



Standards Assessments

**Grade 5**

FSA Mathematics

Practice Test Answer Key

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.

All trademarks and trade names found in this publication are the property of their respective owners and are not associated with the publishers of this publication.



**Session 1**



1. The product of the following expression is 34,572.

$$\begin{array}{r} 402 \\ \times \square 6 \\ \hline \end{array}$$

What is the missing digit?

- (A) 0
- (B) 1
- (C) 7
- (D) 8

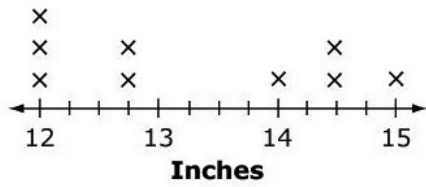
2. Allen ran 5.4 miles on Monday and 3.28 miles on Tuesday.  
How many miles did Allen run altogether?

The image shows a digital calculator interface. At the top, a display window contains the number 8.68. Below the display is a control bar with four navigation buttons: a left arrow, a right arrow, a double left arrow, and a double right arrow, followed by a clear button (an 'X' in a square). Below the control bar is a numeric keypad with buttons for digits 1 through 9, 0, a decimal point, and a fraction template button (a square with a horizontal line and a vertical line).

3. Kelly has nine pieces of ribbon. She recorded the length of each piece in the line plot shown.

**Ribbon Lengths**



What is the total length of the three longest pieces of ribbon?

- (A) 43 inches
- (B)  $43\frac{1}{2}$  inches
- (C) 44 inches
- (D)  $44\frac{1}{4}$  inches

4. What is the value of the expression  $6 \times (4 + 3)$ ?

|    |   |                           |   |
|----|---|---------------------------|---|
| 42 |   |                           |   |
| ←  | → | ↶                         | ↷ |
| 1  | 2 | 3                         |   |
| 4  | 5 | 6                         |   |
| 7  | 8 | 9                         |   |
| 0  | . | $\frac{\square}{\square}$ |   |

5. Select all the numbers that Logan could multiply by 54,216 to get a product less than 54,216.

$\frac{7}{12}$

$\frac{4}{4}$

$1\frac{1}{5}$

$\frac{2}{9}$

3

$\frac{8}{5}$



6.

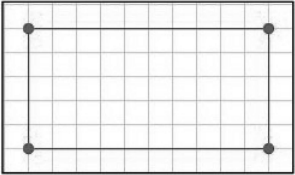
Two descriptions are given.

- If the shape cannot be drawn, select "Cannot be drawn."
- If the shape can be drawn, use the Connect Line tool to draw an example of the shape.

Delete
Add Point
Connect Line

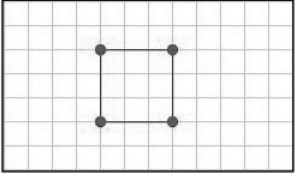
**Rectangle that is not a square**

Cannot be drawn
 



**Square that is a rectangle**

Cannot be drawn
 



Select two (2) points to connect or press and drag to create and connect points.

**Other correct responses:**

- any rectangle that is not a square in the first box
- any square in the second box

7. Enter the two consecutive whole numbers that the quotient for  $78 \div 14$  is between.

|         |                                |     |                                |
|---------|--------------------------------|-----|--------------------------------|
| Between | <input type="text" value="5"/> | and | <input type="text" value="6"/> |
|---------|--------------------------------|-----|--------------------------------|

**Other correct responses:** *between 6 and 5*

8. An expression is described in words.  
"Add 5 and 14, triple the sum, and then add four-fifths."  
Create the expression using numbers and symbols.

|                              |   |                           |                   |     |   |   |  |  |  |
|------------------------------|---|---------------------------|-------------------|-----|---|---|--|--|--|
| $(5+14)\times 3+\frac{4}{5}$ |   |                           |                   |     |   |   |  |  |  |
| ← → ↶ ↷ ✖                    |   |                           |                   |     |   |   |  |  |  |
| 1                            | 2 | 3                         | +                 | -   | × | ÷ |  |  |  |
| 4                            | 5 | 6                         | <                 | =   | > |   |  |  |  |
| 7                            | 8 | 9                         | $\square^\square$ | ( ) |   |   |  |  |  |
| 0                            | . | $\frac{\square}{\square}$ |                   |     |   |   |  |  |  |

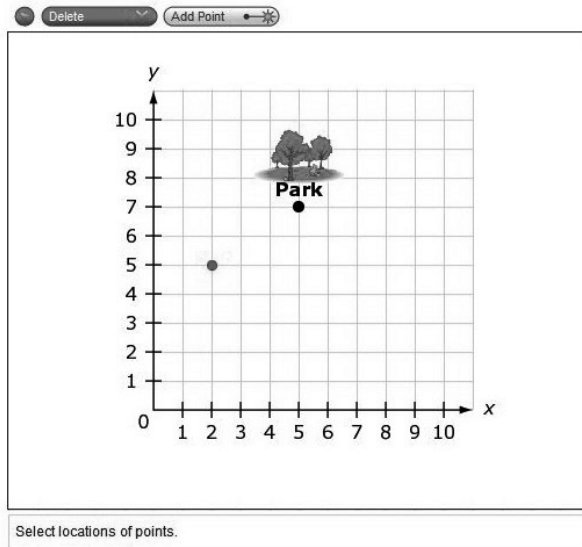
**Other correct responses:** the expression can be ordered in any way that is equivalent

9.

The location of a park is shown on the coordinate plane.

Dan left his house, went 2 units up and 3 units right, and arrived at the park.

Use the Add Point tool to plot a point that shows the location of Dan's house.



- 10.** Select the value of each decimal number when it is rounded to the nearest whole number.

|      | 5                                   | 6                                   |
|------|-------------------------------------|-------------------------------------|
| 5.06 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 5.53 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 5.92 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 5.47 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

**11.** Jasmine has  $\frac{3}{4}$  cup of flour in a mixing bowl.

After adding more flour to the mixing bowl, Jasmine says that she now has  $\frac{5}{8}$  cup of flour.

Which of the following explains why Jasmine's statement is incorrect?

- Ⓐ 5 is not a multiple of 3.
- Ⓑ 3 is less than 5.
- Ⓒ  $\frac{5}{8}$  is less than  $\frac{3}{4}$ .
- Ⓓ  $\frac{5}{8}$  is not a multiple of  $\frac{3}{4}$ .

**12.** Which expression could be used to find the quotient of  $1,575 \div 21$ ?

- $(1,000 \div 21) + (500 \div 21) + (70 \div 21) + (5 \div 21)$
- $(1,500 \div 20) + (75 \div 1)$
- $(1,575 \div 21) + (575 \div 21) + (75 \div 21) + (5 \div 21)$
- $(1,575 \div 20) + (1,575 \div 1)$



**This is the end of Session 1.**







**Session 2**



- 13.** David multiplies and divides original numbers by powers of 10 to create new numbers.

| Original Number | New Number |
|-----------------|------------|
| 523             | 523,000    |
| 0.005           | 5          |
| 100             | 0.001      |
| 600             | 60,000     |
| 4.56            | 4,560      |
| 37.9            | 3,790      |

Which original numbers were multiplied by  $10^3$  to create the new numbers?

- 523
- 0.005
- 100
- 600
- 4.56
- 37.9

14. What is the missing value in the equation?

$$2\frac{3}{12} + \frac{3}{\square} = 2\frac{5}{8}$$

|   |   |   |
|---|---|---|
| 8 |   |   |
| ← | → | ↶ |
| 1 | 2 | 3 |
| 4 | 5 | 6 |
| 7 | 8 | 9 |
| 0 | . |   |

- 15.** In the ordered pair (0, 4), what does the 4 represent in terms of its location on the coordinate plane?

Type your answer in the space provided.

Number of units above the x-axis.

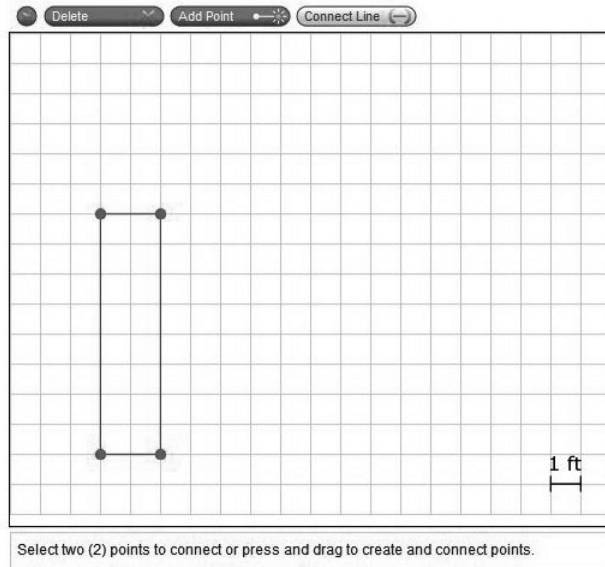
***Other correct responses include:***

- *the vertical distance from the x-axis*
- *4 units up*

16.

A shipping box in the shape of a rectangular prism has a height of 6 feet (ft) and a volume of  $96 \text{ ft}^3$ .

Use the Connect Line tool to draw a possible base for the box.



Select two (2) points to connect or press and drag to create and connect points.

**Other correct responses:** any rectangle with an area of 16 square feet

17. Michael is measuring fabric for the costumes of a school play. He needs 47 feet of fabric. He has  $12\frac{1}{3}$  yards of fabric.

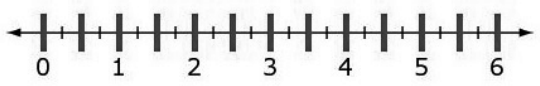
How many more **yards** of fabric does he need?

|                |   |                           |
|----------------|---|---------------------------|
| $\frac{10}{3}$ |   |                           |
| ←              | → | ↶                         |
| 1              | 2 | 3                         |
| 4              | 5 | 6                         |
| 7              | 8 | 9                         |
| 0              | . | $\frac{\square}{\square}$ |

**18.** Julio has 6 pounds of candy. He wants to put the candy into bags so that each bag has  $\frac{1}{2}$  pound of candy.

- A. Click on the number line to create sections that model how Julio can put all the candy evenly into bags.
- B. Click on the total number of bags that Julio can make.

**A.**



**Pounds of Candy**

---

**B.**

Number of bags Julio can make:

A. 2 bags                      B. 3 bags

C. 6 bags                      D. 12 bags

**Other correct responses:** for part A, all  $\frac{1}{2}$  marks without 0

**19.** Which statements about the values 0.034 and 3.40 are true?

- 0.034 is  $\frac{1}{10}$  of 3.40.
- 0.034 is  $\frac{1}{100}$  of 3.40.
- 0.034 is 10 times less than 3.40.
- 0.034 is 100 times more than 3.40.
- 3.40 is 100 times more than 0.034.



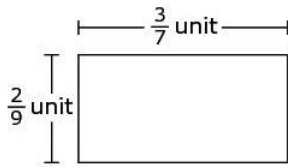
20. Michael and John are creating patterns. The first term in each pattern is 1.

- Michael uses the rule "Multiply by 3."
- John uses the rule "Add 5."

Complete the table to show the next three numbers in each pattern.

| Michael's Pattern |        | John's Pattern |        |
|-------------------|--------|----------------|--------|
| Term              | Number | Term           | Number |
| 1                 | 1      | 1              | 1      |
| 2                 | 3      | 2              | 6      |
| 3                 | 9      | 3              | 11     |
| 4                 | 27     | 4              | 16     |

21. What is the area, in square units, of the rectangle?

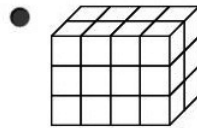
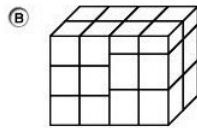
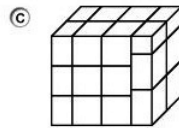
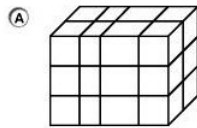


|                |   |                           |   |
|----------------|---|---------------------------|---|
| $\frac{6}{63}$ |   |                           |   |
| ←              | → | ↶                         | ↷ |
| 1              | 2 | 3                         |   |
| 4              | 5 | 6                         |   |
| 7              | 8 | 9                         |   |
| 0              | . | $\frac{\square}{\square}$ |   |

**22.** Select all the statements that correctly compare the two numbers.

- $1.309 > 1.315$
- $5.029 > 5.128$
- $7.25 > 7.255$
- $2.001 < 2.10$
- $9.401 > 9.309$

**23.** For which solid object can the volume be found only by counting the number of cubes?





**This is the end of Session 2.**





Office of Assessment  
Florida Department of Education, Tallahassee, Florida  
Copyright © 2015 State of Florida, Department of State