



Standards Assessments Practice Test Answer Key

Grade 4

FSA Mathematics

The purpose of these practice test materials is to orient teachers and students to the types of questions on computer-based FSA tests. By using these materials, students will become familiar with the types of items and response formats they may see on a computer-based test. The practice questions and answers are not intended to demonstrate the length of the actual test, nor should student responses be used as an indicator of student performance on the actual test. The practice test is not intended to guide classroom instruction.

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Session 1



1. How many times greater is the value of 5 in 2,573 than the value of 5 in 6,459?
- A 10
 - B 50
 - C 100
 - D 500

2. A rectangle has a length of 11 feet and a perimeter of 38 feet.
What is the width, in feet, of the rectangle?



The image shows a digital calculator interface. At the top, a text input field contains the number '8'. Below the input field is a row of five navigation buttons: a left arrow, a right arrow, a left arrow with a small square, a right arrow with a small square, and a square with an 'X' (clear). Below these buttons is a numeric keypad with four rows of three buttons each. The first row contains '1', '2', and '3'. The second row contains '4', '5', and '6'. The third row contains '7', '8', and '9'. The fourth row contains '0', a decimal point, and a fraction template icon.

3. Determine whether each number is prime or composite.

	Prime	Composite
16	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4. What is the value of $1\frac{3}{10}$ in decimal form?

1.3			
←	→	↶	↷
1	2	3	
4	5	6	
7	8	9	
0	.	$\frac{\square}{\square}$	

Other correct responses: any equivalent decimal

- 5.** Joanna has \$54. She is shopping for umbrellas that cost \$12 each. She writes the following equation to model the situation.

$$54 \div 12 = 4 \text{ r } 6$$

What does the number 6 represent about Joanna's money?

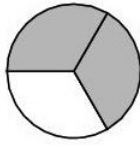
How much money Joanna has after buying 4 umbrellas

Other correct responses include:

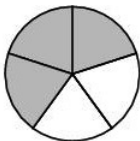
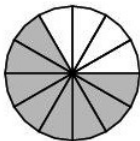
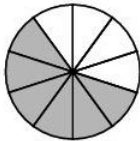
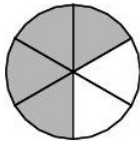
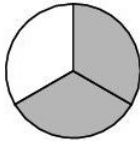
- *the amount of money Joanna has left over*

6. Kari represented a fraction by shading parts of the model shown.

Kari's Fraction Model



Select all the models that have been shaded to represent fractions equivalent to Kari's fraction.



7.

Original numbers are rounded to the nearest hundred and to the nearest thousand. The original numbers are different from all the rounded numbers in the table.

Original Number	Rounded to the Nearest Hundred	Rounded to the Nearest Thousand
13605	13,600	14,000
2440	2,400	2,000

Complete the table with possible original numbers.

Other correct responses:

- any number greater than or equal to 13,550 and less than 13,650 in the first box
- any number greater than or equal to 2,350 and less than 2,450 in the second box

- 8.** A chef is roasting two turkeys. A turkey must roast for $\frac{1}{3}$ of an hour for each pound. One turkey weighs 8 pounds, and the other turkey weighs 14 pounds.
- A. Drag each turkey to the number line to correctly show how long each will take to roast.
- B. Drag the difference in the roasting times to the box.

A.

Roast Time (in hours)

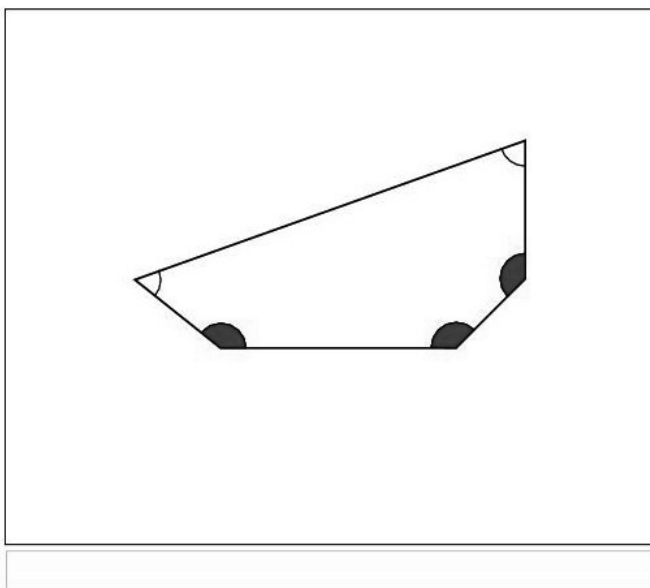
B.

The difference in roasting time is 2 hours.

$1\frac{2}{3}$ $2\frac{2}{3}$ $3\frac{1}{3}$

9. Which statement represents $45 = 5 \times 9$?
- A Rosie collected 5 toy cars each year for 9 years.
 - B Rosie collected 5 toy cars one year and 9 toy cars the next year.
 - C Rosie had a collection of 45 toy cars and gave 9 of them away.
 - D Rosie had a collection of 5 toy cars and increased the number of toy cars by 45.

10. Click on all the obtuse angles in the shape.



11. Which statements correctly compare two numbers?

- $2,059 > 2,095$
- $2,095 < 2,059$
- $2,059 < 2,095$
- $2,095 > 2,059$
- $2,059 = 2,095$

12. Daniella fills a container with soil by using a bowl. The bowl holds $\frac{3}{4}$ cup of soil. Daniella uses 13 full bowls of soil to fill the container.

How many cups of soil does the container hold?

$9\frac{3}{4}$

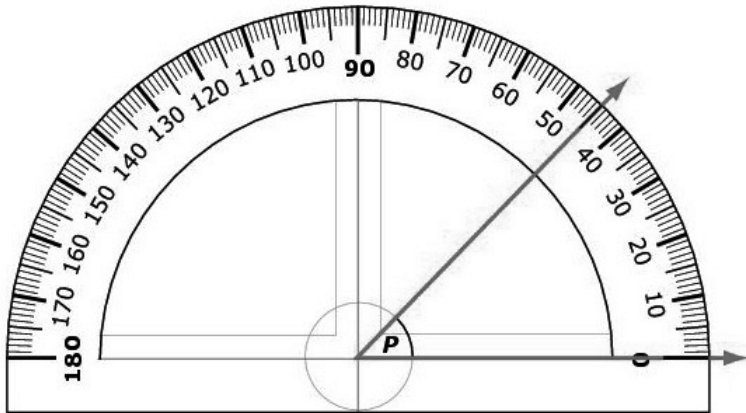
← → ↶ ↷ ✖

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

- 13.** Johnny has 17 marbles. Mitchell has 3 times as many marbles as Johnny.
How many marbles does Mitchell have?



14. What is the measure, in degrees ($^{\circ}$), of angle P ?



- A 45°
- B 55°
- C 135°
- D 155°



This is the end of Session 1.

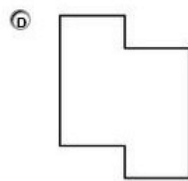
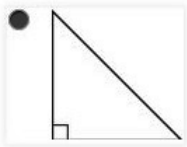




Session 2



15. Which figure has a line of symmetry?



16. Click a number under each box to show a possible missing digit for each comparison.

$2.7 < 2.\boxed{8}$	$0.23 > 0.\boxed{2}$
0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9

Other correct responses:

- $2.7 < 2.9$
- $0.23 > 0.1$
- $0.23 > 0.0$

17.

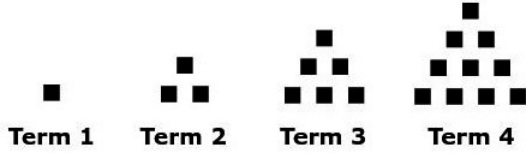
The table shows the height of two containers, in feet.

Complete the table to show the height of each container, in inches.

	Height in Inches	Height in Feet
Container 1	60	5
Container 2	36	3

18.

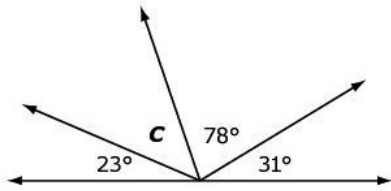
A pattern is shown. The pattern follows the rule "add a row of squares that has 1 more square on the bottom row than the term before."



Describe how the number of total squares in each term of the pattern is related to the term's number.

The term's number equals the number of squares that are added from the previous term.

19. A diagram is shown.



- A. Create an equation that can be used to find the measure of angle C.
- B. What is the measure of angle C ?

A.

B.

←				→				↶				↷				✖			
1	2	3	C																
4	5	6	+	-	×	÷													
7	8	9	<	=	>														
0	.	$\frac{\square}{\square}$	(

Other correct responses: for part A, any equivalent equation

20. Select all the equations that show different ways to represent $\frac{5}{8}$.

$\frac{2}{8} + \frac{3}{8} = \frac{5}{8}$

$\frac{5}{8} + \frac{3}{8} = \frac{5}{8}$

$\frac{1}{8} + \frac{5}{8} = \frac{5}{8}$

$\frac{1}{8} + \frac{3}{8} + \frac{1}{8} = \frac{5}{8}$

$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{5}{8}$

- 21.** An addition statement is shown.

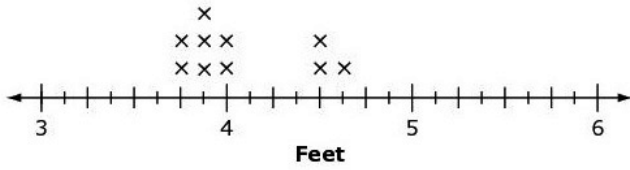
$$\begin{array}{r} 26,\square 54 \\ 18,899 \\ + 12,351 \\ \hline 58,004 \end{array}$$

What is the missing digit that makes the addition statement true?

- Ⓐ 0
- Ⓑ 1
- Ⓒ 7
- Ⓓ 8

22. A line plot with long jump data is given.

Long Jump Measurements



Allison jumped $\frac{3}{8}$ foot shorter than the farthest jump.

How far, in feet, did Allison jump?

$4\frac{1}{4}$

← → ↶ ↷ ✖

1	2	3	
4	5	6	
7	8	9	
0	.	$\frac{\square}{\square}$	

23. Select all the expressions that have a value of 32.

$304 \div 9$

$259 \div 8$

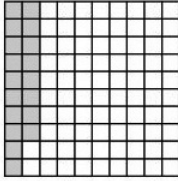
$224 \div 7$

$160 \div 5$

$100 \div 3$

24.

Melvin mows a lawn. The fraction of the lawn that Melvin has mowed so far is represented by the shaded model shown.



Melvin will mow $\frac{3}{10}$ more of the lawn before he takes his first break.

What fraction of the lawn will Melvin have mowed when he takes his first break?

$$\frac{48}{100}$$

← → ↶ ↷ ✖

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

Other correct responses: any equivalent fraction

25. What is the product of 2,830 and 3?

8490				
←	→	↶	↷	✖
1	2	3		
4	5	6		
7	8	9		
0	.	$\frac{\square}{\square}$		

26. Select $>$, $<$, or $=$ to complete a true comparison for each pair of fractions.

	$>$	$<$	$=$
$\frac{4}{3} \square \frac{6}{5}$	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
$\frac{6}{2} \square \frac{9}{3}$	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
$\frac{3}{2} \square \frac{7}{4}$	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

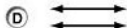
27. Select all the shapes that **always** contain perpendicular sides.

- obtuse triangle
- acute triangle
- right triangle
- rectangle
- rhombus
- square

28. Which is an angle?



(C) •





This is the end of Session 2.



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