

Name _____ Date _____

Fill in the letter of the correct answer.

1. A triangle's sides measure 3 inches, 4 inches, and 5 inches.
What kind of triangle is it?

(A) equilateral (B) scalene
 (C) quadrilateral (D) isosceles

2. Which of the following is the part of a line that has one endpoint?

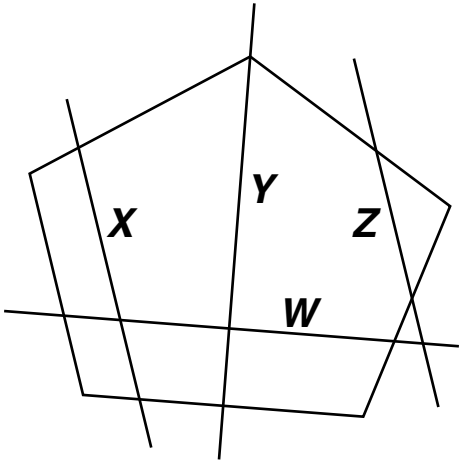
(A) segment (B) vertex
 (C) angle (D) ray

3. Which of the following is the shape of a can of soup?

(A) cylinder (B) cone
 (C) quadrilateral (D) rectangular prism

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Use the drawing for Questions 4–5.



4. What type of figure is this?

- (A) pentagon
- (B) triangle
- (C) rectangle
- (D) quadrilateral

5. Which line shows a line of symmetry?

- (A) line W
- (B) line X
- (C) line Y
- (D) line Z

6. Which answer makes the sentence true?

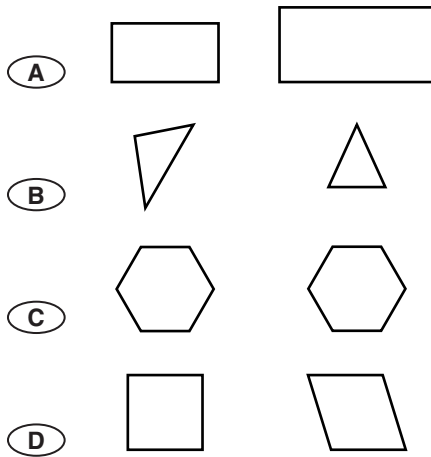
Two rays with the same endpoint form .

- (A) a side
- (B) a vertex
- (C) a segment
- (D) an angle

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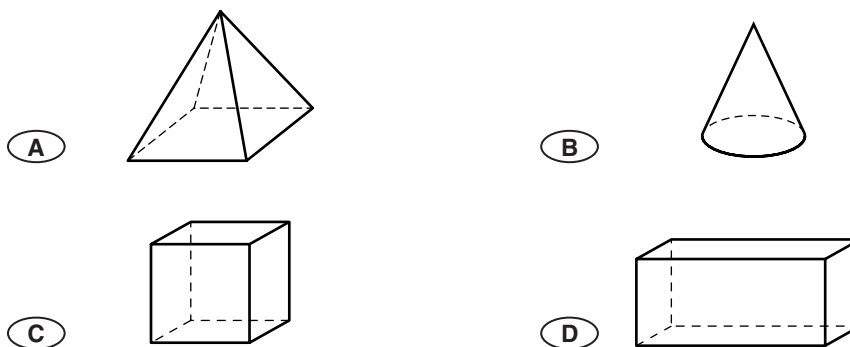
7. Which pair of figures is congruent?



8. Ms. Donaldson is putting a fence around her rectangular garden. The garden is 20 feet long and 10 feet wide. How many feet of fence will she need?

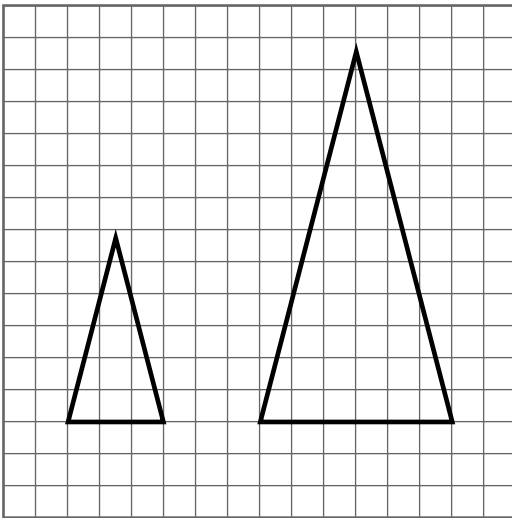
- (A) 30 (B) 40 (C) 60 (D) 80

9. Which of the following shapes shows a pyramid?



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Use the drawing for Questions 10–11.



10. What name describes these triangles?

- A equilateral triangles
- B scalene triangles
- C right triangles
- D isosceles triangles

11. Jaime wrote the sentence below. Which of the following words should go in the to make the sentence true?

The two triangles are .

- A similar
- B congruent
- C perpendicular
- D turned

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12. How was the figure on the left moved to get the figure on the right?

R R

- (A) flip (B) slide (C) turn (D) angle
-

13. A sheet of poster paper is 2 feet wide and 3 feet long.
What is its perimeter?

- (A) 6 feet (B) 8 feet
 (C) 10 feet (D) 12 feet
-

14. How was the figure on the left moved to get the figure on the right?

T L

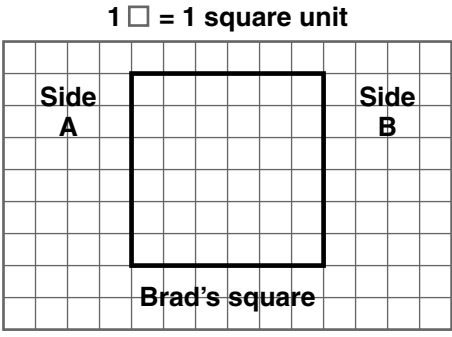
- (A) slide
 (B) flip
 (C) symmetry
 (D) turn
-

15. Samantha wants to know how much water a can of orange juice can hold. What does she want to find?

- (A) the volume of a cube (B) the volume of a cylinder
 (C) the area of a cylinder (D) the perimeter of a pyramid

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Use the drawing for Questions 16–17.



16. Alicia's square is congruent to Brad's square.
 What is the area of Alicia's square?

- (A) 12 units
- (B) 12 square units
- (C) 36 units
- (D) 36 square units

17. Which of the following words describes Side A and Side B of the square?

- (A) perpendicular
- (B) parallel
- (C) rectangular
- (D) polygon

18. A special type of castle called a *stone keep* had thick stone walls that were hard to knock down. Stone keeps were usually square. If a square stone keep measures 9 units on one side, how many units will be needed to build a wall around the whole castle? Explain how you arrived at your answer.

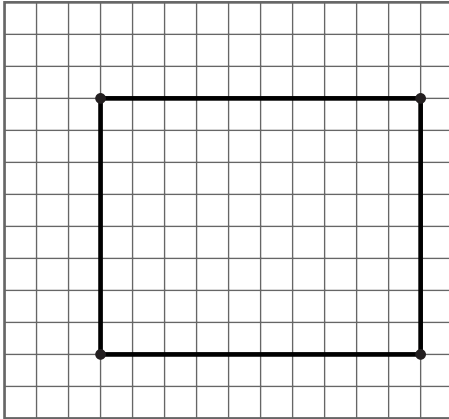
Answer: _____

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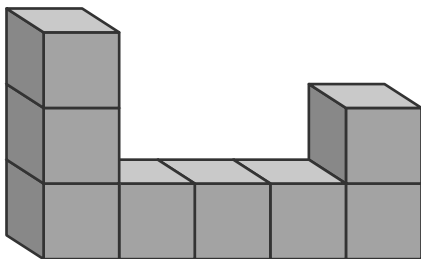
19. Mrs. Hodges is building a playhouse for her granddaughter. The floor is shown in the drawing. Will 75 square feet of carpet be enough to cover the floor? Explain why or why not.

Each \square = 1 square foot



Answer: _____

20. Find the volume. Each \square = 1 cubic unit.



Answer: _____

- 14. B 2 [Unit Objective 3A] Extends Standards
- 15. A elephant [Unit Objective 3B] Extends Standards
- 16. C 40 [Unit Objective 3B] Extends Standards
- 17. B 20 [Unit Objective 3B] Extends Standards
- 18. D 5 out of 13 [Unit Objective 3E] Maintains Standards
- 19. 9 out of 22 [Unit Objective 3E] Maintains Standards
- 20. Possible explanation: Two boxes should be ordered. Last week the store sold 60 pencils. Since there are 35 pencils in a box, there are 70 in two boxes. This is enough so the store can sell about the same as the last week. [Unit Objective 3E] Extends Standards

EOG Practice Test Unit 4

- 1. A $3 \times 4 = 12$ [Unit Objective 4A] 1.03c
- 2. B $2 \times 4 = 8$ [Unit Objective 4A] 1.03a
- 3. C 4 [Unit Objective 4B] 1.04
- 4. A 0 [Unit Objective 4B] 1.04
- 5. A $15 \div 3 = 5$ [Unit Objective 4C] 1.03
- 6. C 7 [Unit Objective 4C] 1.03
- 7. B 30 [Unit Objective 4D] 1.03
- 8. B 7 [Unit Objective 4F] 1.06
- 9. B 8 [Unit Objective 4E] 1.03
- 10. C 63 [Unit Objective 4B] 1.03
- 11. C 10 [Unit Objective 4F] 4.02
- 12. B 9 [Unit Objective 4E] 1.03
- 13. A 9 [Unit Objective 4C] 1.03
- 14. C 32 [Unit Objective 4F] 1.06
- 15. B 2 large boxes and 3 small boxes [Unit Objective 4F] 1.06
- 16. C 42 miles per hour [Unit Objective 4D] 1.03b
- 17. B 4 [Unit Objective 4F] 1.06
- 18. D 100 years [Unit Objective 4F] 1.06
- 19. blue.
Possible explanation: When pattern is repeated 3 times you have 12 buttons. Beginning pattern again, 13 is orange and 14 is blue. [Unit Objective 4F] 1.06

- 20. Joseph needs to take 37 cookies.
Possible explanation: Each aunt has 4 children, so that's 24 children. There are 6 aunts, 5 uncles, and 2 grandparents. $24 + 6 + 5 + 2 = 37$ [Unit Objective 4F] 1.06

EOG Practice Test Unit 5

- 1. C 3:20 [Unit Objective 5A] Maintains Standards
- 2. D 1 hour 10 minutes [Unit Objective 5A] 2.01a
- 3. B 30 grams [Unit Objective 5C] 2.02c
- 4. B 7:30 A.M. [Unit Objective 5A] 2.01a
- 5. C 20°C [Unit Objective 5B] 2.02d
- 6. A 1 quart [Unit Objective 5C] 2.02a
- 7. B 32 ounces [Unit Objective 5C] 1.06
- 8. C January 17 [Unit Objective 5A] Maintains Standards
- 9. B January 27 [Unit Objective 5A] Maintains Standards
- 10. C 4 yards [Unit Objective 5C] 2.01b
- 11. C 5 feet [Unit Objective 5D] 1.06
- 12. A 4 [Unit Objective 5C] 2.01b
- 13. B 6 [Unit Objective 5D] 2.01b and 1.06
- 14. B $5\frac{1}{2}$ [Unit Objective 5C] 2.01b and 1.06
- 15. A 48°F [Unit Objective 5B] 2.02d
- 16. D 40°F [Unit Objective 5B] Extends Standards
- 17. B 2 meters [Unit Objective 5C] Extends Standards
- 18. A 3 [Unit Objective 5D] 1.03
- 19. Monday. Two weeks from Wednesday the 11th would be the 25th. Then counting the next 5 days, Thursday (26th), Friday (27th), Saturday (28th), Sunday (29th), and Monday (30th). [Unit Objective 5D] 1.06
- 20. 6. Possible explanation: There are 16 cups in a gallon. $16 \times 3 = 48$ cups in 3 gallons. 48 cups divided among 8 people = 6 cups per person. [Unit Objective 5D] 2.01b and 1.06

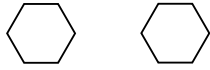
EOG Practice Test Unit 6

- 1. B scalene [Unit Objective 6B] 3.01
- 2. D ray [Unit Objective 6A] 3.01
- 3. A cylinder [Unit Objective 6B] 3.01

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

4. A pentagon [Unit Objective 6B] Maintains Standards
5. C line Y [Unit Objective 6C] Maintains Standards
6. D an angle [Unit Objective 6A] 3.01

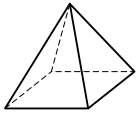
7. C



[Unit Objective 6B] Maintains Standards

8. C 60 [Unit Objective 6F] 1.06

9. A



[Unit Objective 6B] 3.01

10. D isosceles triangles [Unit Objective 6B] 3.01
11. A similar [Unit Objective 6C] 3.01
12. A flip [Unit Objective 6D] Extends Standards
13. C 10 feet [Unit Objective 6E] Extends Standards
14. D turn [Unit Objective 6D] Extends Standards
15. B the volume of a cylinder [Unit Objective 6B] Extends Standards
16. D 36 square units [Unit Objective 6F] Extends Standards
17. B parallel [Unit Objective 6A] Extends Standards
18. 36 units.
Possible explanation: The wall is being built around the perimeter. To find the perimeter, find the sum of all the sides. [Unit Objective 6F] 1.06
19. No.
Possible explanation: The area of the floor is $8 \times 10 = 80$ square feet. $75 < 80$. [Unit Objective 6F] 1.06
20. C 8 cubic units [Unit Objective 6E] 2.02

EOG Practice Test Unit 7

1. C $\frac{1}{2}$ [Unit Objective 7C] 1.05b
2. B $\frac{2}{8}$ and $\frac{1}{4}$ [Unit Objective 7A] 1.05c
3. D $1\frac{5}{6}$ [Unit Objective 7B] 1.05e
4. C $\frac{2}{3}$ [Unit Objective 7A] 1.05a
5. B $\frac{3}{4}$ [Unit Objective 7G] 1.05c
6. D $\frac{1}{4}$ [Unit Objective 7A] 1.05c

7. B $2\frac{1}{2}$ [Unit Objective 7B] 1.05e
8. D $\frac{6}{7}$ [Unit Objective 7D] Extends Standards
9. C 2.3 1.7 1.2 0.9 [Unit Objective 7E] Extends Standards
10. A 5.89 [Unit Objective 7F] Extends Standards
11. D $\frac{1}{8}$ [Unit Objective 7D] Extends Standards
12. A $\frac{3}{10}$ [Unit Objective 7D] Extends Standards
13. A $3.0 > 2.9$ [Unit Objective 7E] Extends Standards
14. B 2.63 inches [Unit Objective 7F] Extends Standards
15. B paint set [Unit Objective 7G] Extends Standards
16. A $\frac{7}{9} - \frac{5}{9} = \frac{2}{9}$ [Unit Objective 7D] Extends Standards
17. D 2 gallons 1 quart [Unit Objective 7G] Extends Standards
18. C 0.8 [Unit Objective 7G] Extends Standards
19. 9. The decimal 0.5 is equal to the fraction $\frac{1}{2}$. $\frac{1}{2}$ of 18 is 9. [Unit Objective 7E] Extends Standards
20. Yes. Possible explanation: $\$3.50 + \$2.75 = \$6.25$, the amount Yuji needs. $\frac{1}{4}$ of $\$16.00 = \4.00 . He gave away $\$4.00 + \$4.00 = \$8.00$, leaving him with $\$8.00$. $\$8.00 > \6.25 . [Unit Objective 7G] Extends Standards

EOG Practice Test Unit 8

1. C 160 [Unit Objective 8B] 1.03b
2. B 270 [Unit Objective 8A] 1.03a
3. C 5 [Unit Objective 8F] 1.06
4. B 801 [Unit Objective 8D] 1.03a
5. D 300 [Unit Objective 8B] 1.03b
6. C 600 miles [Unit Objective 8F] 1.03a
7. D 73 [Unit Objective 8C] Extends Standards
8. A $\$0.39$ [Unit Objective 8E] Extends Standards
9. B $\$35.16$ [Unit Objective 8D] Extends Standards
10. C 3,200 kilograms [Unit Objective 8A] Extends Standards
11. B 30 [Unit Objective 8B] Extends Standards
12. A 70 [Unit Objective 8C] Extends Standards

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

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.