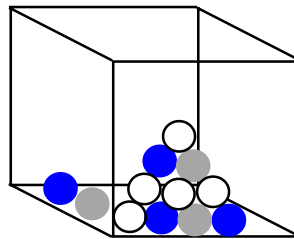


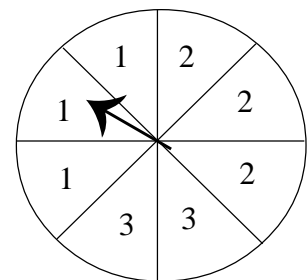
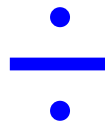
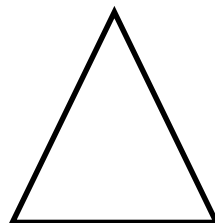
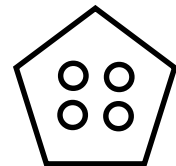
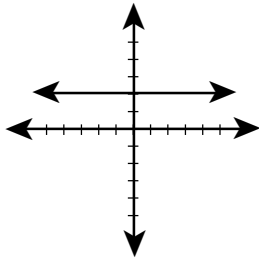
Student's Name \_\_\_\_\_

# Successful Test Taking<sup>®</sup>

# MATHEMATICS 4



A	B
1	6
5	10
9	
13	18
	22



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## Mathematics 4

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Dear Educator:

This sample represents only a portion of the **LEADERSHIP RESOURCES<sup>®</sup>** Successful Test Taking<sup>®</sup> Mathematics 4 MAP book (2009 Edition).

The actual book is 55 pages. The book is printed on newsprint and is consumable. It contains 86 math items: 43 are selected-response, 41 are constructed-response, and 2 are performance events.

The teacher's guide identifies the specific **Grade Level Expectation (2.0)** each item assesses.

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# Successful Test Taking<sup>®</sup>

# Mathematics 4

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# Successful Test Taking<sup>®</sup>

## Preface

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

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 your state test. 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, writing, 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.

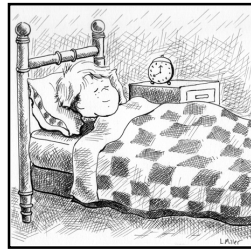
**Remember to  
Use Your Common Sense**

# *Test Taking Tips*

Here are some helpful hints.

## I. Before coming to school on the 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 decent 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 the test days.

## II. When you get to school on the 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 write your answer on the blank lines 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 later. Make finding the item you skipped easy for yourself by putting a large ✱ next to it.
- 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 defeat you when they do this. Keep going!
- G. For selected-response questions, mark the **best** answer. If you are not sure of an answer, go ahead and guess wisely. But don't just mark any answer. You probably already know that at least one of the answers is incorrect. Mark out all incorrect answers even if you can't completely figure out the correct answer. This will make guessing wisely easier.
- H. For constructed-response and performance event questions, clearly explain your thinking.
- I. Review your selected-response answers when you are finished. Reread your answers to constructed-response questions and performance event questions to make sure they are clear and complete.
- 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, even if you need to stretch. It may help to look at the ceiling or out a window from time to time.
- L. **Smile**. Tests are important, but they aren't the end of the world. Remain calm. Do the best you can.

# Successful Test Taking Strategies for Answering Selected-Response Questions

1. Read each question carefully. Try to get a “feel” for what the answer might be while you are reading the question.
2. Ask and answer, “What do I know?” “What am I being asked to do?” “Do I understand what the question is asking me to do?”
3. Carefully make any calculations.
4. There will be 4 answer choices for each item in this book. Look carefully at each choice. Mark out all incorrect answer choices.
5. If you really don’t know the answer, try using each answer choice in the question. “Plugging-in” each answer choice may help you find the **best** answer.
6. Then, 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.

# Successful Test Taking Strategies for Answering Constructed-Response and Performance Event Questions

Constructed-response questions require you to think about an answer to a problem, figure out a way to solve the problem, and then write an answer to the problem, or show how you got your answer. A complete answer is worth 2 points.

Performance events are the most challenging questions and require the most work. Each asks you to do more thinking, and then give an answer by writing a longer explanation, by doing more calculating, or by performing more tasks than the constructed-response questions. A complete answer is worth 4 points.

Both constructed-response and performance events usually require you to explain why you chose the answer you did or show how you arrived at your answer.

1. **THINK:** Read all questions carefully. Ask yourself, "What do I know?"  
"What is the question asking me to do?"
2. **SOLVE:** Use the strategies you know best to help you solve the problem:
  - Brainstorm for ideas and strategies by recalling what you already know.
  - Use all the information given in the problem. Decide what is important and what is not.
3. **EXPLAIN:** Remember, someone will be reading your answers to constructed-response and performance event questions. Clearly and completely explain why or show how you chose the answer you did. Explain or show all the steps you took. Do not erase any of your work.
4. Make sure your explanation or calculations are clear and complete so that the person who reads your answer understands your thinking.
5. Check your work to make sure you have answered each part of the question and have given all the information asked for by the question.

**10**

The distance from first base to second base on a school playground is 90 feet. How many yards is 90 feet?

- 3 yards
- 10 yards
- 30 yards
- 60 yards

**25**

Which set of numbers shows the factors of 24?

- 1 2 3 4 6 8 12
- 2 3 4 6 8 12 24
- 1 2 3 4 6 8 12 24
- 2 3 4 6 8 12

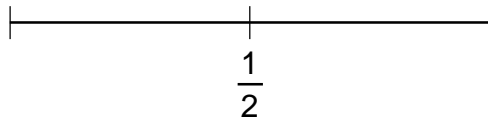
**27**

Which of the following does **not** have the same value as 84,698?

- $80,000 + 4,000 + 600 + 90 + 8$
- $70,000 + 14,000 + 300 + 300 + 90 + 8$
- $88,000 - 3,302$
- $85,000 - 332$

29

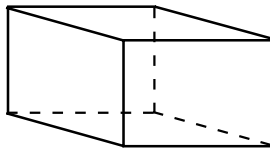
Which fraction should be placed to the right of  $\frac{1}{2}$  ?



- $\frac{2}{5}$
- $\frac{6}{8}$
- $\frac{4}{9}$
- $\frac{3}{6}$

43

Look at this prism.

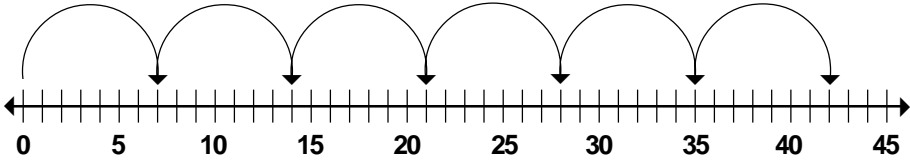


Which of these describes the shapes of the faces of the prism?

- rectangles and triangles
- squares only
- rectangles only
- squares and triangles

**3**

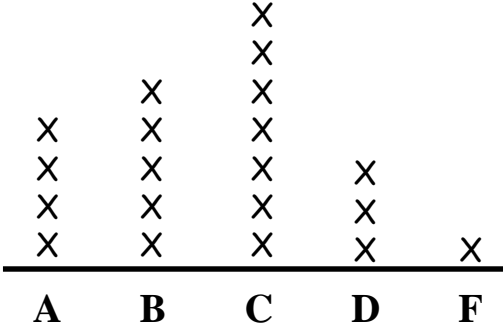
Use numbers to write a multiplication sentence based on the number line.



**4**

Look at the line plot where each X stands for one student.

**MATH QUIZ GRADES**



Use the line plot to help you answer the questions below.

- 1. Which math quiz grade did students receive more than any other quiz grade?
- 2. Is it true that twice as many students got a quiz grade of an A than a D?
- 3. How many more students got a quiz grade of an A or a B than students who got a C?
- 4. What is the difference between the number of students who received an A or an F and the number of students who received a C?

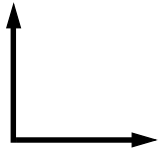
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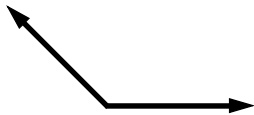
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**10** This is a 90 degree angle.



Estimate the measure of this obtuse angle. Explain how you got your answer.



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**16** What customary and metric unit would you use to measure each of the following?

1. the perimeter of your classroom
2. the length of your mathematics book
3. the distance from your school to the Atlantic Ocean

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**20** Write a number sentence for eleven times nine minus twelve. Then find the answer.

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**21**

Sherri wants to know if three-quarters is greater than or less than two-thirds. Shade three-quarters of this rectangle.



Shade two-thirds of this rectangle.



Which is greater, three-quarters or two-thirds? \_\_\_\_\_

**22**

Draw each of the following shapes and all the lines of symmetry in each shape.

1. a rectangle
2. a triangle with all sides the same length
3. a rhombus that is not a square
4. a square



**29**

The table shows the total cost of different numbers of apples. Each apple costs the same price.

**TOTAL COST OF APPLES**

<b>number of apples</b>	4	5	6
<b>total cost</b>	\$0.80	\$1.00	\$1.20

How did buying one more apple each time change the total cost of the apples?

---

---

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**36**

Use  $<$ ,  $>$ , or  $=$  to compare the numbers below.

6.25 \_\_\_\_\_ 6.3

56,078 \_\_\_\_\_ 56,007

12.01 \_\_\_\_\_ 12.11

17.170 \_\_\_\_\_ 17.17

# Answer Key & Teacher's Guide

## Successful Test Taking® MATHEMATICS 4

2009 Edition

LEADERSHIP RESOURCES®


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### 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 Missouri Show-Me Standards and the GLE 2.0 into their learning environment. The book is an **essential teaching resource** for educators interested in preparing their students for the Missouri Assessment Program (MAP). 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, 4, and 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 items on the Missouri Assessment Program.
4. This book is divided into two sessions to be administered over a period of two days. You may wish to spend more time and/or days using this book.
5. Because this book is a learning/practice tool, you should tell your students that the format of the Successful Test Taking Mathematics 4 book is somewhat different from the MAP. For example, there are more constructed-response items (48%) per the GLE 2.0 to provide students with much more practice. This book provides more items to give students much thinking and analyzing practice to build their confidence while preparing for the MAP.
6. Have students turn to page 8 and review the directions with them.
7. Next, have students begin the items for Session One beginning on page 9. Students will continue working until they reach page 28 (item 42).
8. Session Two testing (page 29) will be carried out in a similar fashion as Session One, with students working on items 43-86.
9. **Remind students to continue working on the math problems until they reach a stop sign  in their books, at which point students stop.**
10. There are a total of 86 items and 133 possible points in the Mathematics 4 book.

MO