

Fill in the letter of the correct answer.

1. If Lia uses the Commutative Property of Addition, how will she rewrite $5 + 2$?

(A) $5 + 3$ (B) $5 + 1 + 1$
(C) $5 - 2$ (D) $2 + 5$

2. What number should go in the box to make the number sentence true?

$9 - \square = 9$

(A) 0 (B) 1 (C) 9 (D) 18

3. Mr. Overton counted 86 ducks and 21 geese at Sky Lake. How many ducks and geese did he count in all?

(A) 97 (B) 106 (C) 107 (D) 117

4. Mr. Howell's language class wrote 28 stories. Ms. Ling's class wrote 19 stories. What is the best estimate of the total number of stories the two classes wrote?

(A) 20 (B) 30 (C) 50 (D) 60

5. Estimate the sum $683 + 708$.

(A) 900 (B) 1,300 (C) 1,400 (D) 1,500

Name _____ Date _____

6. What is the best estimate of the difference between Kate's and Karl's scores?



- (A) 1,000 (B) 2,000 (C) 3,000 (D) 4,000

7. Ramón wrote these number sentences. What number should go in the to make the second number sentence correct?

$15 + 4 = 19$ $19 - \square = 15$

- (A) 0 (B) 4 (C) 15 (D) 19

8. Ethan thought about the Associative Property of Addition. Then he wrote this number sentence. What number should go in the to make the number sentence true?

$(5 + 5) + 3 = \square$

- (A) 7 (B) 8 (C) 10 (D) 13

Name _____ Date _____

9. Raquel wrote this number sentence. Which number should go in the to make the number sentence correct?

$$4,873 - 2,721 = \square$$

- (A) 2,044 (B) 2,151 (C) 2,152 (D) 2,552

10. Together the third-graders and fourth-graders at East Side School planted 352 flowers around the playground. The third-graders planted 189 flowers. How many flowers did the fourth-graders plant?

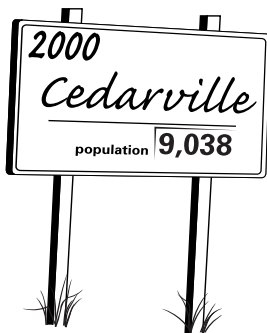
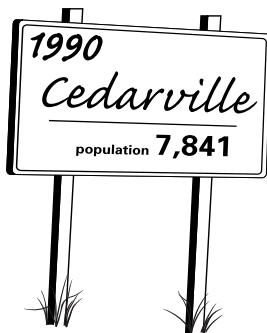
- (A) 63 (B) 163 (C) 173 (D) 273

11. What is the sum?

$$\begin{array}{r} 470 \\ +381 \\ \hline \end{array}$$

- (A) 741 (B) 751 (C) 850 (D) 851

12. How much did the population of Cedarville increase between 1990 and 2000?



- (A) 2,297 (B) 1,297 (C) 1,197 (D) 1,097

Name _____ Date _____

13. About how much longer is a 41-foot whale shark than a 16-foot saltwater crocodile?

- (A) 20 ft (B) 25 ft (C) 30 ft (D) 50 ft
-

14. Ms. Chen's class made 18 posters for Author Day; Mr. Field's class made 22 posters; and Ms. Drummond's class made 17 posters. How many posters did the three classes make all together?

- (A) 40 (B) 47 (C) 50 (D) 57
-

15. Cristina's basketball team made 42 points in the game. They scored 18 points in the first half of the game. How many points did they score in the second half?

- (A) 18 (B) 20 (C) 24 (D) 25
-

16. What is the difference?

$$\begin{array}{r} 5,200 \\ - 3,462 \\ \hline \end{array}$$

- (A) 1,738 (B) 1,838 (C) 2,738 (D) 2,838
-

17. Tamika, Kelan, and Dustin live on the same street. Tamika measured 105 steps from her house to Kelan's. Then she measured 89 steps from Kelan's house to Dustin's. How many steps is it from Tamika's house to Dustin's?

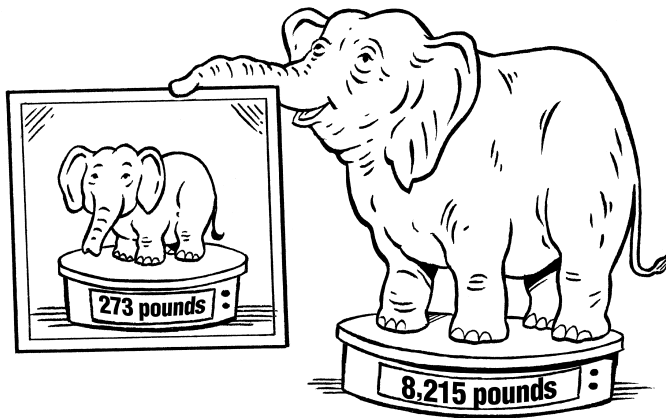
- (A) 184 (B) 194 (C) 196 (D) 202

Name _____ Date _____

18. Ahmad saved 47 dimes, and his sister saved 54 dimes. How many dimes do they have altogether? Write the number sentence you used to solve the problem.

Answer: _____

19. A baby elephant weighed 273 pounds when it was born. As an adult it weighed 8,215 pounds. How much weight did the elephant gain as it grew up? Write the number sentence you used to solve the problem.



Answer: _____

20. The first modern Olympic Games were held in 1896. The Olympic flame was first used in 1928. Estimate how many years passed between the two events. Describe the steps you used to find your answer.

Answer: _____



ANSWER KEY

EOG Practice Test Unit 1

1. C measure [Unit Objective 1A] Maintains Standards
2. B position [Unit Objective 1A] Maintains Standards
3. C 6,939 6,703 6,599 [Unit Objective 1C] 1.01c
4. B ten thousands [Unit Objective 1B] 1.01b
5. C 6,460 [Unit Objective 1C] Maintains Standards
6. D 748,295 [Unit Objective 1B] 1.01a
7. B 369 [Unit Objective 1C] 1.01
8. B \$50.00 [Unit Objective 1C] Maintains Standards
9. C nine [Unit Objective 1B] 1.01b
10. D 16 [Unit Objective 1E] 5.0d
11. B \$88.00 [Unit Objective 1C] Maintains Standards
12. D 500 [Unit Objective 1E] Maintains Standards
13. A \$1.61 [Unit Objective 1D] Extends Standards
14. A \$93.04 [Unit Objective 1C] Extends Standards
15. D \$5.92 [Unit Objective 1D] Extends Standards
16. B 4 [Unit Objective 1D] Extends Standards
17. B 1 dime and 2 pennies [Unit Objective 1D] Extends Standards
18. $650 > 250$ [Unit Objective 1E] Maintains Standards
19. C \$0.62 \$0.77 \$0.84 [Unit Objective 1C] Extends Standards
20. Quincy received more change.
Possible explanation: Carrie spent \$0.79 and paid one dollar. $\$1.00 - \$0.79 = \$0.21$, so she received \$0.21 in change. Quincy spent \$4.25 and paid five dollars. $\$5.00 - \$4.25 = \$0.75$, so he received \$0.75 in change. \$0.75 is greater than \$0.21, so Quincy received more change than Carrie. [Unit Objective 1E] Extends Standards

EOG Practice Test Unit 2

1. D $2 + 5$ [Unit Objective 2A] 1.04
2. A 0 [Unit Objective 2A] 1.02a

EOG Practice Tests Question 19 has a 2-point maximum score; Question 20 has a 4-point maximum score.

3. C 107 [Unit Objective 2C] 1.02a
4. C 50 [Unit Objective 2B] 1.02b
5. C 1,400 [Unit Objective 2B] 1.02b
6. C 3,000 [Unit Objective 2B] 1.02b
7. B 4 [Unit Objective 2A] 1.02c
8. D 13 [Unit Objective 2A] 1.04
9. C 2,152 [Unit Objective 2D] 1.02a
10. B 163 [Unit Objective 2E] 1.02a
11. D 851 [Unit Objective 2C] 1.02a
12. C 1,197 [Unit Objective 2E] 1.02a
13. A 20 ft [Unit Objective 2B] 1.02a
14. D 57 [Unit Objective 2C] 1.02a
15. C 24 [Unit Objective 2D] 1.02
16. A 1,738 [Unit Objective 2D] 1.02a
17. B 194 [Unit Objective 2C] 1.02a
18. D 101 [Unit Objective 2C] 1.02a
19. 7,942 pounds; $8,215 - 273 = 7,942$ [Unit Objective 2E] 1.02a
20. About 30 years.
Possible explanation: Round 1896 to 1900. Round 1928 to 1930. $1930 - 1900 = 30$. [Unit Objective 2E] 1.02b

EOG Practice Test Unit 3

1. C 30 [Unit Objective 3B] Maintains Standards
2. D 20 [Unit Objective 3B] Maintains Standards
3. C 4 out of 8 [Unit Objective 3D] Maintains Standards
4. C unlikely [Unit Objective 3D] Maintains Standards
5. C (3, 2) [Unit Objective 3C] 3.02a
6. C T [Unit Objective 3C] 3.02a
7. D Z [Unit Objective 3D] Maintains Standards
8. B 2 out of 10 [Unit Objective 3D] Maintains Standards
9. C 3 [Unit Objective 3E] Maintains Standards
10. B 27 [Unit Objective 3E] 1.06
11. B 7 [Unit Objective 3E] Maintains Standards
12. C 5 [Unit Objective 3B] Maintains Standards
13. C 4 [Unit Objective 3A] Extends Standards

4-Point Rubric for Extended-Constructed Response

4 **A 4-point response:** The correct answer is given; if the work needs to be shown, then the work is complete and shows thorough understanding of the concepts.

OR

The student answers all parts completely and correctly.

3 **A 3-point response:** The correct answer is given; if the work needs to be shown, then the work is mostly complete and shows good understanding of the concepts.

OR

A minor miscalculation leads to an incorrect answer; however, the work is complete and shows thorough understanding of the concepts.

OR

The student answers most parts completely and correctly; one part is incomplete, incorrect or not attempted.

2 **A 2-point response:** The correct answer is given; if the work needs to be shown, then the work is partially complete and shows some understanding of the concepts.

OR

A major miscalculation leads to an incorrect answer; however, the work is complete and shows thorough understanding of the concepts.

OR

The student answers about half of the parts completely and correctly; about half of the parts are incomplete, incorrect or not attempted.

1 **A 1-point response:** The correct answer is given; if the work needs to be shown, then the work is incomplete and shows little understanding of the concepts.

OR

An incorrect answer is given, and the work is complete; however, the work shows some understanding of the concepts.

OR

The student answers only one of the parts correctly, the remaining parts are incomplete, incorrect or not attempted.

0 **A 0-point response:** The work was not attempted; shows little or no understanding of the concept.

OR

The student does not completely and correctly answer any of the parts.

2-Point Rubric for Short-Constructed Response

2	A 2-point response: The correct answer is given; if the work needs to be shown, then the work is complete and shows thorough understanding of the concepts. OR The student answers all parts completely and correctly.
1	A 1-point response: The correct answer is given; if the work needs to be shown, then the work is at least partially complete and shows some understanding of the concepts. OR A minor miscalculation leads to an incorrect answer; however, the work is complete and shows thorough understanding of the concepts. OR The student answers half of the parts completely and correctly; half of the parts are incomplete, incorrect or not attempted.
0	A 0-point response: The work was not attempted or shows little or no understanding of the concept. OR The student does not completely and correctly answer any of the parts.

1 Point Rubric for Short-Constructed Response

1	A 1-point response: The correct answer is given; if the work needs to be shown, then the work is complete and shows thorough understanding of the concepts.
0	A 0-point response: The work was not attempted or shows little or no understanding of the concept.