IU-IMI Assessments
on
Indiana Academic Standards
for Grade 4 Mathematics

1. These tests have been generated from problems in the Classroom Assessments on the Indiana Academic Standards Resources CD. (See also http://www.indianastandardsresources.org/) When no problems were already written, the sample items in the Indiana Academic Standards for Mathematics – Teacher’s Edition were used. A few problems were created when neither resource was sufficient.

2. The test may be photocopied back to back with two problems on each standard. You may also run only the fronts (1A, 2A, …) to have one problem for each standard, or only the backs (1B, 2B, …). That way you have two very similar tests that may be used for pre- and post-test.

3. There are approximately ten standards on each test, even though the test may cover more (or less) than one Everyday Math unit. This is to keep it approximately the same length as an ISTEP+ Applied Skills test.

4. In the Teacher’s Answer Key for the IU-IMI Assessments, answers are shown as they exist in the Academic Resources, and each standard is identified.

5. Any standards that are taught throughout the book and have no specific Everyday Math lesson assigned to them are also tested in the last Unit test.

6. The final test for each grade contains the questions in the Problem Solving section of the Academic Resources. All or any of it may be used at any time appropriate during the school year.

7. There is a blank page that prints behind each Unit Test cover sheet (except after Test One) to allow for correct duplication of the entire document. You may have to insert other blank pages if you photocopy the document as pretest and posttest.

For questions or comments, contact Donna McLeish at mcleishhm@aol.com.

This material was compiled by Donna McLeish of the Indiana University-Indiana Mathematics Initiative Math Science Partnership and funded by the National Science Foundation under grant #0227269. See the Indiana Mathematics Initiative Web Site at http://www.indiana.edu/~iucme/elementary/resources for related documents and updates. You can also find information on how to order a CD containing these documents.

This document may be reproduced and distributed on a not-for-profit basis. Please include the above notice on a cover page.
Grade 4

Test One

Indiana Academic Standards
Everyday Math Unit 1
1A

Draw two rays that meet to form an acute angle.

2A

Draw two rays that meet to form a right angle.
1B

Draw two rays that meet to form an obtuse angle.

2B

Draw two rays that meet to form a straight angle.
Draw two lines that are perpendicular to one another.

Explain what the word “perpendicular” means.
Draw two lines that are perpendicular to one another.

Explain what the word “perpendicular” means.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
4A

Draw a pair of parallel lines.

Explain what the word “parallel” means.

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

5A

List two properties of a trapezoid.

__________________________________________________

__________________________________________________
4B

Draw a pair of parallel lines.

Explain what the word “parallel” means.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5B

List two properties of a parallelogram.

________________________________________________________________________
________________________________________________________________________
6A

Draw a rhombus.
Draw a parallelogram.
Grade 4

Test Two

Indiana Academic Standards
Everyday Math Unit 2
A

1. \(19,776 + 2,664 = \)______
2. \(21,381 + 46,294 = \)______

3. \(24,658 - 1,917 = \)______
4. \(99,248 - 64,080 = \)______

5. \(9,060 - 3,673 = \)______
6. \(12,835 + 37,616 = \)______

7. \(11,728 + 23,041 = \)______
8. \(5,829 - 1,086 = \)______

9. \(73,302 - 35,472 = \)______
10. \(8,620 - 3,673 = \)______
B

1. 92,215 + 8,376 = ______

2. 57,622 + 34,340 = ______

3. 60,838 - 8,243 = ______

4. 26,915 - 14,052 = ______

5. 2,475 + 5,844

6. 88,524 + 31,061

7. 9,931 - 8,420

8. 7,166 - 3,684

9. 86,247 - 22,480

10. 3,004 - 511
11A

Write the number in figures:

eight hundred fifty-four thousand, twenty-one

_____________________________

12A

Write the number in figures:

three hundred forty thousand, two hundred ninety-seven

_____________________________
11B

Write the number in figures:
seven hundred nine thousand, four hundred thirty-two

_____________________________

12B

Write the number in figures:
three hundred sixty-seven thousand, two hundred seven

_______________________________
You keep mice in your classroom and measure their lengths regularly. One day the measurements in centimeters are 2, 2, 2, 3, 3, 7, 7, 8, 9, 9, 9.

Complete the frequency table and the line plot below using these measurements.

<table>
<thead>
<tr>
<th>Length in centimeters</th>
<th>Number of mice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Length in centimeters

![Line plot of measurements]
13B

You keep fish in your classroom and measure their lengths regularly. One day the measurements in centimeters are 1, 1, 2, 2, 2, 5, 6, 6, 6, 7.
Complete the frequency table and the line plot below using these measurements.

<table>
<thead>
<tr>
<th>Length in centimeters</th>
<th>Number of fish</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

X
X
X

1 2 3 4 5 6 7 8 9
Length in centimeters
Use the information from 13A to answer these questions.

Are all the mice about the same length?

___________________________________________

What pattern do you see in the lengths?

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
14B
Use the information from 13B to answer these questions.

Are all the fish about the same length?

What pattern do you see in the lengths?
Grade 4

Test Three

Indiana Academic Standards
Everyday Math Unit 3
Compare each pair of numbers using <, =, or >.

1A  948 ____ 432

2A  2,974 ____ 599

3A  333 ____ 333

Compute the following:

4A  8 \times 9 = _____  72 \div 8 = _____

5A  5 \times 7 = _____  35 \div 7 = _____

6A

Jay read 13 pages in a book that had a total of 35 pages. He used the equation \( n + 13 = 35 \) to find out how many pages he has left to read. What does the variable \( n \) represent?

________________________________________________________

________________________________________________________
Compare each pair of numbers using <, =, or >.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1B</td>
<td>598 ____ 734</td>
</tr>
<tr>
<td>2B</td>
<td>4,437 ____ 4,437</td>
</tr>
<tr>
<td>3B</td>
<td>3,967 ____ 5,655</td>
</tr>
</tbody>
</table>

Compute the following:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4B</td>
<td>8 \times 7 = _____ 56 \div 8 = _____</td>
</tr>
<tr>
<td>5B</td>
<td>9 \times 3 = _____ 27 \div 3 = _____</td>
</tr>
</tbody>
</table>

6B

Sonia read 17 pages in a book that had a total of 48 pages. She used the equation 48 - \( n \) = 17 to find out how many pages she has left to read. What does the variable \( n \) represent?

________________________________________________________
________________________________________________________
7A

Find the value of this expression.

$$36 - 4 \times 6 = _____$$

8A

You go to the movies with $20.00 and buy 5 tickets for $3.00 each. Write an expression for the amount of money you have left to buy popcorn and find the value of the expression.

__________________________________________________

Money left = $_______
7B

Find the value of this expression.

\[ 43 + 3 \times 7 = \underline{\hspace{2cm}} \]

8B

You go to the store with $15.00 and buy 6 packages of crackers for $2.00 each. Write an expression for the amount of money you receive in change and find the value of the expression.

\[ \underline{\hspace{2cm}} \]

Money received in change = $\underline{\hspace{2cm}}
Solve the following problem. Show your problem and answers in two different ways. Check your answers using a different operation.

Martha babysits for her neighbor’s children. She makes $2.00 per hour. How much money will she make for four hours of babysitting? Six hours? Eight hours?

Show your work.

In four hours of babysitting she earns $__________.
In six hours of babysitting she earns $__________.
In eight hours of babysitting she earns $__________.
Solve the following problem. Show your problem and answers in two different ways. Check your answers using a different operation.

A multi-pack of chocolate bars costs $1.20 and contains 6 bars. You and two friends share the multi-pack, taking 2 bars each. How much should each of you pay?

Show your work.

Each of you pay $ __________
1A
Use the coins to solve the problem below. Write your answer in dollars and cents.

Answer = $______

2A

\[
\begin{array}{c}
0.77 \\
+ 0.15 \\
\hline
\end{array}
\]

3A

\[
\begin{array}{c}
0.43 \\
- 0.29 \\
\hline
\end{array}
\]

4A
Measure the length of the line below to the nearest millimeter.

Answer: ____________ millimeters
1B

Use the coins to solve the problem below. Write your answer in dollars and cents.

Answer = $______

2B 3B

\[
\begin{array}{c}
0.33 \\
+ 0.59 \\
\hline
0.87 \\
- 0.53 \\
\end{array}
\]

4B

Measure the length of the line below to the nearest millimeter.

Answer: _________ millimeters
5A

Measure the length of the line below to the nearest eighth-inch.

Answer: _________ inches

6A

Mrs. Lloyd had a plank that was 3 feet long. She shortened it by 7 inches. How long is the plank now? Write your answer in feet and inches.

Show your work.

Answer: _____ feet and _____ inches
5B

Measure the length of the line below to the nearest quarter-inch.

Answer: _________ inches

6B

Mrs. Perkins had a piece of rope in class that was 5 feet long. She shortened it by 5 inches. How long is the rope now? Write your answer in feet and inches.

Show your work.

Answer: _____ feet and _____ inches
7A

Mr. Bass had a beanpole 9 feet long. He cut 14 inches from the end of it. How long is the beanpole now? Write your answer in feet and inches.

Show your work.

Answer: _____ feet and _____ inches

8A

Eli bought a new pair of tennis shoes from the local shoe store for $78.29. How much change would he get back if he paid with a $100 bill?

Show your work.

Answer: $__________
John’s mom bought a new plant for their house. The plant was 8 feet tall. Since the plant was so tall, John’s mom asked him to cut 19 inches off the plant. How tall is the plant now? Write your answer in feet and inches.

Show your work.

Answer: _____ feet and _____ inches

Sarah watches television for 33 minutes a day, 7 days a week. Find out how long Sarah watches television each week. Write your answer in hours and minutes.

Show your work.

Answer: _____ hours and _____ minutes
Rosa went to Golf Land with her friends. She bought a round of miniature golf for $7.00 and a soda and hot dog combo for $1.50. She also bought video-game tokens for $5.00. How much change will she have left over if she paid with a $20 bill?

Show your work.

Answer: $___________
Byron went to the grocery store to buy food for lunch. He bought milk for $2.00, bread and peanut butter for $6.00, and an apple for $0.50. How much change will he receive if he paid with a $20 bill?

Show your work.

Answer: $___________
Grade 4

Test Five

Indiana Academic Standards
Everyday Math Unit 5
1A

Round 12,344 to the tens place ___________________
Round 98,765 to the hundreds place __________________
Round 67,890 to the thousands place ____________________

2A

Each of 9 baseball players has 3 bats. How many bats do the baseball players have all together?

Show your work.

Answer: _____ bats
1B

Round 77,443 to the hundreds place ________________
Round 43,616 to the tens place ________________
Round 22,101 to the thousands place ________________

2B

Each of 7 children has 6 marbles. How many marbles do the children have all together?

Show your work.

Answer: _____ marbles
3A

Find another way of writing \(16 + 16 + 16 + 16\) using multiplication and then solve the problem.

Show your work.

Answer: ________

4A

Write a number sentence using multiplication for the problem shown by the picture below. Solve the problem and write your answer on the line.

Number sentence: _______________________________

Answer: ______
3B

Find another way of writing 14+ 14 + 14+ 14 using multiplication and then solve the problem.

Show your work.

Answer: __________

4B

Write a number sentence using multiplication for the problem shown by the picture below. Solve the problem and write your answer on the line.

Number sentence: _______________________________

Answer: ______
Your friend says that $45,329 + 6,984 = 5,213$. Without solving, explain why you think the answer is wrong.

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
Your friend says that $32,325 + 7,921 = 4,206$. Without solving, explain why you think the answer is wrong.

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
Grade 4

Test Six

Indiana Academic Standards
Everyday Math Units 6 & 7
1A

Principal Martinez bought 15 pizzas to share equally among 3 classrooms for lunch tomorrow. How many pizzas will each class get?

Show your work.

Answer: _____ pizzas

2A

$$5 \sqrt{65}$$

3A

$$3 \sqrt{87}$$

4A

Write two fractions that are equivalent to the whole number 4.

__________________     ____________________
1B

A local bakery brought 18 cakes to your school to share equally among 6 classrooms. How many cakes will each class get?

Show your work.

Answer: _____ cakes

2B

\[ 3 \sqrt{39} \]

3B

\[ 3 \sqrt{84} \]

4B

Write two fractions that are equivalent to the whole number 6.

__________________     ______________________
Use the hexagon divided into six equal parts to find $\frac{5}{6} - \frac{1}{3}$.

Answer: ___________

Explain how you arrived at your answer.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Use the circle divided into eight equal parts to find $\frac{1}{4} + \frac{5}{8}$.

Answer: ___________

Explain how you arrived at your answer.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
6A

Use the picture of a rectangle divided into eight equal parts to find $\frac{7}{8} - \frac{1}{4}$.

Answer: _____

7A

Write the mixed number and the improper fraction that describes how many circles are shown.

_________________      __________________
6B

Use the picture of a rectangle divided into ten equal parts to find $7/10 - 2/5$.

Answer: _____

7B

Write the mixed number and the improper fraction that describes how many circles are shown.

_________________      __________________
A spinner has 8 sections: 3 red, 2 green, and 3 blue. The results of 20 spins are:

```
green  blue  red  red  green  blue  red  blue  green  blue
blue  green  red  green  blue  red  blue  red  blue  green
```

Organize these results and show them in a table or chart.
A spinner has 6 sections: 3 red, 1 green, and 2 blue. The results of 20 spins are:

red  blue  red  red  green  blue  red  blue  green  red  blue  green  red  green  blue  red  blue  red  blue  red

Organize these results and show them in a table or chart.
Grade 4

Test Seven

Indiana Academic Standards
Everyday Math Unit 8
1A
Write in words the formula for the perimeter of a square.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

2A
Let $s$ be the symbol for the length of each side of a square and $P$ be the symbol for the perimeter. Write the formula for the perimeter of a square using these symbols.

__________________________________________________________________________________

3A
The length of a rectangle is 7 cm and the width is 3 cm. What is the perimeter of the rectangle?

Show your work.

Answer: _____ cm
1B

Write in words the formula for the perimeter of a triangle with all its sides equal.

________________________________________________________
________________________________________________________
________________________________________________________

2B

Let \( s \) be the symbol for the length of each side of a triangle with all of its sides equal. Let \( P \) be the symbol for the perimeter. Write the formula for the perimeter of a triangle using these symbols.

________________________________________________________

3B

The length of a rectangle is 9 cm and the width is 5 cm. What is the perimeter of the rectangle?

Show your work.

Answer: _____ cm
4A

A square has a perimeter of 40 cm. What is the length of each side?

Show your work.

Answer: _____ cm

5A

A square has a perimeter of 40 cm. What is its area?

Show your work.

Answer: _____ cm²
4B

A square has a perimeter of 28 cm. What is the length of each side?
Show your work.

Answer: _____ cm

5B

A square has a perimeter of 28 cm. What is its area?
Show your work.

Answer: _____ cm²
Draw a rectangle that is 3 cm by 7 cm. Calculate the area of the rectangle.

Answer: _______ cm²

Explain how you found your answer.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
6B

Draw a rectangle that is 4 cm by 6 cm. Calculate the area of the rectangle.

Answer: ________ cm²

Explain how you found your answer.

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
7A

A classroom has a length of 10 yards and a width of 15 yards. Circle the correct area of the classroom.

150 yards  150 square yards  25 square yards  150 square feet

Explain why you chose this answer.

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

8A

The two rectangles below both have an area of 18 square centimeters. Give the length and width measurements for each rectangle.

\[
\begin{array}{ccc}
& & 9 \text{ cm} \\
3 \text{ cm} & & \\
\end{array}
\]

\[
\begin{array}{ccc}
& & \\
& & \\
\end{array}
\]

length = ________     length = ________
width = ________     width = ________
7B

The top of a desk has a width of 20 inches and a length of 15 inches. Circle the correct area of the desk.

300 inches   300 square inches   35 square inches   300 square centimeters

Explain why you chose this answer.

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

8B

The two rectangles below both have an area of 24 square centimeters. Give the length and width measurements for each rectangle.

<table>
<thead>
<tr>
<th>2 cm</th>
<th>6 cm</th>
</tr>
</thead>
</table>

length = ________     length = ________
width = _________     width = ________
9A

Do the rectangles in 8A have the same perimeter? Explain your answer.

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

10A

Find the area of the shape below. Show your work. (All angles are right angles.)

![Shape with dimensions]

Answer: ________ cm²
9B
Do the rectangles in 8B have the same perimeter? Explain your answer.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

10B
Find the area of the shape below. Show your work. (All angles are right angles.)

Answer: __________ cm²
Grade 4
Test Eight
Indiana Academic Standards
Everyday Math Units 9-12
1A

Complete the chart by writing an equivalent fraction or decimal.

<table>
<thead>
<tr>
<th>Fraction</th>
<th>Decimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \frac{56}{100} )</td>
<td>0.75</td>
</tr>
<tr>
<td>( \frac{3}{10} )</td>
<td></td>
</tr>
</tbody>
</table>

2A

All sides of the triangle below are of the same length. Draw all the lines of symmetry of the triangle.

![Triangle with lines of symmetry](image)

Explain what the word “symmetry” means.

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
1B

Complete the chart by writing an equivalent fraction or decimal.

<table>
<thead>
<tr>
<th>Fraction</th>
<th>Decimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \frac{6}{10} )</td>
<td>0.36</td>
</tr>
<tr>
<td>( \frac{1}{2} )</td>
<td></td>
</tr>
</tbody>
</table>

2B

Draw all the lines of symmetry of the square.

[Diagram of a square with lines of symmetry drawn]

Explain what the word “symmetry” means.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
3A

You have 140 pencils to share among 35 classmates. Write the number sentence for this problem and use it to find the number of pencils each classmate will get.

__________________________________

Show your work.

Answer: _____ pencils

4A

Estimate the position of 27 on this number line. Mark its location with an X.

0 10 20 30 40 50
3B

You have 108 erasers to share among 27 classmates. Write the number sentence for this problem and use it to find the number of erasers each classmate will get.

______________________________

Show your work.

Answer: _____ erasers

4B

Estimate the position of 23 on this number line. Mark its location with an X.

0              10            20            30            40           50
5A

Round 9.31 to the nearest whole number: ________

6A

Round 6.28 to the nearest tenth: ____________

7A

Fill in the missing numbers that make the multiplication and division problems below correct.

\[ 56 \times _____ = 0 \quad 37 \div _____ = 37 \]

8A

In the equation below, find the value of \( T \) when \( c = 2 \).

\[ T = 5 + 3c \]

\[ T = \underline{_______} \]
5B

Round 8.49 to the nearest whole number: __________

6B

Round 8.43 to the nearest tenth: __________

7B

Fill in the missing numbers that make the multiplication and division problems below correct.

\[ 33 \times _____ = 0 \quad 29 \div _____ = 29 \]

8B

In the equation below, find the value of \( y \) when \( x = 2 \).

\[ y = 4 + 2x \]

Show your work.

\[ y = \underline{} \]
9A

In the equation below, find the value of $y$ when $x = 3$.

\[ y = 7x + 4 \]

Show your work.

$y = \underline{\hspace{2cm}}$

10A

In the equation below, find the value of $y$ when $x = 9$.

\[ y = 8x - 2 \]

Show your work.

$y = \underline{\hspace{2cm}}$
9B

In the equation below, find the value of $y$ when $x = 5$.

$$y = 4x + 12$$

Show your work.

$$y = \boxed{___}$$

10B

In the equation below, find the value of $y$ when $x = 7$.

$$y = 7x - 9$$

Show your work.

$$y = \boxed{___}$$
11A

What is the next number in the pattern?

11, 22, 33, 44, 55, _____

Explain your answer in words.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

12A

Jean and her parents went to visit her grandparents in Michigan. They drove for 2 hours, had a rest, drove for another 90 minutes, and then stopped for gas. After their stop, her parents drove 50 more minutes to reach her grandparents’ house. How long was Jean traveling in the car?

Show your work.

Answer: _____ hours and _____ minutes
11B

What is the next number in the pattern?

13, 26, 39, 52, 65, _____

Explain your answer in words.

________________________________________________________

________________________________________________________

________________________________________________________

12B

Martin went to visit his aunt. Martín rode his bicycle for 1 hour and 40 minutes, had a rest, rode for another 90 minutes, and then stopped for lunch. After lunch, Martin rode for another 57 minutes before reaching his aunt’s house. How long was Martin riding his bike?

Show your work.

Answer: _____ hours and _____ minutes
Grade 3

Problem Solving

Academic Standards Resources
Classroom Assessments
Use the following information to answer Questions 1 and 2:
The grocery store has bananas on sale. The special is five bananas for one dollar.

1. How many bananas could you buy for four dollars?

2. Jamal goes to the store with $8.35 to buy as many bananas as he can. Calculate how many whole bananas he could buy and the amount of money he would have left over.

3. If June 13 is a Wednesday, what day of the week is June 19? How about July 4?
   Make a chart or table to explain your answer. (There are 30 days in June.)

4. One of the roller coasters at an amusement park holds 48 passengers on each set of cars. When the ride closes at night, there are still 180 people in line. About how many times does the ride need to go around in order to let everyone in line ride? Explain your answer.
B

Use the following information to answer Questions 1 and 2: The sporting goods store has tennis balls on sale. The special is four tennis balls for one dollar.

1. How many tennis balls could you buy for three dollars?

2. Dixie goes to the store with $6.37 to buy as many tennis balls as she can. Calculate how many tennis balls she could buy and the amount of money she would have left over.

3. If September 9 is a Tuesday, what day of the week is September 17? How about October 2? Make a chart or table to explain your answer. (There are 30 days in September.)

4. There are 687 people in line to get tickets for a new movie. Each of the cinema’s theaters holds 105 people. Estimate the number of theaters needed if everyone in line gets to see the movie. Explain your answer.
5. In Question 4, would the answer 10 be a reasonable answer? Why?

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________
Grade 4

Teacher’s Guide

Academic Standards
Assessments
Teachers:

There are specific reading instructions for all the tests in this set. You may look up all of them in the Academic Standards Resources booklets or on the CD.

Only the directions for Problem Solving are included in this guide because they would have to be rewritten for each and every problem. That is because the tests in the Academic Standards Resources are written all for one standard, and these tests have the questions placed in a unit test matching Everyday Math lessons taught.

This is probably how you administer all your classroom assessments, so hopefully the one example for Problem Solving will be a sufficient example for all the tests.