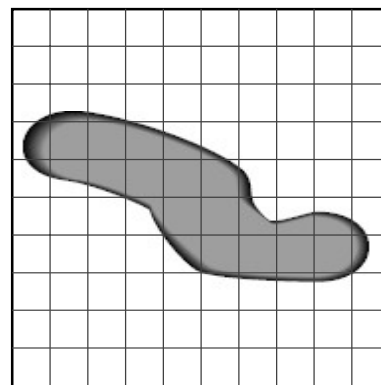
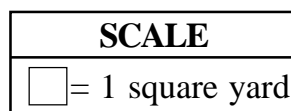
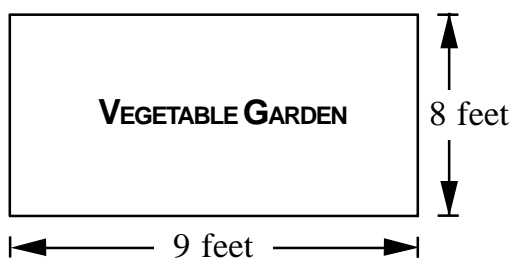
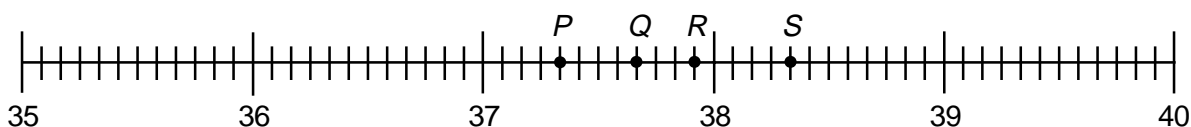


Student's Name _____

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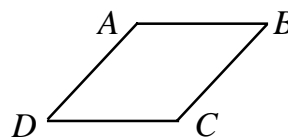
MATHEMATICS 4



$$n \div (5 + 2)$$

4

A+



LEADERSHIP RESOURCES[®]

2011 Edition

Successful Test Taking Mathematics 4

Dear Educator:

This sample represents only a portion of the **LEADERSHIP RESOURCES®** Successful Test Taking® Mathematics 4 preparation book (2011 Edition).

The actual book is 48 pages and has 80 multiple-choice and 20 gridded-response items. Questions are aligned with all Next Generation Sunshine State Standards and Benchmarks. The questions are written to the 2009 Item Specifications. The book is printed on newsprint, is consumable, and is sold in a set of 25 books for \$60.00.

Also included in this sample are two pages of the teacher's guide. The teacher's guide identifies the specific benchmark each question assesses.

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Successful Test Taking[®]

Mathematics 4

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Successful Test Taking[®]

Preface

This test taking book has been developed to help you take a mathematics test, as well as review strategies you already use in math.

A good test:

- A. confirms what you already know,
- B. helps you to see where you can use what you know,
- C. shows you new ideas while taking the test.

Please note that this book was made to help you learn how to prepare for and take tests. It is **not**, however, a complete model of the FCAT. This book was developed to provide you with typical items that might be tested.

Test taking is complicated. By studying tests and how they are written, you can become a better test taker. The reading and mathematics strategies you use in the classroom and in daily life can be used here as well.

As you use this book, try to do your best work. Doing your best work is a mirror of your ability and effort.

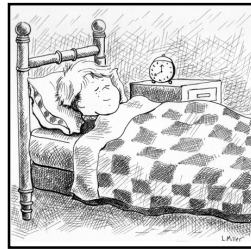
**Remember to
Use your Common Sense**

Test Taking Tips

Here are some helpful hints.

I. Before coming to school on test days:

- A. **Get some rest.** It's not very smart to try to do your best work when you are tired.



- B. **Eat something** in advance, such as cereal, toast, or fruit, and have some milk or fruit juice. You already know that a good breakfast will give you the energy you need to do well in school.



- C. **Come prepared.** You may be provided with a pencil that has an eraser, but bring one anyway. Also, bring a book or magazine to entertain yourself if you finish the test early.

- D. **Arrive on time.** Tests take energy. Don't spend all your energy rushing to get to school on time. Allow yourself plenty of time to get to school on test days.

II. When you get to school on test days:

- A. Find a comfortable place to work.
This may mean not sitting next to your friends. Remember, your goal is to do your best on the test. Sit where you can concentrate and do well.
- B. Follow along when the teacher gives the test directions. Ask your teacher to explain the directions if you do not understand them.
- C. Some tests are confusing. You may know the answer, but you must correctly fill in the bubble or the grid to get credit for your answer.
- D. Unless your teacher tells you otherwise, **mark in the test book**. Most test books will not be used again, so mark away! Do any work you need to right on the test book pages.
- E. Don't waste all of your time on one item. It is OK to skip an item and return to it later. Make it easy to find the item you skipped by circling the number of the item in the test book.
- F. If you come across an item that just seems impossible, skip it and move on. But don't give up on the whole test altogether. Some test writers put in very hard items at first. Don't let them discourage you when they do this. Keep going!
- G. For multiple-choice items, mark the **best** answer. If you are not sure of an answer, guess wisely. But don't mark just any answer. You probably already know that at least one of the answer choices is incorrect. Mark out answer choices that are clearly incorrect even if you can't completely figure out the correct answer. This will make guessing wisely easier.
- H. For gridded-response items, think and calculate carefully and then fill in the grid correctly.
- I. Review your multiple-choice answers and gridded-response answers when you are finished to make sure you have the **best** answer.
- J. Do your own work. Copying another student's answers is not right.
- K. Most tests are too long, and you will get tired. Keep at it. It may help to stretch your back and arms or look at the ceiling or out a window from time to time.
- L. Remain calm. Tests are important, but they aren't the end of the world. Do the best you can.

Successful Test Taking Strategies for Answering Multiple-Choice/Gridded-Response Items

1. Read each item carefully.
Try to get a “feel” for what the answer might be while you are reading the item.
2. Ask and answer, "What do I know?" "What am I being asked to do?"
3. For each type of item, think and calculate carefully.
4. For multiple-choice items, there will be 4 answer choices.
Look at each answer choice.
Mark out answer choices that are clearly incorrect.
If you really don't know the answer, try using each answer choice in the item.
“Plugging-in” each answer choice may help you determine the **best** answer.
5. Mark the **best** answer right in this book by filling in the circle (bubble) to the left of the answer you chose. Completely fill in only one bubble.
A correct answer is worth one point.
6. For gridded-response items, work the item and find an answer.
Write your answer in the answer boxes at the top of the grid.
For the whole number and percent grids, you may put the first digit in the left answer box, or the last digit in the right answer box.
For the decimal and money grids, put the last digit in the right answer box.
Fill in the matching bubbles under each box in which you wrote a number.
Completely fill in only one bubble below each answer box.
The correct answer will always fit in the grid.
A correct answer is worth one point.

10 Strategies for Successful Test Taking in Mathematics

Good math test takers:

1. Read the item carefully.
2. Ask, "What does the item want me to do?"
 - add, subtract, multiply, divide, estimate, measure?"
3. Ask and answer, - "What do I know?"
 - "What am I being asked to do?"
 - "What procedures do I use?"
4. Solve multiple-choice items by marking out all incorrect answer choices and then selecting the **best** answer.
5. Solve gridded-response items by thinking and calculating carefully.
6. Review multiple-choice answers and gridded-response answers to be sure they have the **best** answer.
7. If stuck, circle the item number or the entire item to return to it later for additional work.
8. Take quick stretch breaks when needed, then ask, "What am I getting ready to do next?"
9. Don't give up. Sometimes the easiest items are at the end of the test.
10. Smile and pat themselves on the back for finding the best answers.



Day One

General Information for the Student:

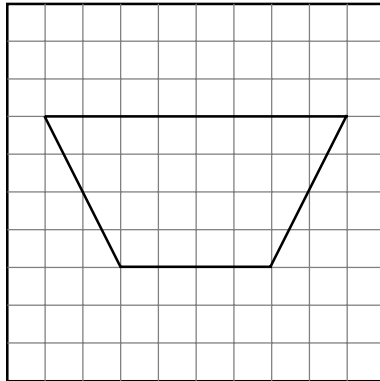
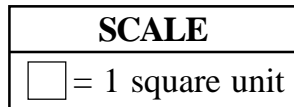
Here are some important things to remember as you use this book:

1. For multiple-choice items, choose the **best** answer by filling in the circle (bubble) to the left of the answer you chose.
2. For gridded-response items, think and calculate carefully. Then carefully fill in the grid.
3. Mark your answers right in this book.
4. If you do not know the answer to an item, go on to the next item. You can return to that item later.
5. **CONTINUE WORKING UNTIL YOU REACH A STOP SIGN. THEN STOP.**
6. If you finish the Day One session early, you may check your work **only** in this session. Do not look ahead to the next session.

- 2 Mr. Park, the head of the science department, purchased 125 packets of radish seeds. Each packet has 220 radish seeds. What is the total number of radish seeds in all the packets?

- (F) 345
- (G) 1,760
- (H) 7,700
- (I) 27,500

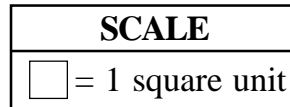
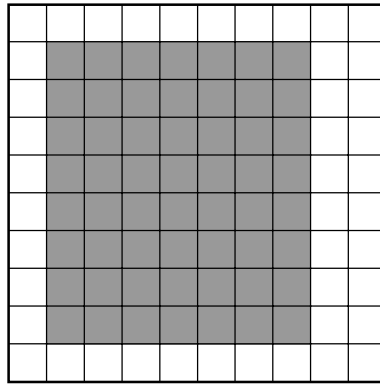
- 3 Zack drew a trapezoid on a grid as shown below.



What is the area of Zack's trapezoid?

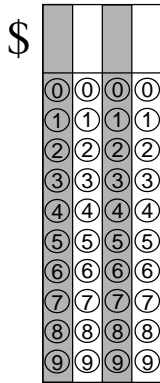
- (A) 20 square units
- (B) 24 square units
- (C) 28 square units
- (D) 30 square units

- 12 Isi wants to determine the number of square units in the shaded rectangle on the grid. How can Isi determine the area of the rectangle without counting all the square units?



- (A) Isi can multiply the base of 7 units by the height of 8 units to get 56 square units.
- (B) Isi can add the base of 7 units to the height of 8 units to get 56 square units.
- (C) Isi can multiply the base of 7 units by 2 and the height of 8 units by 2 and then add each result to get 56 square units.
- (D) Isi can multiply the base of 7 units by 2 and the height of 8 units by 2 and then multiply each result to get 56 square units.
- 23 There are 6 orange trees in Anna's backyard. There are 54 oranges altogether on the orange trees. The same number of oranges are on each tree. How many oranges are on each tree?
- (A) 9 oranges
- (B) 10 oranges
- (C) 11 oranges
- (D) 12 oranges

- 27** Nijia is paid \$5 for each hour she watches her younger brother.
 The expression $5h$ can be used to determine how much money Nijia will be paid, where h represents the number of hours Nijia watches her brother.
 If Nijia watches her brother for 7 hours, how much money will Nijia be paid?



- 31** Chloe made a pattern using circles.
 The first four figures in the pattern are shown below.

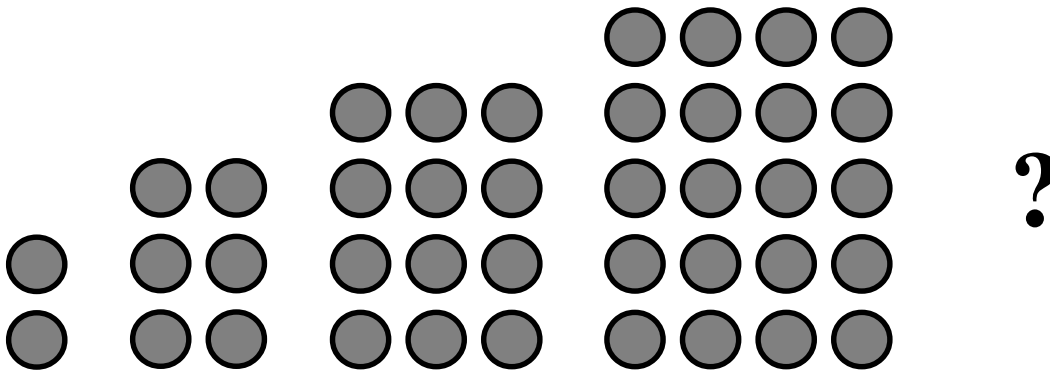
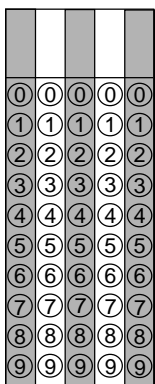
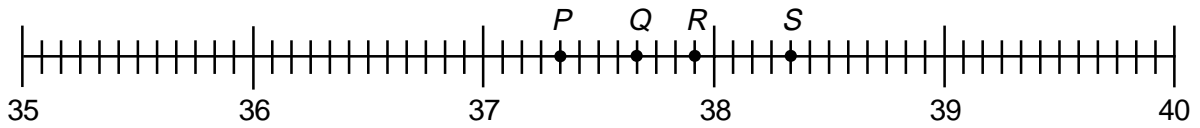


Figure 1 Figure 2 Figure 3 Figure 4 Figure 5

If Chloe continues the pattern, how many circles will be in Figure 5?



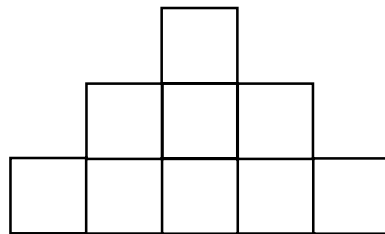
- 29 Shane plotted four points on the number line below.



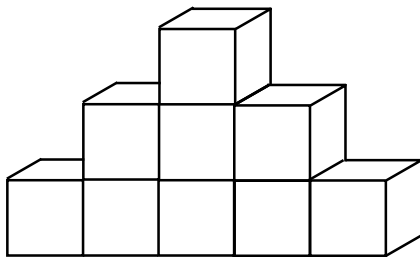
Which letter represents the point Shane plotted at $37\frac{8}{12}$?

- (F) *P*
- (G) *Q*
- (H) *R*
- (I) *S*

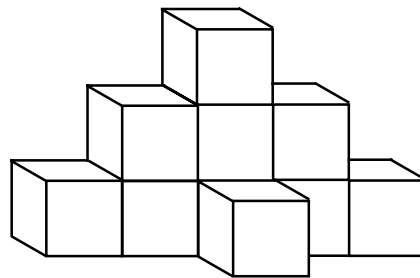
- 30 Harry drew the front view of a figure he made from wooden blocks.



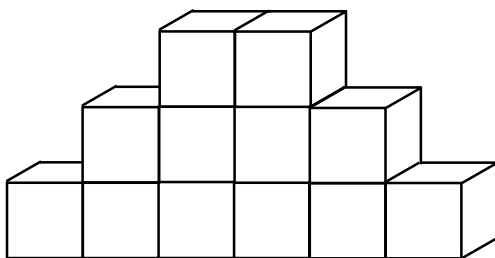
Which CANNOT be the figure Harry made from wooden blocks?



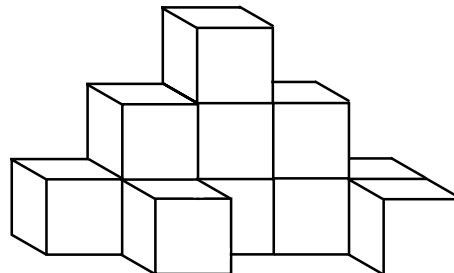
(A)



(C)



(B)



(D)

- 44** Tomas is planning to wallpaper one wall in his bedroom.
Which is the best estimate of the total amount of wallpaper needed to cover the wall?

- Ⓕ 12 square feet
- Ⓖ 12 square kilometers
- Ⓗ 120 square feet
- Ⓘ 120 square inches

- 46** Alya has 32 flowers. $\frac{12}{32}$ of the flowers are red.

Which fraction is equal to $\frac{12}{32}$?

- Ⓕ $\frac{2}{5}$
- Ⓖ $\frac{3}{8}$
- Ⓗ $\frac{1}{4}$
- Ⓘ $\frac{5}{8}$

- 53** A math test is divided into equal sections, each with 11 questions.
What could be the total number of questions on the math test?

- Ⓐ 50
- Ⓑ 55
- Ⓒ 60
- Ⓓ 65

- 54 The table below shows the population of four states in the United States.

State	Population
Delaware	873,092
Florida	18,328,340
Hawaii	1,288,198
Michigan	10,003,422

Which is the best estimate of a range of numbers for the **total** population of the four states?

- (F) 28,000,000 to 29,000,000
 - (G) 29,000,000 to 30,000,000
 - (H) 30,000,000 to 31,000,000
 - (I) 31,000,000 to 32,000,000
- 55 Ray has 6 more than twice as many books as Asa. Which expression could be used to find the number of books Ray has, using a for the number of books Asa has?

- (A) $(6 \times 2) + a$
- (B) $6a + 2$
- (C) $2a + 6$
- (D) $a \times (6 + 2)$

- 59 Furniture By Fred made 65,445 chairs this year. Furniture By Fred made 77,005 chairs last year. How many more chairs did Furniture By Fred make last year?

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

- 61 Which mixed number is between these two decimals?

5.05 and 5.20

- (F) $5\frac{1}{10}$ inches
- (G) $5\frac{1}{2}$ inches
- (H) $5\frac{2}{5}$ inches
- (I) $5\frac{1}{4}$ inches

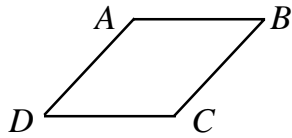
- 69 A geologist weighed four rocks. The weight of each rock is shown in the table below.

rock (by color)	weight (in grams)
brown	1.038
blue	0.041
black	1.022
gray	0.117

According to the table, which rock weighed least?

- (F) brown
- (G) blue
- (H) black
- (I) gray

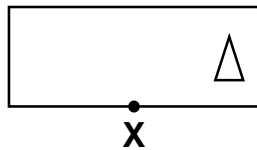
- 75 Betty drew rhombus $ABCD$, as shown below.



Which is closest to the measure of angle B ?

- (A) 45°
- (B) 90°
- (C) 180°
- (D) 360°

- 79 Zemirah drew the figure shown below.



Which shows the figure rotated 180° clockwise around point X ?

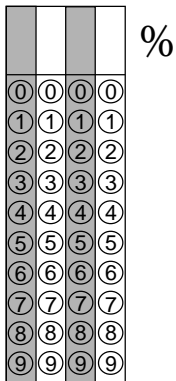
(A)

(B)

(C)

(D)

- 85 Kazuo ate a honey nut cereal bar for breakfast. The cereal bar weighed 0.27 grams. What percent is equal to 0.27?



Answer Key & Teacher's Guide

Successful Test Taking® MATHEMATICS 4

2011 Edition

LEADERSHIP RESOURCES®

8398 Cypress Hollow Dr., Sarasota, FL 34238


800.257.7157 Fax 941.924.6829

Successful Test Taking®

This *Successful Test Taking®* Mathematics 4 book is specifically designed to assist teachers and students as they incorporate the information and skills contained in the Sunshine State Standards into their learning environment. Each item has been aligned with the benchmarks. There is at least one item in the book for each assessable benchmark. As such, the book is an **essential teaching resource** for educators interested in preparing their students for the Florida Comprehensive Assessment Test (FCAT). Students will see the book as a helpful **learning tool** to master important mathematics skills.

Using "Successful Test Taking®"

1. After each student receives a Successful Test Taking® Mathematics 4 book, let them know they can write and mark their answers in the book.
2. Use pages 3-5 to discuss preparation and aids to test taking.
3. On page 6, review with your students the strategies for answering multiple-choice and gridded-response items on the Florida Comprehensive Assessment Test.

4. This book is divided into two sessions: Day One and Day Two. You may wish to spend more time and/or days using this book.
5. Have students turn to the 10 Strategies for Successful Test Taking on page 7 and discuss it with them. Then review the General Information for the Student on page 8.
6. Next, have students begin the math items for Day One testing on page 9. Students will continue working until they reach page 27 (item 50).
7. Day Two testing (page 28) will be carried out in the same fashion as Day One, with students working on items 51-100.
8. **Remind students to continue working on the math problems until they reach a stop sign  in their book, at which point students stop.**
9. There are 100 items and 100 possible points in the Mathematics 4 book.



Successful Test Taking[®]
MATHEMATICS 4

Answer Key

Multiple-Choice items are worth.....1 point each
Gridded-Response items are worth.....1 point each
The benchmark for each item is located above each correct answer.

Day One
Pages 8 - 27

1. A.2.3
D 4.25
2. A.1.2
I 27,500
3. G.3.1
B 24 square units
4. G.3.3 (grid)
45
5. A.6.1
I 4,299,961
6. A.4.3
A $3r + 5$
7. A.6.6
G 1,800,000 to 1,900,000
8. A.6.4
B 1, 2, 3, 4, 6, 9, 12, 18, 36
9. A.6.3
H $\frac{2}{9}$
10. A.4.1
C 19
11. A.2.3
G 8.45
12. G.3.2
A Isi can multiply the base of 7 units by the height of 8 units to get 56 square units.

What Educators Say About Our Products

"Thank you, thank you for creating an affordable, low-tech, user-friendly set of practice books. We have used the Successful Test Taking series in our district for ... years now and have seen a significant improvement in our overall assessment scores. Not only does this product give excellent and timely practice in age-appropriate test skills, but their use has reduced test anxiety for students and staff."

Becky Stone, Home/School Liaison, Mason County Central Schools

"The information provided from the Successful Test Taking is given in a user-friendly format. It is the first instrument we have seen that breaks down the individual skills that are needed for students to be successful on the assessment. We are very pleased with the STT evaluation. It gives the students an opportunity to duplicate the testing strategies required to be successful on the state assessment."

Gwen Tabb, Director of Human Resources, Waverly Community Schools

"We were not satisfied with our scores in 4th grade. Although we could see the 'target', we needed help in practicing to hit it and assessing how accurate we were. The Successful Test Taking provided the answers we were looking for! Practice in hitting the target was given, an assessment of performance was made, and improvements were put in place that allowed us to hit the target more accurately than we ever have in the history of our school! As a staff, we thank LEADERSHIP RESOURCES for giving our students the opportunity to reach their potential and experience success!"

Jon D. Hoover, former Superintendent, Littlefield Public Schools

"We have been using the Successful Test Taking in our school district for ... years and have been very pleased with the results. Our scores have increased steadily during this time. We have really appreciated the personal service that we have received from LEADERSHIP RESOURCES."

Mary Ruddy, former Principal, Imlay City Community Schools

"We found your book, *Informational Text for Classroom Use*, very useful in teaching our students an array of test taking and informational reading strategies. The activities and readings in this book are closely aligned with our state assessment used by our district, and has also fit well with our state test. We saw a great increase in student achievement in the area of informational reading among our students from using this material."

Kristine Jackson & Roslyn Wikoff, Teachers, Weld County Schools

"We found your Successful Test Taking books to be helpful in preparing students for our state assessment. The books contain test taking strategies, sample items similar to the actual test items, and a review at the end. We believe these books were key in helping children become familiar with the format of the test, and preparing them for lifelong test taking. We would strongly recommend these books to other classroom teachers."

Jennifer Rios & Kelly Seilbach, Weld County Schools

"I ordered your Successful Test Taking for Reading and Math. My colleagues and I were very impressed. We intend to order them again next year. Since we paid for them ourselves, we appreciated the low cost. Your materials are an excellent value for the money!"

Teacher, Taylor Public Schools

"We have used your books - they are very helpful! With these books and a lot of work, our 4th Grade Reading and Math scores SOARED!"

Mary Alice Boone, Teacher, AuTrain-Onata Public Schools

"My school district orders your books for us to use to prepare for our state assessment and to improve strategies. They are user-friendly!"

4th Grade Teacher, Marquette Area Public Schools