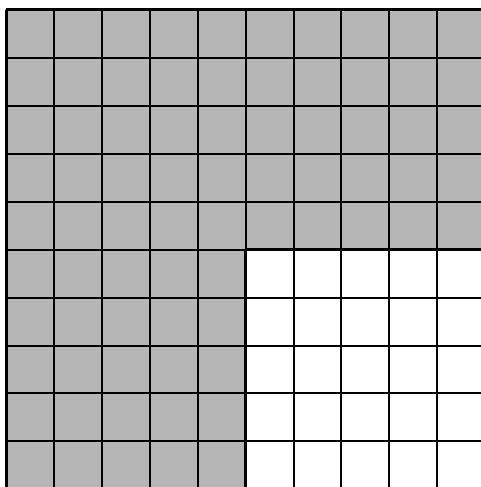1. There are eighty-six thousand four hundred seconds in a day. How could this number be written?

    A   80,064

    B   80,640

    C   86,400

    D   86,404

2. Based on the hundredths grid below, which of the following decimals is equivalent to $\frac{3}{4}$?

    A   0.75

    B   0.50

    C   0.34

    D   0.25

3. Which of these numbers is closest to 1?

    A $\frac{1}{8}$

    B $\frac{3}{4}$

    C $1\frac{1}{8}$

    D $\frac{3}{2}$

4. On Monday Carrie and her family traveled 792 miles. On Tuesday they traveled another 430 miles. ***About*** how many more miles did they travel on Monday than on Tuesday?

    A   200 miles

    B   300 miles

    C   400 miles

    D   1,200 miles

5. Mrs. Gregory assigned a project that required each of her 20 students to use 36 toothpicks. How many toothpicks did the students use?

    A   72

    B   620

    C   720

    D   7,200

6.   Miss Conrad ordered a total of 60 felt-tip pens for 9 students in the math club. Each student received the same number of pens. How many pens did each student receive, and how many pens were left over?

   A   5 pens each with 5 left over

   B   6 pens each with 6 left over

   C   6 pens each with 14 left over

   D   7 pens each with 3 left over

7.   The lunchroom sells about 9 cases of ice cream bars every day. There are 12 ice cream bars in each case. ***About*** how many bars will they sell in 5 days?

   A   more than 600

   B   between 500 and 600

   C   between 400 and 500

   D   less than 400

8.   There are 328 papers to fold. Four children will each fold the same number of papers. What is the ***best*** estimate of how many papers each child will fold?

   A   more than 70 and less than 80

   B   more than 80 and less than 90

   C   more than 90 and less than 100

   D   more than 100 and less than 110

9.   Nina bought the candies shown below. She gave all of the red candies to Eric.

$$\text{R} \quad \text{R} \quad \text{R} \quad \text{O} \quad \text{O} \quad \text{O} \quad \text{G} \quad \text{G} \quad \text{G} \quad \text{Y} \quad \text{Y} \quad \text{Y}$$

R = Red
O = Orange
G = Green
Y = Yellow

What fraction of the candies did Nina give to Eric?

A $\frac{1}{2}$

B $\frac{1}{3}$

C $\frac{1}{4}$

D $\frac{1}{12}$

10.   Patty will shade $\frac{3}{5}$ of her chart to make a design.

Patty's Chart
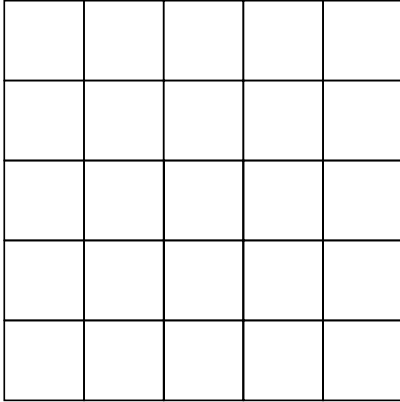
How many squares will Patty shade?

A   25

B   20

C   15

D   5

11.   Willy went bowling with his family. The bowling pins were set up as shown.
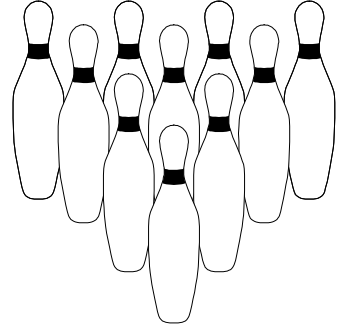
If Willy knocked over $\frac{2}{5}$ of the pins, how many pins were left standing?

A   2

B   4

C   5

D   6

12. Mrs. Staton's new kitchen floor is shown below.
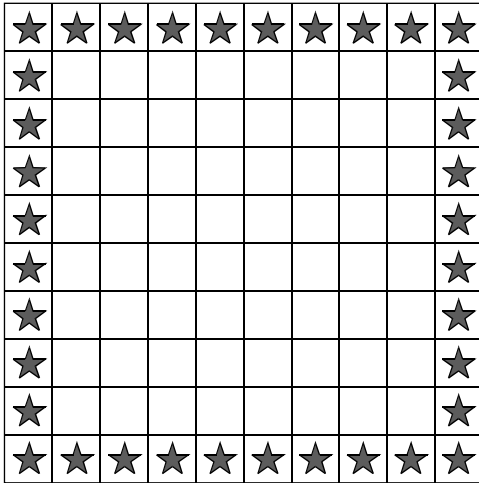
What decimal shows how much of her new floor is made up of tiles with stars?

A   0.36 of the total floor

B   0.38 of the total floor

C   0.40 of the total floor

D   0.50 of the total floor

13. Wesley ordered a pizza to share with his friend Jordan. The drawing shows the leftover pizza.
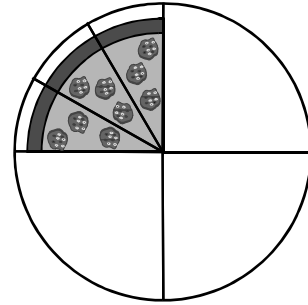
Which fraction shows how much of the pizza they ate?

A $\frac{3}{12}$

B $\frac{3}{9}$

C $\frac{6}{9}$

D $\frac{9}{12}$

14. On Monday night Nicole read for 1 hour. On Tuesday night she read for $1\frac{1}{4}$ hours. On Wednesday night she read for $1\frac{1}{2}$ hours. On Thursday night she read for $1\frac{1}{3}$ hours. On which night did Nicole read the longest?

    A   Monday

    B   Tuesday

    C   Wednesday

    D   Thursday

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15. What is the total amount shaded on these two grids?
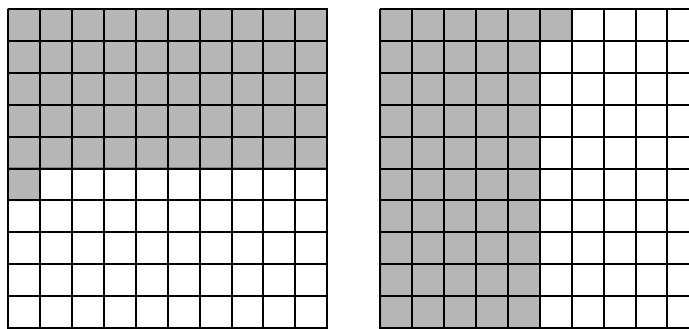
$\square$ = 0.01

    A   102

    B   10.2

    C   1.2

    D   1.02

16. Amy ate $\frac{3}{8}$ of a pizza on Monday, $\frac{1}{8}$ of a pizza on Wednesday, and $\frac{3}{8}$ of a pizza on Friday. How much pizza did she eat altogether in those three days?

    A $\frac{7}{24}$ of a pizza

    B $\frac{3}{4}$ of a pizza

    C $\frac{7}{8}$ of a pizza

    D $1\frac{1}{8}$ pizzas

17. Beth and her aunt went to lunch. Beth had $4.00 to spend.

Lunch Menu	
Pizza	$1.00
Hamburger	$2.00
Hot Dog	$1.25
Fries	$0.89
Soda	$0.50

What could Beth buy for lunch?

    A   Fries, Soda, Hot Dog, Pizza

    B   Hamburger, Fries, Pizza, Soda

    C   Hot Dog, Hamburger, Fries, Soda

    D   Pizza, Hamburger, Hot Dog

18. Shane saw the following sign posted in the cafeteria:

Snack Prices	
Juice	$0.50
Yogurt	$1.00
Fruit	$0.25

Shane has $5. If he buys 3 juices and 2 yogurts, how much money will he have left?

A $3.50

B $3.25

C $1.75

D $1.50

19. Latonya needs to purchase 5 notebooks at $1.99 each and 3 pens at $0.89 each.   Excluding tax, ***about*** how much will she spend?

A $15.00

B $13.00

C $11.00

D $9.00

20. Ella plans to bake 5 cherry pies. Each pie will contain 12 ounces of cherries.
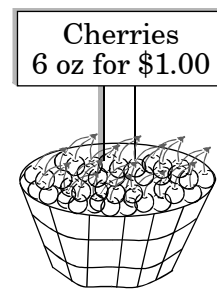
How much will Ella spend on cherries?

A $ 2.00

B $ 5.00

C $ 6.00

D $10.00

End of Goal 1 Sample Items

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Math Goal 1
Sample Items Key Report

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1   **Objective: 1.01**
Develop number sense for rational numbers 0.01 through 99,999. a) Connect model,
number word, and number using a variety of representations. b) Build understanding
of place value (hundredths through ten thousands). c) Compare and order rational
numbers. d) Make estimates of rational numbers in appropriate situations.
Thinking Skill: Knowledge   **Correct Answer:**   C

2   **Objective: 1.01**
Develop number sense for rational numbers 0.01 through 99,999. a) Connect model,
number word, and number using a variety of representations. b) Build understanding
of place value (hundredths through ten thousands). c) Compare and order rational
numbers. d) Make estimates of rational numbers in appropriate situations.
Thinking Skill: Analyzing   **Correct Answer:**   A

3   **Objective: 1.01**
Develop number sense for rational numbers 0.01 through 99,999. a) Connect model,
number word, and number using a variety of representations. b) Build understanding
of place value (hundredths through ten thousands). c) Compare and order rational
numbers. d) Make estimates of rational numbers in appropriate situations.
Thinking Skill: Analyzing   **Correct Answer:**   C

4   **Objective: 1.01**
Develop number sense for rational numbers 0.01 through 99,999. a) Connect model,
number word, and number using a variety of representations. b) Build understanding
of place value (hundredths through ten thousands). c) Compare and order rational
numbers. d) Make estimates of rational numbers in appropriate situations.
Thinking Skill: Applying   **Correct Answer:**   C

5   **Objective: 1.02**
Develop fluency with multiplication and division: a) Two-digit by two-digit
multiplication (larger numbers with calculator). b) Up to three-digit by two-digit
division (larger numbers with calculator). c) Strategies for multiplying and dividing
numbers. d) Estimation of products and quotients in appropriate situations. e)
Relationships between operations.
Thinking Skill: Applying   **Correct Answer:**   C

6   **Objective: 1.02**
Develop fluency with multiplication and division: a) Two-digit by two-digit
multiplication (larger numbers with calculator). b) Up to three-digit by two-digit
division (larger numbers with calculator). c) Strategies for multiplying and dividing
numbers. d) Estimation of products and quotients in appropriate situations. e)
Relationships between operations.
Thinking Skill: Applying   **Correct Answer:**   B

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7   **Objective: 1.02**
            Develop fluency with multiplication and division: a) Two-digit by two-digit
            multiplication (larger numbers with calculator). b) Up to three-digit by two-digit
            division (larger numbers with calculator). c) Strategies for multiplying and dividing
            numbers. d) Estimation of products and quotients in appropriate situations. e)
            Relationships between operations.
            Thinking Skill: Applying   **Correct Answer:**   B

8   **Objective: 1.02**
            Develop fluency with multiplication and division: a) Two-digit by two-digit
            multiplication (larger numbers with calculator). b) Up to three-digit by two-digit
            division (larger numbers with calculator). c) Strategies for multiplying and dividing
            numbers. d) Estimation of products and quotients in appropriate situations. e)
            Relationships between operations.
            Thinking Skill: Applying   **Correct Answer:**   B

9   **Objective: 1.03**
            Solve problems using models, diagrams, and reasoning about fractions and
            relationships among fractions involving halves, fourths, eighths, thirds, sixths,
            twelfths, fifths, tenths, hundredths, and mixed numbers.
            Thinking Skill: Applying   **Correct Answer:**   C

10   **Objective: 1.03**
            Solve problems using models, diagrams, and reasoning about fractions and
            relationships among fractions involving halves, fourths, eighths, thirds, sixths,
            twelfths, fifths, tenths, hundredths, and mixed numbers.
            Thinking Skill: Applying   **Correct Answer:**   C

11   **Objective: 1.03**
            Solve problems using models, diagrams, and reasoning about fractions and
            relationships among fractions involving halves, fourths, eighths, thirds, sixths,
            twelfths, fifths, tenths, hundredths, and mixed numbers.
            Thinking Skill: Analyzing   **Correct Answer:**   D

12   **Objective: 1.03**
            Solve problems using models, diagrams, and reasoning about fractions and
            relationships among fractions involving halves, fourths, eighths, thirds, sixths,
            twelfths, fifths, tenths, hundredths, and mixed numbers.
            Thinking Skill: Applying   **Correct Answer:**   A

13   **Objective:**   **1.03**
Solve problems using models, diagrams, and reasoning about fractions and relationships among fractions involving halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers.
Thinking Skill: Applying   **Correct Answer:**   D

14   **Objective:**   **1.03**
Solve problems using models, diagrams, and reasoning about fractions and relationships among fractions involving halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers.
Thinking Skill: Organizing   **Correct Answer:**   C

15   **Objective:**   **1.04**
Develop fluency with addition and subtraction of non-negative rational numbers with like denominators, including decimal fractions through hundredths. a) Develop and analyze strategies for adding and subtracting numbers. b) Estimate sums and differences. c) Judge the reasonableness of solutions.
Thinking Skill: Applying   **Correct Answer:**   D

16   **Objective:**   **1.04**
Develop fluency with addition and subtraction of non-negative rational numbers with like denominators, including decimal fractions through hundredths. a) Develop and analyze strategies for adding and subtracting numbers. b) Estimate sums and differences. c) Judge the reasonableness of solutions.
Thinking Skill: Applying   **Correct Answer:**   C

17   **Objective:**   **1.04**
Develop fluency with addition and subtraction of non-negative rational numbers with like denominators, including decimal fractions through hundredths. a) Develop and analyze strategies for adding and subtracting numbers. b) Estimate sums and differences. c) Judge the reasonableness of solutions.
Thinking Skill: Analyzing   **Correct Answer:**   A

18   **Objective:**   **1.04**
Develop fluency with addition and subtraction of non-negative rational numbers with like denominators, including decimal fractions through hundredths. a) Develop and analyze strategies for adding and subtracting numbers. b) Estimate sums and differences. c) Judge the reasonableness of solutions.
Thinking Skill: Applying   **Correct Answer:**   D

19   **Objective:**   **1.04**
Develop fluency with addition and subtraction of non-negative rational numbers with like denominators, including decimal fractions through hundredths. a) Develop and analyze strategies for adding and subtracting numbers. b) Estimate sums and differences. c) Judge the reasonableness of solutions.
Thinking Skill: Applying   **Correct Answer:**   B

20   **Objective:**   **1.05**
Develop flexibility in solving problems by selecting strategies and using mental computations, estimation, calculators or computers, and paper and pencil.
Thinking Skill: Analyzing   **Correct Answer:**   D