Student Name:
School Name:
Teacher/Class:

Montana Comprehensive Assessment System (MontCAS, Phase 2 CRT)

GRADE 5
FORM 1
SPRING 2006

OPI

OFFICE OF PUBLIC INSTRUCTION

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General Directions

This test contains six sessions: three in reading and three in mathematics. The sessions are made up of multiple-choice questions and questions for which you must show your work or write out your answers. Write your answers to all of the questions in your Student Response Booklet. For the reading parts of the test, read each selection before answering the questions.

For each multiple-choice question, choose the best answer. Fill in the bubble in your Student Response Booklet that corresponds to your answer choice for that question.

Some questions ask you to show your work or to write out your answers. Write your answers to these questions in the spaces provided in your Student Response Booklet. Your answers must fit in the spaces provided. Any part of an answer outside the box might not be scored.

Be sure to answer all parts of each question, and to answer completely. For example, if a question asks you to explain your reasoning or show your work, be sure to do so. You can receive points for a partially correct answer, so try to answer every question.

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Reading
Session 1

This test session includes reading selections, multiple-choice questions, and a question for which you must write out your answer. After you read each selection, answer the questions about it in the spaces provided in your Student Response Booklet. You may not use a dictionary or any other reference tool during this session.

"The Fox and the Fleas" and "The Dog and the Shadow" are stories that have been told for hundreds of years and are still interesting today. Read the stories and then answer the questions that follow.

The Fox and the Fleas

a Scottish tale retold

There once was a Fox that was much bothered by fleas. After trying to push them off, she decided on a new method. She found a piece of wool, held it in her mouth, and took it to the river. She put the end of her tail into the water and backed slowly into the river. The fleas stopped biting her and ran away from the water, and at last they all ran over the Fox's nose into the wool. Next, the Fox dipped her nose under the water and let go of the piece of wool. She watched the wool float down the river. Problem solved. No more fleas.

The Dog and the Shadow

from Aesop's Fables

It happened that a Dog had got a piece of meat and was carrying it home in his mouth to eat it in peace. Now on his way home he had to cross a plank lying across a running brook. As he crossed, he looked down and saw his own shadow reflected in the water beneath. Thinking it was another dog with another piece of meat, he made up his mind to have that also. So he made a snap at the shadow in the water, but as he opened his mouth the piece of meat fell out, dropped into the water, and was never seen more.

"BEWARE OF LOSING SOMETHING BY GRASPING AT ITS SHADOW."

Mark your answers to questions 1 through 5 in the section marked "Reading—Session 1" in your Student Response Booklet.

1. In "The Fox and the Fleas," the fox backed into the river because she

   A. wanted to force the fleas onto the wool.
   B. wanted to confuse the fleas.
   C. did not want to jump into cold water.
   D. did not know how to swim.

2. The best motto for the fox in "The Fox and the Fleas" would be

   A. "Be careful what you wish for; it might come true."
   B. "If at first you don't succeed, try and try again."
   C. "Do not judge a book by its cover."
   D. "Do not attempt the impossible."

3. The BEST word to describe the dog in "The Dog and the Shadow" would be

   A. thirsty.
   B. fearful.
   C. cautious.
   D. greedy.

4. The last sentence in "The Dog and the Shadow" could be BEST described as

   A. a fact.
   B. a moral.
   C. an opinion.
   D. an exclamation.

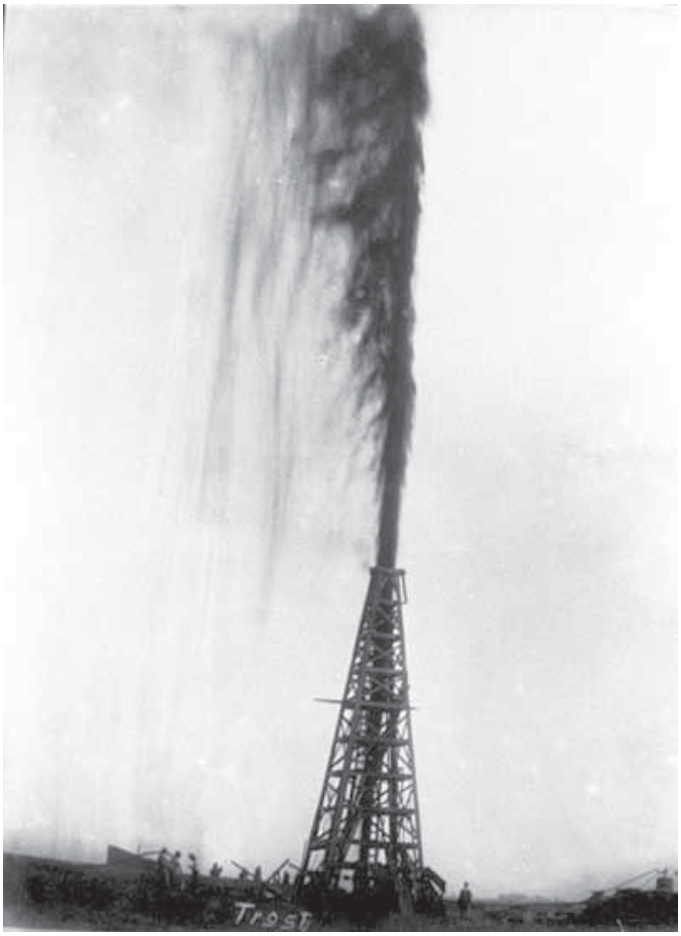
5. What do "The Fox and the Fleas" and "The Dog and the Shadow" have in common?

   A. Both have characters with fleas.
   B. Both happened in real life.
   C. Both teach a lesson about life.
   D. Both try to solve a problem.

The discovery of oil and its many uses as a fuel were responsible for major changes in people's ways of life during the twentieth century. Spindletop, an oil well in Texas, was one of the first big oil wells in the United States. Read the following article and then answer the questions that follow.

Spindletop and the Age of Oil

by Mark Lyons



This photograph shows the Spindletop oil well in January 1901.

The roar was tremendous. Quickly, the air was filled with oil and natural gas. A geyser of black liquid shot up through a wooden derrick.* The oil reached well over 100 feet above the ground. The late morning of January 10, 1901, saw the birth of a new industry on a hill called Spindletop. Spindletop was located near Beaumont, Texas. Oil rained down, covering the ground all around the derrick marking the site.

By late afternoon, hundreds of people had arrived at the site to watch the gusher shoot into the air. The oil ran out of the well, uncontrolled, for nine days. During that time, it covered the ground, animals, people, trees, and anything else in its path with a black, greasy film. Huge dirt barriers were built to try and contain the oil, but these soon were full. Fire was a constant danger.

During this time, oil workers were trying to figure out a way to stop, or cap, the runaway oil well. Finally, a combination of pipes and valves was built and placed over the spewing oil. The oil flowed through the pipes. Valves were closed until the oil was completely stopped. The device held, and the oil well was now under control.

The huge amounts of oil produced by this one well and many others nearby helped usher in the age of petroleum. Before oil was found at Spindletop, it was primarily produced to be made into kerosene and burned for lighting. With the great volume of oil coming from the wells around east Texas, new uses were found. Trains and ships were powered by oil rather than coal. Factories also began to switch from burning coal to burning oil for power. Oil was less expensive than coal and burned more efficiently. Oil-burning furnaces took up less space and allowed companies to keep more of the money they made.

*derrick: the framework over an oil well that supports the drilling machinery

As automobiles became more widely used, more oil was needed to manufacture the gasoline used to power these new vehicles. The great amount of oil made available after the Spindletop gusher helped to increase the use of the automobile all around the country. In addition, other products developed from oil, including plastics and various medicines, increased American dependence on oil.

By 1904, the amount of oil pumped out of the ground at Spindletop had already begun to decline. Many companies that had switched from using coal to oil, however, did not want to go back to using coal. More oil had to be found. Drillers began searching for oil in other parts of Texas and the United States. Major oil finds were located in Texas by 1906, and the demand for oil continued to increase. The discovery of oil at Spindletop set the stage for a different way of life for the people of the United States and the world.

Mark your answers to questions 6 through 10 in the section marked "Reading—Session 1" in your Student Response Booklet.

6. What does the photograph of Spindletop MAINLY show?
   A. how Spindletop was different from other oil wells
   B. how the Spindletop oil derrick worked
   C. how dramatic the flow of oil was
   D. how oil workers capped the oil well

7. What word in the article could be used instead of geyser in the first paragraph?
   A. gusher
   B. film
   C. derrick
   D. barrier

8. The author organized this article MAINLY by
   A. comparing oil to other forms of power.
   B. presenting a problem and then giving a solution.
   C. telling about events in the order they happened.
   D. giving the most important information first.

9. If you wanted to write a report on the Spindletop oil well, which reference source would be BEST to use?
   A. an atlas
   B. the Internet
   C. a dictionary
   D. the newspaper

10. Which time line shows the correct order of events?

A. Oil was made into kerosene. → Oil was discovered at Spindletop in Texas. → The age of petroleum began. → Americans became dependent on oil.

B. The age of petroleum began. → Oil was made into kerosene. → Oil was discovered at Spindletop in Texas. → Americans became dependent on oil.

C. Oil was discovered at Spindletop in Texas. → The age of petroleum began. → Americans became dependent on oil. → Oil was made into kerosene.

D. Americans became dependent on oil. → The age of petroleum began. → Oil was discovered at Spindletop in Texas. → Oil was made into kerosene.

This story tells about a creative solution to a problem. Read the story and then answer the questions that follow.

Waste Not, Want Not

by Teresa Bateman

MY MOTHER BELIEVED in using things up. We always squeezed the toothpaste tube until it was as sharp as a razor, and we cleaned our plates, even when it was liver-and-onions night.

I hated it. Not just the liver and onions (which I ate with huge dollops of ketchup to mask the taste), but the clothes situation as well. I had to wear my blue jeans until the knees were patched at least three times before Mom would let me get a new pair.

Of course, it was worse for Josh. Since I was older, he always got any of my clothes that still had some wear left in them. Wearing his sister's hand-me-downs was the ultimate tragedy of his young life.

Mom's frugality was legendary. She could make one chicken come back in a dozen meals as variously disguised leftovers. Her favorite saying was "waste not, want not." Josh and I weren't sure what that meant, but it probably explained why Mom was into recycling long before it became popular. It also explained why the "Affair of The Hat," as it later became known, was so strange.

The Hat deserved capital letters. It was about three feet across, made of green straw and covered with big plastic daisies, two red peonies, and an orange bow. I might have said it was "dog ugly," except that wouldn't sit well with our dog, Mutt.

Great-aunt Marjorie had given The Hat to Mother on one of her visits to our farm. It was supposed to keep the sun off Mother's delicate complexion while enhancing her rural beauty (whatever that meant).

Mother wore it while Aunt Marjorie was here, but it was hard to get through doors and impossible to wear while weeding the corn. The rows weren't wide enough, and, anyway, The Hat cast a shadow that hid any weed from sight.

Please go on to the next page.

When Aunt Marjorie returned to the city, Josh and I held our breath to see what would happen to The Hat. We could see that Mom's thrifty nature and fashion sense were in pitched battle. She couldn't justify throwing The Hat away—it was
8 nearly new and had a lot of use left in it—but neither could she stomach wearing it. She tried pulling off the daisies and peonies, but they were stuck on tight, as were the perky orange ribbons that held The Hat in place. She'd have to find some other solution.

One day Josh and I came down to breakfast and noticed that The Hat was missing from the hook by the door. We looked at each other, then scouted the house. It wasn't hard to spot. Mother had installed it in the parlor as a lampshade.

Our parakeet, Pete, chirped inquiringly from his cage as Josh and I decided to see how The Hat looked in full lampshade glory. We pulled the chain.

Pete tweeted once, then dropped like a stone from his perch. We ran to his cage, and Josh suggested mouth-to-beak resuscitation. Then we glanced over at the lamp. The light shining through the peonies made them look like two big red eyes glaring at you. No wonder Pete had fainted.

We plucked The Hat from the lamp and went to tell Mom. Reluctantly she hung it back up on the hook by the door.

The next morning we looked out our bedroom window to see Mom heading for the chicken coop, The Hat dangling from her arm by those orange ribbons. Obviously it had graduated to an egg basket.

She disappeared inside the coop, and we waited to see what would happen. Suddenly a chicken
14 volcano erupted. All the chickens burst from the coop, hysterically clucking and running for their lives. There was no sign of Mother.

We ran downstairs in our pajamas and bare feet. Just inside the coop door we found Mom,
15 still clutching The Hat in one hand, chicken tracks all over the front of her overalls. She muttered something about "stampeding feathers" as we helped her into the house.

Still, she never considered throwing The Hat away. After all, it was nearly new. Besides, by this point she was determined to find a way to use that hat, or die trying.

The next morning she headed out the door, The Hat filled to the brim with turkey feed. Josh and I watched as Mother approached the turkeys scavenging in the barnyard.

The minute those turkeys sighted The Hat, they ran gobbling toward the barn door and dived in a panic into the haystack. Mom dumped the turkey feed in the barnyard and walked back to the house, her shoulders drooping.

"I give up," she announced. "First The Hat scares Pete silly, then it stampedes the chickens, and now it's panicked the turkeys."

She threw The Hat to the floor, raised her foot, and screamed, "THIS HAT IS FOR THE BIRDS!" Josh and I stepped back, waiting for her foot to come crashing down.

"It is not for the birds," Josh blurted. "They hate it!"

It was as though time stood still. Then we heard a strange sound. Mother was laughing!

We shook our heads. She'd finally gone over
23 the edge—there she stood, one foot in the air, laughing like a hysterical flamingo.

Then she put her foot down . . . on the floor. She picked up The Hat and headed upstairs where we heard boxes being shuffled around in the attic.

Josh and I didn't know what to make of it.

When she came down, she was dragging a body. It was wearing Grandpa's old overalls, Uncle Paul's flannel shirt, and the shoes Josh had outgrown last year. Its head was a flour sack, stuffed full of straw from an old tick, and on that head perched The Hat.

Mom hauled the stuffed body outside and set it up on a post in the middle of the cornfield. And that's where it stayed.

Our corn crop that year was particularly good. For some reason the birds steered clear of our fields and raided the neighbors' instead. Maybe it had something to do with our scarecrow, I don't know. All I do know is that from then on, we rarely saw crows on our property except during the month of June.

That's when Great-aunt Marjorie comes to visit.

Mark your answers to questions 11 through 21 in the section marked "Reading—Session 1" in your Student Response Booklet.

11. Mom's MAIN problem in the story is how to
    A. get rid of The Hat.
    B. make good use of The Hat.
    C. return The Hat to Aunt Marjorie.
    D. keep The Hat from scaring animals.

12. Which part of Josh's life is MOST similar to Mom's problem with The Hat?
    A. wearing his sister's hand-me-downs
    B. eating leftover chicken night after night
    C. watching Mom feed the turkeys
    D. giving up his old shoes to make the scarecrow

13. According to the story, The Hat deserved to be written in capital letters because it was
    A. Mom's favorite present.
    B. big and ugly.
    C. scary to pets and farm animals.
    D. a gift from Aunt Marjorie.

14. Paragraph 8 describes the <u>pitched</u> battle between Mom's thrifty nature and her fashion sense. Which meaning of the word <u>pitch</u> BEST fits its use in this paragraph?
    A. to throw a ball
    B. a tar-like substance
    C. a high level of excitement
    D. the highness or lowness of a musical sound

15. In paragraph 14, the phrase "chicken volcano" is used MAINLY to
    A. create a picture in the reader's mind.
    B. show that the chickens made a lot of noise.
    C. compare how two things are alike.
    D. indicate that the chickens were burning up.

16. In paragraph 15, the phrase "stampeding feathers" is used to show that the
    A. feathers blew around The Hat.
    B. chickens ran over Mom.
    C. chickens lost their feathers.
    D. feathers were flying around the yard.

17. In paragraph 23, the story says that Mom had "finally gone over the edge." This MOST LIKELY means that Mom

A. had found a new hat.
B. was happy about keeping The Hat.
C. had one foot in the air.
D. was behaving very strangely.

18. What is the MOST LIKELY reason that crows are now seen on the family's property only during the month of June?

A. The weather is hottest in June.
B. The Hat is removed from the scarecrow.
C. The neighbors cut down their corn.
D. The family goes on vacation in June.

19. Which word BEST describes Mom in this story?

A. nervous
B. wealthy
C. happy
D. determined

20. The author organized this story MAINLY by

A. telling about events in the order they happened.
B. describing The Hat from different viewpoints.
C. comparing and contrasting ideas about The Hat.
D. retelling the history of Aunt Marjorie's gifts.

21. Suppose you would like to read more stories by Teresa Bateman. What would be the BEST way to find more of her stories in the school library?

A. looking up "Teresa Bateman" in an encyclopedia
B. checking old issues of children's magazines
C. asking the teacher where to find the stories
D. looking up "Teresa Bateman" in the card catalog

Write your answer to question 22 in the space provided for it in your Student Response Booklet.

22. Part of the humor in this story is based on exaggeration. Explain how the use of exaggeration helps create humor in the story. Use specific examples from the story to support your answer.

Please STOP. Do not go on to the next page.

Reading
Session 2

This test session includes reading selections, multiple-choice questions, and a question for which you must write out your answer. After you read each selection, answer the questions about it in the spaces provided in your Student Response Booklet. You may not use a dictionary or any other reference tool during this session.

Most people have heard of watchdogs. This article tells about creatures that might be called "watch animals." Read the article and then answer the questions that follow.

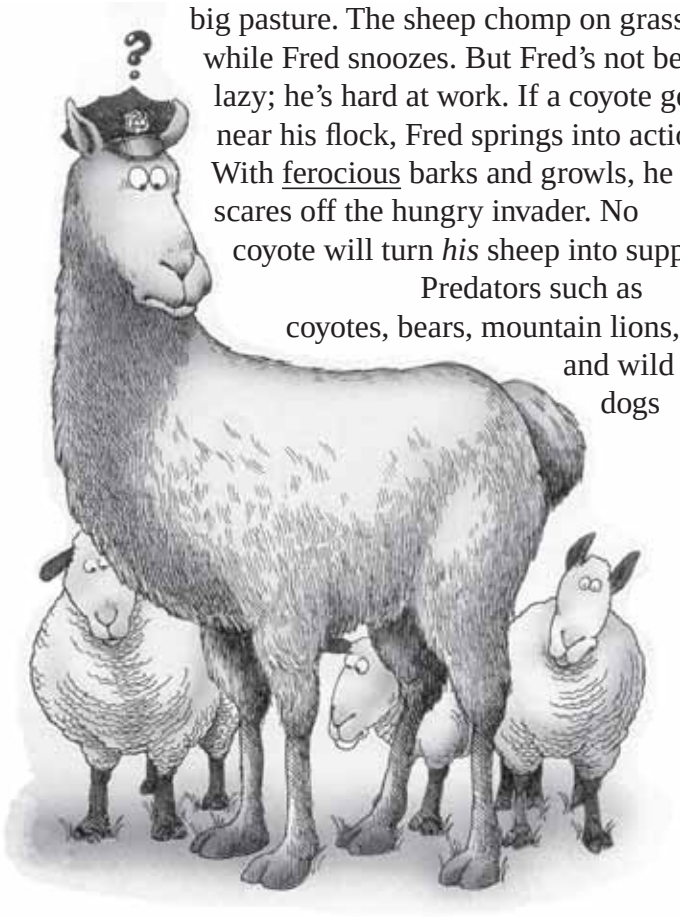
ON GUARD!

by Julia L. Andrews

When it comes to protection, sometimes the best person for the job is . . . an animal!

A bank robber could steal a million dollars and run with it right past Fred the guard dog. Fred wouldn't care at all. But try to swipe a lamb from him, and you've got trouble! You see, Fred doesn't guard banks or jewelry stores. He guards sheep on a ranch.

Every day, Fred trots out with the flock to a big pasture. The sheep chomp on grass while Fred snoozes. But Fred's not being lazy; he's hard at work. If a coyote gets near his flock, Fred springs into action. With ferocious barks and growls, he scares off the hungry invader. No coyote will turn *his* sheep into supper!



Predators such as coyotes, bears, mountain lions, and wild dogs sometimes kill sheep. Some ranchers try to stop the predators with poison and traps. But poison and traps don't always do the job. And they may kill animals that aren't bothering the sheep. Luckily, some ranchers have discovered the very best weapon against hungry predators—furry, four-footed sheep guards like Fred! . . .

BRAVE BRAYS AND CHICKENS

Dogs aren't the only four-footed guards you'll meet on a sheep ranch these days. You just might run into a llama or a big, braying donkey.

When it comes to fighting, llamas are chickens. Like sheep, llamas won't fight a hungry hunter. They'll flee! So what makes these scaredy-cats good sheep guards? Curiosity, that's what.

Llamas are curious about everything. When a coyote prowls around the flock, a guard llama rushes over to see what's going on. The llama isn't looking for a fight. It wants to find out who or what is lurking about. But even a hungry coyote runs for cover when it sees a huge llama charging toward it.

A donkey gets furious, not curious, when coyotes are around. Donkeys can't stand the group of animals called *canines*—dogs, coyotes, foxes, and wolves. So a donkey is a good guard when a canine comes near. If a loose dog or coyote stalks the flock, the donkey tries to scare it away with bellowing brays and hee-haws. If that doesn't work, the donkey turns deadly. It may grab the hunter with its teeth and whip it around until the animal's back cracks. To a guard donkey, the only good canine is a dead canine.

Guard donkeys do more than fight off foes. They also make sure the sheep don't get into trouble. A guard donkey from Montana named Small One is very good at this job. Small One once strayed away from the flock, something she'd never done before. When her owners found her, she was guarding a sick sheep. So when Small One went off again, her owners knew something was up. Sure enough, theyfound Small One with a surprise. She was guarding a female sheep that had just given birth to a lamb. . . .

THE GEESE THAT CRIED "WOLF"

Some kinds of guard animals don't work out as well as others. In 1986, a general in the United States Army wanted new guards to protect army property in Germany. And all that the guards would need was lots of birdseed. Why? The guards were geese!

The general knew that the ancient Romans had used geese to guard their fortresses. The birds were there to warn the Romans of a surprise attack by their enemies. If the geese could guard the Romans, the general figured, they could guard his army bases. So the army bought 900 birds to form its new goose patrol. The birds' mission: Honk and warn soldiers if anybody tried to break into places where deadly missiles were stored.

The geese lived in pens by the fences that went around each army base. They honked when soldiers and school kids stopped to watch them. They honked when animals from the nearby forests and fields wandered by. They honked when anything even came close to their fences.

And that was the problem. The geese were *too* good at their job. Because the birds made so much noise all the time, the soldiers couldn't tell when there really was trouble. Finally, after two years of too much honking and squawking, the goose patrol was fired. The geese had cried "Wolf!" too many times!

Mark your answers to questions 23 through 27 in the section marked "Reading—Session 2" in your Student Response Booklet.

23. Paragraph 2 states, "With <u>ferocious</u> barks and growls, he scares off the hungry invader." The word <u>ferocious</u> means
    A. repeated.
    B. surprised.
    C. loud.
    D. fierce.

24. Based on the story of Small One, ranchers must be able to
    A. find lost animals.
    B. guard their property.
    C. select the best llamas from a herd.
    D. understand the behavior of their guards.

25. According to the article, how are llamas and geese alike?

A. Both do not like any kind of canine.

B. Both were used by the ancient Romans.

C. Both are mostly good for guarding, not fighting.

D. Both can only be used to guard sheep.

26. Which sentence summarizes the main idea of the article?

A. "When it comes to protection, sometimes the best person for the job is . . . an animal!"

B. "Predators such as coyotes, bears, mountain lions, and wild dogs sometimes kill sheep."

C. "To a guard donkey, the only good canine is a dead canine."

D. "The general knew that the ancient Romans had used geese to guard their fortresses."

27. People in Montana might be especially interested in this article because many of them know about

A. pets that need training.

B. problems with guard donkeys.

C. ranches and livestock.

D. llamas that fight.

This poem shows how even a common plant can create feelings and impressions in a poet's mind. Read the poem and then answer the questions that follow.

Milkweed Time

When I was small
I picked a brown and lumpy pod.
I thought it was a big cocoon.
But it was hard and dry and odd
and wouldn't hatch.

Instead one day
it cracked,

and out puffed gobs
of silken hair, clinging
to my hands and clothes and skin,
filling the meadow air
with strands

so much like kitten fur
I listened
for the purr.

Now when I see downy clouds
of parachutes
hitchhiking on
the early autumn wind

I know it's milkweed time,

and all those lumpy pods
have done their jobs,
have scattered
all the roads and fields
with milkweed snow;

and I wish each time
that summer
didn't have to go.

—*Jacqueline Sweeney*

Mark your answers to questions 28 through 32 in the section marked "Reading—Session 2" in your Student Response Booklet.

28. How are milkweed pods and cocoons MOST alike?

    A. They are both furry.
    B. They both bring life.
    C. They both have seeds.
    D. They are both soft.

29. In line 12, which word would be BEST to use in place of the word strands?

    A. sounds
    B. seeds
    C. threads
    D. feathers

30. Why does the speaker's point of view change between lines 1 through 15 and lines 16 through 28?

    A. The speaker grows up.
    B. The speaker begins to like milkweeds.
    C. The speaker moves far away.
    D. The speaker decides she likes winter.

31. In the poem, the speaker compares

    A. pods to kittens.
    B. milkweed to fur.
    C. clouds to snow.
    D. parachutes to wind.

32. The poet MOST LIKELY wrote this poem to share her feelings about

    A. faith.
    B. change.
    C. growth.
    D. strength.

Reading
Session 3

This test session includes reading selections, multiple-choice questions, and a question for which you must write out your answer. After you read each selection, answer the questions about it in the spaces provided in your Student Response Booklet. You may not use a dictionary or any other reference tool during this session.

"The Yo-Yo Man" tells about a boy who gets "tangled up" in an unusual pastime. Read the passage and then answer the questions that follow.

The Yo-Yo Man

by Barbara Kerley

THERE WERE STILL PATCHES of snow in the shadows when the yo-yo man came to town. But we'd spent so many months in wool socks and itchy scarfs that *nothing* would have kept us inside on that sunny afternoon. Seymour and I were looking for a game of stickball when we saw the crowd of kids and the man in the bright, white sweater with the yo-yo patch.

The yo-yo man!

"This is Rock the Baby," he said, flipping his yo-yo up so it tweaked back and forth. "Now let me Loop the Loop." He whipped that yo-yo out and around, over and over. "Count with me, boys!"… 44, 45, 46…"This is it, a Duncan yo-yo," he said, never missing a beat. "The best! Used by champions across the country!"…69, 70…The yo-yo glistened as it spun. "Come see some champions at the tournament. Be a champion yourself! Big prizes: a bicycle, baseball gloves, footballs."…103, 104…"All it takes is a Duncan yo-yo and a little practice!"…148, 149, 150! *Slap!* With a clean flick of his wrist, he snapped the yo-yo back into his palm. "Enter the tournament! April first. Ten in the morning. Brummel's Toy Store. See you there!"

"Did you see?" I asked Seymour as we walked home. "Did you see that yo-yo fly?"

Seymour nodded. He started talking about Babe Ruth and Tarzan the Ape-Man, but I wasn't listening. I knew what I had to do. I went into
5 Filbey's Five-and-Dime and plunked down thirty-five cents for a Duncan Gold Seal Genuine Yo-Yo No. 77 and a trick book.

"But that's all your money!" Seymour cried.

I didn't care. I had my yo-yo. I hefted it all the way home, cool and smooth in my hand. As soon
7 as I went through the front door, I ran to show it to Uncle Lucius.

I flicked the yo-yo down and snapped it back up against my bruised knuckles. Uncle Lucius sat on my bed, smiling and sucking on his pipe.

"Henry!" Mother said. "Lucius! Come down for supper!" She looked flushed from the kitchen. "What on earth have you got, Henry?"

"It's a yo-yo! I'm going to learn all these tricks! There's a tournament in two months!"

"That's nice, Henry. Now put that yoo-hoo down and come wash your hands."

"Not yoo-hoo, Mother. Yo-yo!" I said, but she was already heading down the stairs.

Uncle Lucius smiled at me. "Henry Carmichael," he said, "the next yo-yo champion."

I didn't quite yo-yo in my sleep, but I did it almost everywhere else. My hands got so cold practicing on the way to school that Seymour had to pry the string off my finger. At night I shivered in my nightshirt, doing tricks in the dark. I could

Rock the Baby. I could go Over the Falls. I learned how to make the yo-yo Sleep, spinning silently at the end of its string. . . .

By the middle of March, I was getting really good. The tournament posters didn't mention a prize for yo-yoing with one hand while eating oatmeal with the other, but if there had been one, I'd have won it for sure.

"Henry Jr. never puts that toy down!" Mother complained to her friends.

After school I did Loop-the-Loops on the playground, and kids gathered around to count. They didn't call me Henry anymore. They called me Hank.

Mark your answers to questions 46 through 50 in the section marked "Reading—Session 3" in your Student Response Booklet.

46. What does the first paragraph tell about how Henry felt?
    A. He was hoping for a new toy.
    B. He was eager to learn yo-yo tricks.
    C. He was tired of winter.
    D. He was looking for a new friend.

47. In paragraph 5, the phrase "plunked down" suggests that Henry was
    A. determined to buy a yo-yo.
    B. upset about paying so much money for a yo-yo.
    C. anxious about learning difficult yo-yo tricks.
    D. happy that the yo-yo did not cost more.

48. In paragraph 7, the word <u>hefted</u> means
    A. dragged.
    B. carried.
    C. threw.
    D. shined.

49. At the end of the passage, why did the kids most likely begin to use the nickname "Hank"?
    A. because Henry became a Duncan yo-yo man
    B. to tell him apart from another boy named Henry
    C. because Henry liked the nickname "Hank"
    D. to show they admired Henry's new yo-yo skills

50. The author MOST LIKELY wrote "The Yo-Yo Man" to
    A. tell about the yo-yo's history.
    B. entertain readers with a story.
    C. show how to do yo-yo tricks.
    D. describe an event that really happened.

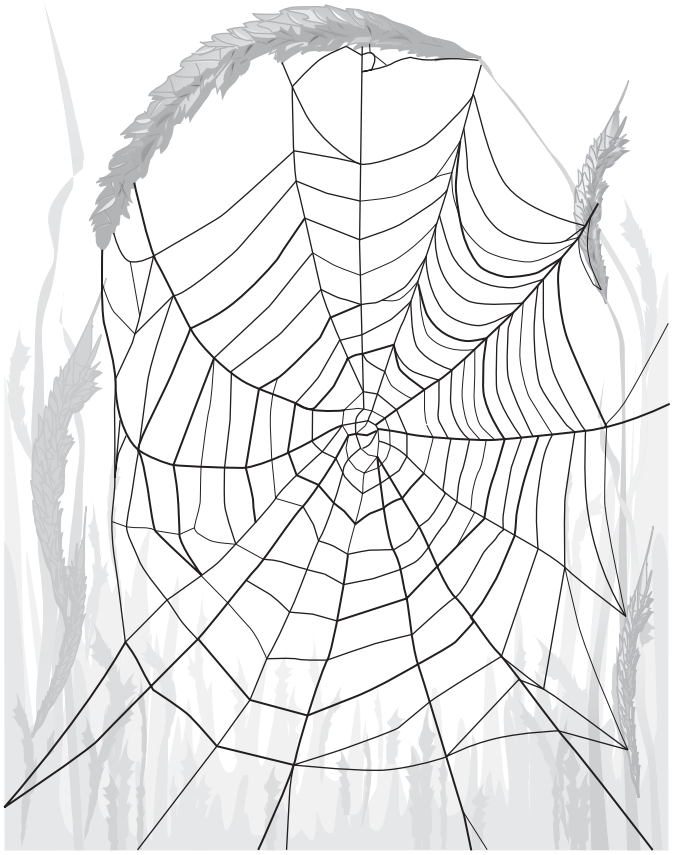
This chapter from a book tells about some interesting structures made by animals and how you can learn more about them. Read the chapter and then answer the questions that follow.

Home Grown

by David Darling

Many of the world's most amazing structures are not made by human beings at all. Termites, for example, build tall towers of mud and saliva, a mixture that sets as hard as concrete. Rising up to twenty feet high, these towers provide ventilation for the main nest, which is below ground level.

Spiders build webs from a silky substance that is stronger than steel if stretched out to the same thickness. In fact, at an army research center near Boston, scientists are trying to develop superstrong, lightweight fibers based on spiders' silk. These could be used, for example, in parachutes or bullet-proof clothing. We can learn much from the structures and building materials of animals and plants.



Spider Traps

The webs of spiders work in two main ways. Some webs have "capture" threads that are covered with small sticky droplets to ensnare prey. Other webs, built by a different family of spiders, are dry. These dry webs consist of a fuzz of fine threads with loops and barbs for holding on to their victims.

The Master Builder

The largest and most spectacular animal constructions are the dams and lodges built by beavers in North America. The beaver's long front teeth grow throughout its life and are kept to a manageable length by gnawing at the trunks and branches of trees. A beaver can fell a tree three feet thick. It floats the wood down the river to the site where the dam is to be built. The animal carries mud and stones in its forepaws and adds them to the branches to form the dam wall.

EXPERIMENT!

Webs: A Fly's-Eye View

You Will Need:

- **A magnifying glass**
- **A microscope and clean slide**
- **A spider's web**

What to Do:
Find a spider's web and examine it carefully with the magnifying glass. Sketch or describe any features you can see on the strands. If possible, identify the type of spider that made the web.

Place the slide behind a section of the web and lift it away so that one or two strands stick to the middle of the glass. Put the slide under the lowest power of the microscope. Make a careful sketch of what you see. Do some strands of the web appear different from others? Increase the magnification and see if this brings any more detail into view.

Repeat these observations with webs made by other kinds of spiders.

Mark your answers to questions 51 through 55 in the section marked "Reading—Session 3" in your Student Response Booklet.

51. The picture shows a spider web that is
    A. made up of threads.
    B. stronger than steel.
    C. longer than five feet.
    D. usually attached to trees.

52. In the first paragraph, the author describes the towers built by termites to show
    A. that the chapter will be about termites.
    B. how termites ventilate their nests.
    C. an amazing structure built by animals.
    D. what humans can learn from animals.

53. What is the FIRST thing you should do when working on the experiment?

A. Identify a particular type of spider.
B. Gather the necessary materials.
C. Sketch different kinds of spider webs.
D. Get a reference book from the library.

54. Which of the following would be another good title for this chapter?

A. "Termite Towers"
B. "Web Wonders"
C. "Human Buildings"
D. "Animal Constructions"

55. The experiment tells you to identify the type of spider that made the web you examine. Which source would BEST help you to identify the spider?

A. *Fun with Nature*
B. *The Nature Encyclopedia*
C. *Easy Experiments for Children*
D. *101 Nature Experiments*

As this article shows, the question "What's for dinner?" was likely to have a very different answer in early American times than it does now. Read the article and then answer the questions that follow.

What's for Dinner?

by Sharman Reed Price

Today, it is easy for most people to buy and prepare the food they eat. Most of us have neighborhood supermarkets, restaurants, and even drive-up windows where we can get a quick snack or something to drink. Much of our food is packaged, prepared, and served to us. Imagine what it was like two hundred years ago, though, for settlers who made their homes on the prairies and in the mountains. Getting, storing, and preparing food took a lot of work and a great deal of time.

Settlers first had to get their food. People fished and hunted; many raised livestock for their family's table. Bear, venison, pork, chicken, turkey, duck,
2 and fish—all were common to the settlers' diet. Fruits and vegetables were grown in gardens or gathered from the nearby land. Corn, of course, was a mainstay.

Corn was prepared and eaten in many different dishes. People probably grew tired of eating so much corn! As porridge, hasty pudding, or cornmeal mush, it was a staple of most meals. The recipe shows how to make hasty pudding.

Hasty Pudding
(makes 1 serving)

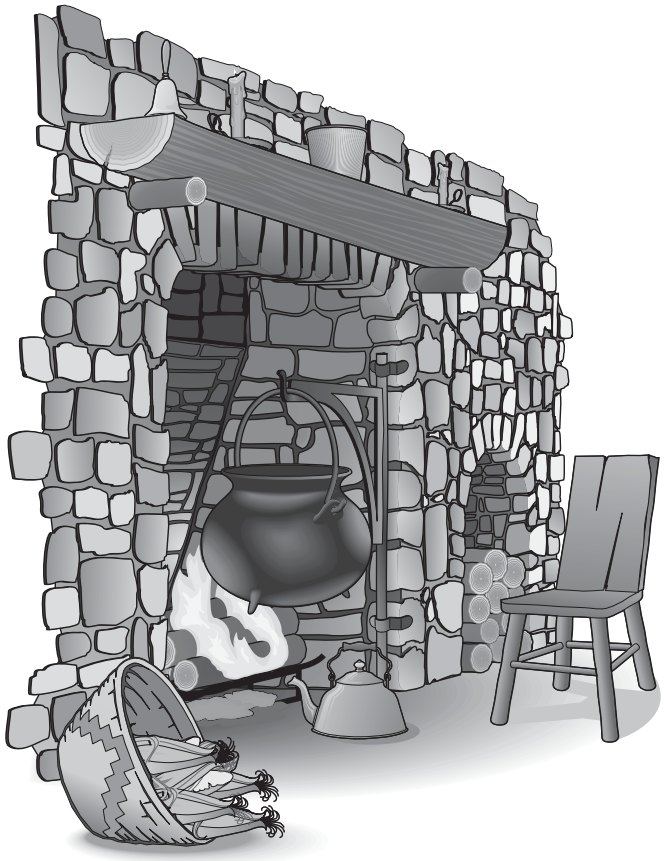
½ cup yellow cornmeal	½ teaspoon salt
1 cup cold water	2 cups boiling water

Mix cornmeal with cold water. Add with salt to boiling water. Reduce heat and cook 10–15 minutes, stirring frequently. Serve with cream and maple sugar, brown sugar, honey, or molasses.

Unused mush can be refrigerated and used in other ways. For example, slice the mush, dust the slices with flour, and brown them in butter. Serve with syrup.

Before a family could enjoy the hasty pudding, however, corn had to be gathered and ground into cornmeal. Settlers usually ground their own cornmeal. They first scraped kernels from the corn
4 cob. Then they placed the kernels in a mortar (a large bowl) and ground them with a pestle (a block of wood that was rounded to fit in the bottom of the bowl). Often the mortar and pestle were made from wood from a small tree trunk.

As towns and cities grew, mills for grinding corn and flour were built beside rivers. The settlers carried their own corn to the mills for grinding—which meant that they had to ride for miles with sacks of corn in a wagon or slung across a horse's back. The trip took hours, but it was still easier than grinding corn by hand.



Cornmeal was also used for corn bread, sometimes called "corn dodgers," "corn pone," or "Johnnycakes" in different parts of the country. Corn bread was made by mixing cornmeal with water or milk and salt. If yeast, lard, or bear grease was available, they were added to improve the flavor of the bread. The dough was formed into small cakes, laid on a flat board, and placed close to the fire to bake. Corn bread is easy to make with an adult's help.

Corn Bread
(makes 6 to 8 servings)

2 cups cornmeal
4 teaspoons baking powder
1 teaspoon of salt
2 eggs beaten
2 cups buttermilk
2 tablespoons vegetable oil or melted bacon drippings

Heat oven to 450 degrees. Grease a 9-inch pan with about 2 tablespoons of oil (use bacon drippings, if available). Leave oil in bottom of pan. Place pan in oven to heat.

Mix together the cornmeal, baking powder, salt, 2 eggs, buttermilk, and the melted bacon drippings. Pour into hot pan. Batter will sizzle.

Bake at 450 degrees for 35 minutes or until golden brown.

Preparing main dishes was often an all-day affair. All cooking was done over an open fire, and families made do with only a kettle or two and perhaps a skillet. The earliest fireplaces had a lugpole (a pole used to hold pots and pans) stretched over the coals of an open fire. Green wood was used for the lugpole because it would not burn as easily as dry wood. A kettle hung from the lugpole as meat and vegetables stewed in it for most of the day. If the lugpole burned, the family lost their dinner to fire. Later, the lugpole would be replaced by an iron crane. The crane could not catch fire, and it could be swung back and forth to allow the cook to handle kettles and pots more easily and safely.

Large roasts of venison or bear were cooked on a spit—a long thin pole stretched over the coals. The cook's job was to turn the spit regularly so that all parts of the meat would cook evenly. Hot grease from the meat often popped and splattered, a hazard to the cook and anyone else standing nearby.

Meats were sometimes cured if the family had a smokehouse. This small building was made of logs; the cracks were tightly packed with clay to hold in the smoke that cured the meat. Freshly butchered and salted hams, bacon, and sausages were hung from the smokehouse rafters. A small fire in the middle of the dirt floor smoldered for days. Smoke was produced by chips of hickory and apple wood, which gave the meat a special flavor.

Fresh vegetables and fruits were often stored during the winter in underground root cellars—pits dug into the ground or into the side of a hill. The natural insulation of the earth kept temperatures in the root cellar above freezing but still cold enough to preserve the foods stored inside. In the summer, a springhouse served the same purpose for milk and butter. A small stone house built over the creek that supplied the family with water, the springhouse kept food cool and fresh for short periods of time.

Today, we hardly think twice when we ask, "What's for dinner?" For families long ago, the question was not a simple one to answer!

Please go on to the next page.

Mark your answers to questions 56 through 66 in the section marked "Reading—Session 3" in your Student Response Booklet.

56. According to the article, which statement about the settlers is true?
    A. They often had to wait a long time for food to be delivered.
    B. They often had to travel great distances to trade for food.
    C. They often had to go hungry because they did not have enough food.
    D. They often had to make do with food that they could raise or grow.

57. In paragraph 2, the word mainstay refers to a food that was
    A. common.
    B. unusual.
    C. healthy.
    D. delicious.

58. Paragraph 4 says that corn had to be ground into cornmeal. Which meaning of ground is used in this paragraph?
    A. the part of Earth that is solid
    B. crushed into a powder
    C. to fix firmly on something
    D. to force to stay on land

59. What is the MOST LIKELY reason that making corn bread requires an adult's help?
    A. because an adult can help clean up
    B. because the recipe uses a hot oven
    C. because the recipe involves many different steps
    D. because many adults know how to make corn bread

60. In the recipe for corn bread, what must be done BEFORE the corn bread mixture is poured into the pan?
    A. The pan must be heated in the oven.
    B. The pan must be dried.
    C. The mixture must be cooked.
    D. The mixture must be tasted.

61. How do the lists of supplies in the recipes MOST help the cook?
    A. They tell the cook where to buy the supplies.
    B. They help the cook to imagine what the dish will taste like.
    C. They help the cook to be sure to have all of the needed supplies.
    D. They tell the cook which supplies may be left out.

62. The article states that green wood was used as lugpoles to hold kettles over cooking fires. Green wood was the best choice for lugpoles because this wood was

A. more flexible than dry wood.
B. easier to find than dry wood.
C. less smoky than dry wood.
D. safer than dry wood.

63. How were the root cellar and the springhouse MOST alike?

A. They were both located underground.
B. They were both used to keep food cool.
C. They were both located by a river.
D. They were both used to dry out food.

64. What is the MOST LIKELY reason the author included the recipes in the article?

A. because hasty pudding and corn bread are the author's favorite foods
B. because the author likes to experiment with recipes
C. so that the reader can try foods similar to those eaten long ago
D. so that the reader can cook using old-fashioned methods

65. If you wanted to know why corn bread was sometimes called "Johnnycakes," the BEST book to use would be

A. a cookbook.
B. an almanac.
C. a dictionary.
D. an encyclopedia.

66. This article is nonfiction because it

A. includes facts and true details.
B. has recipes the reader can use.
C. compares the past and the present.
D. answers a question about history.

Write your answer to question 67 in the space provided for it in your Student Response Booklet.

67. Describe three ways that meals and food today are DIFFERENT from two hundred years ago. Use information from the article to support your answer.

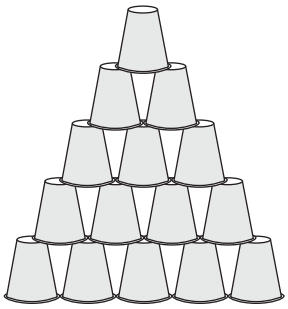
Please STOP. Do not go on to the next page.

Mathematics
Session 1 (Calculator)

This test session includes multiple-choice questions and a question for which you must show your work or write out your answer. You may use a calculator during this session.

Mark your answers to questions 1 through 24 in the section marked "Mathematics—Session 1 (Calculator)" in your Student Response Booklet.

1. Joe is going to build a paper-cup tower. He makes the drawing and table below to help him figure out how many paper cups he will need.



Cups on bottom	Cups in all
2	3
3	6
4	10
5	15

Joe wants to have 10 cups on the bottom. How many cups will he need in all?

A. 40
B. 45
C. 55
D. 66

2. A scientist found that a piece of metal weighs 1.355 grams. What is 1.355 rounded to the nearest tenth?

A. 1.3
B. 1.35
C. 1.36
D. 1.4

3. The parent of a school has raised some money. They want the students to help decide how to spend it. A survey of which group would best represent all the students?

A. 100 students as they enter the school in the morning
B. 25 children of the parents who helped raised the money
C. 100 students at a basketball game
D. 25 children of friends of parents who helped raised the money

4. What number comes next in the pattern below?

2, 5, 11, 23, 47, ____

A. 53
B. 69
C. 71
D. 95

5. This year, one million sixty thousand five hundred twenty-seven people came to the state fair. Which number shows the number of people who came to the state fair?

A. 16,527
B. 106,527
C. 1,060,527
D. 1,600,527

6. Luis left his home at 1:00. He walked to a friend's house, played there for an hour, and then walked home. He got home at 3:00. Which graph could show the distance Luis was from his own home between 1:00 and 3:00?

A.

B.

C.

D.

7. The relationship between the outside temperature and the number of times a cricket chirps in one minute follows this rule:

Divide the number of chirps by 4 and add 37 to determine the outside temperature.

Which chart shows this relationship?

A.

Chirps	Temperature
24	43˚
48	49˚
72	55˚

B.

Chirps	Temperature
5	57˚
10	77˚
15	97˚

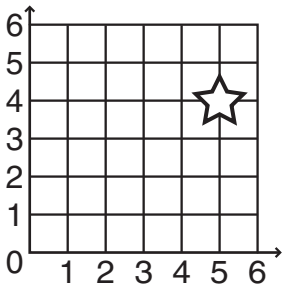
C.

Chirps	Temperature
12	34˚
24	31˚
36	28˚

D.

Chirps	Temperature
10	3˚
20	43˚
30	83˚

Use the grid below to answer question 8.



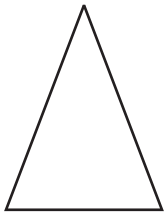
8. Where is the star located?

   A. (4, 4)
   B. (4, 5)
   C. (5, 3)
   D. (5, 4)

9. A rectangular TV screen is 16 inches long and 22 inches wide. Which is the best estimate for the perimeter?

   A. 40 inches
   B. 80 inches
   C. 200 inches
   D. 300 inches

Use the isosceles triangle shown below to answer question 10.



10. Which statement best describes this triangle?

   A. All three angles are congruent.
   B. None of the angles are congruent.
   C. Only two angles are congruent.
   D. One angle is a right angle and the other two angles are acute.

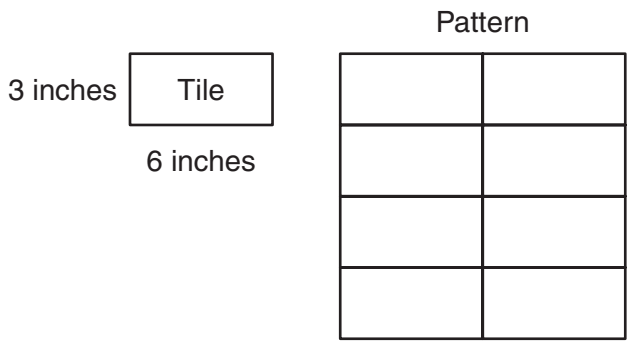
11. This is the rule for finding the next number in a pattern:

   The next number is twice the number before it plus 1.

   Which pattern follows this rule?

   A. 5, 10, 15, 20, 25
   B. 5, 10, 20, 40, 80
   C. 5, 11, 17, 23, 29
   D. 5, 11, 23, 47, 95

12. Carrie used the rectangular tile shown below to make a pattern.



What is the area of Carrie's pattern?

A. 144 square inches
B. 108 square inches
C. 81 square inches
D. 36 square inches

13. Megan made this pattern.

If Megan continues this pattern, what will the 18th shape be?

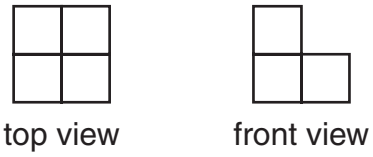
A.

B.

C.

D.

14. The drawings below show the top and front views of a figure.

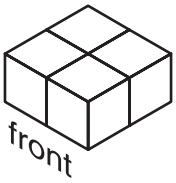


Which figure matches these views?

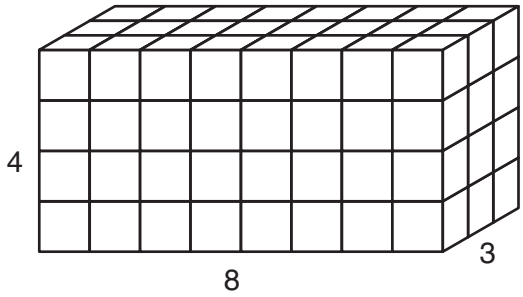
A.

B.

C.

D. 

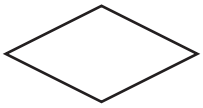
15. Travis filled a storage box with the cubes shown below.

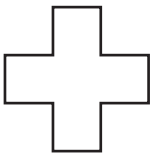


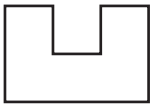
What is the approximate volume of the storage box?

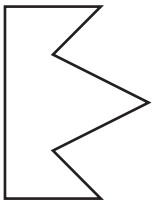
A. 72 cubic units
B. 84 cubic units
C. 88 cubic units
D. 96 cubic units

16. Which figure would look exactly the same if it was rotated 90°?

A. 

B. 

C. 

D. 

Use your inch ruler and the picture below to answer question 17.

17. How long is this baby's footprint to the nearest $\frac{1}{4}$ inch?

A. 3 inches

B. $3\frac{1}{4}$ inches

C. $3\frac{1}{2}$ inches

D. $3\frac{3}{4}$ inches

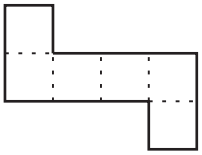
18. Lynne surveyed her friends about their favorite flavors of ice cream. She recorded the responses below.

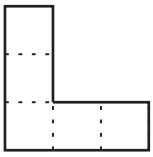
Chocolate	Vanilla	Strawberry	Mint Chip
Chocolate	Chocolate	Orange Dream	Vanilla

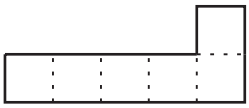
Lynne wants to make a tally chart to organize the data. How many different categories should she have?

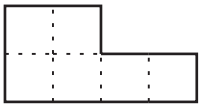
A. 3
B. 4
C. 5
D. 8

19. Which net can be folded to make a cube?

A. 

B. 

C. 

D. 

20. Jeff likes to bowl. In his last five games, his scores were 224, 218, 233, 254, and 231. What was his average bowling score for the five games?

A. 231
B. 232
C. 233
D. 234

21. The graph below shows the average price of chicken over a seven-year period.

Based on the graph, what will the price per pound of chicken most likely be in year 8?

A. $1.08
B. $1.10
C. $1.16
D. $1.20

22. Matt made a model of a building out of 140 one-centimeter cube blocks. What is the volume of his model?

A. 140 centimeters
B. 140 square centimeters
C. 140 cubic centimeters
D. 140 meters

23. Jessie needs to have a box moved from her house to the garage. Jessie wonders if she could lift it. Which information would be most useful for Jessie to know?

A. how many pounds it weighs
B. how many ounces it weighs
C. its volume in cubic inches
D. its area in square inches

24. The chart below shows the number of games won by three different softball teams.

Team	Number of Games Won
Tigers	24
Panthers	21
Mustangs	18

Heidi wants to make a pictograph using softballs to represent the number of games won. She does not want to use any partial balls. What is the most games won that one softball can represent?

A. 2
B. 3
C. 6
D. 8

Write your answer to question 25 in the space provided for it in your Student Response Booklet. Show all of your work.

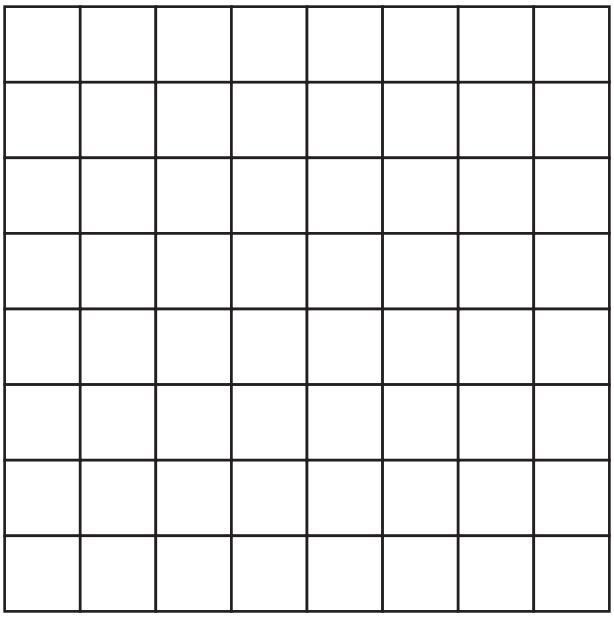
25. The fifth-grade students voted on where to go on their class trip. The chart below shows the results of the vote.

Fifth-Grade Class Trip

Place	Number of Votes
Aquarium	24
Planetarium	16
Science museum	12
Zoo	32

a. Use the information in the chart to make a bar graph on the grid in the Answer Box on the answer sheet to show the number of students who voted for each place. You may use only the grid given; you may not add any extra lines to the grid. Be sure to title and label your graph.

b. Write one comparison question that can be answered using the information from your graph in the Answer Box on the answer sheet.



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Mathematics
Session 2A (Calculator)

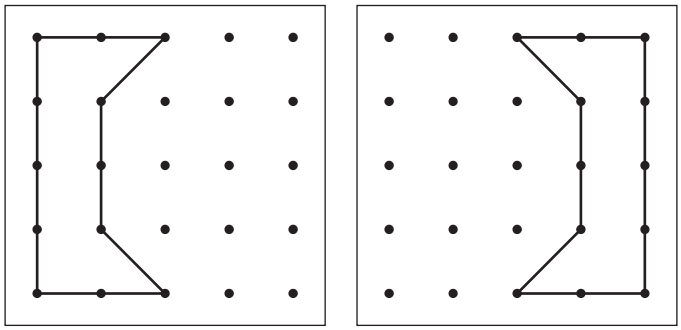
This test session includes multiple-choice questions and a question for which you must show your work or write out your answer. You may use a calculator during this session.

Mark your answers to questions 26 through 33 in the section marked "Mathematics—Session 2A (Calculator)" in your Student Response Booklet.

26. Micah needs to measure the length of his foot for a science project. Which of the following is the most reasonable unit for him to use?

    A. millimeter
    B. centimeter
    C. meter
    D. kilometer

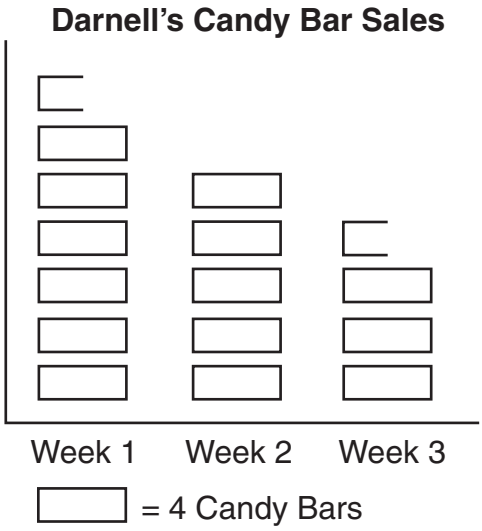
27. Look at the geoboards below.



Which transformation, if any, of the shape on the left geoboard will produce the shape on the right geoboard?

    A. a slide
    B. a flip
    C. a turn
    D. no transformation

28. Darnell is selling candy bars to raise money for his team. The pictograph below shows how many he sold the first three weeks.



If the pattern shown in the graph continues, how many candy bars will Darnell sell in Week 4?

    A. 12 candy bars
    B. 10 candy bars
    C. 8 candy bars
    D. 6 candy bars

29. A state park covers one million, nine thousand, three hundred thirty-six acres. What is this number in standard form?

A. 1,009,336
B. 1,090,336
C. 1,309,036
D. 1,900,336

30. A fifth-grade class has 30 students. There were 26 students in class on Friday. Which equation could be used to find the number of students who were absent?

A. $26 - x = 30$
B. $x + 30 = 26$
C. $x - 26 = 30$
D. $26 + x = 30$

Mathematics
Session 2B (No Calculator)

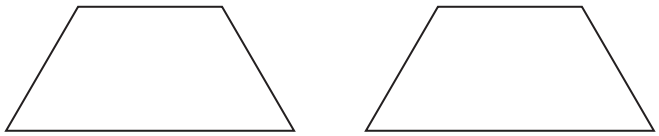
This test session includes multiple-choice questions and questions for which you must show your work or write out your answer. You may NOT use a calculator during this session.

Mark your answers to questions 35 through 41 in the section marked "Mathematics—Session 2B (No Calculator)" in your Student Response Booklet.

35. Five members of the Johnson family are planning a trip to Florida. The cost of one round-trip plane ticket is $236.50. How much will the Johnson family have to pay in all for plane tickets?

A. $1,018.25
B. $1,108.25
C. $1,180.50
D. $1,182.50

36. Kendrick is making a shape using only the pattern blocks shown below.



Which shape can he make?

A. a triangle with all sides the same length
B. a square
C. a hexagon with all sides the same length
D. a rhombus

37. Carly kept subtracting 6 from 50 until her final result was 2. How many times did Carly subtract 6 from 50?

A. 4 times
B. 8 times
C. 9 times
D. 25 times

38. The table below shows the total cost to buy different numbers of baseball caps at Caps Unlimited.

Number of Caps	Cost
5	$ 65
10	$130
40	$520

How much would it cost to buy 25 baseball caps?

A. $325
B. $305
C. $285
D. $215

39. The lowest point in Montana is on the Kootenai River. It has an elevation of 1,820 feet. The highest point in Montana is Granite Peak. It has an elevation of 12,799 feet. Which of the following is the best estimate for the difference in these elevations?

A. 10,000 feet

B. 11,000 feet

C. 12,000 feet

D. 14,000 feet

Mathematics
Session 3 (No Calculator)

This test session includes multiple-choice questions and questions for which you must show your work or write out your answer. You may NOT use a calculator during this session.

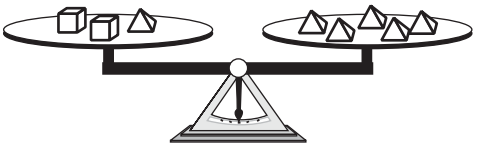
Mark your answers to questions 44 through 64 in the section marked "Mathematics—Session 3 (No Calculator)" in your Student Response Booklet.

44. What does n equal in the equation below?

$$2 \times n - 1 = 13$$

A. 5
B. 6
C. 7
D. 8

Use the balance scale shown below to answer question 45.



45. EACH cube weighs the same as how many pyramids?

A. 2 pyramids
B. 3 pyramids
C. 4 pyramids
D. 5 pyramids

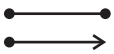
46. Jennifer is making ornaments. She needs 0.75 inch of gold wire for each ornament. Which fraction is equivalent to 0.75?

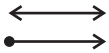
A. $\frac{1}{75}$
B. $\frac{2}{3}$
C. $\frac{3}{4}$
D. $\frac{4}{5}$

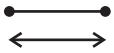
47. A truck driver drove 7042 miles in 14 days. On the average, how many miles did he drive each day?

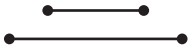
A. 43
B. 53
C. 431
D. 503

48. Ms. Kraus asked her students to draw a line segment and a ray. Which drawing is correct?

A. 

B. 

C. 

D. 

49. Karen makes $4.25 per hour. She worked 6 hours yesterday. Which mental math calculation could she use to find out how much money she earned yesterday?

A. $6 \times 4 \times 0.25$
B. $6 \times 4 + 0.25$
C. $(6 \times 4) + (6 \times 0.25)$
D. $(6 + 4) \times (6 + 0.25)$

50. Jillian used a calculator to find that 34.8 ÷ 3 = 11.6. Which calculation should she use to check that her answer is correct?

A. $11.6 \div 34.8$
B. $11.6 \div 3$
C. 34.8×11.6
D. 11.6×3

51. Molly bought 2 books for $1.25 each and 1 pair of jeans for $6.25. She paid with two $5 bills. How much change did Molly receive?

A. $1.25
B. $2.25
C. $2.50
D. $3.50

52. Gina had a score of 87.75 points during the first round of a gymnastics competition. In the second round, she earned a score of 9.065 points. What was her new total score?

A. 96.715
B. 96.815
C. 176.40
D. 177.40

53. A 16-ounce package of shredded cheese costs $3.29. Which is the best estimate of the cost of 1 ounce of this cheese?

A. $0.02
B. $0.05
C. $0.20
D. $0.50

54. Multiply:

$$20.98 \times 15$$

A. 31.37
B. 31.47
C. 313.7
D. 314.7

55. This table shows the number of calories burned per minute for different activities according to body weight.

Number of Calories Burned

Activity	110 Pounds	120 Pounds	150 Pounds	170 Pounds	220 Pounds	200 Pounds
Walking (3 mph)	2.7	3.2	4.0	4.6	5.4	5.9
Bicycling (5.5 mph)	3.1	3.8	4.7	5.3	6.3	6.9
Swimming (crawl)	5.8	6.9	8.7	9.8	11.6	12.7
Running (8 min. mile)	9.4	11.3	14.1	16.0	18.8	20.7

Kendra weighs 135 pounds. Which is the best estimate for the number of calories per minute that she burns while walking?

A. 3.2 calories per minute
B. 3.3 calories per minute
C. 3.6 calories per minute
D. 4.0 calories per minute

56. What number does n stand for in this equation?

$$500 + 30 = 480 + n$$

A. 20
B. 50
C. 120
D. 150

57. The principal wants to give each student in grades 5, 6, 7, and 8 a pencil on the first day of school. The table shows the number of students in each grade.

Students per Grade

Grade	Number of Students
5	118
6	123
7	115
8	106

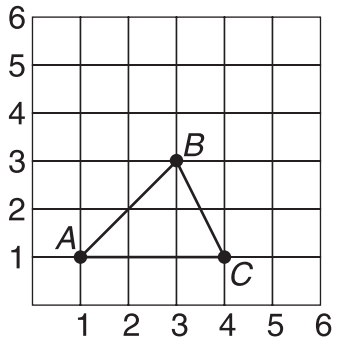
The pencils come packaged in boxes of 10. How many boxes of pencils must the principal order so that each student can have one pencil?

A. 45 boxes
B. 46 boxes
C. 47 boxes
D. 48 boxes

58. When Sydney babysits, she earns $5 per hour plus a tip. If she babysits for n hours and gets a tip of t dollars, how many dollars will she earn?

A. $5 \times n + t$
B. $5 \times n \times t$
C. $n \times (5 + t)$
D. $5 \times (n + t)$

Use the picture below to answer question 59.



59. Triangle *ABC* is going to be moved up 3 units and right 2 units. One of the new vertices will be at (3, 4). Where will the other vertices be located?

A. (3, 3) and (4, 1)
B. (5, 6) and (6, 4)
C. (5, 6) and (6, 5)
D. (6, 5) and (4, 6)

60. What number belongs in the box?

$$14 \times 420 = (4 + \square) \times 420$$

A. 4
B. 7
C. 10
D. 14

61. What three-dimensional figure has one base and triangular sides?

A. prism
B. pyramid
C. cylinder
D. cone

62. Which measurement is the longest?

A. 6 kilometers
B. 900 centimeters
C. 7,000 meters
D. 10,000 millimeters

Use the letters below to answer question 63.

b d

63. Which motion is needed to change the **b** into the **d**?

A. a flip
B. a slide
C. a turn
D. None of these motions will work.

64. Stacy went to the Sweet Shop to buy an ice cream cone. The shop's choices are shown below.

Sweet Shop

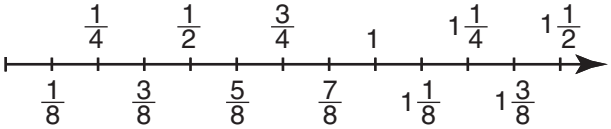
Ice Cream	Cones
Vanilla	Sugar
Chocolate	Waffle
Strawberry	

How many different choices does Stacy have for buying a cone with one scoop of ice cream?

A. 3
B. 5
C. 6
D. 9

Write your answers to questions 65 through 67 in the spaces provided in your Student Response Booklet. Show all of your work.

You may use the number line shown below to answer question 65.



65. Add:

$$\frac{3}{8} + \frac{3}{4}$$

Show all of your work in the Work Space on the answer sheet.

66. Subtract:

$$90.2 - 6.35$$

Show all of your work in the Work Space on the answer sheet.

67. Divide:

$$9648 \div 12$$

Show all of your work in the Work Space on the answer sheet.

Write your answer to question 68 in the space provided for it in your Student Response Booklet. Show all of your work.

68. Ethan gets paid \$4.00 per hour for doing chores. He is saving to buy a pair of skates that costs \$87.60.

    a. How many whole hours will Ethan have to work in order to have enough money to pay for the skates? Show or explain how you found your answer in the Answer Box on the answer sheet.

    b. After Ethan had worked $7\frac{1}{2}$ hours, his pay went up to \$4.50 per hour. How many hours will he have to work now in order to have enough money to pay for the skates? Show or explain how you found your answer in the Answer Box on the answer sheet.

Please STOP.