Who is holding a card with an even number on it?

A  David  
B  Greg  
C  Keiko  
D  Betsy
1 Rosa placed 20 pencils in groups of 4. Which of the following shows how Rosa placed the pencils?
2. The model below is shaded to represent the number 1.

Which of the following shows 0.7 shaded?

F

G

H

J
3 Which number sentence can be completed by using the basic fact sentence $17 - 8 = 9$?

A $17 + 8 = ___$
B $17 + 9 = ___$
C $9 + 8 = ___$
D $9 - 8 = ___$
4 Look at this set of shapes.

What fraction of this set is shaded?

F \( \frac{4}{10} \)

G \( \frac{4}{6} \)

H \( \frac{6}{10} \)

J \( \frac{6}{4} \)
5 Fred’s Nature Store sold 2,046 pounds of birdseed last month. What is 2,046 rounded to the nearest hundred?

A 2,000
B 2,040
C 2,100
D 3,000
6 In which group are EXACTLY $\frac{3}{8}$ of the cabinet doors open?
7 Which is true?

A  4,589 > 4,708
B  4,389 > 4,708
C  4,709 > 4,708
D  4,609 > 4,708

8 Jeffrey used the math fact $6 \times 4 = 24$ to help solve a related problem. Which of these could be the related problem Jeffrey was trying to solve?

F  $\Box \div 4 = 6$
G  $\Box \times 4 = 6$
H  $\Box - 4 = 6$
J  $\Box + 4 = 6$
9 Which of the following shows “one hundred thirty thousand, sixty-nine” in standard form?

A 100,369  
B 130,069  
C 130,690  
D 1,003,069

10 A video store has 1,328 movies that can be rented. What is 1,328 rounded to the nearest ten?

F 1,300  
G 1,310  
H 1,320  
J 1,330
11 The picture below shows how much milk was poured into two measuring cups.

Which statement is true?

A  \( \frac{1}{2} < \frac{2}{3} \)

B  \( \frac{1}{2} > \frac{2}{3} \)

C  \( \frac{1}{2} = \frac{2}{3} \)

D  \( \frac{1}{2} < \frac{1}{3} \)
12  Kelsey shaded 0.67 of her $10 \times 10$ grid. Which of the following shows 0.67 of the grid shaded?
Jane is standing in line to buy tickets for a play. Laura is first in line, as shown.

What is Jane’s position in this line?

A  12th
B  10th
C  9th
D  8th
14 \[2.6 - 1.8 = ?\]

F 4.4
G 1.2
H 0.8
J 0.2

15 Myra made 84 cupcakes for a bake sale. She put 3 chocolate candies on top of each cupcake. What was the total number of chocolate candies she used for the tops of the cupcakes?

A 252
B 261
C 272
D 2,412

16 \[28 \div 7 = ?\]

F 3
G 4
H 6
J 8
17 Devon used these models to add two fractions.

What is \( \frac{3}{6} + \frac{2}{6} \)?

A \( \frac{1}{6} \)

B \( \frac{5}{12} \)

C \( \frac{7}{12} \)

D \( \frac{5}{6} \)
18 Which is a related fact to this number sentence?

□ + 5 = 12

F 5 + □ = 7
G 12 + 7 = □
H 12 + 5 = □
J 5 + □ = 12
19 Which picture of students best models the fact $3 \times 5$?
20  This model represents one whole.

What is 0.6 – 0.3 ?

F  0.3  
G  0.9  
H  1.1  
J  6.3

21  \(8 \times 6 = ?\)

A  14  
B  40  
C  48  
D  56
22 \[ 7,469 - 238 = ? \]
F 5,089  
G 5,129  
H 7,131  
J 7,231

23 The level of paper in an office copy machine decreased from the morning to the afternoon during one day.

What is \( \frac{9}{10} - \frac{3}{10} \)?

A \( \frac{6}{0} \)

B \( \frac{6}{10} \)

C \( \frac{12}{10} \)

D \( \frac{12}{20} \)
24 The table shows the number of pounds of recycled paper collected at two elementary schools.

<table>
<thead>
<tr>
<th>School</th>
<th>Recycled Paper (pounds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stoneview</td>
<td>421</td>
</tr>
<tr>
<td>Wheaton</td>
<td>619</td>
</tr>
</tbody>
</table>

What was the total weight of recycled paper collected at these two schools?

F 421 pounds
G 619 pounds
H 1,030 pounds
J 1,040 pounds
25 The diagram shows 9 houses in a neighborhood.

Which 3 houses can be connected by one line segment?

A 7, 6, 9
B 7, 6, 8
C 1, 5, 7
D 1, 2, 3
26 Mr. Franklin bought a bottle of cooking oil like the one shown in the picture.

Which is CLOSEST to the amount of cooking oil Mr. Franklin bought?

F  1 cup  
G  50 cups  
H  1 gallon  
J  10 gallons
27 Mara chose a card that showed 2 congruent shapes. Which of the following could be the card she chose?

A

B

C

D
28 About how many inches long is this newborn baby’s foot?

F  3 inches
G  4 inches
H  5 inches
J  8 inches
29  Jackson colored small squares on grid paper to make this design.

If □ is equal to 1 square unit, what is the area of Jackson’s design?

A  13 square units
B  14 square units
C  16 square units
D  20 square units

30  Which means twenty-eight cents?

F  $28.00
G  $2.80
H  $2.08
J  $0.28
31 Which thermometer shows a temperature closest to 9°C?
32 Mr. Garrett lived in Fredericksburg for exactly 1 year. Which is closest to the total number of days Mr. Garrett lived in Fredericksburg?

- F 7
- G 12
- H 30
- J 365

33 Which solid figure could be formed by the faces shown below?
This scale shows the weight, in pounds, of some apples.

According to the scale, which is closest to the total weight of these apples?

- F  4 pounds
- G  5 pounds
- H  6 pounds
- J  7 pounds
This watch shows the time Liam’s school bus arrived.

Which is closest to the time Liam’s school bus arrived?

A 8:04
B 8:10
C 8:20
D 8:40
36  Which shape appears to have 4 square corners?

F

G

H

J
37 This graph shows the number of boxes of popcorn sold at a theater during a 4-day period.

Boxes of Popcorn

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Number Sold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
</tr>
</tbody>
</table>

Key: = 5 boxes

Based on the data in the graph, what was the total number of boxes of popcorn sold on Friday and Saturday?

A  50
B  45
C  40
D  35
38 Which section of the spinner is the arrow MOST likely to land on for the next spin?

![Spinner Diagram]

F 1
G 2
H 3
J 4

39 A group of third-grade students went on a nature hike. This line plot shows the number of types of birds seen during the hike.

Nature Hike

```
X
X X X X X X X X
```

Number of Types of Birds Seen

Each X represents 1 student.

How many students saw EXACTLY 5 types of birds?

A 13
B 6
C 5
D 3
The chart shows the shapes and colors of Sandra’s tiles.

<table>
<thead>
<tr>
<th>Shape</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>Red (R)</td>
</tr>
<tr>
<td>✡</td>
<td>Yellow (Y)</td>
</tr>
</tbody>
</table>

Which of the following shows ALL the different combinations of 1 shape and 1 color of tile that Sandra can make?

- **F**
  - R
  - Y
  - R
- **G**
  - R
  - Y
  - R
  - Y
- **H**
  - R
  - Y
  - R
  - Y
  - R
  - Y
- **J**
  - R
  - Y
  - R
  - Y
Each student in Mr. Drew’s class owns one pet. This table shows the number of students who own different pets.

<table>
<thead>
<tr>
<th>Type of Pet</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dog</td>
<td>9</td>
</tr>
<tr>
<td>Cat</td>
<td>2</td>
</tr>
<tr>
<td>Fish</td>
<td>6</td>
</tr>
</tbody>
</table>

Which bar graph correctly represents these data?

A

B

C

D
Emily placed eight counters, like the ones shown, in a bag.

She selected one counter from the bag without looking. Which color counter is she LEAST likely to select?

F  Red
G  Blue
H  Gold
J  Pink
These pictures represent the 15 animals on Aunt Bev’s farm.

Which bar graph best represents the numbers of each kind of animal on the farm?

A

B

C

D
Harper wrote this number pattern.

143, 139, 135, 131, 127, __, __, __

If the pattern continues to decrease following the same rule, what will be the next 3 numbers in Harper’s pattern?

F  123, 119, 115
G  123, 118, 112
H  122, 117, 112
J  121, 115, 109
45 Felicia grouped 10 counters 2 different ways to represent a basic fact.

Which number sentence represents these related facts?

A $5 \times 2 = 2 \times 5$
B $5 \times 2 = 5 \times 5$
C $2 + 5 = 5 \times 2$
D $2 + 5 = 5 + 2$
46 Look at this repeating pattern of four figures.

```
```

The pattern will continue in the same way. What will be the next two figures in the pattern?

F

G

H

J
47 Look at this table. Each toolbox has the same price.

<table>
<thead>
<tr>
<th>Number of Toolboxes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Price</td>
<td>$30</td>
<td>$60</td>
<td>$90</td>
<td>$120</td>
<td>$150</td>
<td></td>
</tr>
</tbody>
</table>

If the pattern continues, what will be the total price of 6 toolboxes?

A $151  
B $180  
C $190  
D $210

48 This number sentence models a multiplication property.

\[ 2 \times 3 = 3 \times 2 \]

Which of the following number sentences models the same property?

F \[ 5 \times 8 = 8 \times 5 \]  
G \[ 5 \times 8 = 40 \]  
H \[ 5 \times 8 = 2 \times 20 \]  
J \[ 5 \times 8 = 10 \times 4 \]
49 Look at this pattern of numbers.

\[3, 7, 11, 15, 19, \_\]

If this pattern continues following the same rule, what should be the next number?

A 20  
B 22  
C 23  
D 24

50 What number goes in the empty box to make the number sentence below true?

\[13 - \_ = 7\]

F 4  
G 6  
H 14  
J 20
<table>
<thead>
<tr>
<th>Test Sequence Number</th>
<th>Correct Answer</th>
<th>Reporting Category</th>
<th>Reporting Category Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>001</td>
<td>Number and Number Sense</td>
</tr>
<tr>
<td>2</td>
<td>F</td>
<td>001</td>
<td>Number and Number Sense</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>001</td>
<td>Number and Number Sense</td>
</tr>
<tr>
<td>4</td>
<td>H</td>
<td>001</td>
<td>Number and Number Sense</td>
</tr>
<tr>
<td>5</td>
<td>A</td>
<td>001</td>
<td>Number and Number Sense</td>
</tr>
<tr>
<td>6</td>
<td>H</td>
<td>001</td>
<td>Number and Number Sense</td>
</tr>
<tr>
<td>7</td>
<td>C</td>
<td>001</td>
<td>Number and Number Sense</td>
</tr>
<tr>
<td>8</td>
<td>F</td>
<td>001</td>
<td>Number and Number Sense</td>
</tr>
<tr>
<td>9</td>
<td>B</td>
<td>001</td>
<td>Number and Number Sense</td>
</tr>
<tr>
<td>10</td>
<td>J</td>
<td>001</td>
<td>Number and Number Sense</td>
</tr>
<tr>
<td>11</td>
<td>A</td>
<td>001</td>
<td>Number and Number Sense</td>
</tr>
<tr>
<td>12</td>
<td>J</td>
<td>001</td>
<td>Number and Number Sense</td>
</tr>
<tr>
<td>13</td>
<td>C</td>
<td>001</td>
<td>Number and Number Sense</td>
</tr>
<tr>
<td>14</td>
<td>H</td>
<td>002</td>
<td>Computation and Estimation</td>
</tr>
<tr>
<td>15</td>
<td>A</td>
<td>002</td>
<td>Computation and Estimation</td>
</tr>
<tr>
<td>16</td>
<td>G</td>
<td>002</td>
<td>Computation and Estimation</td>
</tr>
<tr>
<td>17</td>
<td>D</td>
<td>002</td>
<td>Computation and Estimation</td>
</tr>
<tr>
<td>18</td>
<td>J</td>
<td>002</td>
<td>Computation and Estimation</td>
</tr>
<tr>
<td>19</td>
<td>C</td>
<td>002</td>
<td>Computation and Estimation</td>
</tr>
<tr>
<td>20</td>
<td>F</td>
<td>002</td>
<td>Computation and Estimation</td>
</tr>
<tr>
<td>21</td>
<td>C</td>
<td>002</td>
<td>Computation and Estimation</td>
</tr>
<tr>
<td>22</td>
<td>J</td>
<td>002</td>
<td>Computation and Estimation</td>
</tr>
<tr>
<td>23</td>
<td>B</td>
<td>002</td>
<td>Computation and Estimation</td>
</tr>
<tr>
<td>24</td>
<td>J</td>
<td>002</td>
<td>Computation and Estimation</td>
</tr>
<tr>
<td>25</td>
<td>B</td>
<td>003</td>
<td>Measurement and Geometry</td>
</tr>
<tr>
<td>26</td>
<td>H</td>
<td>003</td>
<td>Measurement and Geometry</td>
</tr>
<tr>
<td>27</td>
<td>C</td>
<td>003</td>
<td>Measurement and Geometry</td>
</tr>
<tr>
<td>28</td>
<td>F</td>
<td>003</td>
<td>Measurement and Geometry</td>
</tr>
<tr>
<td>29</td>
<td>A</td>
<td>003</td>
<td>Measurement and Geometry</td>
</tr>
<tr>
<td>30</td>
<td>J</td>
<td>003</td>
<td>Measurement and Geometry</td>
</tr>
<tr>
<td>31</td>
<td>B</td>
<td>003</td>
<td>Measurement and Geometry</td>
</tr>
<tr>
<td>32</td>
<td>J</td>
<td>003</td>
<td>Measurement and Geometry</td>
</tr>
<tr>
<td>33</td>
<td>A</td>
<td>003</td>
<td>Measurement and Geometry</td>
</tr>
<tr>
<td>34</td>
<td>G</td>
<td>003</td>
<td>Measurement and Geometry</td>
</tr>
<tr>
<td>35</td>
<td>C</td>
<td>003</td>
<td>Measurement and Geometry</td>
</tr>
<tr>
<td>36</td>
<td>J</td>
<td>003</td>
<td>Measurement and Geometry</td>
</tr>
<tr>
<td>37</td>
<td>A</td>
<td>004</td>
<td>Probability and Statistics</td>
</tr>
<tr>
<td>38</td>
<td>G</td>
<td>004</td>
<td>Probability and Statistics</td>
</tr>
<tr>
<td>39</td>
<td>D</td>
<td>004</td>
<td>Probability and Statistics</td>
</tr>
<tr>
<td>40</td>
<td>H</td>
<td>004</td>
<td>Probability and Statistics</td>
</tr>
<tr>
<td>41</td>
<td>C</td>
<td>004</td>
<td>Probability and Statistics</td>
</tr>
<tr>
<td>42</td>
<td>J</td>
<td>004</td>
<td>Probability and Statistics</td>
</tr>
<tr>
<td>43</td>
<td>B</td>
<td>004</td>
<td>Probability and Statistics</td>
</tr>
<tr>
<td>44</td>
<td>F</td>
<td>005</td>
<td>Patterns, Functions, and Algebra</td>
</tr>
<tr>
<td>45</td>
<td>A</td>
<td>005</td>
<td>Patterns, Functions, and Algebra</td>
</tr>
<tr>
<td>46</td>
<td>H</td>
<td>005</td>
<td>Patterns, Functions, and Algebra</td>
</tr>
<tr>
<td>47</td>
<td>B</td>
<td>005</td>
<td>Patterns, Functions, and Algebra</td>
</tr>
<tr>
<td>48</td>
<td>F</td>
<td>005</td>
<td>Patterns, Functions, and Algebra</td>
</tr>
<tr>
<td>49</td>
<td>C</td>
<td>005</td>
<td>Patterns, Functions, and Algebra</td>
</tr>
<tr>
<td>50</td>
<td>G</td>
<td>005</td>
<td>Patterns, Functions, and Algebra</td>
</tr>
</tbody>
</table>
If you get this many items correct: | Then your converted scale score is:
---|---
0 | 000
1 | 082
2 | 127
3 | 154
4 | 174
5 | 190
6 | 203
7 | 215
8 | 225
9 | 235
10 | 244
11 | 252
12 | 259
13 | 266
14 | 273
15 | 280
16 | 286
17 | 293
18 | 299
19 | 304
20 | 310
21 | 316
22 | 321
23 | 327
24 | 333
25 | 338
26 | 344
27 | 349
28 | 355
29 | 360
30 | 366
31 | 372
32 | 378
33 | 384
34 | 390
35 | 396
36 | 403
37 | 410
38 | 417
39 | 424
40 | 432
41 | 441
42 | 450
43 | 461
44 | 472
45 | 486
46 | 502
47 | 521
48 | 549
49 | 594
50 | 600

A total raw score (left column) is converted to a total scaled score (right column). The total scaled score may range from 0 to 600.

A scaled score of 400 or more means the student passed the SOL test, while a scaled score of 399 or less means the student did not pass the test. A scaled score of 500 or more indicates the student passed the SOL test at an advanced level.