DRAFT

Grade 4 Mathematics
Item Specifications

Florida Standards Assessments

The draft Florida Standards Assessments (FSA) *Test Item Specifications* (*Specifications)* are based upon the Florida Standards and the Florida Course Descriptions as provided in CPALMs. The *Specifications* are a resource that defines the content and format of the test and test items for item writers and reviewers. Each grade-level and course *Specifications* document indicates the alignment of items with the Florida Standards. It also serves to provide all stakeholders with information about the scope and function of the FSA.

Item Specifications Definitions

Also assesses refers to standard(s) closely related to the primary standard statement.

Clarification statements explain what students are expected to do when responding to the question.

Assessment limits define the range of content knowledge and degree of difficulty that should be assessed in the assessment items for the standard.

Item types describe the characteristics of the question.

Context defines types of stimulus materials that can be used in the assessment items.

- **Context – Allowable** refers to items that may but are not required to have context.

- **Context – No context** refers to items that should not have context.

- **Context – Required** refers to items that must have context.

Technology-Enhanced Item Descriptions:

The Florida Standards Assessments (FSA) are composed of test items that include traditional multiple-choice items, items that require students to type or write a response, and technology-enhanced items (TEI). Technology-enhanced items are computer-delivered items that require students to interact with test content to select, construct, and/or support their answers.

Currently, there are nine types of TEIs that may appear on computer-based assessments for FSA Mathematics. For Grades 3 and 4 assessments, which will be paper-based tests in 2014-2015, and for students with an IEP or 504 plan that specifies a paper-based accommodation, TEIs will be modified or replaced with test items that can be scanned and scored electronically.

For samples of each of the item types described below, see the FSA Training Tests.

Technology-Enhanced Item Types – Mathematics

1. **Editing Task Choice** – The student clicks a highlighted word or phrase, which reveals a drop-down menu containing options for correcting an error as well as the highlighted word or phrase as it is shown in the sentence to indicate that no correction is needed. The student then selects the correct word or phrase from the drop-down menu. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct word or phrase.

2. **Editing Task** – The student clicks on a highlighted word or phrase that may be incorrect, which reveals a text box. The directions in the text box direct the student to replace the highlighted word or phrase with the correct word or phrase. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.

3. **Hot Text** –
   a. **Selectable Hot Text** – Excerpted sentences from the text are presented in this item type. When the student hovers over certain words, phrases, or sentences, the options highlight. This indicates that the text is selectable ("hot"). The student can then click on an option to select it. For paper-based assessments, a "selectable" hot text item is modified so that it can be scanned and scored electronically. In this version, the student fills in a circle to indicate a selection.

b. **Drag-and-Drop Hot Text** – Certain numbers, words, phrases, or sentences may be designated "draggable" in this item type. When the student hovers over these areas, the text highlights. The student can then click on the option, hold down the mouse button, and drag it to a graphic or other format. For paper-based assessments, drag-and-drop hot text items will be replaced with another item type that assesses the same standard and can be scanned and scored electronically.

4. **Open Response** – The student uses the keyboard to enter a response into a text field. These items can usually be answered in a sentence or two. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.

5. **Multiselect** – The student is directed to select all of the correct answers from among a number of options. These items are different from multiple-choice items, which allow the student to select only one correct answer. These items appear in the online and paper-based assessments.

6. **Graphic Response Item Display (GRID)** – The student selects numbers, words, phrases, or images and uses the drag-and-drop feature to place them into a graphic. This item type may also require the student to use the point, line, or arrow tools to create a response on a graph. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.

7. **Equation Editor** – The student is presented with a toolbar that includes a variety of mathematical symbols that can be used to create a response. Responses may be in the form of a number, variable, expression, or equation, as appropriate to the test item. For paper-based assessments, this item type may be replaced with a modified version of the item that can be scanned and scored electronically or replaced with another item type that assesses the same standard and can be scanned and scored electronically.

8. **Matching Item** – The student checks a box to indicate if information from a column header matches information from a row. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.

9. **Table Item** – The student types numeric values into a given table. The student may complete the entire table or portions of the table depending on what is being asked. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.

Mathematical Practices:

The Mathematical Practices are a part of each course description for Grades 3-8, Algebra 1, Geometry, and Algebra 2. These practices are an important part of the curriculum. The Mathematical Practices will be assessed throughout.

MAFS.K12.MP.1.1:	**Make sense of problems and persevere in solving them.** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
MAFS.K12.MP.2.1:	**Reason abstractly and quantitatively**. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved.

	Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
MAFS.K12.MP.3.1:	**Construct viable arguments and critique the reasoning of others.** Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
MAFS.K12.MP.4.1:	**Model with mathematics.** Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their

	mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
MAFS.K12.MP.8.1:	**Look for and express regularity in repeated reasoning.** Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Calculators:

General Designations:

Calculator:
Items only appear on Calculator Sessions.

Calculator Neutral:
Items appear on Calculator and No Calculator Sessions.

No Calculator:
Items only appear on No Calculator Sessions.

Types of Calculators:

Grades 3–6
• No calculator permitted for paper-based or computer-based tests.

Grades 7–8
• Online scientific calculator provided in the CBT platform for Sessions 2 and 3 of the Grades 7 and 8 FSA Mathematics tests.
• Online calculator may be accessed in the FSA Portal for use in the classroom.
• CBT students may request and use a handheld scientific calculator during Sessions 2 and 3. See below for a list of prohibited functionalities for handheld scientific calculators. Calculators that allow these prohibited functionalities may not be used.
• Students with paper-based accommodations must be provided a handheld scientific calculator for Sessions 2 and 3. See below for a list of prohibited functionalities for handheld scientific calculators. Calculators that allow these prohibited functionalities may not be used.

End-of-Course (EOC)
• Online scientific calculator provided in the CBT platform for Session 2 of the Algebra 1, Algebra 2, and Geometry tests.
• Online calculator may be accessed in the FSA Portal for use in the classroom.
• CBT students may request and use a handheld scientific calculator during Session 2. See below for a list of prohibited functionalities for handheld scientific calculators. Calculators that allow these prohibited functionalities may not be used.
• Students with paper-based accommodations must be provided a handheld scientific calculator for Session 2. See below for a list of prohibited functionalities for handheld scientific calculators. Calculators that allow these prohibited functionalities may not be used.

Calculator Functionality:

Students will need access to the following calculator functions:
• π
• x^2
• Square root ($\sqrt{}$)
• x^3 or x^y for Grade 8 and EOCs
• e^x for Algebra 1 and Algebra 2
• Trigonometric functions for Geometry and Algebra 2
• log and/or ln for Algebra 2

Students **may not** use a handheld calculator that has ANY of the following prohibited functionalities:
• CAS (an ability to solve algebraically) or a solver of any kind
• regression capabilities
• a table
• unit conversion other than conversions between degrees and radians (e.g., feet to inches)
• ability to simplify radicals
• graphing capability
• matrices
• a display of more than one line
• text-editing functionality (edit, copy, cut, and paste)
• the ability to perform operations with complex numbers
• the ability to perform prime factorization
• the ability to find gcd or lcm
• wireless or Bluetooth capability or Internet accessibility
• QWERTY keyboard or keypad
• need for an electrical outlet
• calculator peripherals

Reference Sheets:

• Reference sheets and z-tables will be available as online references (in a pop-up window). A paper version will be available for paper-based tests.
• Reference sheets with conversions will be provided for FSA Mathematics assessments in Grades 4–8 and EOC Mathematics assessments.
• There is no reference sheet for Grade 3.
• For Grades 4, 6, and 7, Geometry, and Algebra 2, some formulas will be provided on the reference sheet.
• For Grade 5 and Algebra 1, some formulas may be included with the test item if needed to meet the intent of the standard being assessed.
• For Grade 8, no formulas will be provided; however, conversions will be available on a reference sheet.
• For Algebra 2, a z-table will be available.

Grade	Conversions	Some Formulas	z-table
3	No	No	No
4	On Reference Sheet	On Reference Sheet	No
5	On Reference Sheet	With Item	No
6	On Reference Sheet	On Reference Sheet	No
7	On Reference Sheet	On Reference Sheet	No
8	On Reference Sheet	No	No
Algebra 1	On Reference Sheet	With Item	No
Algebra 2	On Reference Sheet	On Reference Sheet	Yes
Geometry	On Reference Sheet	On Reference Sheet	No

Content Standard	**MAFS.4.OA** *Operations and Algebraic Thinking* **MAFS.4.OA.1** *Use the four operations with whole numbers to solve problems.* **MAFS.4.OA.1.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
Assessment Limits	Whole number factors may not exceed 10 x 10. Item must include a verbal description of an equation or a multiplication equation. Multiplication situations must be a comparison (e.g., times as many).
Calculator	No
Item Types	Equation Editor GRID Matching Item Multiple Choice Multiselect Open Response
Context	Allowable

Sample Item	Item Type
Alana has 8 times as many model cars as John. John has 2 model cars. Create a multiplication equation that represents the situation. 2 8 ? + – x ÷ ☐ ○ ☐ = ☐	GRID

Sample Item	Item Type
Reggie has 12 times as many model cars as Jackson. Jackson has 5 model cars. Select all the equations that show how many cars Reggie has. ☐ 5 x 12 = ? ☐ 5 + 12 = ? ☐ 12 + 5 = ? ☐ 12(5) = ? ☐ 12(12 + 5) = ?	Multiselect
	Multiple Choice
Which statement represents 45 = 5 × 9? Ⓐ Rosie collected 5 toy cars each year for 9 years. Ⓑ Rosie collected 5 toy cars one year and 9 toy cars the next year. Ⓒ Rosie had a collection of 45 toy cars and gave 9 of them away. Ⓓ Rosie had a collection of 5 toy cars and increased the number of toy cars by 45.	

Content Standard	*MAFS.4.OA* Operations and Algebraic Thinking
	MAFS.4.OA.1 Use the four operations with whole numbers to solve problems.
	MAFS.4.OA.1.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
Assessment Limits	Multiplication situation must be a comparison (e.g., times as many). Operations are limited to multiplication and division. Limit multiplication and division to 2-digit by 1-digit or a multiple of 10 by a 1-digit.
Calculator	No
Item Types	Equation Editor GRID Multiple Choice
Context	Required

Sample Item	Item Type
Cassie has 30 marbles. Abdul has *m* marbles. If Cassie has 10 times as many marbles as Abdul, write an equation that shows how many marbles Abdul has.	Equation Editor

Equation Editor

Johnny has 17 marbles. Mitchell has 3 times as many marbles as Johnny.

How many marbles does Mitchell have?

Content Standard	**MAFS.4.OA** *Operations and Algebraic Thinking* **MAFS.4.OA.1** *Use the four operations with whole numbers to solve problems.* **MAFS.4.OA.1.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Assessment Limits	Items requiring precise or exact solutions are limited to:
	   • addition and subtraction within 1,000.
	   • multiplication of 2-digit by 1-digit or a multiple of 10 by a 1-digit.
	   • division of 2-digit by 1-digit.
	Items may contain a maximum of 3 steps.
	Items involving remainders must require the student to interpret and/or use the remainder with respect to the context.
	Variables must be represented by a letter, and variables must be defined or described in the context.

Calculator	No
Item Types	Equation Editor Multiple Choice Multiselect Open Response
Context	Required

Sample Item	Item Type
Jack bought 2 umbrellas. Each umbrella costs $13. He bought 3 hats, each costing $4. How much did Jack spend in all?	Equation Editor
Jack wants to buy the same number of hats for 3 of his friends. He has $57 dollars, and each hat costs $5. What is the largest number of hats that Jack buys for each friend?	Equation Editor
Jack bought 2 umbrellas and 3 hats and spent between $30 and $50. Each umbrella costs the same amount. Each hat costs the same amount. The price of a hat is $4. What is the least amount Jack could have spent on an umbrella? What is the most Jack could have spent on an umbrella?	Equation Editor

Open Response

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?

Content Standard	**MAFS.4.OA** *Operations and Algebraic Thinking*
	MAFS.4.OA.1 *Use the four operations with whole numbers to solve problems.*
	MAFS.4.OA.1a Determine whether an equation is true or false by using comparative relational thinking. *For example, without adding 60 and 24, determine whether the equation 60 + 24 = 57 + 27 is true or false.*

Assessment Limits	Whole number equations are limited to:
	    • addition and subtraction within 1,000.
	    • multiplication of 2-digit by 1-digit or a multiple of 10 by a 1-digit.
	    • division of 2-digit by 1-digit.
	Variables represented by a letter are allowable.

Calculator	No
Item Types	Equation Editor GRID Multiple Choice Multiselect Open Response
Context	Allowable

Sample Item	Item Type
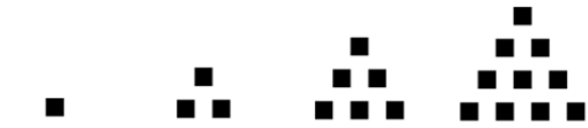
Content Standard	*MAFS.4.OA* *Operations and Algebraic Thinking* *MAFS.4.OA.1* *Use the four operations with whole numbers to solve problems.* **MAFS.4.OA.1b** Determine the unknown whole number in an equation relating four whole numbers using comparative relational thinking. *For example, solve 76 + 9 = n + 5 for n arguing that nine is four more than five, so the unknown number must be four greater than 76.*	

Assessment Limits	Whole number equations are limited to:
	  • addition and subtraction within 1,000.
	  • multiplication of 2-digit by 1-digit or a multiple of 10 by a 1-digit.
	  • division of 2-digit by 1-digit.
	Variables represented by a letter are allowable.	

Calculator	No	
Item Types	Equation Editor GRID Multiple Choice Multiselect	
Context	Allowable	
Sample Item		Item Type

Content Standard	**MAFS.4.OA** *Operations and Algebraic Thinking*
	MAFS.4.OA.2 *Gain familiarity with factors and multiples.*
	MAFS.4.OA.2.4 Investigate factors and multiples.
	MAFS.4.OA.2.4a Find all factor pairs and multiples in the range of 1—100.
	MAFS.4.OA.2.4b Recognize that a whole number is a multiple of each of its factors.
	MAFS.4.OA.2.4c Determine whether a given whole number in the range 1—100 is prime or composite.
Assessment Limits	Items may only contain whole numbers between 1—100. Vocabulary may include prime, composite, factor, or multiple.
Calculator	No
Item Types	Equation Editor GRID Matching Item Multiple Choice Multiselect Table Item
Context	Allowable

Sample Item	Item Type
What are all the factors of 10? A. 1, 10 B. 2, 5 C. 1, 5, 10 D. 1, 2, 5, 10	Multiple Choice
Which factors do 36 and 42 have in common? ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 6 ☐ 7	Multiselect
Sarah is arranging the chairs for a recital. She wants to put the 16 chairs into a rectangular array. Complete the table to show three ways that Sarah can arrange the chairs. 		Number of Rows	Number of Chairs in Each Row	 	Arrangement 1			 	Arrangement 2			 	Arrangement 3				Table Item

Sample Item	Item Type
Select all the numbers between 80 and 100 that have exactly 4 factors, one of which is 5. ☐ 80 ☐ 85 ☐ 90 ☐ 95 ☐ 100	Multiselect
Determine whether each number is prime or composite. <table><tr><td></td><td>Prime</td><td>Composite</td></tr><tr><td>16</td><td>☐</td><td>☐</td></tr><tr><td>13</td><td>☐</td><td>☐</td></tr><tr><td>12</td><td>☐</td><td>☐</td></tr><tr><td>9</td><td>☐</td><td>☐</td></tr><tr><td>7</td><td>☐</td><td>☐</td></tr></table>	Matching Item

Content Standard	*MAFS.4.OA* *Operations and Algebraic Thinking*
	MAFS.4.OA.3 *Generate and analyze patterns.*
	MAFS.4.OA.3.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*
Assessment Limits	Items may only contain whole numbers from 0 to 1,000. Operations in rules are limited to addition, subtraction, multiplication, and division. Items may not contain rules that exceed two procedural operations. Division rules may not require fractional responses. Rules may not be provided algebraically (e.g., *x* + 5). Items must provide the rule.
Calculator	No
Item Types	Equation Editor GRID Matching Item Multiple Choice Multiselect Open Response Table Item
Context	Allowable

Sample Item	Item Type
The first number in a pattern is 5. The pattern follows the rule "Add 3." What is the next number in the pattern?	Equation Editor
The first number in a pattern is 80. The pattern follows the rule "Divide by 2." Complete the table to show the next three numbers in the pattern. <table><tr><td>Numbers in the Pattern</td></tr><tr><td>80</td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>	Table Item

Sample Item	Item Type
	Open Response

A pattern is shown.

Term 1   Term 2   Term 3   Term 4

Describe how the number of total squares in each term of the pattern is related to the term's number.
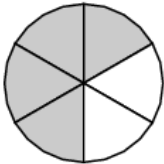
Content Standard	**MAFS.4.NBT** *Number and Operations in Base Ten* **MAFS.4.NBT.1** *Generalize place value understanding for multi-digit whole numbers.* **MAFS.4.NBT.1.1** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*	
Assessment Limits	Items may contain whole numbers within 1,000,000. Items may not compare digits across more than 1 place value.	
Calculator	No	
Item Types	Equation Editor Multiple Choice Open Response	
Context	No context	
Sample Item		**Item Type**
How many times greater is the value of the 4 in 640,700 than the value of the 4 in 64,070?		Equation Editor
How many times greater is 2,500 than 250? ⓐ 10 ⓑ 25 ⓒ 100 ⓓ 250		Multiple Choice

Content Standard	**MAFS.4.NBT** *Number and Operations in Base Ten*
	MAFS.4.NBT.1 *Generalize place value understanding for multi-digit whole numbers.*
	MAFS.4.NBT.1.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Assessment Limit	Given values and item solutions may only be whole numbers between 1 and 1,000,000.
Calculator	No
Item Types	Equation Editor GRID Matching Item Multiple Choice Multiselect
Context	Allowable

Sample Item	Item Type
Which phrase represents "253"? A. Two hundred three B. Two hundred fifty-three C. Twenty-five and three D. Two thousand and fifty-three	Multiple Choice
Write *6 x 10,000 + 5 x 1,000 + 2 x 100 + 3 x 1* as a number.	Equation Editor
Match the name of each number with its numeric form. <table><tr><td></td><td>**600,005**</td><td>**600,050**</td><td>**605,000**</td><td>**650,000**</td></tr><tr><td>***Six hundred five thousand***</td><td></td><td></td><td></td><td></td></tr><tr><td>***Six hundred thousand fifty***</td><td></td><td></td><td></td><td></td></tr></table>	Matching Item
Select all the options with 54,625 written in expanded form. ☐ 5 ten-thousands, 46 hundreds, 25 ones ☐ 5 ten-thousands, 4 thousands, 62 hundreds, 5 ones ☐ 50 thousands, 46 hundreds, 20 tens, 5 ones ☐ 50 thousands, 40 hundreds, 60 tens, 25 ones ☐ 54 thousands, 6 hundreds, 2 tens, 5 ones	Multiselect
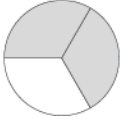
Sample Item	Item Type
Which statements correctly compare two numbers? ☐ 259 > 295 ☐ 295 < 259 ☐ 259 < 295 ☐ 295 > 259 ☐ 259 = 295	Multiselect

Content Standard	*MAFS.4.NBT* Number and Operations in Base Ten *MAFS.4.NBT.1* Generalize place value understanding for multi-digit whole numbers. *MAFS.4.NBT.1.3* Use place value understanding to round multi-digit whole numbers to any place.
Assessment Limit	Given values and item solutions may only be whole numbers between 1,000 and 1,000,000.
Calculator	No
Item Types	Equation Editor Matching Item Multiselect Table Item
Context	No context

Sample Item	Item Type
Which numbers round to 4,100 when rounded to the nearest hundred? ☐ 4,008 ☐ 4,140 ☐ 4,060 ☐ 4,109 ☐ 4,049	Multiselect
Complete the table to show how each original number was rounded to make the new number. 	Original	New	Nearest 100	Nearest 1,000
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3,545	3,500	☐	☐
14,675	15,000	☐	☐
16,789	16,800	☐	☐		Matching Item
A. Round 590,340 to the nearest hundred thousand. B. Round 590,340 to the nearest ten thousand.	Equation Editor
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. Complete the table with possible original numbers. 	Original Number	Rounded to the Nearest Hundred	Rounded to the Nearest Thousand
---	---	---
	13,600	14,000
	2,400	2,000		Table Item
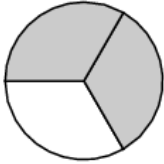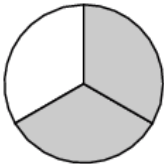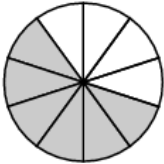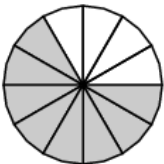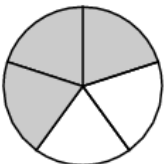
Content Standard	*MAFS.4.NBT* Number and Operations in Base Ten
	MAFS 4.NBT.2 Use place value understanding and properties.
	MAFS.4.NBT.2.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
Assessment Limits	Items may only contain whole number factors and solutions greater than 1,000 and within 1,000,000. Addition expressions may contain up to three addends.
Calculator	No
Item Types	Equation Editor GRID Multiple Choice
Context	No context

Sample Item	Item Type
An addition problem is shown. $\quad\quad$ 63,829 $\quad\quad$ 24,343 $\quad$ + $\,$ 1,424 Calculate the sum.	Equation Editor
What is the difference of 31,678 and 28,995?	Equation Editor
Enter the missing digit to complete the subtraction statement. $\quad\quad$ 4 0 9, 8 4 5 $\quad$ − 1 ☐ 6, 6 7 5 $\quad\quad$ 2 1 3, 1 7 0	Equation Editor
An addition statement is shown. $\quad\quad$ 26,☐54 $\quad\quad$ 18,899 $\quad$ + 12,351 $\quad\quad$ ‾‾‾‾‾‾‾ $\quad\quad$ 58,004 What is the missing digit that makes the addition statement true? ⓐ $\quad$ 0 ⓑ $\quad$ 1 ⓒ $\quad$ 7 ⓓ $\quad$ 8	Multiple Choice

Content Standard	*MAFS.4.NBT* Number and Operations in Base Ten
	MAFS.4.NBT.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.
	MAFS.4.NBT.2.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Assessment Limit	Items may require multiplying: four digits by one digit, three digits by one digit, two digits by one digit, or two digits by two digits.
Calculator	No
Item Types	Equation Editor GRID Multiselect Open Response
Context	No context

Sample Item	Item Type
Select all the expressions that have a product of 420. ☐ 35 x 12 ☐ (3 x 5) x (10 x 2) ☐ (40 x 10) x (2 x 4) ☐ 40 x 20 ☐ 14 x 30	Multiselect
What is the product of 2,830 and 3?	Equation Editor

Content Standard	**MAFS.4.NBT** *Number and Operations in Base Ten*
	MAFS.4.NBT.2 *Use place value understanding and properties of operations to perform multi-digit arithmetic.*
	MAFS.4.NBT.2.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Assessment Limit	Items may not require finding a quotient within the factor pairs of 10 x 10.
Calculator	No
Item Types	Equation Editor GRID Multiple Choice Multiselect
Context	No context

Sample Item	Item Type
What is 1,356 divided by 3?	Equation Editor
Select all the expressions that have a value of 32. ☐ 304 ÷ 9 ☐ 259 ÷ 8 ☐ 224 ÷ 7 ☐ 160 ÷ 5 ☐ 100 ÷ 3	Multiselect

Content Standard	**MAFS.4.NF** *Numbers and Operations – Fractions*
	MAFS.4.NF.1 *Extend understanding of fraction equivalence and ordering.*
	MAFS.4.NF.1.1 Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{(n \times a)}{(n \times b)}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
Assessment Limits	Denominators of given fractions are limited to: 2, 3, 4, 5, 6, 8, 10, 12, 100. For denominators of 10 and 100, focus may not be on equivalence between these 2 denominators, since this is addressed specifically in standards MAFS.4.NF.5 – 7, but should be more on equivalence between fractions with denominators of 2, 4, and 5, and fractions with denominators of 10 and 100, e.g., $\frac{1}{2} = \frac{5}{10}$, $\frac{2}{5} = \frac{40}{100}$, etc. Fractions must refer to the same whole, including in models. Fraction models are limited to number lines, rectangles, squares, and circles. Fractions $\frac{a}{b}$ can be fractions greater than 1 and students may not be guided to put fractions in lowest terms or to simplify. Equivalent fractions also include fractions $\frac{1 \times a}{1 \times b}$. Items may not require generating equivalent fractions with denominators of 10 and 100.
Calculator	No
Item Types	Equation Editor GRID Matching Item Multiple Choice Multiselect Open Response
Context	Allowable

Sample Item	Item Type
Kari modeled a fraction by shading parts of the circle as shown. **Kari's Fraction Model** Select sections to model a fraction equivalent to Kari's fraction.	GRID

Sample Item	Item Type

Select all the models that have been shaded to represent fractions equivalent to $\frac{2}{3}$.
 	
☐ ├─────────┼─────────┤
  0   1
 	
☐ ├────┼────┼────┤
  0   1
 	
☐ ├───┼───┼───┤
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  0   1
 	
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  0   1
	Multiselect

Which fractions are equivalent to $\frac{2}{3}$? ☐ $\frac{4}{9}$ ☐ $\frac{4}{6}$ ☐ $\frac{6}{8}$ ☐ $\frac{8}{12}$ ☐ $\frac{3}{4}$	Multiselect
Corey tried to find a fraction equivalent to $\frac{3}{5}$. His work is shown. $$\frac{3}{5} = \frac{3}{5} \times \frac{1}{2} = \frac{3}{10}$$ Which statement describes Corey's error? A. It is impossible to find a fraction equivalent to $\frac{3}{5}$. B. He did not multiply $\frac{3}{5}$ by a fraction equal to 1. C. He incorrectly multiplied $\frac{3}{5}$ and $\frac{1}{2}$. D. He should have divided by $\frac{1}{2}$.	Multiple Choice

Sample Item	Item Type
Kari represented a fraction by shading parts of the model shown.	Multiselect

Kari's Fraction Model

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

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Content Standard	*MAFS.4.NF* *Number and Operations – Fractions*
	MAFS.4.NF.1 *Extend understanding of fraction equivalence and ordering.*
	MAFS.4.NF.1.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
Assessment Limits	Denominators of given fractions are limited to: 2, 3, 4, 5, 6, 8, 10, 12, 100. Benchmark fractions are limited to: $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$. Fractions $\frac{a}{b}$ may be fractions greater than 1 and students may not be guided to put fractions in lowest terms or to simplify. Two fractions being compared must have both different numerator and different denominator.
Calculator	No
Item Types	Equation Editor GRID Matching Item Multiple Choice Multiselect Open Response
Context	Allowable

Sample Item	Item Type
Kari has two fraction models, each divided into equal-sized sections. The fraction represented by Model A is greater than the fraction represented by Model B. Model A is divided into 8 sections, and 2 sections are shaded. Model B is divided into 12 sections. What do you know about the number of sections shaded in Model B? Explain your answer.	Open Response
Select >, <, or = to complete a true comparison for each pair of fractions. $\frac{4}{3} \square \frac{6}{5}$, $\frac{6}{2} \square \frac{9}{3}$, $\frac{3}{2} \square \frac{7}{4}$ (> < =)	Matching Item

Content Standard	**MAFS.4.NF** *Number and Operations - Fractions*
	MAFS.4.NF.2 *Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.*
	MAFS.4.NF.2.3 Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.
	MAFS.4.NF.2.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
	MAFS.4.NF.2.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.
	Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.
	MAFS.4.NF.2.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
	MAFS.4.NF.2.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
Assessment Limits	Denominators of given fractions are limited to: 2, 3, 4, 5, 6, 8, 10, 12, 100. Mixed numbers and fractions must contain like denominators. Items must reference the same whole. Visual fraction models are limited to circular models, rectangular models, and number line models.
Calculator	No
Item Types	Equation Editor GRID Matching Item Multiple Choice Multiselect Open Response
Context	Allowable. Required for MAFS.4.NF.2.3d

Sample Item	Item Type
What is the value of $\frac{9}{10} - \frac{4}{10}$?	Equation Editor
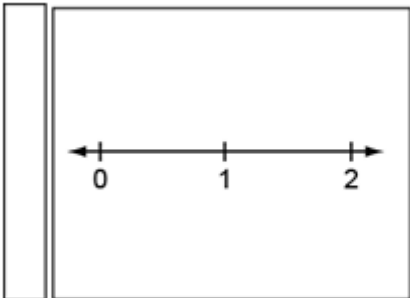
Sample Item	Item Type
What is the value of the following expression? $\dfrac{2}{10} + \dfrac{9}{10}$ A. $\dfrac{11}{20}$ B. $\dfrac{11}{10}$ C. $\dfrac{18}{10}$ D. $\dfrac{18}{100}$	Multiple Choice
Sue had $\dfrac{7}{8}$ of a cup of flour. She used $\dfrac{1}{8}$ of a cup. How much flour, in cups, does Sue have left?	Equation Editor
What is the sum of $2\dfrac{2}{3}$ and $1\dfrac{2}{3}$? A. Enter your answer as a mixed number. B. Enter your answer as a fraction.	Equation Editor
Select all the equations that show different ways to represent $\dfrac{5}{8}$. ☐ $\dfrac{2}{8} + \dfrac{3}{8} = \dfrac{5}{8}$ ☐ $\dfrac{5}{8} + \dfrac{3}{8} = \dfrac{5}{8}$ ☐ $\dfrac{1}{8} + \dfrac{5}{8} = \dfrac{5}{8}$ ☐ $\dfrac{1}{8} + \dfrac{3}{8} + \dfrac{1}{8} = \dfrac{5}{8}$ ☐ $\dfrac{1}{8} + \dfrac{1}{8} + \dfrac{1}{8} + \dfrac{1}{8} + \dfrac{1}{8} = \dfrac{5}{8}$	Multiselect

Content Standard	*MAFS.4.NF* Number and Operations - Fractions
	MAFS.4.NF.2 Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.
	MAFS.4.NF.2.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
	MAFS.4.NF.2.4a Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. *For example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times \left(\frac{1}{4}\right)$, recording the conclusion by the equation $\frac{5}{4} = 5 \times \left(\frac{1}{4}\right)$.*
	MAFS.4.NF.2.4b Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express $3 \times \left(\frac{2}{5}\right)$ as $6 \times \left(\frac{1}{5}\right)$, recognizing this product as $\frac{6}{5}$. (In general, $n \times \left(\frac{a}{b}\right) = \frac{(n \times a)}{b}$.)*
	MAFS.4.NF.2.4c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*
Assessment Limits	Fractions may only be multiplied by a whole number. Denominators of given fractions are limited to: 2, 3, 4, 5, 6, 8, 10, 12, 100.
Calculator	None
Item Types	Equation Editor GRID Multiple Choice Multiselect
Context	Allowable

Sample Item	Item Type
	Equation Editor

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?
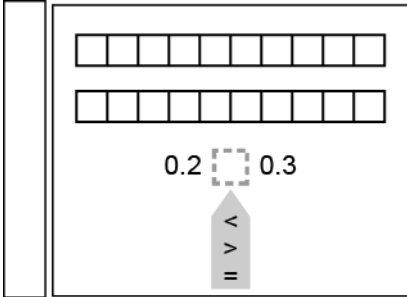
Content Standard	*MAFS.4.NF Number and Operations - Fractions*
	MAFS.4.NF.3 Understand decimal notation for fractions, and compare decimal fractions.
	MAFS.4.NF.3.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.*
Assessment Limits	Denominators must be either 10 or 100. Decimal notation may not be assessed at this standard. Common denominator and equivalent fractions are acceptable vocabulary.
Calculator	No
Item Types	Equation Editor Matching Item Multiple Choice Multiselect
Context	Allowable

Sample Item	Item Type
Create a fraction with a denominator of 100 that is equivalent to $\frac{2}{10}$.	Equation Editor
Which fraction is equivalent to $\frac{3}{10}$? A. $\frac{6}{13}$ B. $\frac{9}{30}$ C. $\frac{10}{3}$ D. $\frac{30}{10}$	Multiple Choice
An equation is shown. $\frac{8}{10} + \boxed{} = \frac{97}{100}$ What is the missing fraction?	Equation Editor

Sample Item	Item Type
	Equation Editor

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?

Content Standard	***MAFS.4.NF*** *Number and Operations - Fractions*
	MAFS.4.NF.3 *Understand decimal notation for fractions, and compare decimal fractions.*
	MAFS.4.NF.3.6 Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as* $\frac{62}{100}$ *; describe a length as 0.62 meters; locate 0.62 on a number line diagram*.
Assessment Limits	Denominators are limited to 10 and 100. Decimal notation is limited to tenths and hundredths. Items may contain decimals or fractions greater than 1 and/or mixed numbers.
Calculator	No
Item Types	Equation Editor GRID Matching Item Multiple Choice Multiselect
Context	No context

Sample Item	Item Type
Two values are shown. 0.25 0.83 Use the Add Point tool to correctly plot these values on the number line. 	GRID
Select all the fractions that are equivalent to 0.8. ☐ $\frac{8}{10}$ ☐ $\frac{80}{10}$ ☐ $\frac{8}{100}$ ☐ $\frac{80}{100}$ ☐ $\frac{10}{8}$ ☐ $\frac{100}{8}$	Multiselect

Sample Item	Item Type
What is the value of $1\frac{3}{10}$ in decimal form?	Equation Editor

Content Standard	**MAFS.4.NF** *Number and Operations - Fractions*
	MAFS.4.NF.3 *Understand decimal notation for fractions, and compare decimal fractions.*
	MAFS.4.NF.3.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.
Assessment Limits	Decimals may reference the same whole entity. Decimals are limited to tenths and hundredths. Decimals may be greater than 1. Items may not require a comparison of visual models in isolation.
Calculator	No
Item Types	Equation Editor GRID Matching Item Multiple Choice Multiselect Open Response Table Item
Context	Allowable

Sample Item	Item Type
Each model shown represents 1 whole. Click to shade sections in the models to represent 0.2 and 0.3. Then, select the correct comparison symbol.	GRID
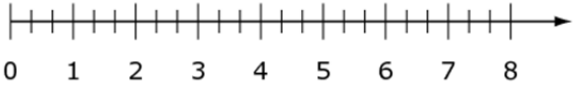
Sample Item	Item Type
A number line is shown. 0.38 ↓ 0.6 ↓ 0 ⟵┼┼┼┼┼┼┼┼┼┼┼⟶ 1 0.38 [ ] 0.6 < > = A. Drag each number to its correct location on the number line. B. Select the correct comparison symbol.	GRID
Mr. Shelby bought a new plant. The plant grew 2.6 centimeters in the first week and 3.42 centimeters the second week. Select all the true comparisons of the plant growth for the two weeks. ☐ 2.6 > 3.42 ☐ 3.42 > 2.6 ☐ 2.6 < 3.42 ☐ 3.42 < 2.6 ☐ 2.6 = 3.42	Multiselect
Zach and Karla each have seeds they will plant in a class garden. Zach's flower seeds weigh 1.5 grams. Karla's seeds weigh 1.46 grams. Select the correct symbol for each comparison. <table><tr><td></td><td><</td><td>></td><td>=</td></tr><tr><td>1.5 □ 1.46</td><td></td><td></td><td></td></tr><tr><td>1.46 □ 1.5</td><td></td><td></td><td></td></tr></table>	Matching Item
The locations of points *K* and *L* on the number line represent decimal numbers. K L ⟵┼┼┼┼┼┼┼┼┼┼┼⟶ 0.2 0.21 0.22 0.23 0.24 0.25 0.26 0.27 0.28 0.29 0.3 Explain why the value of point *L* is greater than the value of point *K*.	Open Response
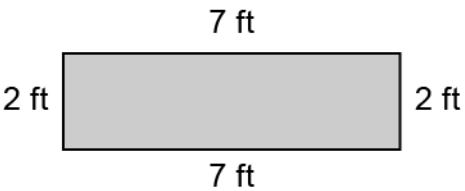
Sample Item	Item Type
Allison wrote down a decimal number that is greater than 0.58 but less than 0.62. What is one number Allison could have written down?	Equation Editor

GRID

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

2.7 < 2.☐   0.23 > 0.☐
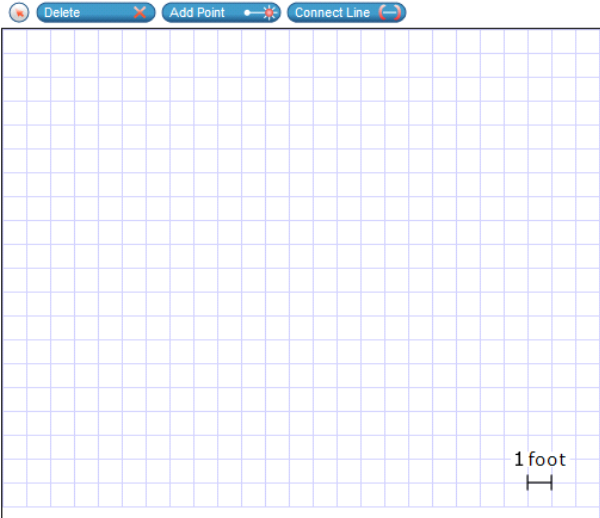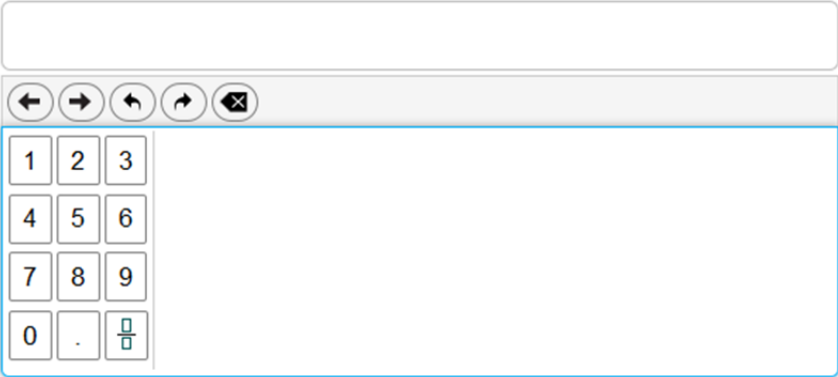
0   0
1   1
2   2
3   3
4   4
5   5
6   6
7   7
8   8
9   9

Content Standard	**MAFS.4.MD** *Measurement and Data*
	MAFS.4.MD.1 *Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.*
	MAFS.4.MD.1.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), …*
Assessment Limits	Measurements may only be whole numbers. Multiplication is limited to 2-digit numbers by 1-digit numbers or a multiple of 10 by a 1-digit. Allowable units of measurement include: kilometer, meter, centimeter, millimeter, liter, milliliter, kilogram, gram, milligram, mile, yard, foot, inch, gallon, quart, pint, cup, ton, pound, and ounce.
Calculator	No
Item Types	Equation Editor GRID Matching Item Multiple Choice Multiselect Table Item
Context	Allowable

Sample Item	Item Type
Select all the measurements that are about 1 yard long. ☐ The length of a student's desk ☐ The height of a classroom ☐ The width of a classroom door ☐ The length of a movie ticket ☐ The height of a building	Multiselect
The heights of three boxes are shown. Drag one measurement into each open box to order the heights from shortest to tallest. Order from shortest to tallest 2 yards 5 feet 37 inches	GRID
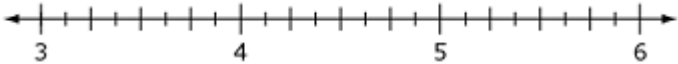
Sample Item	Item Type
The table shows the height of two containers, in feet. Complete the table to show the height of each container, in inches.	Table Item

	Height in Inches	Height in Feet
Container 1		5
Container 2		3
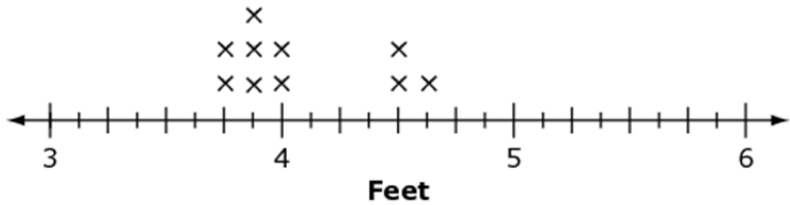
Content Standard	**MAFS.4.MD** *Measurement and Data*
	MAFS.4.MD.1 *Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.*
	MAFS.4.MD.1.2 Use the four operations to solve word problems involving distances, intervals of time, and money, including problems involving simple fractions or decimals. Represent fractional quantities of distance and intervals of time using linear models (Computational fluency with fractions and decimals is not the goal for students at this grade level.)
Assessment Limits	Measurement conversions are from larger units to smaller units. Calculations are limited to simple fractions or decimals. Operations may include addition, subtraction, multiplication, and division. Item contexts are not limited to distances, intervals of time, and money.
Calculator	No
Item Types	Equation Editor GRID Multiple Choice
Context	Required

Sample Item		Item Type
Gretchen is baking pies. She needs $\frac{1}{4}$ cup of butter for each pie. One stick of butter is $\frac{1}{2}$ cup. How many sticks of butter does Gretchen need to make 4 pies?		Equation Editor

GRID

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 ☐ hours.

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

Content Standard	**MAFS.4.MD** *Measurement and Data*
	MAFS.4.MD.1 *Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.*
	MAFS.4.MD.1.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*
Assessment Limits	Figures are limited to rectangles or composite figures composed of rectangles. Fractions are limited to like denominators. Limit multiplication and division to 2-digit by 1-digit or a multiple of 10 by 1-digit. Quotients may only be whole numbers. Limit addition and subtraction to solutions within 1,000. When constructing rectangles, the minimum grid size is 20 pixels, and in the context of a situation, one grid must be labeled with the appropriate dimension. That dimension should be "1 ____," as items at this standard may not assess scale.
Calculator	No
Item Types	Equation Editor GRID Multiple Choice Multiselect
Context	Allowable

Sample Item	Item Type
A rectangular rug, with dimensions given in feet (ft), is shown. 7 ft 2 ft [rectangle] 2 ft 7 ft What is the area, in square feet, of the rug?	Equation Editor
A store owner needs a rug with an area of at least 420 square feet. Select all the sizes of rugs the store owner could choose. ☐ 40 feet x 2 feet ☐ 60 feet x 7 feet ☐ 70 feet x 6 feet ☐ 4 feet x 20 feet ☐ 20 feet x 4 feet	Multiselect
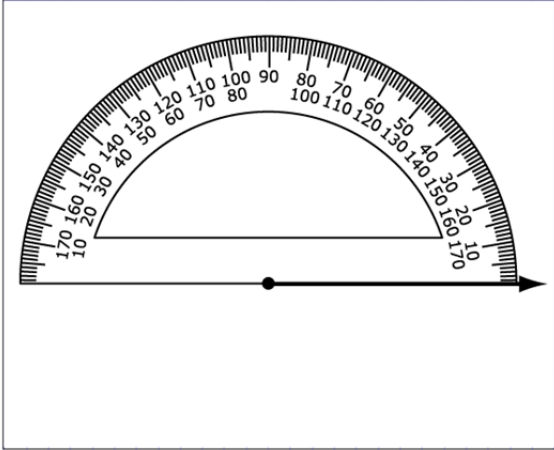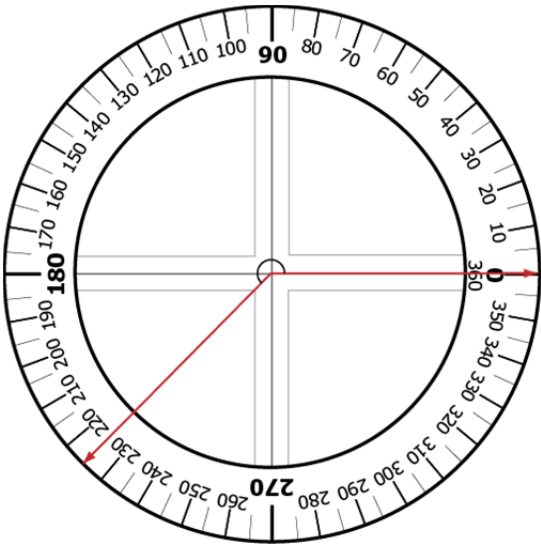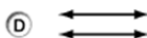
Sample Item	Item Type
The perimeter of a rectangular rug is 20 feet. Use the Connect Line tool to draw a rectangle that shows one possible size of the rug. Delete ✕ Add Point •—✳ Connect Line ⊝ 1 foot	GRID
A rectangle has a length of 11 feet and a perimeter of 38 feet. What is the width, in feet, of the rectangle? ← → ↶ ↷ ⊗ 1 2 3 4 5 6 7 8 9 0 . �ê	Equation Editor
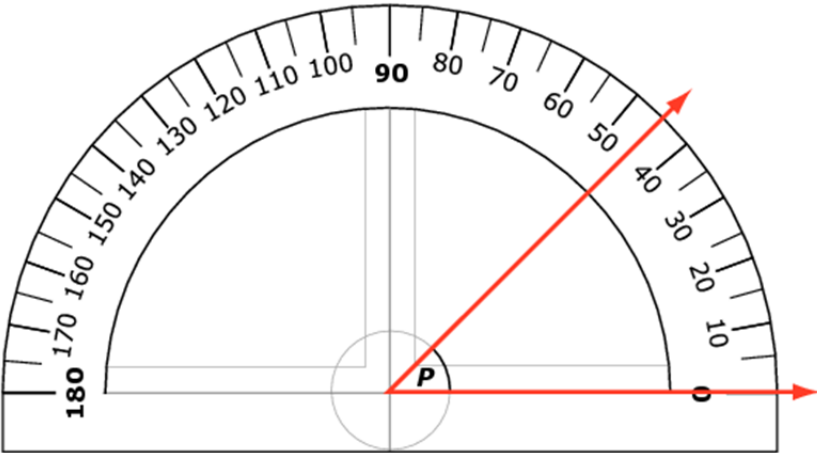
Content Standard	**MAFS.4.MD** *Measurement and Data* **MAFS.4.MD.2** *Represent and interpret data.* **MAFS.4.MD.2.4** Make a line plot to display a data set of measurements in fractions of a unit $\left(\frac{1}{2},\frac{1}{4},\frac{1}{8}\right)$. Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*
Assessment Limits	Measurement units are limited to halves, quarters, and eighths. Addition and subtraction of fractions is limited to fractions with like denominators. Limit multiplication and division to 2-digit by 1-digit or a multiple of 10 by 1-digit. Limit addition and subtraction to solutions within 1,000.
Calculator	No
Item Types	Equation Editor GRID Multiple Choice
Context	Allowed

Sample Item	Item Type
Long jump measurements are given. Long Jump Measurements (in feet) $4\frac{1}{4}$ $4\frac{1}{2}$ 4 $4\frac{1}{4}$ $3\frac{3}{4}$ $3\frac{3}{4}$ Click above the number line to create a correct line plot of the data. **Long Jump Measurements (in feet)**	GRID
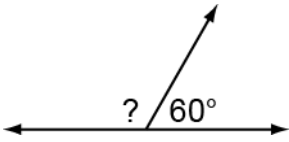
Sample Item	Item Type
Benny recorded the results for his top four long jumps. The total length of all his jumps was 57 feet. Click above the number line to create a possible line plot for these data. ![number line from 13 to 15½ labeled Long Jump Measurements (in feet)]	GRID
Benny recorded the results for his top four long jumps. The total length of all his jumps was 57 feet. The first two jumps are shown on the number line. Click above the number line to show the possible lengths of Benny's last two jumps. ![number line from 13 to 15½ with two X marks labeled Long Jump Measurements (in feet)]	GRID
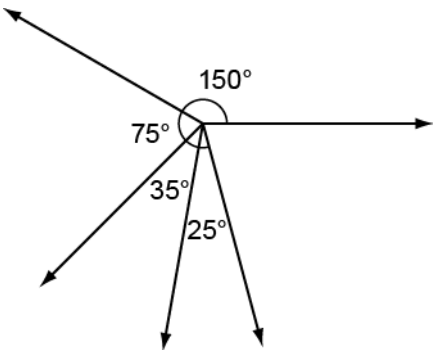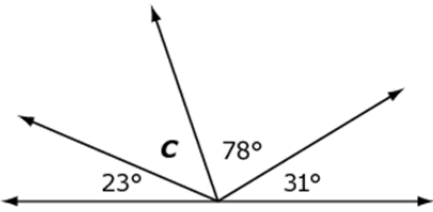
Sample Item	Item Type
A line plot with long jump data is given. **Long Jump Measurements** $\times$ $\times\ \times\ \times$ $\times$ $\times\ \times\ \times$ $\times\ \times$ 3 4 5 6 **Feet** Allison jumped $\frac{3}{8}$ foot shorter than the farthest jump. How far, in feet, did Allison jump?	Equation Editor
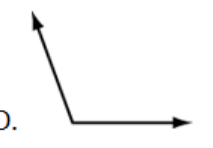
Content Standard	**MAFS.4.MD** *Measurement and Data*
	MAFS.4.MD.3 *Geometric measurement: understand concepts of angle and measure angles.*
	MAFS.4.MD.3.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.
	MAFS.4.MD.3.5a An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.
	MAFS.4.MD.3.5b An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.
	Also Assesses:
	MAFS.4.MD.3.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
Assessment Limits	Items may contain whole number degree measures within 0° and 360°. For identification, angles are less than 360°. For construction, angles are less than 180°. Items may not require estimation of angle measures.
Calculator	No
Item Types	Equation Editor GRID Matching Item Multiple Choice Multiselect
Context	Allowable for 4.MD.3.5; no context for 4.MD.3.6.

Sample Item		Item Type
Select the category of measure for each angle.		Matching Item

Sample Item	Item Type
Angle *P* measures 68°. One ray of angle *P* is shown. Click on the protractor to show another ray that will create angle *P*. 	GRID
An angle is shown. What is the measure, in degrees, of the angle?	Equation Editor
Which is an angle? 	Multiple Choice

Sample Item	Item Type
What is the measure, in degrees (°), of angle *P*? Ⓐ 45° Ⓑ 55° Ⓒ 135° Ⓓ 155°	Multiple Choice

Content Standard	***MAFS.4.MD*** *Measurement and Data*
	MAFS.4.MD.3 *Geometric measurement: understand concepts of angle and measure angles.*
	MAFS.4.MD.3.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.
Assessment Limit	Whole number degree measures, sums, and differences may only be within 0° and 360°.
Calculator	No
Item Types	Equation Editor Matching Item Multiple Choice Multiselect
Context	Allowable

Sample Item	Item Type
What is the measure of the unknown angle? ? / 60° A. 40° B. 100° C. 120° D. 180°	Multiple Choice
Kyle is adding angles to create other angles. Select the angles Kyle can use to create a 128° angle. Select the angles that Kyle can use to create a 55° angle. <table><tr><td></td><td>64°</td><td>34°</td><td>30°</td><td>25°</td></tr><tr><td>128°</td><td></td><td></td><td></td><td></td></tr><tr><td>55°</td><td></td><td></td><td></td><td></td></tr></table>	Matching Item

Sample Item	Item Type
A diagram is shown. What is the sum of all the angles that are labeled?	Equation Editor
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.* [_____] 	Equation Editor

Content Standard	**MAFS.4.G** *Geometry*
	MAFS.4.G.1 *Draw and identify lines and angles, and classify shapes by properties of their lines and angles.*
	MAFS.4.G.1.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
Assessment Limits	Items may not require students to name a given figure. Items may not require knowledge or use of ordered pairs or a defined coordinate grid system. Items may require students to draw a figure based on multiple attributes (e.g., an acute triangle), with the exception of right triangles.
Calculator	No
Item Types	GRID Matching Item Multiple Choice Multiselect Open Response
Context	Allowable

Sample Item	Item Type
Which angle is acute? 	Multiple Choice

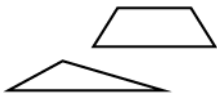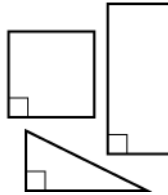| Sample Item	Item Type
Select all the attributes that apply to each set of lines.	Matching Item
A. Use the Connect Line tool to draw an acute angle. B. Use the Connect Line tool to draw an obtuse angle. 	GRID
 Click on all the obtuse angles in the shape. 	GRID
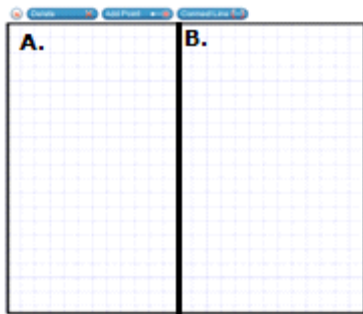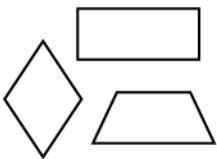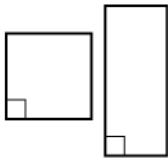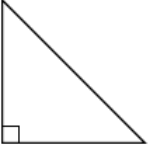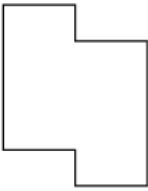
Content Standard	**MAFS.4.G** *Geometry*
	MAFS 4.G.1 *Draw and identify lines and angles, and classify shapes by properties of their lines and angles.*
	MAFS.4.G.1.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
Assessment Limits	Triangles: equilateral, equiangular, isosceles, scalene, acute, right, obtuse. Quadrilaterals: parallelograms, rectangles, squares, rhombi, trapezoids. Other polygons may be included where appropriate.
Calculator	No
Item Types	GRID Matching Item Multiple Choice Multiselect Open Response
Context	No Content

Sample Item	Item Type
Select all the obtuse triangles. 	Multiselect
Which figure is an acute triangle? 	Multiple Choice

Sample Item	Item Type
Select all the properties that **always** belong to each shape. <table><tr><td></td><td>Has a right angle</td><td>Has perpendicular lines</td><td>Has parallel lines</td></tr><tr><td>Right Triangle</td><td></td><td></td><td></td></tr><tr><td>Rhombus</td><td></td><td></td><td></td></tr><tr><td>Rectangle</td><td></td><td></td><td></td></tr></table>	Matching Item
The shapes have been sorted into two groups. **Group 1** **Group 2** Explain what two attributes were used to sort the shapes.	Open Response
The shapes have been sorted into two groups. **Group 1** **Group 2** Explain what two attributes were used to sort the shapes.	Open Response
Select all the shapes that **always** contain perpendicular sides. ☐ obtuse triangle ☐ acute triangle ☐ right triangle ☐ rectangle ☐ rhombus ☐ square	Multiselect

Content Standard	*MAFS.4.G* Geometry
	MAFS.4.G.1 Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
	MAFS.4.G.1.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
Assessment Limit	Items that require constructing lines of symmetry must specify the shape category with regard to the number of sides (quadrilateral, triangle, pentagon, etc.).
Calculator	No
Item Types	Equation Editor GRID Matching Item Multiple Choice Multiselect
Context	Allowable

Sample Item	Item Type
Select all the figures that have at least one line of symmetry. ▢ A ▢ G ▢ H ▢ R ▢ Q	Multiselect
How many lines of symmetry does the following figure have? A	Equation Editor
A figure is shown. X How many lines of symmetry does the figure have?	Equation Editor

Sample Item	Item Type
Which figure has a line of symmetry? Ⓐ G Ⓒ R Ⓑ △ Ⓓ	Multiple Choice

Grade 4 FSA Mathematics Reference Sheet

Customary Conversions

1 foot = 12 inches
1 yard = 3 feet
1 mile = 5,280 feet
1 mile = 1,760 yards

1 cup = 8 fluid ounces
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts

1 pound = 16 ounces
1 ton = 2,000 pounds

Metric Conversions

1 meter = 100 centimeters
1 meter = 1000 millimeters
1 kilometer = 1000 meters

1 liter = 1000 milliliters

1 gram = 1000 milligrams
1 kilogram = 1000 grams

Time Conversions

1 minute = 60 seconds
1 hour = 60 minutes
1 day = 24 hours
1 year = 365 days
1 year = 52 weeks

Formulas

$A = lw$

$P = 2l + 2w$