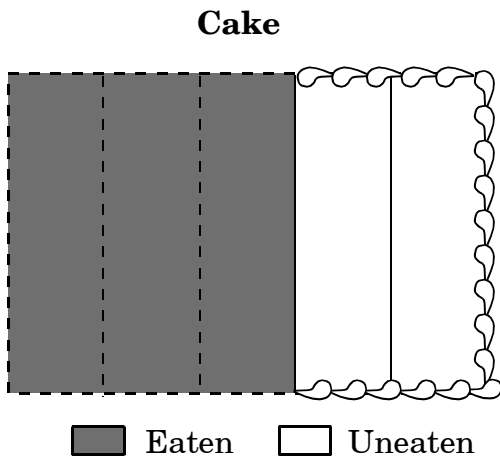


1. How is the amount of cake eaten expressed as a fraction and as a decimal?



- A $\frac{2}{5} = 0.4$
- B $\frac{2}{5} = 0.04$
- C $\frac{3}{5} = 0.06$
- D $\frac{3}{5} = 0.6$

2. What is another way to write the time shown on the stopwatch below?



- A $1\frac{7}{1000}$
- B $1\frac{7}{100}$
- C $1\frac{7}{10}$
- D $\frac{17}{1000}$
3. Jon has $\frac{3}{5}$ of a dollar, Pasha has \$0.65, Marie has $\frac{7}{10}$ of a dollar, and Karen has \$0.62. Who has the **smallest** amount of money?
- A Jon
- B Pasha
- C Marie
- D Karen

4. Jackie, Morgan, Kyle, and Chung ran the 100-meter dash. Jackie finished in 17.6 seconds, Morgan finished in 17.06 seconds, Kyle finished in 17.66 seconds, and Chung finished in 17.066 seconds. Which runner finished in the **least** amount of time?

A Jackie
B Morgan
C Kyle
D Chung

5. Which of the following amounts is closest to $\frac{3}{4}$ of a dollar?

A \$0.30
B \$0.40
C \$0.70
D \$0.90

6. Jesse kept a chart of how far he ran each day. He made the following chart last week.

Jesse's Chart

Monday	1.05 miles
Tuesday	0.93 mile
Wednesday	1.1 miles
Thursday	0.8 mile
Friday	1.13 miles

On which day did Jesse run closest to one mile?

A Monday
B Tuesday
C Wednesday
D Thursday

7. Sherry studied this group of fractions.

$$\frac{2}{3} \quad \frac{2}{4} \quad \frac{2}{5} \quad \frac{2}{6}$$

What is true about the value of the fractions?

- A Increasing the denominator increases the value of the fraction.
- B If the denominator stays the same and the numerator increases, the fraction names a smaller amount.
- C Increasing the denominator by adding 2 cuts the size of the fraction in half.
- D If the numerator stays the same and the denominator increases, the fraction names a smaller amount.
8. A construction project was estimated to cost \$774,000. When the project was completed, it actually cost \$930,000. **About** how much more was the actual cost than the estimated cost?
- A \$250,000
- B \$160,000
- C \$50,000
- D \$40,000

9. Bob has a board that is 5 feet long. He will cut a piece from the board that measures 4 feet $5\frac{1}{4}$ inches long for a bookshelf. How much board will be left after Bob cuts off the amount needed for the bookshelf?

- A $6\frac{1}{4}$ in.
- B $6\frac{3}{4}$ in.
- C $7\frac{1}{4}$ in.
- D $7\frac{3}{4}$ in.
10. The Diaz family was planning a vacation. A three-day river rafting trip would cost the family \$225.99 for each day. A cruise would cost \$1,651. What is the difference in the cost of these trips?
- A \$972.97
- B \$973.00
- C \$973.03
- D \$973.23

11. Four friends had dinner in a restaurant. The cost of each of their meals was \$10.25, \$15.90, \$12.58, and \$9.96, including tax. Which choice is the **closest** estimate of the total cost of their meals?

A \$60
B \$55
C \$50
D \$45

12. The dogs at Bill's farm eat a total of 24 cups of dry food a day. **About** how many quarts of dry food would his dogs eat in a month?

A less than 200
B between 200 and 400
C between 400 and 600
D more than 600

13. Joseph's book has 270 pages. If he needs to read 45 pages a day during the next four days to finish his book, how many pages has he already read?

A 90
B 180
C 225
D 315

14. Jeff is three times the age of his sister; his sister is one-half the age of her neighbor. Her neighbor is 12 years old. How old is Jeff?

A 5 years old
B 6 years old
C 15 years old
D 18 years old

End of Goal 1 Sample Items

In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, the Department of Public Instruction does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, or military service in its policies, programs, activities, admissions of employment.

-
- 1 Objective: 1.01**
Develop number sense for rational numbers 0.001 through 999,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (thousandths through hundred thousands). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.
Thinking Skill: Analyzing **Correct Answer:** D
- 2 Objective: 1.01**
Develop number sense for rational numbers 0.001 through 999,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (thousandths through hundred thousands). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.
Thinking Skill: Knowledge **Correct Answer:** C
- 3 Objective: 1.01**
Develop number sense for rational numbers 0.001 through 999,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (thousandths through hundred thousands). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.
Thinking Skill: Organizing **Correct Answer:** A
- 4 Objective: 1.01**
Develop number sense for rational numbers 0.001 through 999,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (thousandths through hundred thousands). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.
Thinking Skill: Organizing **Correct Answer:** B
- 5 Objective: 1.01**
Develop number sense for rational numbers 0.001 through 999,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (thousandths through hundred thousands). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.
Thinking Skill: Applying **Correct Answer:** C
- 6 Objective: 1.01**
Develop number sense for rational numbers 0.001 through 999,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (thousandths through hundred thousands). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.
Thinking Skill: Analyzing **Correct Answer:** A

