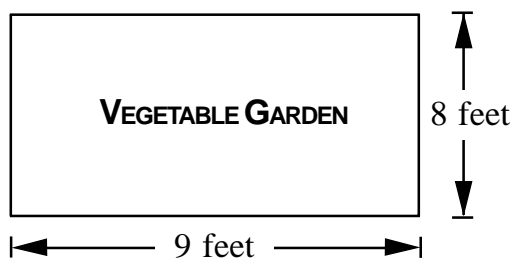
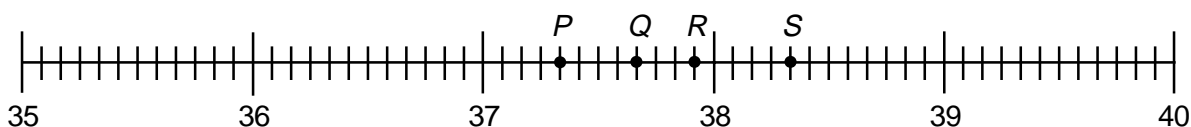


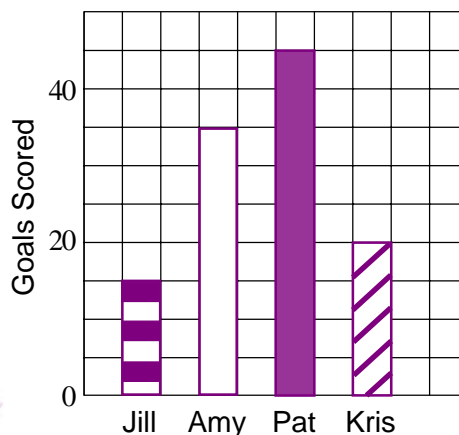
Student's Name _____

Successful Test Taking[®]

MATHEMATICS 4

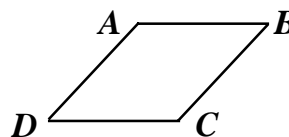


Soccer Goals Scored



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

4



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 MCA-III test (2011 edition).

The Mathematics 4 MCA-III link contains 2 practice tests each with 44 math items: 40 are multiple-choice and 4 are open-ended.

A classroom link is sold for \$60.00. It services up to 30 students and includes an Answer Key. The Answer Key identifies the specific benchmark each item assesses.

LEADERSHIP RESOURCES[®] publishes MCA-III preparation tests in an on-line format for:

Grade 3 Mathematics

Grade 4 Mathematics

Grade 5 Mathematics

Grade 6 Mathematics

LEADERSHIP RESOURCES[®] publishes MCA-II preparation tests in book format for:

Grade 3 Reading

Grade 4 Reading

Grade 5 Reading

Grade 6 Reading

Mathematics tests are \$60.00 per link per grade level.

Reading tests are \$56.00 per set.

Online format: sold per classroom link plus Answer Key.

Each link services up to 30 students.

Book format: sold in sets of 30 books plus Answer Key.

Include 10% shipping & handling per order.

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.....

LEADERSHIP RESOURCES[®]

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Successful Test Taking®

Mathematics 4

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2011 Edition

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Successful Test Taking[®]

Preface

These Successful Test Taking[®] practice tests have been developed to help you take a mathematics assessment, 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 these practice tests were designed to help you learn how to become a successful test taker. These tests, however, are not a complete model of your state assessment. These tests were 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 successful test taker. The reading, writing, and mathematics strategies you use in the classroom and in daily life can be used here as well.

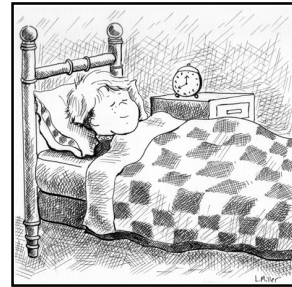
As you work with these practice tests, try to do your best work. Doing your best work is a mirror of your ability and effort.

**Remember To
Use Your Common Sense**

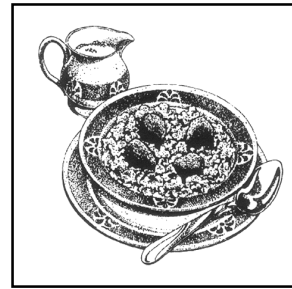
Test Taking Tips

Here are four helpful tips to do before coming to school on test days:

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



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



3. **Come prepared.** Be ready to begin the test when you get to school. Your teacher will let you know when it is time to begin testing. Also, bring a book or magazine to entertain yourself if you finish the test early.

4. **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 the test days.

Tips once you get to school on test days:

1. **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.
2. **Pay attention.** Listen carefully when your teacher reads the test directions. Ask your teacher to explain the directions if you do not understand them.
3. **Follow directions.** Some tests are confusing. You may know the answer, but then you must correctly fill in the oval or complete the task to get credit for your answer.
4. **Stuck? Don't waste time.** It is OK to skip a difficult item and return to it later.
5. **Don't give up.** Some test writers put the hardest items at the beginning of a test. Don't get discouraged. Keep going!
6. **Do your own work.** Copying another student's answers is not right.
7. **Choose carefully.** For multiple-choice items, select the BEST answer. If you are not sure of an answer, guess wisely. But don't choose just any answer. You will probably discover at least one incorrect answer choice. Decide which answer choices are clearly incorrect even if you can't completely figure out the correct answer. This will make guessing wisely easier.
8. **Think carefully.** For open-ended items, think and calculate carefully. Determine the answer and complete the task the item calls for.
9. **Review your answers.** Review your multiple-choice answers and open-ended answers when you are finished to be sure you have the BEST answer.
10. **Keep up the good work.** 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.
11. **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 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. Think and calculate carefully.
4. There will be 4 answer choices for each multiple-choice item.
Look carefully at each answer choice.
Decide which answer choices are clearly incorrect.
5. 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.
6. Choose the BEST answer by selecting the oval to the left of the answer you chose. Completely fill in only one oval.
A correct answer is worth 1 point.

Successful Test Taking Strategies for Answering Open-Ended Items

Open-ended items require you to think about an answer to an item, figure out a way to solve the item, and then complete a task.

Open-ended tasks may be any of the following:

- a. type-in: you will type numerical answers in a box
- b. graphing: you will plot data to complete a mathematical display
- c. drag-and-drop: you will create an answer using several different choices
- d. hot-spot: you will choose several correct answers or you will mark locations on mathematical graphics or displays

A complete answer is worth 3 points.

1. **THINK:** Read the item and any directions carefully.
Ask yourself, “What do I know?” “What is the item asking me to do?”
2. While you are reading the item, look for key words or ideas.
3. **SOLVE:** Use the strategies you know best to help you solve the item:
 - Brainstorm for ideas and strategies by recalling what you already know.
 - Use all the information given in the item.
 - Decide what is important and what is not.
 - Be careful with your calculations.
4. Check your work to make sure you have answered each part of the item and have given all the information asked for by the item.

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 deciding which answer choices are clearly incorrect and then selecting the BEST answer.
5. Solve open-ended items by **Thinking and Solving** carefully.
6. Review all answers to be sure they have the BEST answer.
7. If stuck, return to the item 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.



General Information for the Student

There are different types of mathematics items in this book:

1. Multiple-choice items ask you to choose the BEST answer from among four answer choices.
2. Open-ended items may have you do tasks such as type an answer, plot data, drag-and-drop different choices, choose several correct answers, or mark locations on a graph.

This book has 2 practice tests. Each practice test is divided into 4 segments. Before you begin each segment, your teacher will give you instructions.

You may **not** use a calculator for Segments 1 and 3.
You may use a calculator for Segments 2 and 4.

Here are some important things to remember:

1. For multiple-choice items, choose the BEST answer by selecting the oval to the left of the answer you chose.
2. For open-ended items, carefully determine the answer and complete the task the item calls for.
3. If you do not know the answer to an item, go on to the next item. You can return to that item later.
4. **CONTINUE WORKING UNTIL YOU REACH A STOP SIGN AT THE BOTTOM OF A PAGE. THEN STOP.**
5. If you finish a test segment early, you may check your work **only** in that test segment.
Do not turn to another segment or practice test.

1. Find the answer:

$$\begin{array}{r} 804 \\ \div 3 \\ \hline \end{array}$$

- (A) 118
- (B) 208
- (C) 260
- (D) 268

5. Daria made the table shown below.

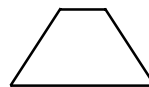
x	y
1	2
3	8
7	20

Which equation shows the rule for the table?

- (A) $x + 1 = y$
- (B) $x \times 2 = y$
- (C) $3x - 1 = y$
- (D) $2x + 1 = y$

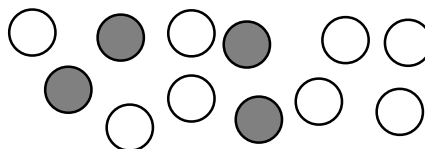
9. How many vertices does the figure have?

- (A) 2
- (B) 3
- (C) 4
- (D) 5



10. Niccolo has 12 marbles.

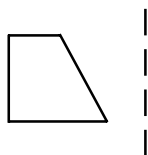
$\frac{4}{12}$ of the marbles are gray.



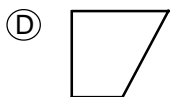
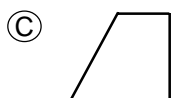
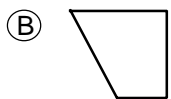
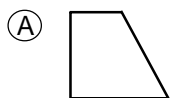
Which fraction is equivalent to $\frac{4}{12}$?

- (A) $\frac{2}{8}$
- (B) $\frac{4}{8}$
- (C) $\frac{1}{4}$
- (D) $\frac{1}{3}$

Use the drawing to answer item 13.



13. Which of these is a reflection of the figure over the dotted line?



25. Which decimal is equivalent to $\frac{25}{100}$?

- (A) 0.25
- (B) 0.025
- (C) 25.00
- (D) 2.500

32. 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 weighs least?

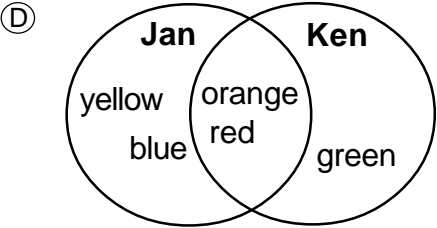
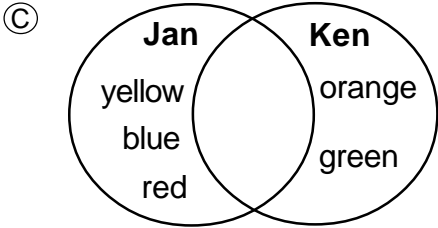
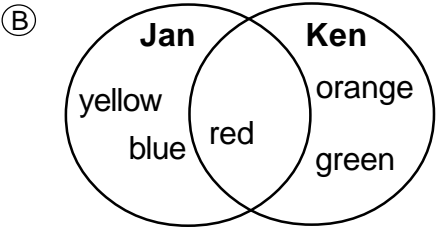
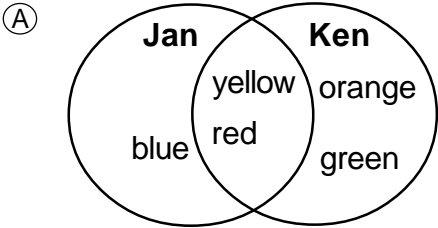
- (A) brown
- (B) blue
- (C) black
- (D) gray

19. Jan and Ken have favorite colors.
 The table shows their favorite colors.

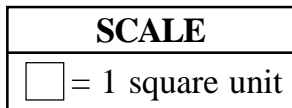
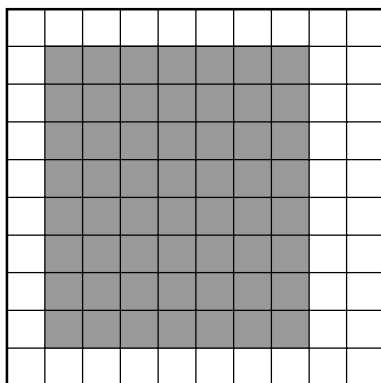
**Jan's and Ken's
 Favorite Colors**

Jan	Ken
blue	orange
red	red
yellow	green

Which Venn diagram matches the data in the table?

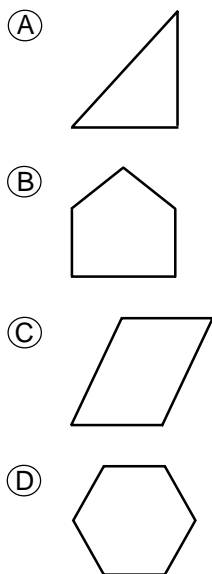


43. Isi wants to determine the number of square units in the shaded rectangle on the grid. How can Isi determine the area of the rectangle without counting all the square units?



- (A) Isi can multiply the width of 7 units by the length of 8 units to get 56 square units.
- (B) Isi can add the width of 7 units to the length of 8 units to get 56 square units.
- (C) Isi can multiply the width of 7 units by 2 and the length of 8 units by 2 and then add each result to get 56 square units.
- (D) Isi can multiply the width of 7 units by 2 and the length of 8 units by 2 and then multiply each result to get 56 square units.

35. Which figure has only right angles and obtuse angles?



37. Denisha has 5 more than three times as many bracelets as Reya. Which expression could be used to find the number of bracelets Denisha has, using r for the number of Reya's bracelets?

- (A) $3r + 5$
- (B) $5r + 3$
- (C) $(5 \times 3) + r$
- (D) $r \times (5 + 3)$

21. Arrange the decimal in order from **least** to **greatest**.

1.202 1.2 1.021 1.002

Click on the decimal you want to select.

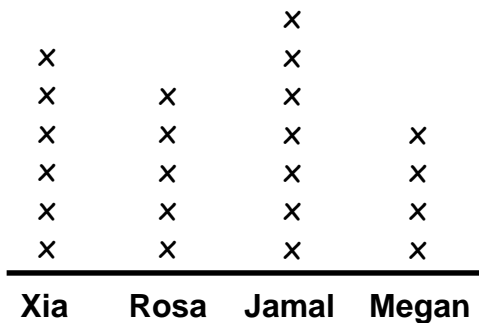
Then click where you want to put the decimal.

least

greatest

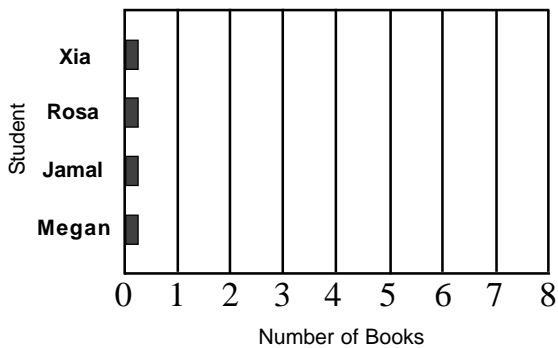
44. Xia, Rosa, Jamal, and Megan read books over their summer vacation. The line plot shows the number of books each student read. Each x stands for 1 book.

BOOKS READ BY STUDENTS



Make a graph of the data in the line plot. Click on a point to the right of each bar where the right end of the bar should be.

BOOKS READ BY STUDENTS



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 Minnesota Academic Standards into their learning environment. Each item is aligned with the strands, sub-strands, and 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 MCA-III. 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 pages 6 and 7, review with your students the strategies for answering the different types of mathematics questions on the Minnesota Comprehensive Assessment-III.
4. **This book contains two practice tests. Each test is equally challenging, so teachers may administer either test first.**
5. Because this book is a learning/practice tool, you should tell your students that the format of the Successful Test Taking[®] Mathematics 4 books is somewhat different from the MCA-III.
6. Have students turn to the 10 Strategies for Successful Test Taking on page 8 and discuss it with them. Then review the General Information for the Student on page 9.
7. Next, have students begin Segment 1 of either practice test. Students will continue working until they reach the end of Segment 1. Testing for Segments 2, 3, and 4 will be carried out in the same fashion as the testing for Segment 1.
8. The other practice test is to be administered in the same manner as the first.
9. **Remind students to continue working on the math items until they reach a stop sign  in their books, at which point students stop.**
10. Each practice test has 44 items and 56 possible points.

MN

PRACTICE TEST #2 -- pages 28-46
Segment 1 -- page 28

1. **4.3.2.3**
B 18 square units

2. **4.1.1.3**
D 2,730

3. **4.1.1.3**
C 60,480

4. **4.4.1.1**
B **Number of Tickets Sold Each Day**

20	30	30	50	40	10
Mon	Tues	Wed	Thur	Fri	Sat


5. **4.1.1.5**
A 8

6. **4.1.2.4**
A 206.004

7. **4.1.1.2**
B 1,100

8. **4.1.2.2**
C 4 and $\frac{3}{12}$

9. **4.1.2.3**
A add the numerators and keep the denominators the same

10. **4.3.1.1**
A 

11. **4.3.3.1**
D **P**

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