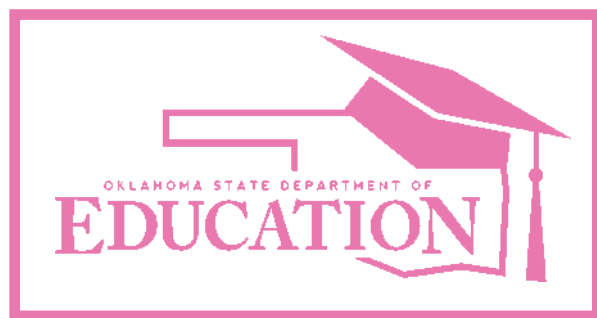




Oklahoma School Testing Program
Oklahoma Core Curriculum Tests (OCCT)
Grade 3 Mathematics and Reading

PARENT, STUDENT, AND TEACHER GUIDE



2014–2015

Oklahoma State Department of Education

Testing Dates
2015 School Year

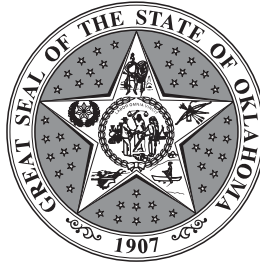
Multiple-Choice Tests
April 10–May 8, 2015

Acknowledgment

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**STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF OKLAHOMA**

Dear Parent/Guardian and Student:

Soon students will be participating in the Oklahoma Core Curriculum Tests. These tests are designed to measure knowledge in Mathematics and Reading.

Parents/guardians will receive a report on their child's performance on the tests. This report will indicate their child's areas of strength as well as areas needing improvement.

This guide provides a list of test-taking tips, objectives covered in the test, and practice tests. Parents/guardians are encouraged to discuss these materials with their child to help prepare them for the tests. During the test week, it is very important for each child to get plenty of sleep, eat a good breakfast, and arrive at school on time.

If you have any questions about the Oklahoma Core Curriculum Tests, please contact your local school or the State Department of Education.

Sincerely,

A handwritten signature in black ink, appearing to read "Joe H. Zmeskal".

State Superintendent of Public Instruction

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The Oklahoma Core Curriculum Tests

The Governor, state legislators, and other Oklahoma elected officials have committed themselves to ensuring that all Oklahoma students receive the opportunity to learn the skills required to succeed in school and in the workplace. To achieve this goal, schools must prepare every Oklahoma student for colleges, universities, and jobs that require new and different skills.

Under the direction of the Legislature, Oklahoma teachers, parents, and community leaders met to agree upon the skills that students are expected to master by the end of each grade. The results of their efforts, Oklahoma Academic Standards, provide the basis for Oklahoma's core curriculum.

In addition, the Legislature established the criterion-referenced test component of the Oklahoma School Testing Program to measure students' progress in mastering the Oklahoma Academic Standards and objectives. Tests have been developed by national test publishers that specifically measure the Oklahoma Academic Standards and objectives at Grade 3. Teachers from throughout Oklahoma have been involved in the review, revision, and approval of the questions that are included in the tests.

The Oklahoma Core Curriculum Tests (OCCT), a criterion-referenced testing program, compares a student's performance with performance standards established by the State Board of Education. These standards, referred to as the Oklahoma Performance Index, or OPI, identify specific levels of performance required on each test. These standards are based upon reviews from groups of Oklahoma educators and citizens who evaluated the tests and made recommendations.

In the content areas of Mathematics and Reading, a student's test performance is reported according to one of four performance levels: Advanced, Proficient, Limited Knowledge, and Unsatisfactory.

This year, students in Grade 3 will take multiple-choice tests in Mathematics and Reading.

This guide provides an opportunity for parents, students, and teachers to become familiar with how these skills in these subject areas will be assessed. It presents general test-taking tips, lists the Oklahoma Academic Standards and objectives that are eligible for assessment in a statewide testing program, gives a blueprint for the tests, and provides practice test questions.

Test-Taking Tips

The following tips provide strategies for taking the Oklahoma Core Curriculum Tests. Test-taking skills cannot replace proper preparation based on the Oklahoma Academic Standards and objectives, which serve as the foundation for the tests.

General Test-Taking Tips:

- Read this guide carefully and complete the practice tests.
- Make sure you understand all test directions. If you are uncertain about any of the directions, raise your hand to ask questions before testing has started.

Tips for the Multiple-Choice Tests:

- Read each question and every answer choice carefully. Choose the best answer for each question.
- Check your work if you finish your test early. Use the extra time to answer any questions that you skipped.
- Read the selections on the Reading test carefully.
- Remember that if you cannot finish the test within the time allotted, you will be given additional time to complete the test.
- Don't spend too much time on any one question. If a question takes too long to answer, skip it and answer the other questions. You can return to any skipped questions after you have finished all other questions.

The Multiple-Choice Tests

Each year, students in Grade 3 take multiple-choice tests in Mathematics and Reading.

Each multiple-choice subject test is divided into two separate sections. These two sections of the test may be administered on the same day with a break given between the sections or on consecutive days. Students should have enough time to complete all sections. Students may be given additional time if needed, but additional time will be given as an extension of the same testing period, not at a different time.

Students will mark their answers directly in their test books, which are scanned and scored. Students who finish early need to make sure their work is complete and are encouraged to check and verify their answers prior to closing their test books. Students will not be allowed to reopen their test books once they have been closed for a given test session.

The following sections

- list the Oklahoma Academic Standards eligible for multiple-choice testing in each subject area.
- reproduce the student directions.
- present practice test questions for each subject.
- provide information about preparing for testing to the Oklahoma Academic Standards.

Oklahoma Academic Standards

The Oklahoma Academic Standards that are eligible for testing in the Grade 3 multiple-choice tests for each subject area are presented below. They represent the portion of the Oklahoma core curriculum in these subject areas that is assessed on the Oklahoma Core Curriculum Tests. The skills are grouped into standards with specific objectives listed under each one. Student performance on the multiple-choice tests is reported at the standard and objective levels in all subject areas. In Mathematics, student performance is reported by the content standards. Please note that not all Oklahoma Academic Standards and objectives are appropriate for the statewide assessment. This guide includes only the Oklahoma Academic Standards and objectives that are assessed by the OCCT and are based on the 2009 revision for Mathematics and the 2010 revision for Reading.

Mathematics (Process)—Grade 3

Process Standard 1: Problem Solving

1. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).
2. Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).
3. Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).

4. Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).
5. Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss “best” clues, write riddles with sufficient information, identify unnecessary information in written story problems).

Process Standard 2: Communication

1. Express mathematical ideas coherently and clearly to peers, teachers, and others (e.g., with verbal ideas, models or manipulatives, pictures, or symbols).
2. Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student’s explanation, analyze another student’s explanation).
3. Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.
4. Represent, discuss, write, and read mathematical ideas and concepts. Start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology (e.g., “add more” becomes “plus”, “repeated addition” becomes “multiplication”, “fair share” becomes “divide”, “balance the equation” becomes “solve the equation”).

Process Standard 3: Reasoning

1. Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, extend patterns to connect with more general cases).
2. Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning [“and” “or” “not”] and recursive reasoning).
3. Make predictions and draw conclusions about mathematical ideas and concepts. Predictions become conjectures and conclusions become more logical as students mature mathematically.

Process Standard 4: Connections

1. Relate various concrete and pictorial models of concepts and procedures to one another (e.g., use two colors of cubes to represent addition facts for the number 5, relate patterns on a hundreds chart to multiples, use base-10 blocks to represent decimals).
2. Link concepts to procedures and eventually to symbolic notation (e.g., represent actions like snap, clap, clap with symbols A B B, demonstrate $3 \bullet 4$ with a geometric array, divide a candy bar into 3 equal pieces that represent one piece as $\frac{1}{3}$).
3. Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays, $\frac{1}{2}$ can be written as .5 and 50%).
4. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).

Process Standard 5: Representation

1. Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).
2. Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).

Mathematics (Content)—Grade 3

Standard 1: Algebraic Reasoning: Patterns and Relationships—The student will use a variety of problem-solving approaches to extend and create patterns.

1. Describe (orally or in written form), create, extend and predict patterns in a variety of situations (e.g., 3, 6, 9, 12 . . . , use a function machine to generate input and output values for a table, show multiplication patterns on a hundreds chart, determine a rule and generate additional pairs with the same relationship).
2. Find unknowns in simple arithmetic problems by solving open sentences (equations) and other problems involving addition, subtraction, and multiplication.
3. Recognize and apply the commutative and identity properties of multiplication using models and manipulatives to develop computational skills (e.g., $3 \cdot 5 = 5 \cdot 3$, $7 \cdot 1 = 7$).

Standard 2: Number Sense and Operation—The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers.

1. Number Sense
 - a. Place Value
 - i. Model the concept of place value through 4 digits (e.g., base-10 blocks, bundles of 10s, place value mats).
 - ii. Read and write whole numbers up to 4 digits (e.g., expanded form, standard form).
 - b. Whole Numbers and Fractions
 - i. Compare and order whole numbers up to 4 digits.
 - ii. Create and compare physical and pictorial models of equivalent and nonequivalent fractions including halves, thirds, fourths, eighths, tenths, twelfths, and common percents (25%, 50%, 75%, 100%) (e.g., fraction circles, pictures, egg cartons, fraction strips, number lines).
2. Number Operations
 - a. Estimate and find the sum or difference (with and without regrouping) of 3- and 4-digit numbers using a variety of strategies to solve application problems.
 - b. Multiplication Concepts and Fact Families
 - i. Use physical models and a variety of multiplication algorithms to find the product of multiplication problems with one-digit multipliers.
 - ii. Demonstrate fluency (memorize and apply) with basic multiplication facts up to 10×10 and the associated division facts (e.g., $5 \times 6 = 30$ and $30 \div 6 = 5$).

- iii. Estimate the product of 2-digit by 2-digit numbers by rounding to the nearest multiple of 10 to solve application problems.

Standard 3: Geometry—The student will use geometric properties and relationships to recognize and describe shapes.

- 1. Identify and compare attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes (e.g., count the edges and faces of a cube, the radius is half of a circle, lines of symmetry).
- 2. Analyze the effects of combining and subdividing two- and three-dimensional figures (e.g., folding paper, tiling, nets, and rearranging pieces of solids).
- 3. Make and use coordinate systems to specify locations and shapes on a grid with ordered pairs and to describe paths from one point to another point on a grid.

Standard 4: Measurement—The student will use appropriate units of measure to solve problems.

- 1. Measurement
 - a. Choose an appropriate measurement instrument and measure the length of objects to the nearest inch or half-inch and the weight of objects to the nearest pound or ounce.
 - c. Develop and use the concept of perimeter of different shapes to solve problems.
- 2. Time and Temperature
 - a. Solve simple addition problems with time (e.g., 15 minutes added to 1:10 p.m.).
 - b. Tell time on a digital and analog clock to the nearest 5 minutes.
 - c. Read a thermometer and solve for temperature change.
- 3. Money: Determine the correct amount of change when a purchase is made with a five dollar bill.

Standard 5: Data Analysis—The student will demonstrate an understanding of collection, display, and interpretation of data and probability.

- 1. Data Analysis
 - b. Read graphs and charts, identify the main idea, draw conclusions, and make predictions based on the data (e.g., predict how many children will bring their lunch based on a menu).
 - c. Construct bar graphs, frequency tables, line graphs (plots), and pictographs with labels and a title from a set of data.
- 2. Probability: Describe the probability (more, less, or equally likely) of chance events.

**Oklahoma School Testing Program
Grade 3 Mathematics – Test Blueprint
School Years 2014-2015**

The blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard and objective of the Priority Academic Student Skills/ Oklahoma Academic Standards (PASS/OAS).

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
1.0 Algebraic Reasoning: Patterns and Relationships	7	14%
1.1 Algebra Patterns	2	
1.2 Equations	2	
1.3 Number Properties	3	
2.0 Number Sense and Operation	20	40%
2.1 Number Sense	10	
2.2 Number Operations	10	
3.0 Geometry	7	14%
3.1 Properties of shapes	3	
3.2 Spatial Reasoning	2	
3.3 Coordinate Geometry	2	
4.0 Measurement	9	18%
4.1 Measurement	4	
4.2 Time and Temperature	2	
4.3 Money	3	
5.0 Data Analysis	7	14%
5.1 Data Analysis	4	
5.2 Probability	3	
Total Test	50	100%

(Please note this blueprint does not include items that may be field-tested.)

- A minimum of 6 items is required to report a standard, and a minimum of 4 items is required to report results for an objective.

Reading—Grade 3

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 2: Vocabulary—The student will develop and expand knowledge of words and word meanings to increase vocabulary.

1. Words in Context—Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.
2. Affixes—Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less), and roots to determine the meaning of words.
3. Synonyms, Antonyms, and Homonyms/Homophones—Determine the meanings of words using knowledge of synonyms, antonyms, homonyms/homophones, and multiple meaning words.
4. Using Resource Materials—Use word reference materials (glossary, dictionary, thesaurus) to determine the meaning and pronunciation of unknown words.

Standard 4: Comprehension/Critical Literacy—The student will interact with the words and concepts in a text to construct an appropriate meaning.

1. Literal Understanding
 - a. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for third grade.
 - b. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.
 - c. Recall major points in a text and revise predictions about what is read.
 - d. Show understanding by asking questions and supporting answers with literal information from the text.
2. Inferences and Interpretation
 - a. Make inferences by connecting prior knowledge and experience with information from the text.
 - b. Interpret text, including lessons or morals depicted in fairy tales, fables, etc., and draw conclusions from evidence presented in the text.
3. Summary and Generalization
 - a. Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction.
 - b. Make generalizations about a text (e.g., theme of a story or main idea of an informational text).
 - c. Produce summaries of fiction and nonfiction text, highlighting major points.

4. Analysis and Evaluation
 - a. Analyze characters including their traits, relationships, feelings, and changes in text.
 - b. Distinguish between fact and opinion in nonfiction text.
 - c. Analyze the causes, motivations, sequences, and results of events from a text.

Standard 5: Literature—The student will read to construct meaning and respond to a wide variety of literary forms.

2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
 - a. Compare and contrast plots, settings, or characters presented by different authors and the same author of multiple texts.
 - b. Recognize themes that occur across literary works.

Example: Read *Yoko* by Rosemary Wells and *You Are Special* by Max Lucado. Discuss the theme of “everyone is unique” that occurs in both stories.
3. Figurative Language and Sound Devices—The student will identify figurative language and sound devices in writing and how they affect the development of a literary work. Example: Identify and discuss how certain words and rhythmic patterns can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).

Standard 6: Research and Information—The student will conduct research and organize information.

1. Accessing Information—The student will select the best source for a given purpose.
 - a. Alphabetize to the third letter.
 - b. Use guide words to locate words in dictionaries and topics in encyclopedias.
 - c. Access information from charts, maps, graphs, schedules, directions, and diagrams.
 - d. Use the title page, table of contents, glossary, chapter headings, and index to locate information.
 - e. Use text formats as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).

**Oklahoma School Testing Program
Grade 3 Reading – Test Blueprint
School Years 2014-2015**

The blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard and objective of the Priority Academic Student Skills/ Oklahoma Academic Standards (PASS/OAS).

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
2.0 Vocabulary	12	24%
2.1 Words in Context	2–4	
2.2 Affixes, Roots, and Stems	2–4	
2.3 Synonyms, Antonyms, and Homonyms	2–4	
2.4 Using Resource Materials	2–4	
4.0 Comprehension/Critical Literacy	24	48 %
4.1 Literal Understanding	5	
4.2 Inferences and Interpretation	7	
4.3 Summary and Generalization	6	
4.4 Analysis and Evaluation	6	
5.0 Literature	8	16 %
5.2 Literary Elements	3–4	
5.3 Figurative Language/Sound Devices	4–5	
6.0 Research and Information	6	12 %
6.1 Accessing Information	6	
Total Test	50	100%

(Please note this blueprint does not include items that may be field-tested.)

- A minimum of 6 items is required to report a standard, and a minimum of 4 items is required to report results for an objective.

Multiple-Choice Practice Tests

Student Directions

1. Multiple-Choice Practice Tests for each of the subjects assessed are provided in the sections that follow. The math test includes 25 items, and the reading test includes 25 items. Each practice item is similar to an item on the test.
2. Fill in the circle beside the correct answer to each test question on the pages of the test book.
3. Turn to the Mathematics Practice Test. Read the directions at the top of the page.
4. Look at Sample A in the box. Read it to yourself and think of the answer. The correct answer to Sample A has been filled in. This shows you how to mark your answers in your test book.
5. Read Sample B of the Mathematics Practice Test. Mark your answer to Sample B in your test book. Next answer the 25 practice questions. Fill in the circle for each answer completely, as shown in the sample. Mark only in one circle for each question.

Note for students:

The practice tests in the following section are short versions of the type of multiple-choice tests you will be taking. Follow the instructions as you take the practice tests on the pages that follow.

6. After you finish the Mathematics Practice Test, go on to the Reading Practice Test. Read the directions to yourself and then answer the practice questions.
7. When you are finished, check your answers against the Answer Keys. The standards and objectives for each question are also shown.

**DIRECTIONS**

Read each question and choose the best answer. Then mark the circle for the answer you have chosen.

Sample A

Which list shows three numbers in order from least to greatest?

- ☒ 1,739, 1,985, 2,808
- ☐ 1,739, 2,808, 1,985
- ☐ 2,808, 1,985, 1,739
- ☐ 2,808, 1,739, 1,985

Sample B



Which 2 shapes could be put together to make the shape above?

- ☐ a square and a circle
- ☐ a square and a triangle
- ☐ a rectangle and a circle
- ☐ a rectangle and a triangle



1

The table shows the costs of different numbers of fruit bars.

Fruit Bar Costs

Number of Bars	2	3	4	5
Cost	\$4	\$6	\$8	\$10

Based on the information in the table, which statement is true?

- Ⓐ Each fruit bar costs \$4.
- Ⓑ Each fruit bar costs \$2.
- Ⓒ The cost of 6 fruit bars will be \$11.
- Ⓓ The cost of 6 fruit bars will be \$15.



2

Ben is 8 years younger than his sister. Ben's sister is 17 years old. The equation shows Ben's age, b .

$$b + 8 = 17$$

Which value of b makes this equation true?

- Ⓐ 9
- Ⓑ 10
- Ⓒ 25
- Ⓓ 30

3

Using the commutative property of multiplication, which expression equals 6×12 ?

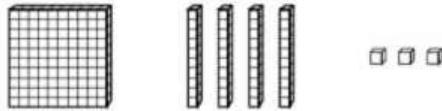
- Ⓐ $12 + 6$
- Ⓑ $12 - 6$
- Ⓒ 12×6
- Ⓓ $12 \div 6$

4

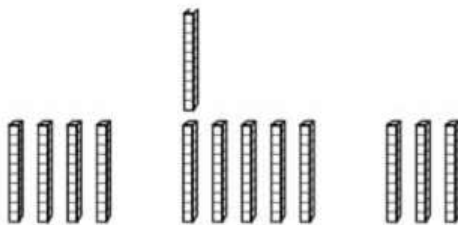
Which picture shows a model of the number 463?

Key:  = 1

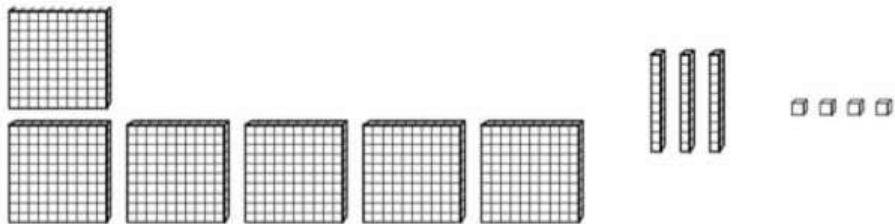
(A)



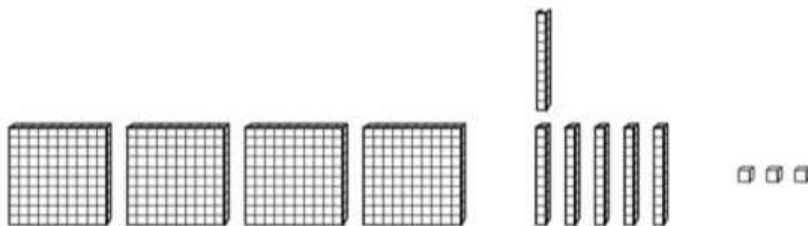
(B)



(C)



(D)





5 Which is equal to 3,571 in expanded form?

- Ⓐ $300 + 500 + 700 + 100$
- Ⓑ $300 + 50 + 71$
- Ⓒ $3,000 + 500 + 70 + 1$
- Ⓓ $3,000 + 57 + 1$

6 Which pair of numbers will be the same when each number is rounded to the nearest hundred?

- Ⓐ 2,563 and 2,417
- Ⓑ 2,563 and 2,548
- Ⓒ 3,894 and 3,786
- Ⓓ 3,894 and 3,925



- 7 Which set shows less than $\frac{1}{2}$ of the pencil erasers shaded?

$$\frac{1}{2} = \text{[Diagram: one shaded eraser and one unshaded eraser]}$$

- (A)
- (B)
- (C)
- (D)

- 8 Tickets for a play were sold on Monday, Tuesday, and Wednesday.

Tickets Sold

Day of the Week	Number of Tickets Sold
Monday	197
Tuesday	364
Wednesday	?

If a total of 900 tickets were sold for the play, how many tickets were sold on Wednesday?

- (A) 300
- (B) 339
- (C) 449
- (D) 461



9



Which fact shows the total number of buttons in the picture?

- Ⓐ $5 \times 6 = 30$
- Ⓑ $5 + 6 = 11$
- Ⓒ $5 \times 5 = 25$
- Ⓓ $5 + 5 = 10$

10

A coach needs to buy 32 pencils for an afterschool club. There are 4 pencils in each package of pencils. Which equation could be used to find $\square$, the total number of packages of pencils the coach needs to buy?

- Ⓐ $4 \times 32 = \square$
- Ⓑ $4 + \square = 32$
- Ⓒ $32 \div 4 = \square$
- Ⓓ $32 - \square = 4$



11

A school library has 17 shelves of picture books. There are 33 picture books on each shelf. Which is closest to the total number of picture books in this library?

- (A) 300 picture books
- (B) 400 picture books
- (C) 600 picture books
- (D) 800 picture books

12

Two figures are shown.

Figure X

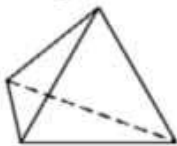
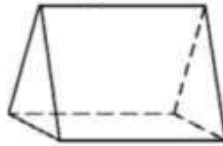


Figure Y



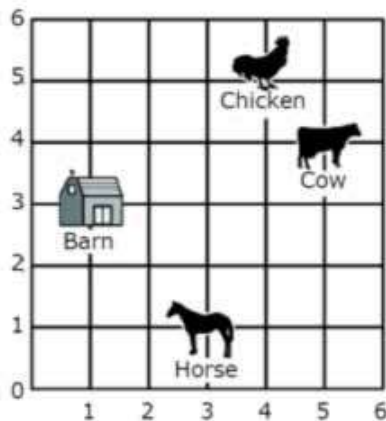
Which statement about these figures is true?

- (A) Figure X has more faces than Figure Y.
- (B) Figure Y has more vertices than Figure X.
- (C) Both figures have the same number of edges.
- (D) Both figures only have faces that are triangles.



13

The grid shows the location of the barn and 3 animals on Joey's farm.



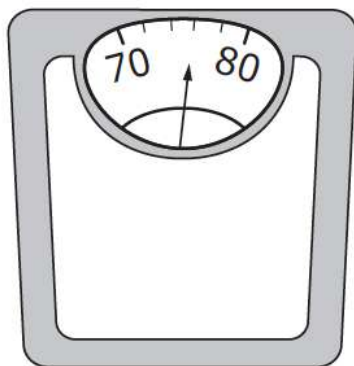
Which ordered pair shows the location of the chicken?

- Ⓐ (1, 3)
- Ⓑ (3, 1)
- Ⓒ (4, 5)
- Ⓓ (5, 4)

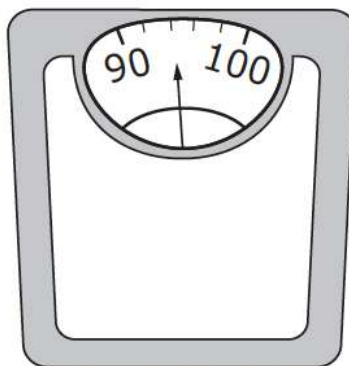


14

One scale shows the weight of a person and the other scale shows the weight of a person and a dog.



Person



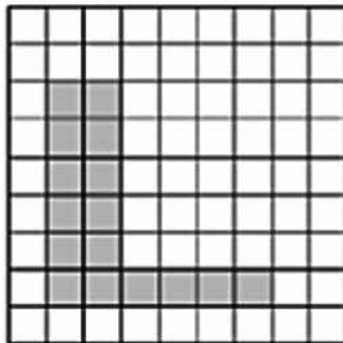
Person and dog

How many pounds does the dog weigh?

- Ⓐ 22
- Ⓑ 19
- Ⓒ 18
- Ⓓ 8



- 15** Each small square on the grid has sides that measure 1 unit long.



What is the perimeter, in units, of the shaded figure on the grid?

- Ⓐ 24 units
- Ⓑ 22 units
- Ⓒ 21 units
- Ⓓ 16 units



16

Oliver begins eating his lunch at 12:30 p.m.



He eats his lunch in 45 minutes. What time does Oliver finish lunch?

- (A) 12:45 p.m.
- (B) 1:00 p.m.
- (C) 1:15 p.m.
- (D) 1:30 p.m.

17

Bob will leave for school at the time shown on the clock.



What time does the clock show?

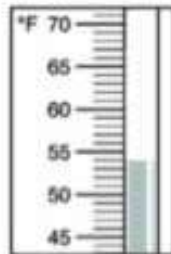
- (A) 7:45
- (B) 8:09
- (C) 8:45
- (D) 9:08



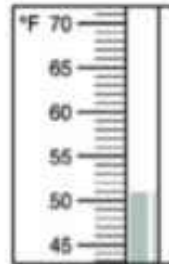
18

One day in McAlester, the high temperature was 56°F . Which thermometer best shows 56°F ?

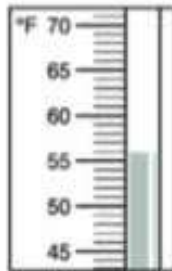
(A)



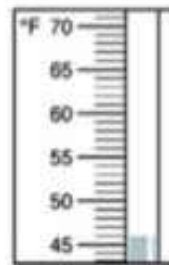
(B)



(C)



(D)





19

The table shows the prices of several school supplies at a store.

School Supplies

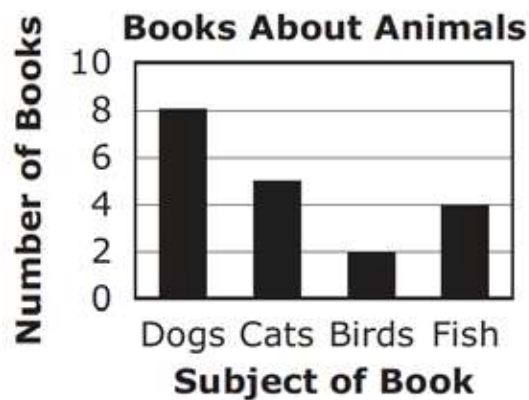
Item	Price
binder	\$2.87
calculator	\$3.45
markers	\$1.75
paper	\$1.05
school box	\$1.25

June had \$5.00 when she went to the store. She bought 1 calculator. What is the most expensive item June could have bought with the money she had left?

- Ⓐ binder
- Ⓑ markers
- Ⓒ paper
- Ⓓ school box



- 20** The bar graph shows the numbers of books about different animals a teacher read to the class.



How many more books about dogs did the teacher read than books about birds?

- (A) 2
- (B) 4
- (C) 6
- (D) 8

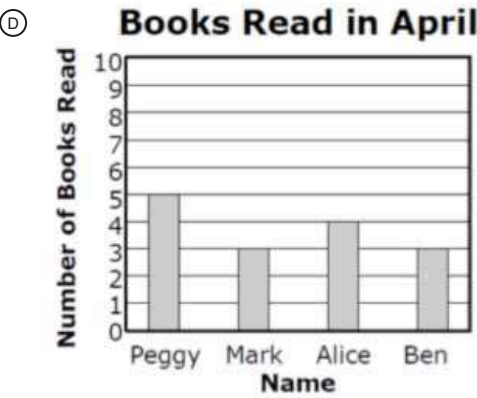
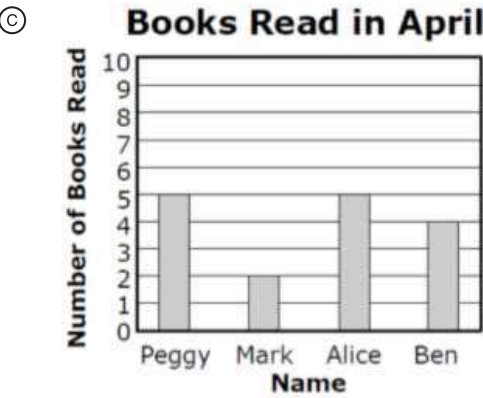
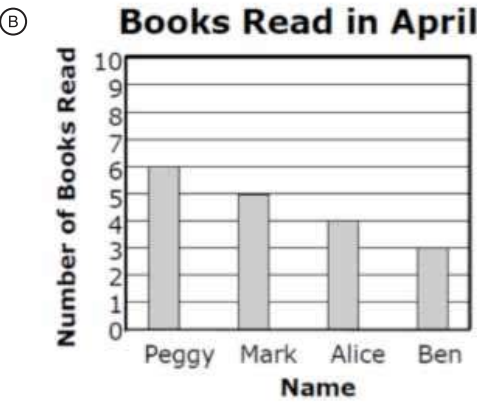
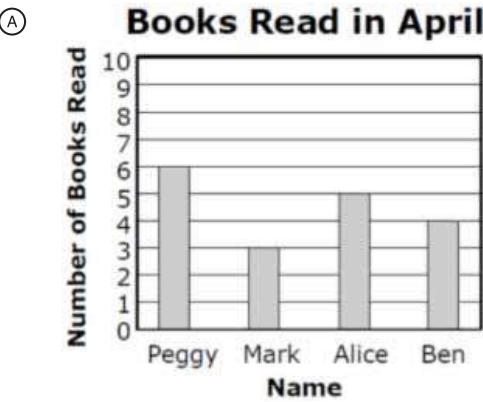


21

The chart shows the number of books read by 4 students.

Books Read in April	
Name	Number of Books Read
Peggy	I
Mark	
Alice	
Ben	

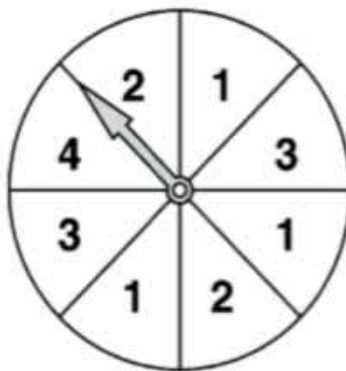
Which bar graph correctly shows the information in the chart?





22

Each section of the spinner is the same size.



On which number is the arrow least likely to land after one spin?

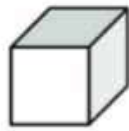
- (A) 1
- (B) 2
- (C) 3
- (D) 4



23

Which of these 3-dimensional figures could be made using only triangles as faces?

(A)



(B)



(C)



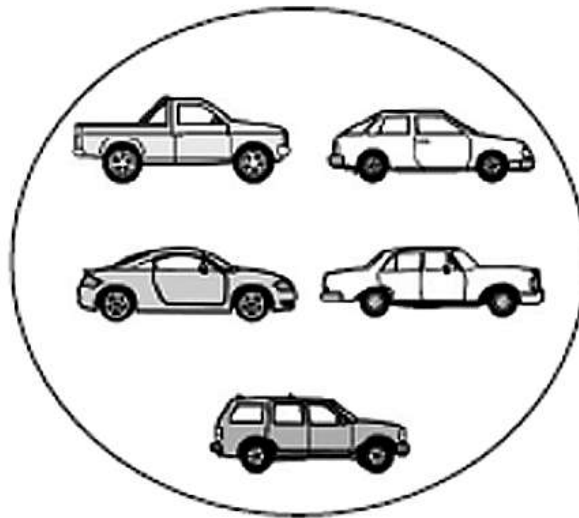
(D)





24

Terry counted toy cars in groups of 5. The picture shows one group.



Which list shows grouping by fives?

- (A) 5, 7, 9, 11
- (B) 5, 10, 14, 18
- (C) 5, 10, 15, 20
- (D) 5, 8, 10, 12



25

Today, Clara's Bakery made 281 cookies and sold 147 cookies. To the nearest ten, what is the number of cookies that are left to sell tomorrow?

- Ⓐ 30 cookies
- Ⓑ 40 cookies
- Ⓒ 130 cookies
- Ⓓ 150 cookies



**DIRECTIONS**

Read each selection. Then read the questions that follow. Choose the best answer for each question. Mark the circle for the answer you have chosen.

Sample Selection**Best Friends**

- 1 For as long as Chad could remember, he wanted a dog. Pets were not allowed in their apartment building. When summer came, his family moved to a big house. Chad's parents gave him a small dog named Shag.
- 2 All summer and fall they played together. They took long walks. They rolled on the grass and jumped into piles of leaves. In the winter they made tracks on the snow. After school Shag would meet him at the door. Shag was his best friend!

Sample A

What is the story mostly about?

- ☐ (A) Moving into a new house is fun.
- ☒ (B) A boy and a dog become friends.
- ☐ (C) Playing outside is better than inside.
- ☐ (D) A boy learns to share with his parents.

Sample B

What did Chad and Shag like to do best in the winter?

- ☐ (A) roll in the grass
- ☐ (B) work on homework
- ☐ (C) jump into the leaves
- ☐ (D) make tracks on the snow



Read the selections on the next two pages. Then answer the questions that follow.

Joshua's Circus Rabbit

- 1 Joshua's teacher, Mr. Santos, was helping the class plan for Visitors' Night. "Let's make our room look like a circus. We can hang up pictures of clowns and tents. We can put other circus items around the room. Your visitors will feel like they are at a circus!"
- 2 Mandy raised her hand and asked, "Can we make a circus train? I have a book that shows one filled with wild animals. We could make one from wagons and stuffed animals."
- 3 Everyone liked Mandy's idea. Joshua and two other children offered to bring their wagons to school. Mr. Santos asked others to bring in stuffed animals.
- 4 On the way home from school, Joshua thought and thought. He used to have stuffed elephants, monkeys, rabbits, bears, and tigers when he was younger. Last year, though, he had given them away. Now he had only one stuffed animal—a rabbit named "Pinky." It was special to Joshua because his grandmother had given it to him when he was a baby. But who had ever heard of a pink circus rabbit?
- 5 Joshua went straight to his room when he got home. He picked up Pinky. He touched her button nose, furry ears, and cute tail. How could he make a pink rabbit look like a circus animal?
- 6 First, Joshua tried tying Pinky's ears back. She still looked like a rabbit. Then, he covered her with strips of black tape. She looked like a silly pink tiger. Next, Joshua made lion hair from yellow string. When he put it on Pinky, she looked like a rabbit with a mop on her head! Joshua gave up.
- 7 In the morning, he had to decide what to do. Should he take Pinky to school in his wagon? Finally, he put her in his wagon and pulled it to school. He found a surprise there! Mandy had brought her stuffed cat. One boy had brought a toy chicken and baby chicks. Another student had brought a stuffed dog. Of course, there were lots of tigers, lions, elephants, and monkeys, too.
- 8 "Let's make a circus pet wagon!" Joshua said.
- 9 Mr. Santos helped the class make a sign for the last wagon in the circus train. It said, "Circus Pets." Joshua placed the cat, chicken, chicks, and dog in their special wagon, right behind Pinky the rabbit.



Camp Wiki-Waki

- 1 "I think you'll like it here at Camp Wiki-Waki," Mom said, as Dad parked in front of the office cabin.
- 2 "Me, too!" said Mandy. "Where's the lake?"
- 3 Dad said, "We need to go into the office and sign you in. You can ask them about the lake."
- 4 After Mom signed Mandy in, the girl in the office said, "Welcome to Camp Wiki-Waki. I'm Maria. If you have any questions, ask me."
- 5 "Where's the lake?" Mandy asked her.
- 6 "Oh, the dam broke this winter. We've fixed it, but there will be no lake this year."
- 7 "No lake? That's why I came to camp!" Mandy said.
- 8 "There are many other things to have fun with here," Maria told her. "Why don't you talk to our camp leader, Ms. Johnson?"
- 9 "That sounds like a good idea," Mom said.
- 10 They met Ms. Johnson, and she walked with them down to the dam. They stood on the dam looking out over where the lake used to be.
- 11 "It's usually a beautiful lake," Ms. Johnson told them.
- 12 Mandy sat on the rough dirt where the dam had been fixed. She picked up a stick and poked around in the dirt. She dug around and pulled out a strange rock. It was flat and pointed on one end. She could see where someone had chipped away parts of the rock to shape it this way.
- 13 Mandy held the rock up and said, "Look what I found!"
- 14 "Why, it's an arrowhead," Ms. Johnson said. "There were once many Native Americans living near this lake. One of them probably made this arrowhead. We need to tell someone who studies these things about what you found."
- 15 Mandy walked back to the office with Ms. Johnson, who made a phone call. She told Mandy that some people would come and look for more arrowheads.
- 16 "You can help them search, Mandy," Ms. Johnson told her.
- 17 Mandy looked at the arrowhead lying on Ms. Johnson's desk. "I think I'll stay at camp after all. I probably won't get a chance to dig up such important objects again. I can always swim next year."
- 18 She turned to her parents and said, "Let's go get my stuff and put it in my cabin. I have an important job to do this summer."



Use “Joshua’s Circus Rabbit” to answer questions 1 through 4.

1 In paragraph 4, an antonym for special is

- Ⓐ important.
- Ⓑ different.
- Ⓒ common.
- Ⓓ unusual.

2 Based on the title of this passage, a student predicted it would be about animals at a circus. Which sentence would best help a student change that prediction?

- Ⓐ “Your visitors will feel like they are at a circus!”
- Ⓑ “I have a book that shows one filled with wild animals.”
- Ⓒ Joshua went straight to his room when he got home.
- Ⓓ He found a surprise there!

3 Which animal rides with Pinky in the circus pet wagon?

- Ⓐ lion
- Ⓑ tiger
- Ⓒ chicken
- Ⓓ monkey

4 Joshua gets his stuffed rabbit from his

- Ⓐ father.
- Ⓑ mother.
- Ⓒ grandfather.
- Ⓓ grandmother.



Use "Camp Wiki-Waki" to answer questions 5-7

5 Which best explains why Mandy decides to stay at Camp Wiki-Waki?

- Ⓐ She knows the lake will be back next year.
- Ⓑ She is excited about searching for arrowheads.
- Ⓒ She learns about the fun activities offered at the camp.
- Ⓓ She discovers that people from a long time ago once lived nearby.

6 How does Ms. Johnson know that the rock Mandy finds is an arrowhead?

- Ⓐ Mandy finds it near the dam.
- Ⓑ Mandy finds it in the rough dirt.
- Ⓒ Someone had chipped away parts of the rock to shape it.
- Ⓓ Someone dug the rock up while poking around with a stick.

7 Which sentence shows that Mandy learned a lesson?

- Ⓐ "We need to go into the office and sign you in."
- Ⓑ "No lake? That's why I came to camp!"
- Ⓒ "We need to tell someone who studies these things about what you found."
- Ⓓ "I can always swim next year."



Use “Joshua’s Circus Rabbit” and “Camp Wiki-Waki” to answer questions 8-10.

8

In “Joshua’s Circus Rabbit” and “Camp Wiki-Waki,” Joshua and Mandy both

- Ⓐ study the past.
- Ⓑ plan for visitors.
- Ⓒ make a decision.
- Ⓓ think of a good idea.

9

What is a common theme in both passages?

- Ⓐ Everyone needs to have a pet in the summer.
- Ⓑ Things may turn out better than expected.
- Ⓒ Circus life is like summer camp.
- Ⓓ Rules are important to follow.

10

With which idea would the authors of both passages most likely agree?

- Ⓐ Hard work pays off.
- Ⓑ It is best to be honest.
- Ⓒ Be proud of things you own.
- Ⓓ Make the most of what you have.



Read the selection below. Then answer the questions that follow.

Mr. Lucky Straw

by Florence Sakade



- 1 Once upon a time, long ago, there was a young man named Shobei who lived in a farm village in Japan.
- 2 One day on his way home from working in the fields he tripped on a stone and tumbled over and over on the ground. When he stopped tumbling he discovered that he had caught a piece of straw up in his hand.
- 3 “Well, well,” he said, “a piece of straw is a worthless thing, but it seems I was meant to pick this one up, so I won’t throw it away.”
- 4 As he went walking along, holding the straw in his hand, a dragonfly came flying in circles around his head.
- 5 “What a pest!” he said, “I’ll show this dragonfly not to bother me!” So he caught the dragonfly and tied the straw around its tail.
- 6 He went on walking, holding the dragonfly, and presently met a woman walking with her little boy.
- 7 When the little boy saw the dragonfly, he wanted it very badly. “Mother, please get me that dragonfly,” he said. “Please, please, *please!*”
- 8 “Here, little boy, I’ll give you the dragonfly,” Shobei said, handing the boy the straw.
- 9 To express her appreciation, the boy’s mother gave Shobei three of the oranges she was carrying.



- 10 Shobei thanked her and went on his way. Before long he met a peddler who was so thirsty that he was almost fainting. There was no water anywhere near. Shobei felt very sorry for the peddler and gave him all the oranges, so he could drink the juice.
- 11 The peddler was very grateful, and in exchange he gave Shobei three pieces of cloth.
- 12 Shobei went on his way, carrying the cloth, and met a princess riding in a fine carriage guarded by many attendants.
- 13 The princess looked out of the carriage at Shobei and said: "Oh, what pretty cloth you have there. Please let me have it."
- 14 Shobei gave the princess the cloth and, to thank him, she gave him a large sum of money.
- 15 Shobei took the money and bought many fields with it. He divided the fields up among the people of his village. Thus everyone had a piece of land of his own. They all worked very hard in their fields. The village became very prosperous and many new barns and storehouses were built. Everyone was amazed when they remembered that all this wealth came from the little straw which Shobei had happened to pick up.
- 16 Shobei became the most important man in the village. Everyone respected him greatly. And as long as he lived they all called him "Mr. Lucky Straw."

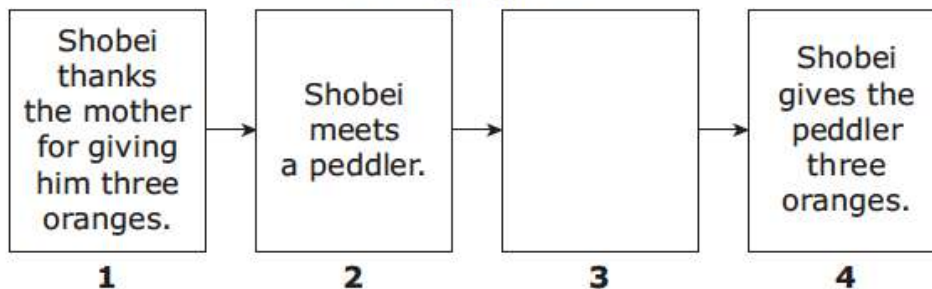
11 Which statement best explains why Shobei gave the little boy the dragonfly?

- Ⓐ Shobei is a kind person.
- Ⓑ Shobei likes the little boy.
- Ⓒ Shobei is a helpful person.
- Ⓓ Shobei knows the little boy's mother.



12

Paragraph 10



Which event belongs in box 3?

- Ⓐ The peddler is very thirsty.
- Ⓑ Shobei makes juice from oranges.
- Ⓒ Shobei looks for some water nearby.
- Ⓓ The peddler is so weak that he faints.

13

Which summary of the selection includes the most important details?

- Ⓐ Shobei finds a straw, which he ties to a dragonfly. Soon Shobei has many things to give away until he is able to buy fields for the villagers. He also builds a barn and storehouses for his friends.
- Ⓑ When Shobei finds a straw, he ties it to a dragonfly and gives it to a little boy. In return, he receives more gifts to exchange. Shobei finally receives money from a princess, and he uses it to buy fields for the villagers, who respect him for this gift.
- Ⓒ Shobei trips on a stone and falls to the ground. When he gets up, he has a straw in his hand. He ties the straw to a dragonfly and gives it to a little boy. The boy's mother gives Shobei three oranges, which Shobei gives to a peddler who is thirsty.
- Ⓓ When Shobei finds a straw in his hand, he decides it must be a special gift. However, he still exchanges that gift and two more with people he meets. Shobei receives a sum of money from a princess, and he uses the money to buy fields for his friends in the village.



14 Paragraph 3 is important to the selection because it shows that

- Ⓐ Shobei knows what a worthless thing is.
- Ⓑ Shobei thinks even little things are important.
- Ⓒ Shobei will be able to put the straw on a dragonfly.
- Ⓓ Shobei will soon give the straw away for something better.

15 The mother expresses her appreciation because she is

- Ⓐ helpful.
- Ⓑ careful.
- Ⓒ hopeful.
- Ⓓ thankful.

16 What is meant in paragraph 11 when the narrator says “in exchange he gave Shobei three pieces of cloth”?

- Ⓐ The peddler was sharing the oranges with Shobei.
- Ⓑ The peddler wanted to give Shobei the pieces of cloth.
- Ⓒ The peddler was trading the pieces of cloth for the oranges.
- Ⓓ The peddler wanted the pieces of cloth to go to the princess.

17 Which paragraph explains how Shobei could afford to buy the land?

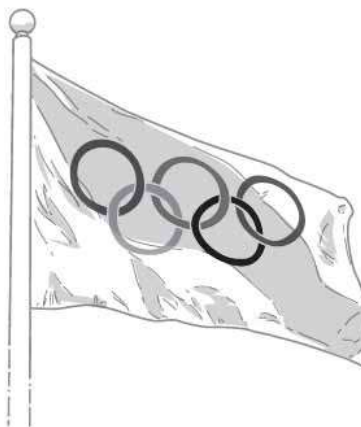
- Ⓐ paragraph 13
- Ⓑ paragraph 14
- Ⓒ paragraph 15
- Ⓓ paragraph 16



Read the selection below. Then answer the questions that follow.

The History of the Olympic Games

- 1 Every four years the best athletes from all over the world gather for a very special competition. It is called the Olympic Games. You have probably heard of the Olympics. You might even have watched them on television. Did you know they were first held more than 2,700 years ago? Back then, the Olympics were much different than they are now. The first Olympics had just one event. It was a short foot race. Instead of a medal, the winner received a crown made from an olive branch.
- 2 The first Olympics took place in the country of Greece. The people there liked the race very much. They decided to have the Olympics every four years. They also added more events. They added more races to find out who ran the fastest. Some races were long and some were short. Some events were added to see who the strongest athletes were. Other events were added to find out who jumped the farthest or the highest.
- 3 Athletes from all over Greece took part in the Olympics. People from all over the country came to watch. Then Greece stopped having the Olympics. Nobody is sure why. More than 1,500 years passed. Most people forgot all about the Olympic Games.
- 4 One person who did not forget was Pierre de Coubertin. He was from France. He wanted to bring back the Olympics. In 1896, he helped start the new Olympics. The new Olympics had many events. There were more races and more jumping events too. There were also new events such as swimming. The new Olympics were also held in Greece, but athletes from other countries were permitted to compete.
- 5 The Olympic Games continued to change. More events were added. More countries sent athletes. The Olympics are now held in different countries. Medals are awarded to winners. New events are still being added, and today the Olympics are better than ever.
- 6 The Olympics even has its own flag. It was used for the first time in 1920. The flag is white with five big rings on it. The rings are blue, yellow, black, green, and red. They stand for the five parts of the world. The five parts of the world are Africa, the Americas, Asia, Australia, and Europe. The rings on the flag are all linked. They show how the people of the world join together for the Olympics.





18

crown (kroun) *n.* **1.** A jeweled head covering worn by a king or queen. **2.** A head piece given to honor a winner **3.** The upper part of a tooth. **4.** The cap or top part of something.

Which meaning best fits the way crown is used in paragraph 1?

- Ⓐ 1
- Ⓑ 2
- Ⓒ 3
- Ⓓ 4

19

What is another word for liked as it is used in paragraph 2?

- Ⓐ shared
- Ⓑ studied
- Ⓒ enjoyed
- Ⓓ changed

20

In paragraph 4, permitted means

- Ⓐ allowed.
- Ⓑ ordered.
- Ⓒ needed.
- Ⓓ trained.



21 Between which two guide words would compete be found in a dictionary?

- Ⓐ code and coin
- Ⓑ cold and color
- Ⓒ conclude and control
- Ⓓ compare and complain

22 On the Olympic flag, the linked rings show

- Ⓐ the five events that are held at the Olympics.
- Ⓑ the five countries where the Olympics are held.
- Ⓒ how many times the Olympics have taken place.
- Ⓓ how the world's people join together for the Olympics.

23 The reader can tell that sports

- Ⓐ have not changed in 2,700 years.
- Ⓑ first began about 1,500 years ago.
- Ⓒ are enjoyed by many people around the world.
- Ⓓ are not as popular now as they were in the past.



24 What is this article mainly about?

- Ⓐ how the Olympics have changed since they first began
- Ⓑ what Olympic athletes receive for winning an event
- Ⓒ a Frenchman named Pierre de Coubertin
- Ⓓ the five different parts of the world

25 Which of these statements is an opinion from the article?

- Ⓐ The Olympics are now better than ever.
- Ⓑ The Olympics are now held in different countries.
- Ⓒ The first Olympics were held more than 2,700 years ago.
- Ⓓ The Olympics did not take place for more than 1,500 years.



Answer Keys

Mathematics		
Number	Answer	OAS Objective
SAMPLE A	A	2.1b.i
SAMPLE B	D	3.2
1	B	1.1
2	A	1.2
3	C	1.3
4	D	2.1a.i
5	C	2.1a.ii
6	D	2.1b.i
7	B	2.1b.ii
8	B	2.2a
9	A	2.2b.i
10	C	2.2b.ii
11	C	2.2b.iii
12	B	3.1
13	C	3.3
14	C	4.1a
15	A	4.1c
16	C	4.2a
17	A	4.2b
18	C	4.2c
19	D	4.3
20	C	5.1b
21	A	5.1c
22	D	5.2
23	B	3.2
24	C	2.2b.ii
25	C	2.2a

Reading		
Number	Answer	OAS Objective
SAMPLE A	B	4.3a
SAMPLE B	D	4.1a
1	C	2.3
2	A	4.1c
3	C	4.1d
4	D	4.1c
5	B	4.1d
6	C	4.1c
7	D	4.2b
8	C	5.2a
9	B	5.2b
10	D	5.2b
11	A	5.2a
12	A	4.3a
13	B	4.3c
14	B	4.2b
15	D	2.1
16	C	2.3
17	B	4.3b
18	B	2.4
19	C	2.3
20	A	2.1
21	D	6.1b
22	D	4.1c
23	C	4.3b
24	A	4.3b
25	A	4.4b

