals, walruses, and whales all spoke up like one creature. “Of course there are more animals in the sea!” they exclaimed. “Hmm,” Fox said, “I wonder how we can prove this? Why don’t you come to the top of the water and make a bridge from this island to the next one? I can walk over all of you and count as I go.” And so every seal, walrus, and whale rose to the top of the water. They created a huge bridge across the sea. Then Fox jumped onto the back of the first animal and walked from the back of one animal to the next. As he walked, he pretended to count.
- 16 *I’m certainly clever*, he thought. *That saying about being “sly as a fox” describes me so well!*
- 17 Finally, he got to the last creature. Fox jumped down as quickly as he could. He landed on dry earth, turned and thanked the sea animals, and sang to himself as he ran home.

“Sly as a Fox” property of the Florida Department of Education.

FSA ELA Reading Practice Test Questions

Now answer Numbers 1 through 7. Base your answers on the passages "How the Moon Was Kind to Her Mother" and "Sly as a Fox."

1. Read this sentence from Passage 1.

"The Sun tossed her head with all its yellow hair in disdain." (paragraph 6)

What does the word disdain show about the Sun's attitude toward her mother?

- Ⓐ The Sun does not respect her mother.
- Ⓑ The Sun thinks her mother is generous.
- Ⓒ The Sun is confused by the question her mother asked.
- Ⓓ The Sun is nervous because she did not bring her mother anything.

FSA ELA Reading Practice Test Questions

2. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the theme of Passage 1?

- Ⓐ High hopes can lead to disappointment.
- Ⓑ Listen to those who are older and wiser.
- Ⓒ If you are nice to others, they will be nice to you.
- Ⓓ When planning an event, be sure to include everyone.

Part B

Which sentence from the story supports the answer in Part A?

- Ⓐ "She would wait for them, she said, and would not set until all three returned and told her about their pleasant visit." (paragraph 2)
- Ⓑ "'What did you bring me from the supper?' she asked." (paragraph 5)
- Ⓒ "She ate it, and then she turned to her three children, for she had something important to say to them." (paragraph 6)
- Ⓓ "'To those who are thoughtful of their mother, great blessings come.'" (paragraph 9)

FSA ELA Reading Practice Test Questions

3. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Why does Fox sing for the sea animals in Passage 2?

- Ⓐ He wants their help.
- Ⓑ He is grateful to them.
- Ⓒ He likes their attention.
- Ⓓ He wants to impress them.

Part B

Which sentence supports your answer in Part A?

- Ⓐ "As he sang, Fox noticed all kinds of sea creatures swimming in the cold ocean water!" (paragraph 14)
- Ⓑ "Then the sea creatures spoke and asked Fox what he was singing." (paragraph 14)
- Ⓒ "He could get the sea animals to aid in his escape." (paragraph 14)
- Ⓓ "'Thank you for listening to my song!' Fox said politely." (paragraph 15)

4. Fill in the bubbles **before two** sentences from Passage 2 that show why Eagle gives her eggs to Fox.

- Ⓐ "I'm warning you, you'd better throw me an egg," repeated Fox.
Ⓑ "If you don't, I'm going to use these sharp blades of grass to cut down your tree!"
Ⓒ Because Fox's words frightened Eagle, she threw him an egg.
Ⓓ Fox caught the egg in his paw, saying, "Now I want another one!"
Ⓔ When Eagle refused, Fox said, "I'll cut down your tree and take all your eggs!"
Ⓕ Eagle still felt scared, and so she threw another egg.
Ⓖ Now Fox laughed at Eagle, saying, "I tricked you!"
Ⓗ Do you think it's possible to cut down a tree with some blades of grass?"
Ⓘ And he ran away with the two eggs.
Ⓚ Instead of being frightened, Eagle now was furious! (paragraph 13)

5. Fill in **one** bubble in each row to show the order in which events happen in Passage 2.

	First	Next	Then	Finally
Eagle takes Fox to an island.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
Fox tricks Eagle into giving him her eggs.	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H
Fox makes up a song to trick the animals.	<input type="radio"/> I	<input type="radio"/> J	<input type="radio"/> K	<input type="radio"/> L
The animals build a bridge for Fox to walk over.	<input type="radio"/> M	<input type="radio"/> N	<input type="radio"/> O	<input type="radio"/> P

7. Fill in the bubbles to choose whether each sentence describes Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both Passages
Greed is punished.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
Trickery is rewarded.	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F
Food influences characters.	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I

Part B

Fill in the bubbles **before two** sentences from the passage that support your answer in Part A.

- 5 Ⓐ Paleontologists have learned so much from studying Sue's bones.
Ⓢ From the position of her eye sockets, they've learned that Sue had good depth perception. Ⓢ This helped her to be a fierce hunter who could tell how far away her next meal was. Ⓢ From the structure of her ears, they know that Sue and other *T. rexes* had great hearing, which also helped them to hunt. Ⓢ From the length of her snout, they've discovered that *T. rexes* had a sharp sense of smell—another quality that gave strength to these giant predators.
- 6 Ⓕ Scientists still have many questions and hope to learn even more from Sue. Ⓢ They would like to figure out whether Sue was male or female, to know whether she was warm- or cold-blooded, and to learn more about her daily activities. Ⓢ Thanks to Susan Hendrickson, Peter Larson, and the rest of the team from the Black Hills Institute, paleontologists all over the world will get the chance to continue to study Sue and try to find some of these answers.

Read the passage and then answer Numbers 16 through 18. There are four underlined words or phrases in the passage to show which word or phrase may be incorrect.

Not even traveling can stop the president from working. There is a special airplane designed just for the president. It has three different levels. Those levels include bedrooms, a conference room, offices, and even a medical room with a docktor on board. This airplane is called Air Force One.

The president travels with a lot of different people: other officials, aides, and even reporters. Air Force One can handle all the guests. There are to kitchens that feed up to one hundred people at a time. Going long distances is easy because this airplane might refuel in the air.

The name Air Force One is usually used for the large white and blue plane with these special features. However, even if the president flies on a different plane, that plane would be called Air Force One. This is because any plane that the president flies on is referred to by this name.

Now answer Numbers 16 through 18. Choose the correct word or phrase for each of the following.

16. Those levels include bedrooms, a conference room, offices, and even a medical room with a docktor on board.

- Ⓐ docter
Ⓑ doctor
Ⓒ dockter
Ⓓ correct as is

17. Part A

There are to kitchens that feed up to one hundred people at a time.

- Ⓐ too
Ⓑ tow
Ⓒ two
Ⓓ correct as is

Part B

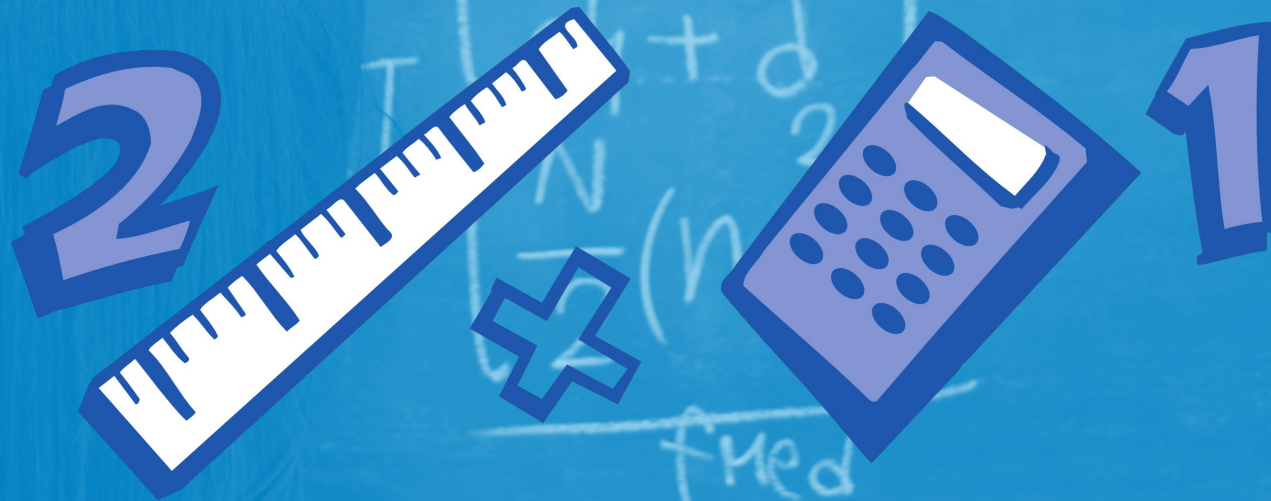
Going long distances is easy because this airplane might refuel in the air.

- Ⓐ can
Ⓑ must
Ⓒ should
Ⓓ correct as is

18. The name Air Force One is usually used for the large white and blue plane with these special features.

- Ⓐ white and blue large plane
Ⓑ blue and white large plane
Ⓒ large plane white and blue
Ⓓ correct as is

MATH SAMPLE TEST



2. There are 27 players on a soccer team. They are traveling to a game in 7 cars. There are 4 players in each of the first 6 cars.

How many players on the soccer team will travel in the seventh car?

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

Session 1

3. Determine whether each number is prime or composite.

	Prime	Composite
16	(A)	(B)
13	(C)	(D)
12	(E)	(F)
9	(G)	(H)
7	(I)	(J)

Session 1

3. Determine whether each number is prime or composite.

	Prime	Composite
16	(A)	(B)
13	(C)	(D)
12	(E)	(F)
9	(G)	(H)
7	(I)	(J)



Select all the models that have been shaded to represent fractions equivalent to Karl's fraction.

(A)



(D)



(B)



(E)



(C)



Session 1

Use the space in this booklet to do your work. For multiple-choice items, fill in one bubble for the correct answer. For matching items and multiselect items, fill in the bubbles for all of the correct answers. For items with response grids, refer to the Directions for Completing the Response Grids on pages 3 and 4. If you change your answer, be sure to erase completely. Calculators are NOT permitted for Session 1 of this practice test.

1. How many times greater is the value of 5 in 2,573 than the value of 5 in 6,459?

(A) 10

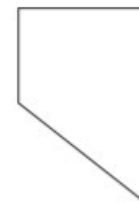
(B) 50

(C) 100

(D) 500

Session 1

5. In social studies class, Armando learned about the state of Nevada. He drew the picture shown to represent the shape of Nevada.



Which list below correctly describes the kinds of angles that appear to be inside the shape above?

(A) 0 acute, 1 obtuse, 3 right

(B) 1 acute, 1 obtuse, 2 right

(C) 3 acute, 0 obtuse, 1 right

(D) 4 acute, 0 obtuse, 0 right

6. This question has
- two**
- parts.

Two numbers are multiplied using the area model shown.

	2,000	+	700	+	90	+	3	
7	14,000		4,900		?		21	

Part A. Complete the statement. For the box, fill in the bubble before the value that is correct.

The value of the missing number in the area model is

- Ⓐ 90
 Ⓑ 97
 Ⓒ 630
 Ⓓ 2,793
 Ⓔ 18,921

Part B. What is the product of the two numbers represented by the area model?

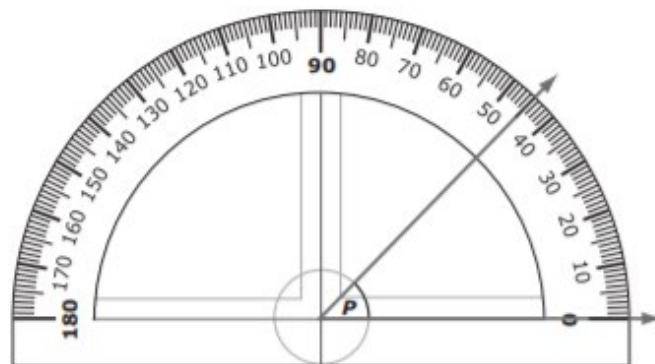
- Ⓐ 2,793
 Ⓑ 18,921
 Ⓒ 19,551
 Ⓓ 19,558

Session 2

18. Select all the equations that show different ways to represent
- $\frac{5}{8}$
- .

- Ⓐ $\frac{2}{8} + \frac{3}{8} = \frac{5}{8}$
 Ⓑ $\frac{5}{8} + \frac{3}{8} = \frac{5}{8}$
 Ⓒ $\frac{1}{8} + \frac{5}{8} = \frac{5}{8}$
 Ⓓ $\frac{1}{8} + \frac{3}{8} + \frac{1}{8} = \frac{5}{8}$
 Ⓔ $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{5}{8}$

9. What is the measure, in degrees (
- $^{\circ}$
-), of angle
- P
- ?



- Ⓐ 45°
 Ⓑ 55°
 Ⓒ 135°
 Ⓓ 155°

7. Jing participates in a trivia contest. He completes each question in
- $\frac{1}{2}$
- minute.

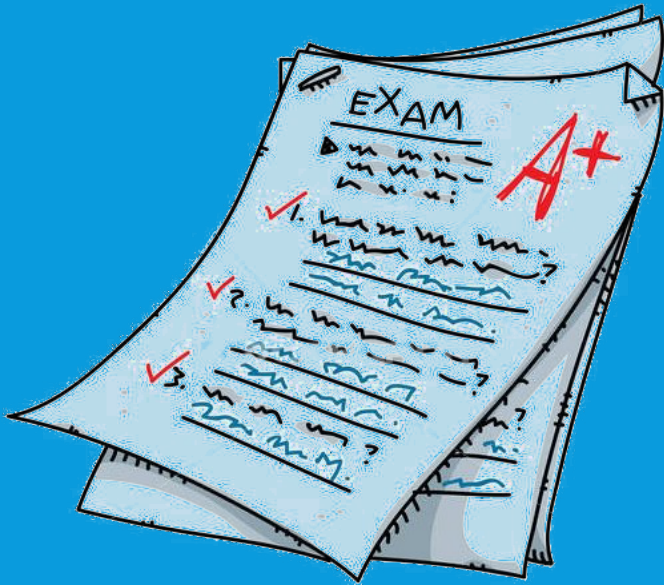
How long does it take for Jing to complete 10 questions?

- Ⓐ 300 seconds
 Ⓑ 600 seconds
 Ⓒ 660 seconds
 Ⓓ 1,200 seconds

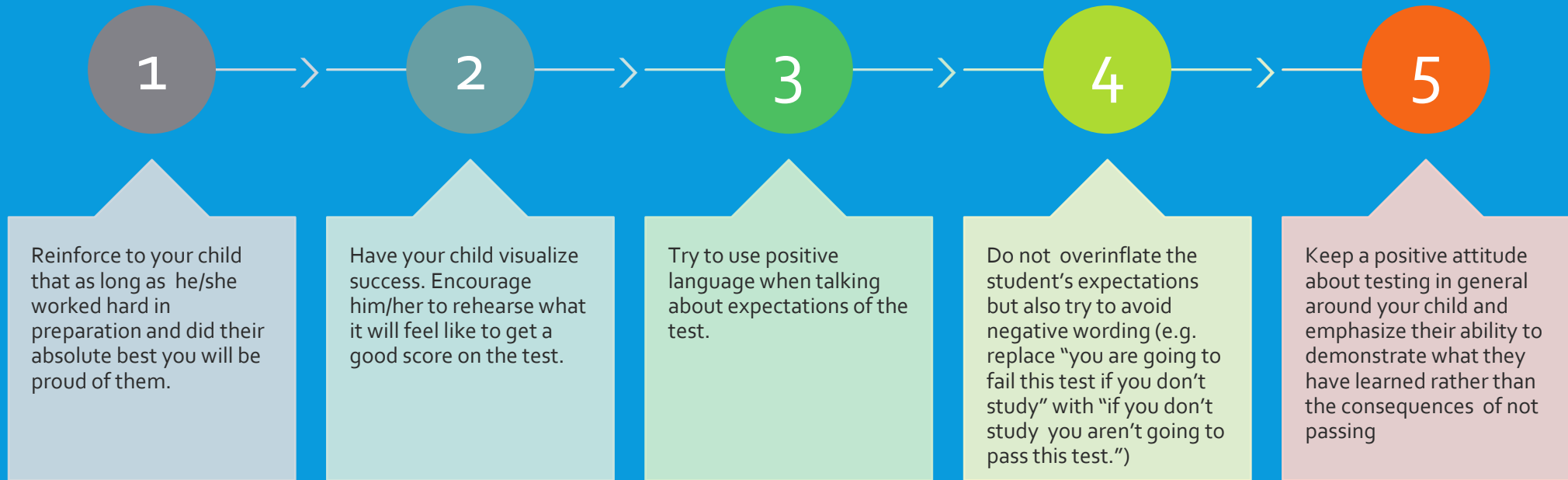
8. Round 245,675 to the nearest hundred thousand.

2	4	5	6	7	5
0	0	0	0	0	0
0	0	0	0	0	0
1	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0

WAYS TO PREPARE YOUR CHILD FOR STANDARDIZED TESTS:



- Make sure the child is completing all homework and classroom assignments accurately and in a timely manner each day.
- Collaborate with your child's teachers to find materials to work on at home in preparation for the test.
- *i-Ready* has proven to be successful in helping students reach their academic goals and FSA scores. Please monitor your child to ensure that the program is being completed with fidelity based on teacher's criteria.
- Set aside time each night prior to the test for several weeks to review the concepts that will be covered.
- Make sure your child gets an ample, normal amount of sleep the night before the test.
- Mark testing days on your calendar to help remind you and your child when the testing will take place and plan your preparations.
- The student should eat a nutritious and filling breakfast. Avoid high sugar cereals which can make the student hyper and/or unfocused.
- Make sure the student is on time (if not early) on the day of testing.
- Set a backup alarm to avoid the possibility of oversleeping.
- If you child is sick, please contact the school immediately to inform them and keep the child home the day of the test.



PUTTING KIDS AT EASE ON TEST DAY

THANK
YOU!