



**THIRD SPACE
LEARNING**

4th Grade Georgia State Test

State Test Grade 4

Grade 4

Questions

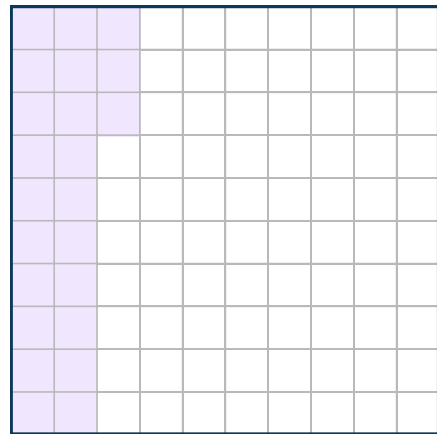
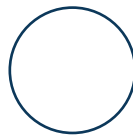
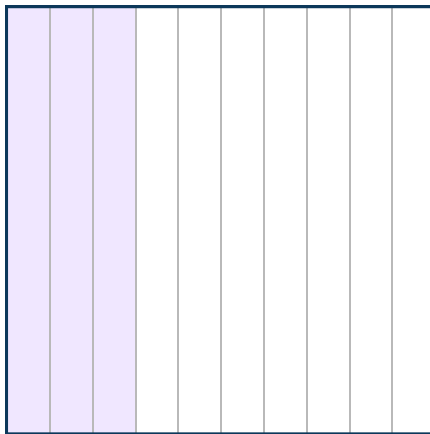
Name:

Class:

Date:

Score:

- 1 Which of the following statements correctly compares the two decimals shown below?



- A. $3 < 23$
- B. $0.3 > 0.023$
- C. $0.03 < 0.23$
- D. $0.3 > 0.23$

- 2 Which number is prime?

- A. 9
- B. 23
- C. 18
- D. 21

- 3 Using the following strategy, Colin solves 38×19 .

$$\begin{array}{r} 38 \\ \times 19 \\ \hline 300 \text{ (} 30 \times 10 \text{)} \\ + 270 \text{ (} 30 \times 9 \text{)} \\ + \quad ?? \text{ (} ? \times ? \text{)} \\ + \underline{72} \text{ (} 8 \times 9 \text{)} \end{array}$$

What missing part will complete Colin's strategy?

- A. 80 (8×10)
 - B. 240 (30×8)
 - C. 90 (9×10)
 - D. 720 (80×9)
-

- 4 Which set of numbers are all multiples of 4?

- A. 24, 36, 48, 54
- B. 1, 2, 4
- C. 5, 9, 13, 17
- D. 48, 52, 56, 64

5

$$\frac{1}{3} > \square$$

Which fraction makes the statement true?

A. $\frac{1}{4}$

B. $\frac{1}{2}$

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

D. $\frac{2}{6}$

6

Which equations are true? Select all that apply.

A. $\frac{3}{6} = \frac{1}{2} + \frac{1}{2} + \frac{1}{2}$

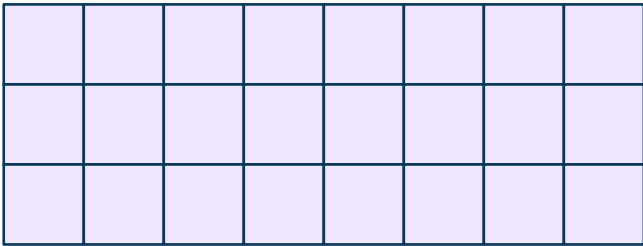
B. $\frac{3}{5} = \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

C. $\frac{9}{8} = \frac{1}{8} + \frac{1}{8} + \frac{6}{8}$

D. $\frac{3}{5} = \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$

E. $\frac{3}{5} = \frac{1}{3} + \frac{1}{5}$

7

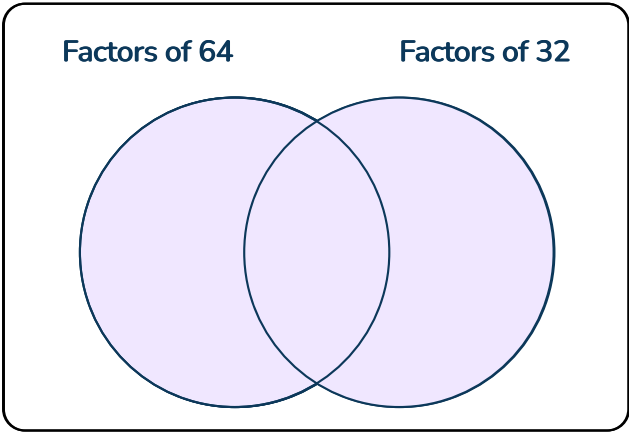


Write each equation or statement in the correct column.

Equal to the model	Not equal to the model

- $4 \times d = 6$
- 6 times as many as 18
- $8 \times 3 = d$
- Twice as many as 12

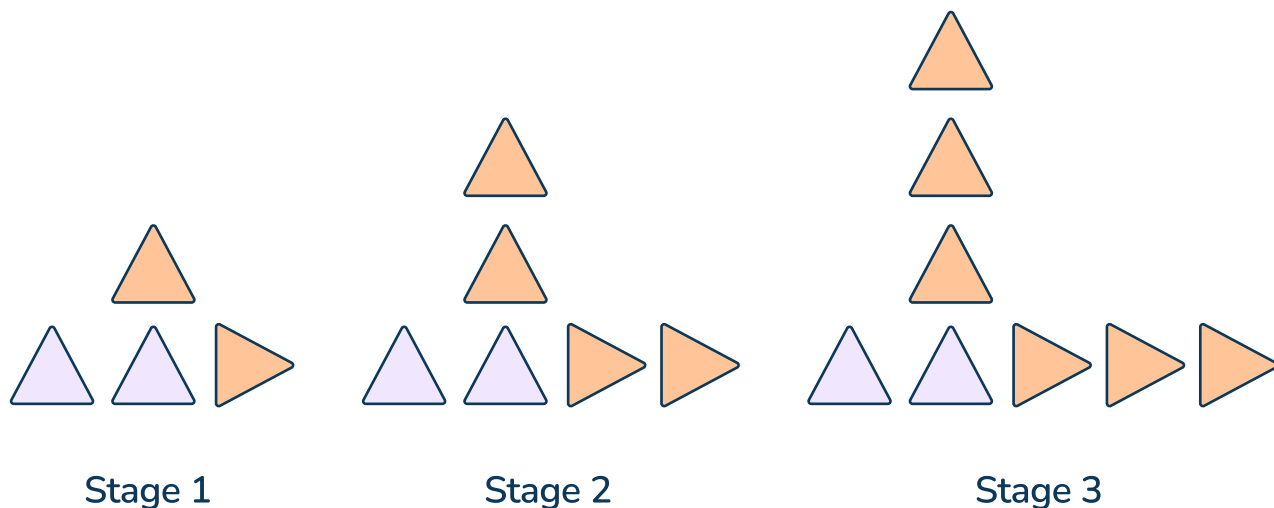
8 Examine the Venn diagram.



What is the greatest number that belongs in the middle of the Venn Diagram?

- A. 2
- B. 8
- C. 32
- D. 64

9



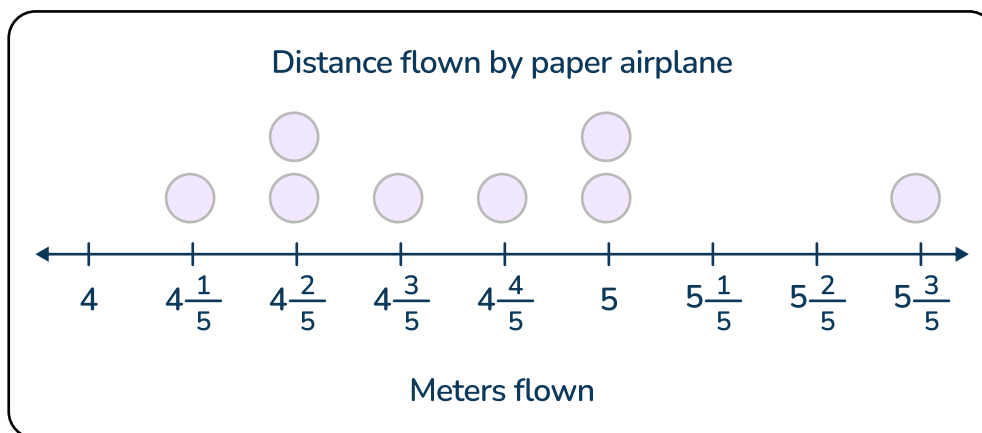
Use the rule, multiply by 2 and add 2 to find the total in Stage 5.

- A. 14
- B. 12
- C. 10
- D. 8

10 Which fraction is equivalent to $\frac{80}{100}$?

- A. $\frac{4}{10}$
- B. $\frac{8}{100}$
- C. $\frac{8}{10}$
- D. $\frac{4}{100}$

- 11 The line plot shows the distances that Terrence threw his paper airplane during a science experiment.

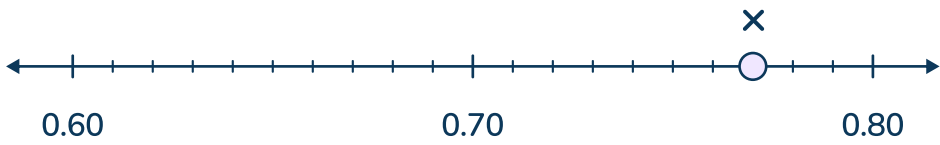


What is the difference between the shortest and longest distance Terrence threw his paper airplane last week?

- A. $\frac{2}{5}$ meters
 - B. $1\frac{2}{5}$ meters
 - C. $\frac{4}{5}$ feet
 - D. $1\frac{3}{5}$ feet
-
- 12 Which of the following numbers round to 600 when rounded to the nearest hundred? Select all that apply.

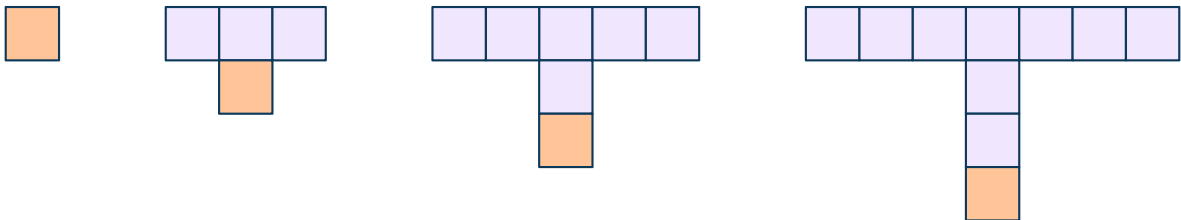
- A. 645
- B. 687
- C. 546
- D. 485
- E. 557

13 What is the value of point X on the number line below?



- A. $\frac{70}{80}$
- B. $\frac{77}{100}$
- C. $\frac{7}{10}$
- D. $\frac{7}{100}$

14 Look at the pattern of figures below.



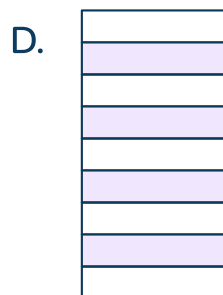
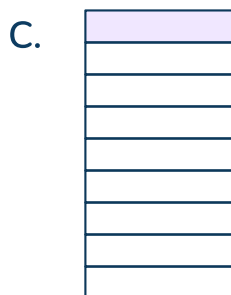
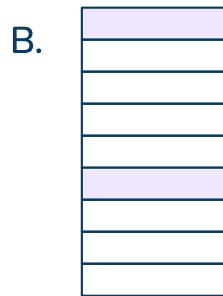
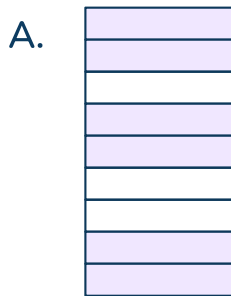
Fill in the missing values in the table.

Stage	Purple	Orange	Total
1		1	1
		1	4
3	6	1	
	9	1	10

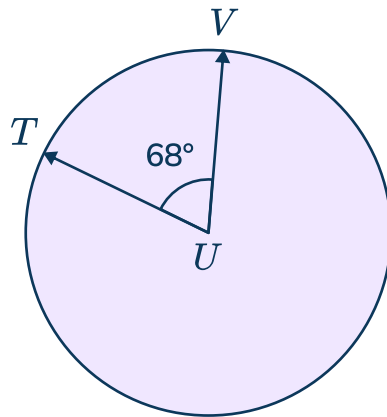
15 Which statement is true?

- A. $6,590 > 6,900$
- B. $3,409 > 3,904$
- C. $20,007 < 20,030$
- D. $17,340 < 17,890$

16 The shapes are divided into equal parts. Which shape is equivalent to $\frac{2}{3}$ shaded?



17



What is the fraction of the circle represented by angle TUV?

- A. $\frac{1}{5}$
- B. $\frac{68}{360}$
- C. $\frac{22}{360}$
- D. $\frac{22}{360}$

18

Starting number: 24

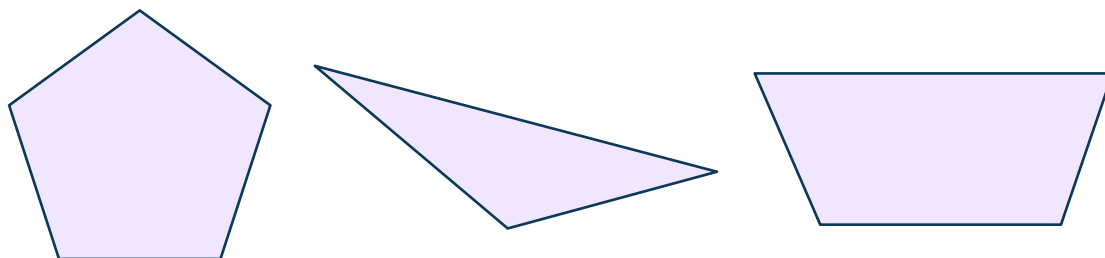
Rule: Divide by 2

Fill in the first three terms of the pattern using the numbers shown below.

____, _____, _____, ...

0 1 2 4 6 8 12 16 18 20 22 24 34 36 48

- 19 Tobias sorts these figures into the same group.

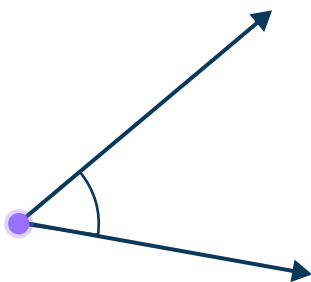


Which statement best describes the figures in this group?

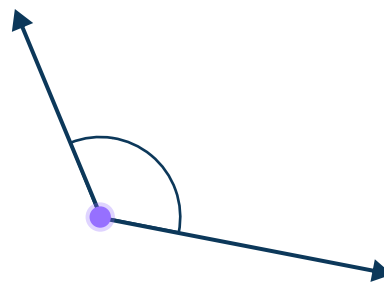
- A. Each figure has at least one acute angle.
- B. Each figure has at least one pair of parallel sides.
- C. Each figure has one line of symmetry.
- D. Each figure has at least one obtuse angle.

-
- 20 Which angles are acute? Select all that apply.

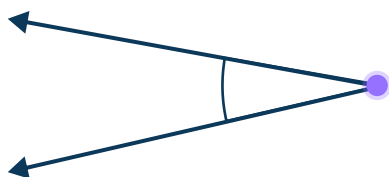
A.



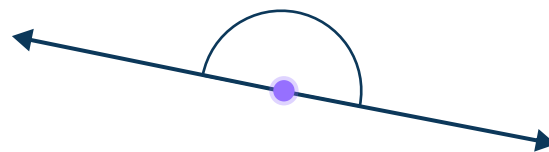
B.



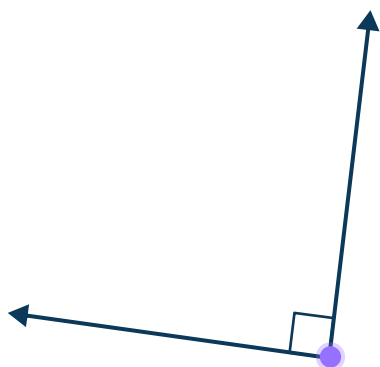
C.



D.



E.



- 21 Use the numbers to fill in each blank to show 76,089 in expanded form.

(_____ × _____) + (_____ × _____) + (_____ × _____) + (_____ × _____)

0 1 6 7 8 9 10 100 1,000 10,000

-
- 22 Tejah has four times as many stickers as Devon. Devon has 18 more stickers than Helena. If Helena has 46 stickers, how many does Tejah have?

- A. 7 stickers
- B. 256 stickers
- C. 68 stickers
- D. 828 stickers

- 23 Which table shows the relationship between gallons and quarts.
(1 gallon = 4 quarts)

A.

quarts	gallons
4	1
8	2
12	3

B.

quarts	gallons
1	4
2	8
3	12

C.

quarts	gallons
1	5
2	6
3	7

D.

quarts	gallons
5	1
6	2
7	3

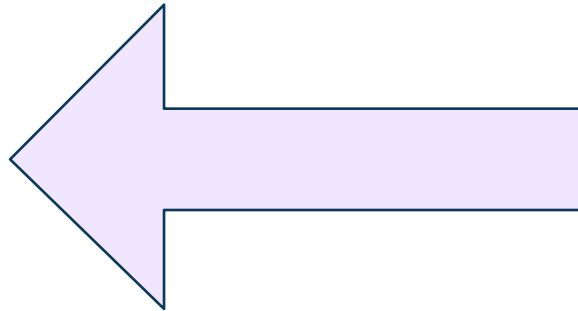
- 24 Plot a point on the number line that is larger than $\frac{7}{8}$.



-
- 25 Anya's soccer team is renting vans for a weekend trip. Each van fits 6 people. If 91 people are going on the trip, how many vans are needed?

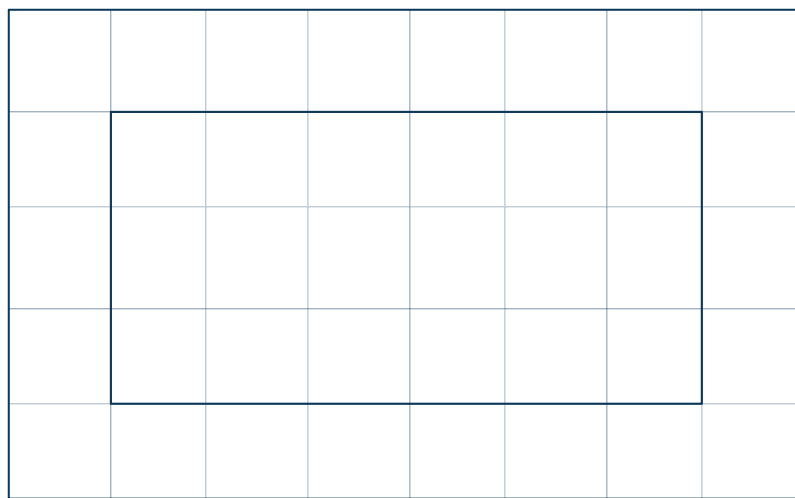
- A. 15 vans
- B. 16 vans
- C. 14 vans
- D. 11 vans

- 26 How many line segments make up the polygon?



- A. 9
- B. 5
- C. 7
- D. 6

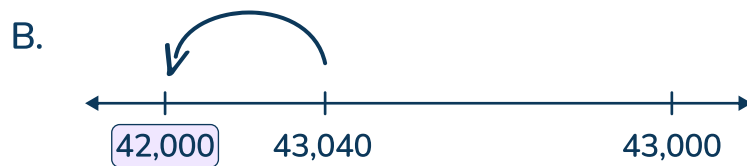
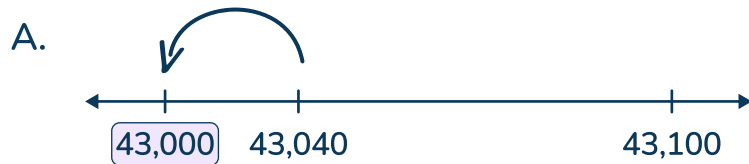
-
- 27 Geraldo is sharing half of a dog treat between his three dogs. Each dog gets the same size piece. Draw a mathematical representation that shows how much of the treat each dog gets.



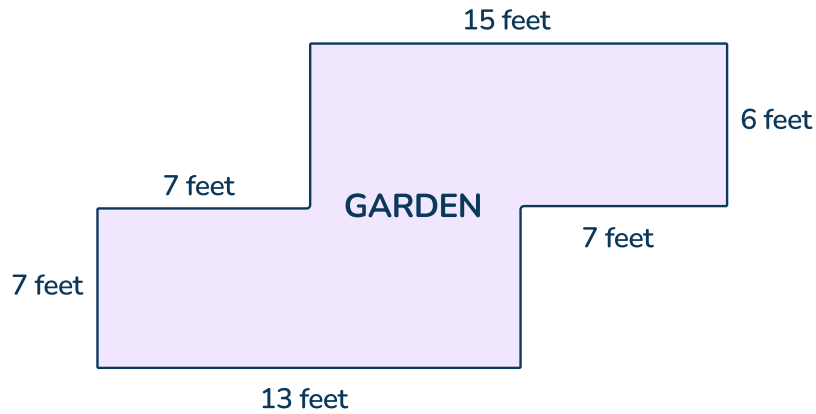
28 Which numbers are factors of 46? Select all that apply.

- A. 6
 - B. 2
 - C. 8
 - D. 12
 - E. 46
-

29 Which shows 43,040 rounded to the nearest hundred on a number line?

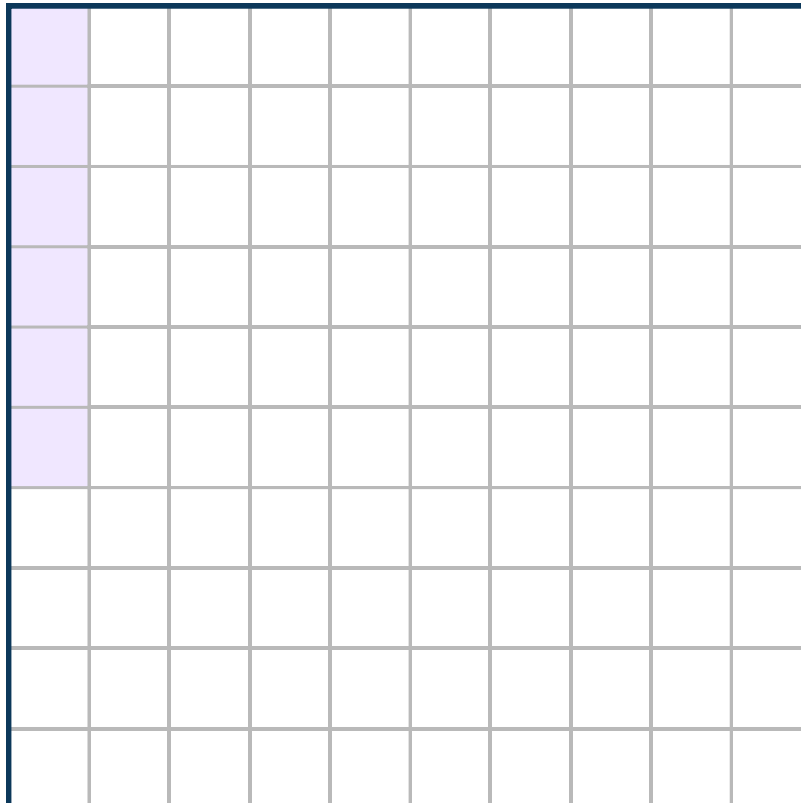


- 30 Jazmin is putting a fence around her garden.



How much fencing does she need?

- A. 56 feet
B. 180 feet
C. 68 feet
D. 84 feet
-
- 31 Complete the model to show the sum of $\frac{6}{100} + \frac{4}{10}$.



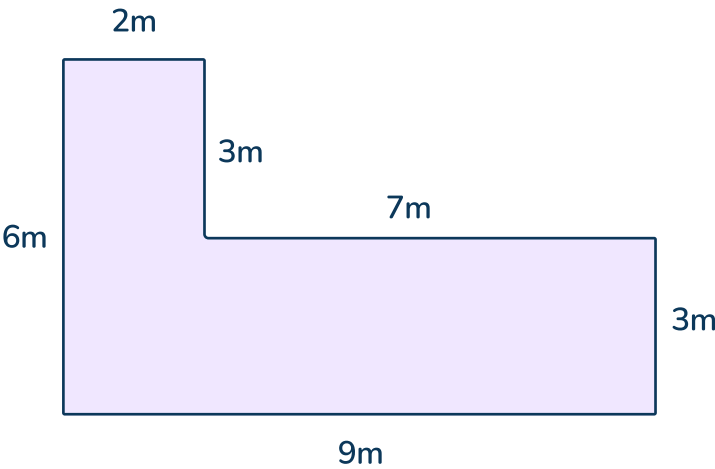
32 Eli read for 45 minutes. Then he played his video game for 1 hour, before he spent time eating lunch. If he started reading at 9:50 am and finished eating lunch at 12:05 pm, how long did he spend eating lunch?

- A. 10 minutes
 - B. 15 minutes
 - C. 25 minutes
 - D. 30 minutes
-

33 Which statements are true? Select all that apply.

- A. The digit 3 in 45,803 is ten times larger than in 8,435.
- B. The digit 6 in 6,425 is ten times larger than in 45,602.
- C. The digit 7 in 75,802 is one thousand times larger than in 8,725.
- D. The digit 1 in 199,802 is one hundred times larger than in 15,425.
- E. The digit 9 in 8,429 is one hundred times smaller than in 45,902.

34 What is the area of the figure?



- A. 33 square meters
- B. 30 square meters
- C. 27 square meters
- D. 39 square meters

35 Write each expression in the correct column.

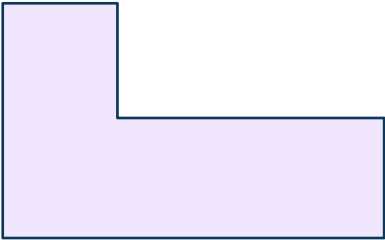
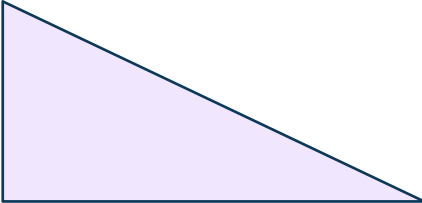
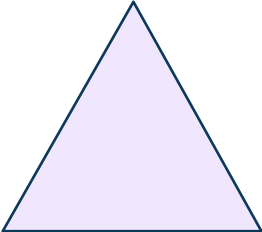

Greater than 94,050	Equal to 94,050

- 47,456 + 48,007
96,433 – 2,383
(9 × 10,000) + (4 × 1,000) + (5 × 100)
90,000 + 4,000 + 50

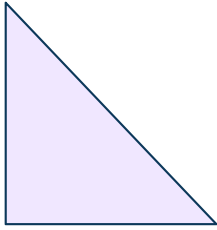
- 36 Nathan has 6 cups of water. He uses $2\frac{7}{8}$ cups to water his snake plant. He uses $2\frac{5}{8}$ cups to water his spider plant. How much water is left?

- A. $5\frac{4}{8}$ cups
B. $4\frac{4}{8}$ cups
C. $1\frac{4}{8}$ cups
D. $\frac{4}{8}$ cups
-

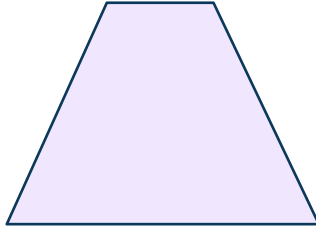
- 37 Which shape does NOT appear to have a right angle?

- A. 
- B. 
- C. 
- D. 

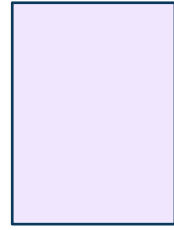
38 Which has both parallel and perpendicular sides?



A



B



C

- A. Figure A
- B. Figure B & C
- C. Figure C
- D. None of the figures

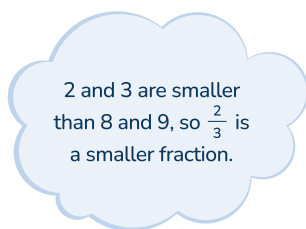
39 Solve $48,341 + 23,548$.

- A. 61,888
- B. 71,889
- C. 62,899
- D. 72,889

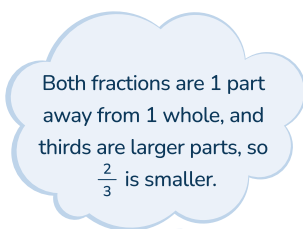
- 40 Tyson had 1 whole watermelon. He ate $\frac{4}{12}$ of the watermelon on Monday, $\frac{3}{12}$ of the watermelon on Tuesday, and $\frac{2}{12}$ of the watermelon on Wednesday. What fraction of the watermelon was left after Wednesday?

- A. $\frac{5}{12}$
- B. $\frac{3}{12}$
- C. $\frac{9}{12}$
- D. $\frac{1}{12}$

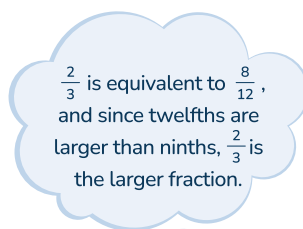
- 41 A class is comparing the fractions $\frac{2}{3}$ and $\frac{8}{9}$. Below are 3 students' responses.



Wayne



Jillian



Tom

Who is correct?

- A. Wayne
- B. Jillian
- C. Tom
- D. All students

- 42 Sunny is growing 8 plants. Sunny records the height of each plant (in feet):

$$1\frac{1}{4}, \frac{1}{4}, \frac{2}{4}, \frac{3}{4}, \frac{1}{4}, \frac{2}{4}, 1\frac{1}{4}, 1\frac{3}{4}.$$

Graph the height of Sunny's plants on the line plot below.



-
- 43 Harrison walked $\frac{5}{12}$ of an hour. Teelah walked $\frac{5}{6}$ of an hour. Which statement is true?

- A. Harrison and Teelah walked the same amount of time.
- B. Teelah and Harrison walked more than 2 hours.
- C. Harrison walked for more time than Teelah.
- D. Teelah walked for more time than Harrison

44 What is the best estimate for the length of an ant?

- A. 1 centimeter
- B. 10 centimeters
- C. 1 meter
- D. 10 meters


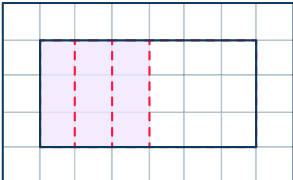
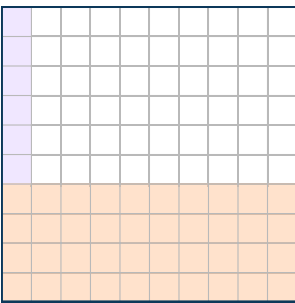
45 Solve 56×39 .

- A. 2,034
- B. 672
- C. 2,184
- D. 1,554

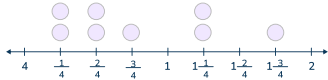
Answer Key

Item number	Correct answer	Standard(s)	DOK																				
1	D	4.NR.5.3	DOK 2																				
2	B	4.PAR.3.4	DOK 1																				
3	A	4.NR.2.3	DOK 2																				
4	D	4.PAR.3.3	DOK 1																				
5	A	4.NR.4.2	DOK 1																				
6	B	4.NR.4.4, 4.NR.4.5	DOK 1																				
7	<table><tr><th>Equal to the model</th><th>Not equal to the model</th></tr><tr><td>$8 \times 3 = d$ Twice as many as 12</td><td>$4 \times d = 6$ 6 times as many as 18</td></tr></table>	Equal to the model	Not equal to the model	$8 \times 3 = d$ Twice as many as 12	$4 \times d = 6$ 6 times as many as 18	4.NR.2.2, 4.NR.2.5	DOK 2																
Equal to the model	Not equal to the model																						
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8	C	4.PAR.3.3	DOK 2																				
9	B	4.PAR.3.1	DOK 1																				
10	C	4.NR.5.1	DOK 1																				
11	B	4.MDR.6.2	DOK 2																				
12	A, E	4.NR.1.4	DOK 1																				
13	B	4.NR.5.2	DOK 2																				
14	<table><tr><th>Stage</th><th>Blue</th><th>Green</th><th>Total</th></tr><tr><td>1</td><td>0</td><td>1</td><td>1</td></tr><tr><td>2</td><td>3</td><td>1</td><td>4</td></tr><tr><td>3</td><td>6</td><td>1</td><td>7</td></tr><tr><td>4</td><td>9</td><td>1</td><td>10</td></tr></table>	Stage	Blue	Green	Total	1	0	1	1	2	3	1	4	3	6	1	7	4	9	1	10	4.PAR.3.2	DOK 2
Stage	Blue	Green	Total																				
1	0	1	1																				
2	3	1	4																				
3	6	1	7																				
4	9	1	10																				
15	C, D	4.NR.1.3	DOK 1																				
16	A	4.NR.4.1	DOK 2																				
17	B	4.GSR.7.2	DOK 1																				

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Item number	Correct answer	Standard(s)	DOK
18	24, 12, 6...	4.PAR.3.1	DOK 2
19	D	4.GSR.8.2	DOK 2
20	A, C	4.GSR.7.1	DOK 1
21	$(7 \times 10,000) + (6 \times 1,000) + (8 \times 10) + (9 \times 1)$	4.NR.1.1	DOK 2
22	B	4.NR.2.5, 4.NR.2.2	DOK 2
23	A	4.MDR.6.1	DOK 1
24		4.NR.4.3	DOK 2
25	B	4.NR.2.4	DOK 2
26	C	4.GSR.8.1	DOK 1
27		4.NR.4.1	DOK 2
28	B, E	4.PAR.3.3	DOK 1
29	A	4.NR.1.4	DOK 2
30	C	4.GSR.8.3	DOK 2
31	 <p>*Answers may vary, but should shade in $\frac{40}{100}$</p>	4.NR.5.1	DOK 2

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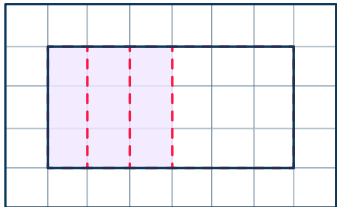
Item number	Correct answer	Standard(s)	DOK				
32	D	4.MDR.6.1	DOK 2				
33	B, E	4.NR.1.2	DOK 1				
34	A	4.GSR.8.3	DOK 2				
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Greater than 94,050	Equal to 94,050						
47,546 + 48,007 (9 × 10,000) + (4 × 1,000) + (5 × 100)	96,433 – 2,383 90,000 + 4,000 + 50						
36	D	4.NR.4.6	DOK 2				
37	C	4.GSR.8.2	DOK 1				
38	C	4.GSR.8.2	DOK 2				
39	B	4.NR.2.1	DOK 1				
40	B	4.NR.4.6	DOK 2				
41	B	4.NR.2.4	DOK 3				
42		4.MDR.6.3	DOK 2				
43	D	4.NR.4.2	DOK 2				
44	A	4.MDR.6.1	DOK 2				
45	C	4.NR.2.3	DOK 1				

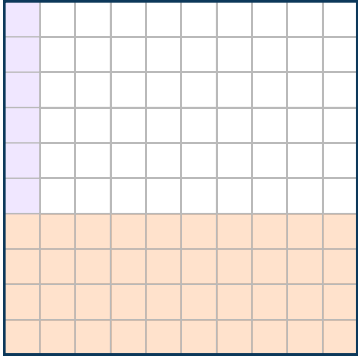
ANSWERS SORTED BY COMPETENCIES

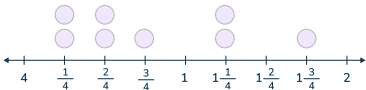
4.NR.1 (Numerical Reasoning Competency 1)			
12	A, E	4.NR.1.4	DOK 1
15	C, D	4.NR.1.3	DOK 1
21	$(7 \times 10,000) + (6 \times 1,000) + (8 \times 10) + (9 \times 1)$	4.NR.1.1	DOK 2
29	A	4.NR.1.4	DOK 2
33	B, E	4.NR.1.2	DOK 1

3.PAR.2 (Patterning & Algebraic Reasoning Competency 2)							
3	A	4.NR.2.3	DOK 2				
7	<table><tr><th>Equal to the model</th><th>Not equal to the model</th></tr><tr><td>$8 \times 3 = d$ Twice as many as 12</td><td>$4 \times d = 6$ 6 times as many as 18</td></tr></table>	Equal to the model	Not equal to the model	$8 \times 3 = d$ Twice as many as 12	$4 \times d = 6$ 6 times as many as 18	4.NR.2.2, 4.NR.2.5	DOK 2
Equal to the model	Not equal to the model						
$8 \times 3 = d$ Twice as many as 12	$4 \times d = 6$ 6 times as many as 18						
22	B	4.NR.2.5, 4.NR.2.2	DOK 2				
25	B	4.NR.2.4	DOK 2				
35	<table><tr><th>Greater than 504,500</th><th>Equal to 504,500</th></tr><tr><td>$290,546 + 298,007$ $(5 \times 100,000) + (4 \times 10,000) + (5 \times 100)$</td><td>$516,433 - 12,299$ $500,000 + 4,000 + 500$</td></tr></table>	Greater than 504,500	Equal to 504,500	$290,546 + 298,007$ $(5 \times 100,000) + (4 \times 10,000) + (5 \times 100)$	$516,433 - 12,299$ $500,000 + 4,000 + 500$	4.NR.1.1, 4.NR.2.1	DOK 2
Greater than 504,500	Equal to 504,500						
$290,546 + 298,007$ $(5 \times 100,000) + (4 \times 10,000) + (5 \times 100)$	$516,433 - 12,299$ $500,000 + 4,000 + 500$						
39	B	4.NR.2.1	DOK 1				
41	B	4.NR.2.4	DOK 3				
45	C	4.NR.2.3	DOK 1				

4.PAR.3 (Patterning & Algebraic Reasoning Competency 3)																							
2	B	4.PAR.3.4	DOK 1																				
4	D	4.PAR.3.3	DOK 1																				
8	C	4.PAR.3.3	DOK 2																				
9	B	4.PAR.3.1	DOK 1																				
14	<table border="1"> <thead> <tr> <th>Stage</th><th>Blue</th><th>Green</th><th>Total</th></tr> </thead> <tbody> <tr> <td>1</td><td>0</td><td>1</td><td>1</td></tr> <tr> <td>2</td><td>3</td><td>1</td><td>4</td></tr> <tr> <td>3</td><td>6</td><td>1</td><td>7</td></tr> <tr> <td>4</td><td>9</td><td>1</td><td>10</td></tr> </tbody> </table>	Stage	Blue	Green	Total	1	0	1	1	2	3	1	4	3	6	1	7	4	9	1	10	4.PAR.3.2	DOK 2
Stage	Blue	Green	Total																				
1	0	1	1																				
2	3	1	4																				
3	6	1	7																				
4	9	1	10																				
18	24, 12, 6...	4.PAR.3.1	DOK 2																				
28	B, E	3.PAR.3.6	DOK 1																				

4.NR.4 (Numerical Reasoning Competency 4)			
5	A	4.NR.4.2	DOK 1
6	B	4.NR.4.4, 4.NR.4.5	DOK 1
16	A	4.NR.4.1	DOK 2
24		4.NR.4.3	DOK 2
27		4.NR.4.1	DOK 2
36	D	4.NR.4.6	DOK 2
40	B	4.NR.4.6	DOK 2
43	D	4.NR.4.2	DOK 2

4.NR.5 (Numerical Reasoning Competency 5)			
1	D	4.NR.5.3	DOK 2
10	C	4.NR.5.1	DOK 1
13	B	4.NR.5.2	DOK 2
31	 <p>*Answers may vary, but should shade in $\frac{40}{100}$</p>	4.NR.5.1	DOK 2

4.MDR.6 (Measurement and Data Reasoning Competency 6)			
11	B	4.MDR.6.2	DOK 2
23	A	4.MDR.6.1	DOK 1
32	D	4.MDR.6.1	DOK 2
42		4.MDR.6.3	DOK 2
44	A	4.MDR.6.1	DOK 2

4.GSR.7 (Geometric and Spatial Reasoning Competency 7)

17	B	4.GSR.7.2	DOK 1
20	A, C	4.GSR.7.1	DOK 1

4.GSR.8 (Geometric and Spatial Reasoning Competency 8)




19	D	4.GSR.8.2	DOK 2
26	C	4.GSR.8.1	DOK 1
30	C	4.GSR.8.3	DOK 2
34	A	4.GSR.8.3	DOK 2
37	C	4.GSR.8.2	DOK 1
38	C	4.GSR.8.2	DOK 2

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