Tennessee Comprehensive Assessment Program

TCAP

Math

Grade 4 Test Practice

TN Department of Education

Metadata—Math

Items

Page Number	Grade	Item Type	Key	EOL	TN Standards	Calculator
1	4	MC	C	2	4.NBT.B.4	N
2	4	MC	B	2	4.NF.C.7	N
3	4	MC	D	3	4.NF.A.2	N
4	4	MS	C,E	3	4.G.A.3	N
5	4	MC	C	3	4.OA.B.4	N
6	4	MC	D	3	4.NBT.B.5	N
7	4	MC	A	2	4.NF.B.3.b	N
8	4	MC	D	2	4.OA.A.1	N
9	4	MC	A	3	4.NBT.B.6	N
10	4	MS	A,D	3	4.G.A.2	N
11	4	MC	A	3	4.NF.C.5	N
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21	4	MC	D	2	4.NF.A.1	Y
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23	4	MC	B	3	4.OA.A.3	Y
24	4	MS	A,C,D	3	4.MD.B.4	Y
25	4	MC	B	3	4.MD.A.3	Y
26	4	MC	D	2	4.NF.A.1	Y
27	4	MC	C	3	4.NBT.A.2	Y
28	4	MC	C	2	4.NF.A.1	Y
29	4	MC	A	3	4.NF.C.5	Y
30	4	MC	C	3	4.OA.A.3	Y
31	4	MC	B	3	4.NF.C.6	Y
32	4	MC	C	3	4.NBT.A.3	Y
33	4	MC	C	3	4.NF.C.7	Y
34	4	MC	B	3	4.NF.B.3.a	Y
35	4	MC	C	3	4.OA.A.2	Y
36	4	MC	A	3	4.G.A.1	Y
37	4	MC	C	3	4.MD.A.1	Y

38	4	MC	C	2	4.NF.B.3.c	Y

Metadata Definitions

Grade	Grade level or Course.
Item Type	Indicates the type of item. MC= Multiple Choice; MS= Multiple Select
Key	Correct answer.
EOL	Evidence of Learning (EOL) statements provide indication of how students are tracking toward grade-level conceptual understanding of the Tennessee Mathematic Standards. Performance at Level 2 demonstrates that the student is **approaching** grade-level understanding and has a **partial** ability to apply the grade-/course-level knowledge and skills defined by the Tennessee Academic Standards Performance at Level 3 demonstrates that the student has a **comprehensive** understanding and **thorough** ability to apply the grade-/course-level knowledge and skills defined by the Tennessee Academic Standards Performance at Level 4 demonstrated that the student has an **extensive** understanding and **expert** ability to apply the grade-/course-level knowledge and skills defined by the Tennessee Academic Standards
TN Standards	Primary educational standard assessed.
Calculator	Y for items that permit calculator use.

00. An expression is shown.

$$6{,}291 - 1{,}201$$

What is the value of this expression?

A. 5,081

B. 5,291

C. 5,090

D. 5,900

00. Aaron wrote the inequality shown.

$\square < 49.57$

Which number could he write in the box to make the inequality true?

A. 52.32

B. 49.09

C. 50.55

D. 49.64

00. Which comparison is true?

A. $\frac{4}{3} < \frac{3}{4}$

B. $\frac{2}{4} > \frac{7}{8}$

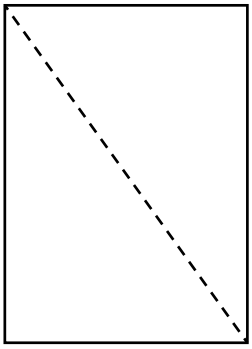
C. $\frac{5}{1} = \frac{1}{5}$

D. $\frac{8}{10} > \frac{2}{8}$

00. Which rectangle shows a line of symmetry?

Select the **two** correct answers.

A.



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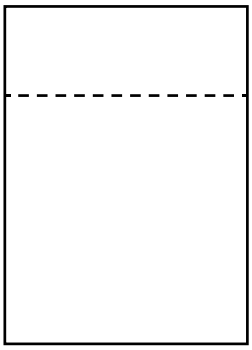
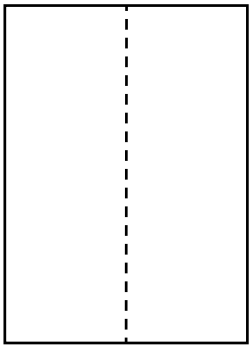
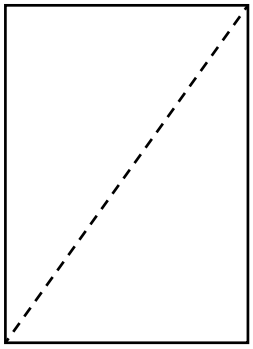


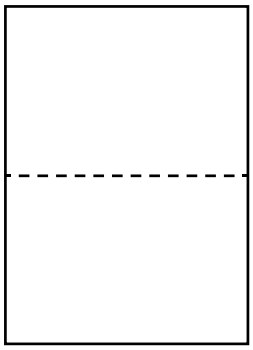
C.



D.



E.



00. Which list contains **only** composite numbers?

A. 2, 40, 74

B. 9, 39, 59

C. 27, 51, 65

D. 30, 71, 82

00. Here is an expression.

$4{,}802 \times 5$

Which of these can be used to find the value of the expression?

A. $4{,}000 \times 5 + 800 + 2$

B. $4{,}000 \times 5 + 800 \times 5 + 2$

C. $4{,}000 \times 5 + 80 \times 5 + 2 \times 5$

D. $4{,}000 \times 5 + 800 \times 5 + 2 \times 5$

00. Which expression represents the fraction $\frac{10}{12}$?

A. $\frac{5}{12} + \frac{5}{12}$

B. $\frac{10}{10} + \frac{2}{12}$

C. $\frac{4}{6} + \frac{6}{6}$

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

00. Here is a sentence.

Nine times as many as three is twenty-seven.

Which equation represents the sentence?

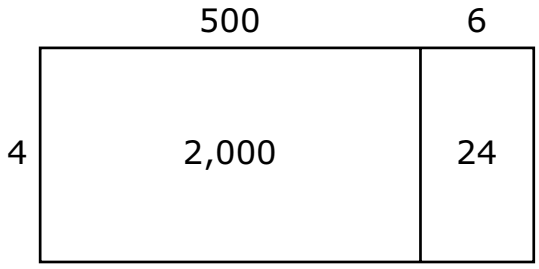
A. $9 + 27 = 3$

B. $9 + 3 = 27$

C. $9 \times 27 = 3$

D. $9 \times 3 = 27$

00. The model shown represents how a student found a quotient.



Which equation can be represented by the model?

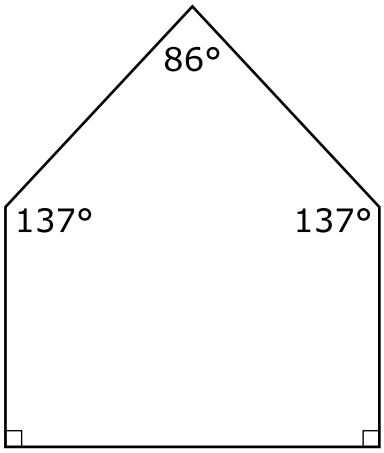
A. $(2{,}000 \div 4) + (24 \div 4) = 506$

B. $(2{,}000 \div 4) + (24 \div 4) = 5{,}006$

C. $(500 \times 4) \div (6 \times 4) = 2{,}024$

D. $(500 \div 4) + (6 \div 4) = 2{,}024$

00. The shape shown has five sides and five vertices.



Which statements about the shape are true?

Select the **two** correct answers.

A. It has one pair of parallel sides.

B. It has exactly two acute angles.

C. It has three pairs of perpendicular sides.

D. It has exactly two obtuse angles.

E. It has exactly one right angle.

00. Which equation is true?

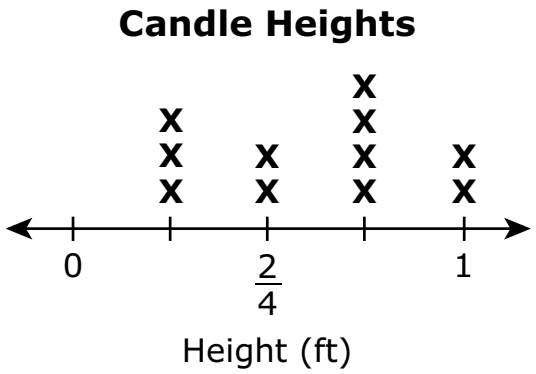
A. $\frac{7}{10} + \frac{17}{100} = \frac{87}{100}$

B. $\frac{3}{100} + \frac{3}{10} = \frac{6}{110}$

C. $\frac{87}{100} + \frac{4}{10} = \frac{91}{100}$

D. $\frac{8}{10} + \frac{19}{100} = \frac{89}{100}$

00. Chris measured the heights of some candles. The line plot shows the measurement of each candle in feet.



What is the difference, in feet, between the longest and shortest candle heights?

A. $\frac{1}{4}$

B. $\frac{3}{4}$

C. 1

D. 2

00. What is the sum?

$5{,}092 + 2{,}722$

A. 7,715

B. 7,814

C. 8,642

D. 8,714

00. A number pattern that begins with 8 follows the rule add 3.

Which statement about the numbers in the pattern is **true**?

A. The numbers are all odd.

B. The numbers are all multiples of 3.

C. The numbers switch between even and odd.

D. The numbers switch between multiples of 3 and multiples of 8.

00. Which sentence is true?

A. The equation $21 \times 5 = 105$ means that 105 is 5 times as many as 21.

B. The equation $13 \times 3 = 39$ means that 13 is 3 times as many as 39.

C. The equation $10 \times 24 = 240$ means that 240 is 10 times as many as 240.

D. The equation $14 \times 11 = 154$ means that 11 is 14 times as many as 154.

00. Whitney and Rodney wrote different numbers on the board.

- Whitney wrote 1760.
- One of the digits in Rodney's number is a 6.
- The 6 in Rodney's number is 10 times the 6 in Whitney's number.

Which of these could be Rodney's number?

Select the **two** correct answers.

A. 1746

B. 2465

C. 2648

D. 3016

E. 4625

F. 6002

00. Which expression can be used to find $963 \div 3$?

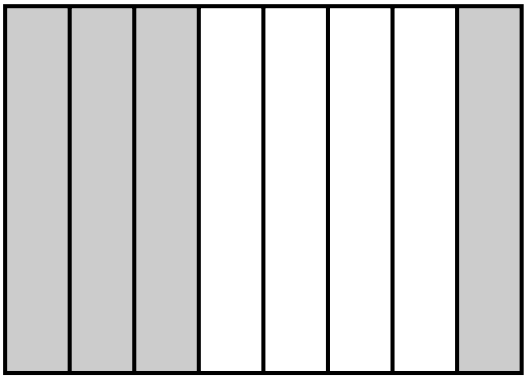
A. $(9 \div 3) - (6 \div 3) - (3 \div 3)$

B. $(9 \div 3) + (6 \div 3) + (3 \div 3)$

C. $(900 \div 3) - (60 \div 3) - (3 \div 3)$

D. $(900 \div 3) + (60 \div 3) + (3 \div 3)$

00. The model shown represents one whole that has been divided into equal parts. Some parts are shaded to represent a fraction.



Which expressions represent the fraction of the model that is shaded?

Select the **two** correct answers.

A. $\frac{1}{8}+\frac{1}{8}+\frac{1}{8}+\frac{1}{8}$

B. $\frac{1}{2}+\frac{1}{2}+\frac{1}{2}+\frac{1}{2}$

C. $\frac{3}{8}+\frac{1}{8}$

D. $\frac{4}{8}+\frac{4}{8}$

E. $\frac{2}{4}+\frac{2}{4}$

00. Which chart shows **all** the factor pairs of 48?

A.

Factor Pairs of 48
1 × 48
2 × 24
3 × 16
4 × 12

B.

Factor Pairs of 48
1 × 48
2 × 24
3 × 16
4 × 12
6 × 8

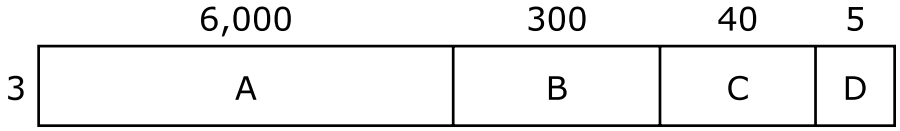
C.

Factor Pairs of 48
1 × 48
3 × 16
4 × 12
6 × 8

D.

Factor Pairs of 48
1 × 48
2 × 24
3 × 16
4 × 12
6 × 7

00. Jason drew the area model shown to represent the value of $3 \times 6{,}345$ as four products.



What product belongs in box B of the model?

A. 18,000

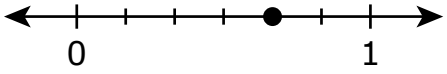
B. 9,000

C. 900

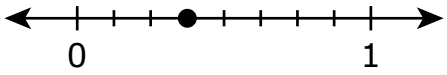
D. 300

00. Which number line shows a point that represents a fraction equivalent to $\frac{4}{5}$?

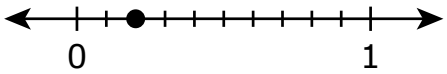
A.



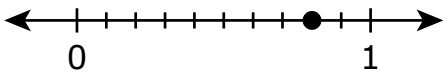
B.



C.



D.



00. A number is represented in word form.

five hundred six thousand seventy-two

Which values are equivalent to the number shown?

Select the **two** correct answers.

A. 506,072

B. 506,720

C. 560,072

D. $(5 \times 100{,}000) + (6 \times 1{,}000) + (7 \times 10) + (2 \times 1)$

E. $(5 \times 100{,}000) + (6 \times 10{,}000) + (7 \times 10) + (2 \times 1)$

00. Jordan baked 3 batches of cookies.

- Each batch had 14 cookies.
- Jordan kept 6 cookies for himself.
- He shared the rest of the cookies equally among 9 friends.

How many cookies did each of the friends receive?

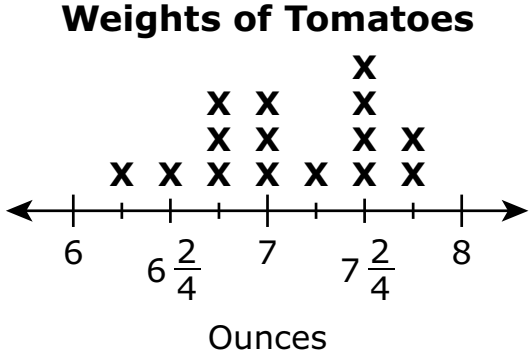
A. 3

B. 4

C. 36

D. 42

00. Noah helped his family pick 15 tomatoes to make salsa. The weights of the tomatoes are shown in the line plot.



Which statements about the line plot are true?

Select the **three** correct answers.

A. The difference in the weight between the largest and smallest tomato is $1\frac{2}{4}$ ounces.

B. There are two more $7\frac{2}{4}$-ounce tomatoes than $6\frac{3}{4}$- and $7\frac{3}{4}$-ounce tomatoes combined.

C. There are the same number of $6\frac{3}{4}$-ounce tomatoes and 7-ounce tomatoes.

D. There are two more $7\frac{2}{4}$-ounce tomatoes than $7\frac{3}{4}$-ounce tomatoes.

E. The combined weight of only the $7\frac{2}{4}$-ounce tomatoes is $28\frac{2}{4}$ ounces.

00. Austin is helping his mom put carpet on his clubhouse floor. The floor is 9 feet wide and 6 feet long.

Which expression represents the area of the clubhouse floor in square feet?

A. $9 + 6$

B. 9×6

C. $9 + 9 + 6 + 6$

D. $9 \times 9 \times 6 \times 6$

00. This shaded fraction model represents one whole.

Which fraction model represents a fraction equivalent to $\frac{3}{4}$?

A. 

B. 

C. 

D. 

00. A number is represented in standard form.

5,872

Which value represents the number in word form?

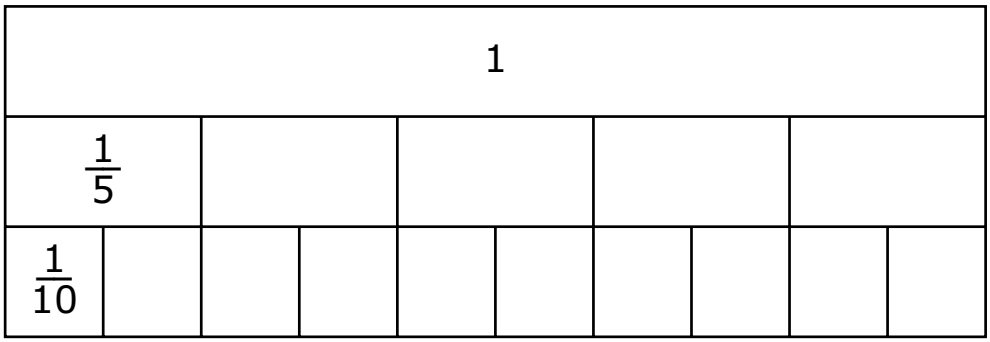
A. five hundred eighty-seven

B. five thousand eight hundred seventy

C. five thousand eight hundred seventy-two

D. fifty thousand eight hundred seventy-two

00. Here is a fraction model.



The fraction model shows that $\frac{2}{5}$ is equivalent to which fraction?

A. $\frac{1}{10}$

B. $\frac{2}{10}$

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

D. $\frac{5}{10}$

00. Which expression is equal to $\frac{56}{100}$?

A. $\frac{5}{10} + \frac{6}{100}$

B. $\frac{5}{100} + \frac{6}{10}$

C. $\frac{5}{10} + \frac{6}{10}$

D. $\frac{5}{100} + \frac{6}{100}$

00. Hanna is making prizes for a school fair.

- She will make 30 prizes in all.
- For each prize she needs 12 inches of ribbon.
- She has already bought 192 inches of ribbon.

How many more inches of ribbon does Hanna need to buy?

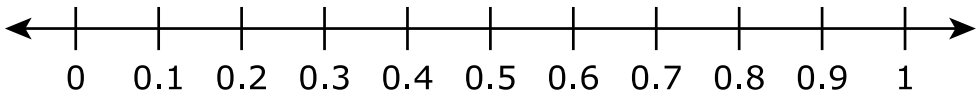
A. 14

B. 16

C. 168

D. 360

00. The fraction $\frac{42}{100}$ can be represented with a point on the number line shown.



Where would $\frac{42}{100}$ be located on the number line?

A. exactly on 0.4

B. between 0.4 and 0.5 but closer to 0.4

C. exactly halfway between 0.4 and 0.5

D. between 0.4 and 0.5 but closer to 0.5

00. A number is rounded to 260,000.

Which statement about the number could be **true**?

A. The number is 254,999 rounded to the nearest 10.

B. The number is 254,999 rounded to the nearest 10,000.

C. The number is 260,499 rounded to the nearest 1,000.

D. The number is 260,499 rounded to the nearest 100,000.

00. Which comparison is true?

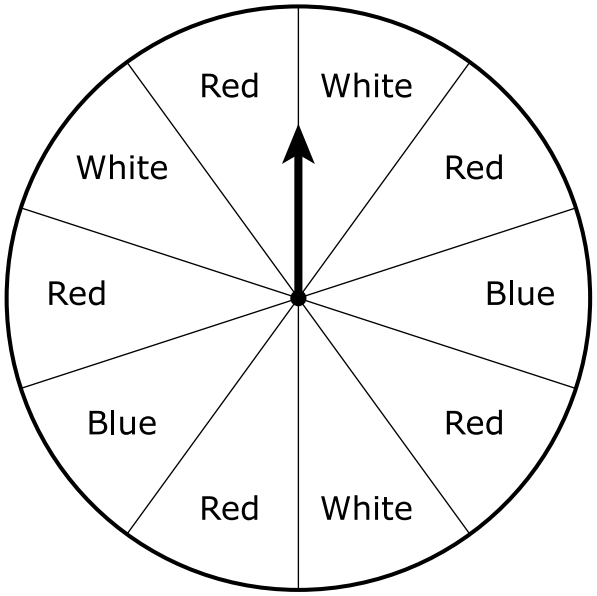
A. $5.05 > 5.5$

B. $8.24 < 6.98$

C. $3.9 > 3.67$

D. $2.76 = 2.67$

00. The spinner shown is divided into parts that are all the same size.



Which equation shows how to find the sum of the red parts and blue parts?

A. $\frac{5}{10} + \frac{2}{10} = \frac{7}{20}$

B. $\frac{5}{10} + \frac{2}{10} = \frac{7}{10}$

C. $\frac{3}{10} + \frac{5}{10} = \frac{8}{10}$

D. $\frac{3}{10} + \frac{5}{10} = \frac{8}{20}$

00. Bradley practices swimming on Mondays and Tuesdays. On Mondays he swims a distance of 360 meters. On Tuesdays he swims a distance 4 times as long as he swims on Mondays.

What distance does Bradley swim on Tuesdays?

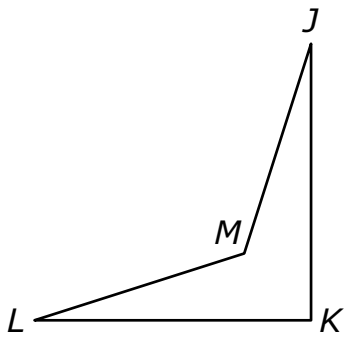
A. 90 meters

B. 364 meters

C. 1,440 meters

D. 1,800 meters

00. Here is a shape.



Which pair of line segments are **most likely** perpendicular?

A. line segments *JK* and *KL*

B. line segments *KL* and *LM*

C. line segments *LM* and *MJ*

D. line segments *MJ* and *KL*

00. Students will measure the height and width of the front of their classroom door. Which measurement is the best estimate of the **width** of a classroom door?

A. 8 inches

B. 20 feet

C. 36 inches

D. 96 feet

00. What is the difference between $5\frac{3}{5}$ and $2\frac{1}{5}$?

A. $2\frac{3}{5}$

B. 3

C. $3\frac{2}{5}$

D. $7\frac{4}{5}$

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