Math Computation
(Gr. 4)

Form B Level 1

DIRECTIONS:

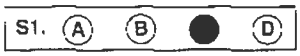
This section is made up of math problems. Read each problem carefully and then mark your answer on the answer sheet. A sample problem is shown below.

Math Computation Sample S1

S1. 12
+ 6

A. 6
B. 15
C. 18
D. 20

The correct answer is C. Find Math Computation Sample S1 on your answer sheet. Fill in the circle with the letter C as shown below.



You will have 40 **MINUTES** to complete the problems in this section.

You may write ~~in the booklet or~~ on scratch paper, but you must mark your answers on the answer sheet.

There is only one correct answer for each problem.

If you change your mind about an answer, erase it and fill in the new one.

Do not spend too much time on any one problem. Work on as many problems as you can.

You may **not** use a calculator to solve the problems.

Mark your answers on the section of the answer sheet that says MATH COMPUTATION.

Do you have any questions?

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

1. 336
+ 212

A. 124
B. 148
C. 548
D. 549

2. 548
+ 412

A. 136
B. 950
C. 960
D. 9,510

3. 384
+ 262

A. 122
B. 546
C. 646
D. 666

4. 861
− 832

A. 29
B. 39
C. 1,493
D. 1,693

5. 906
− 528

A. 378
B. 389
C. 434
D. 478

6. 2
x 9

A. 11
B. 16
C. 18
D. 27

7. 4
x 6

A. 18
B. 24
C. 28
D. 30

8. 43,659
+ 12,404

A. 56,053
B. 56,063
C. 56,064
D. 56,163

9. 6,709
− 5,637

A. 72
B. 1,072
C. 1,073
D. 1,172

10. 92,641
− 85,438

A. 7,203
B. 7,213
C. 8,203
D. 17,203

Go on to the next page.

11. 5.5
+ 2.5

A. 0.3
B. 3.0
C. 7.1
D. 8.0

12. What is the place value of 1 in 94,162?

A. tens
B. hundreds
C. thousands
D. ten thousands

13. What is the place value of 6 in 698,143?

A. ones
B. thousands
C. ten thousands
D. hundred thousands

14. What is the place value of 5 in 536,247?

A. hundreds
B. thousands
C. ten thousands
D. hundred thousands

15. 6.3
− 2.8

A. 3.05
B. 3.5
C. 3.6
D. 4.5

16. 46.8
− 1.5

A. 4.53
B. 4.83
C. 45.3
D. 48.3

17. 

$\frac{7}{9} - \frac{2}{9} =$

A. $\frac{5}{18}$
B. $\frac{4}{9}$
C. $\frac{5}{9}$
D. $\frac{9}{9}$

18. 37
x 3

A. 101
B. 111
C. 621
D. 921

19. 295
x 8

A. 1,620
B. 2,060
C. 2,320
D. 2,360

20. 

$\frac{1}{2}$ ◯ $\frac{1}{3}$

A. $\frac{1}{2} > \frac{1}{3}$
B. $\frac{1}{2} < \frac{1}{3}$
C. $\frac{1}{2} = \frac{1}{3}$
D. none of the above

21. $\frac{7}{8} - \frac{2}{8} =$

A. $\frac{5}{16}$
B. $\frac{9}{16}$
C. $\frac{5}{8}$
D. $\frac{9}{8}$

Go on to the next page.

22. $\frac{4}{6} - \frac{1}{6} =$

A. $\frac{2}{6}$
B. $\frac{5}{12}$
C. $\frac{3}{6}$
D. $\frac{5}{6}$

23. $7\overline{)49} =$

A. 6
B. 7
C. 8
D. 9

24. $2\overline{)48} =$

A. 12
B. 23
C. 24
D. 42

25. 

$\frac{3}{4} - \frac{1}{4} =$

A. $\frac{1}{4}$
B. $\frac{2}{4}$
C. $\frac{3}{4}$
D. $\frac{4}{4}$

26. 34.56
$\underline{+\ 3.12}$

A. 3.768
B. 3.769
C. 37.68
D. 37.69

27. 2.50
$\underline{-\ 0.98}$

A. 1.52
B. 1.62
C. 2.52
D. 2.62

28. 39.25
$\underline{-\ 4.37}$

A. 24.88
B. 34.78
C. 34.88
D. 43.62

29. $3\overline{)134} =$

A. 34 R2
B. 44 R2
C. 314 R2
D. 404 R2

30. $3\overline{)271} =$

A. 9 R3
B. 80 R1
C. 90 R1
D. 90 R3

31. 

$\frac{7}{9} + \frac{1}{9} =$

A. $\frac{8}{18}$
B. $\frac{6}{9}$
C. $\frac{8}{9}$
D. 8

Go on to the next page.

32. $\frac{4}{6} + \frac{1}{6} =$

A. $\frac{3}{12}$

B. $\frac{5}{12}$

C. $\frac{3}{6}$

D. $\frac{5}{6}$

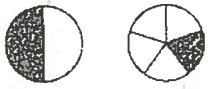
33. $\frac{5}{8} + \frac{2}{8} =$

A. $\frac{7}{16}$

B. $\frac{7}{8}$

C. $\frac{8}{7}$

D. 7

34. 

$\frac{1}{2}$ ◯ $\frac{1}{5}$

A. $\frac{1}{2} > \frac{1}{5}$

B. $\frac{1}{2} < \frac{1}{5}$

C. $\frac{1}{2} = \frac{1}{5}$

D. none of the above

35. 

$\frac{4}{10}$ ◯ $\frac{4}{8}$

A. $\frac{4}{10} > \frac{4}{8}$

B. $\frac{4}{10} < \frac{4}{8}$

C. $\frac{4}{10} = \frac{4}{8}$

D. none of the above

36. 

$\frac{1}{2}$ ◯ $\frac{3}{4}$

A. $\frac{1}{2} > \frac{3}{4}$

B. $\frac{1}{2} < \frac{3}{4}$

C. $\frac{1}{2} = \frac{3}{4}$

D. none of the above

37. Mrs. Robbins owns 75 blouses, 39 pairs of pants, and 22 dresses. Her daughter Karen owns 8 fewer items of clothing than her mother. How many items of clothing does Karen own?

A. 106
B. 118
C. 128
D. 144

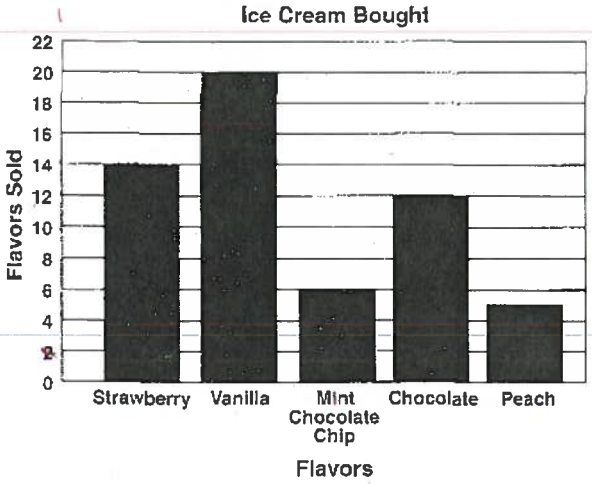
38. Nicolette is 1.6 meters tall. How tall is she in centimeters?

A. 1.6
B. 16
C. 160
D. 1,600

39. Sonia gave 6 of her customers $0.18 each in change. What is the total amount of money Sonia gave to her customers?

A. $0.03
B. $1.08
C. $1.80
D. $3.00

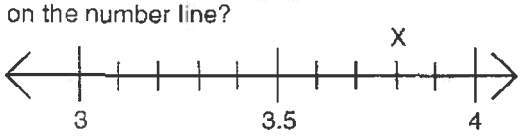
40. Fifty-seven people bought ice cream one day at Shelley's Soda Shop.



Which ice cream flavor was more popular than strawberry?

A. vanilla
B. mint chocolate chip
C. chocolate
D. peach

41. What decimal number is represented by the X on the number line?



A. 0.8
B. 3.2
C. 3.8
D. 3.9

42. Mrs. Rios drove a total of 927 miles in 3 days. She drove 324 miles on the first day and 391 miles on the second day. How many miles did she drive on the third day?

A. 67
B. 212
C. 715
D. 860

IF YOU FINISH BEFORE TIME IS UP, YOU MAY CHECK YOUR WORK IN THIS SECTION ONLY.

DO NOT LOOK BACK AT ANY OTHER SECTIONS IN THIS BOOKLET.

Gr. 4 (Form B) Math Answer Keys

4th Math

Part A: Math Computation

1.C
2.C
3.C
4.A
5.A
6.C
7.B
8.B
9.B
10.A
11.D
12.B
13.D
14.D
15.B
16.C
17.C
18.B
19.D
20.A
21.C
22.C
23.B
24.C
25.B
26.C
27.A
28.C
29.B
30.C
31.C
32.D
33.B
34.A
35.B
36.B
37.C
38.C
39.B
40.A
41. C
42. B

28
31

Grade Four

Mathematics

Operations and Algebraic Thinking 4.OA 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.

Operations and Algebraic Thinking 4.OA 4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Operations and Algebraic Thinking 4.OA 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.

Number and Operations in Base Ten 4.NBT 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.

Number and Operations in Base Ten 4.NBT 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.

Number and Operations in Base Ten 4.NBT 3 Use place value understanding to round multi-digit whole numbers to any place.

Number and Operations in Base Ten 4.NBT 4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Number and Operations in Base Ten 4.NBT 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.

Number and Operations in Base Ten 4.NBT 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.

Number and Operations-Fractions 4.NF 1 Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × 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.

Number and Operations-Fractions 4.NF 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 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.

Number and Operations-Fractions 4.NF 3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

Number and Operations-Fractions 4.NF 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: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.

Number and Operations-Fractions 4.NF 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.

Number and Operations-Fractions 4.NF 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.

Any Content Standards not listed here must be pre-approved by [redacted] before being used in an [redacted]