# MATHS FINAL TEST 4TH GRADE

| SUBJECT: Mathematics | GRADE: | FG | G | T | 1 | 2 | 3 | 4 | DATE: |
|---|---|---|---|---|---|---|---|---|---|
| | | 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| STUDENT: | | TEACHER: Karen Newball / Jaime Gonzalez | | | | | | | |

**UNDERSTANDING GOAL:**

The student will analyze math situations that could happened in their neighborhood, by making hypotheses and test them out using basic operations, measurement rules, or other math skills learned through the year, in order to understand the importance of mathematics in daily situations.

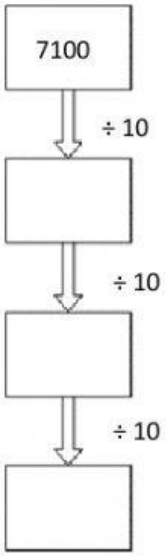
FORMAL ASSESSMENT ☐ NON-FORMAL ASSESSMENT ☐

| RUBRIC (Performance Levels for Formal Assessment). | | | | |
|---|---|---|---|---|
| | EVALUATION CRITERIA | YES | NO | SCORE |
| 1. | Goes through all steps learned in class to solve word problems. | | | TOTAL SCORE: |
| 2. | Answers properly by using numbers and units according to the given context. | | | |
| 3. | Shows procedures and methods on spaces provided | | | |
| 4. | Writes clear numbers and appropriate expressions to show answers. | | | |
| 5. | Use math vocabulary to express his/her ideas | | | GENERAL SUGGESTIONS: |
| 6. | Speak in English during the class with teacher and classmates | | | |

1. Complete the following (paper 1 – question 1)

A. 4560 + ☐ = 7682 B. 174 + ☐ = 785

2. Write the missing number in the box.




3. Andres rounds the following numbers.

Write yes in the box with the number that round to the nearest 100

**(a). 3890:** 3900 3800 3600 3700 3860

4. Complete the calculations (paper 1 question 15)

The answer is a multiple of 5

(a). 27 – ☐ = ☐

The answer is a multiple of 4

(b). 34 – ☐ = ☐

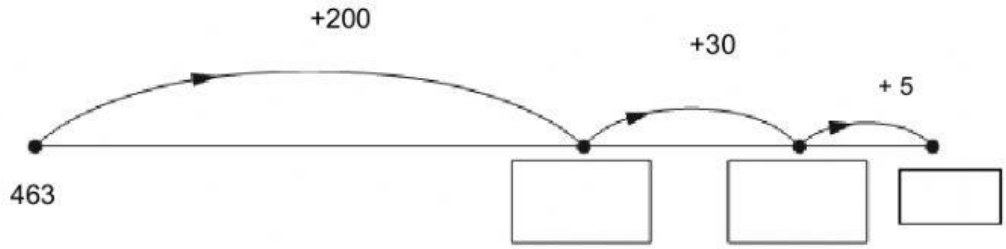
5. Complete the following statements. Show your work.

(a). Three numbers total 736. Two of the numbers are 246 and 54

What is the third number? ☐

6. Maria Alejandra draws a number line to find the answer to the following number sentences:
Write the missing numbers in the boxes.

(a) 463 + 235




7. Carol calculates 5 × 19 by multiplying by 20 and then adjusting.

5 × 19 = 95

| | |
|---|---|
| 5 × 20 | 100 |

Use her method to complete these calculations.

**(a)**

| | |
|---|---|
| 7 × 19 | |
| 7 × 20 | |

**(b)**

| | |
|---|---|
| 15 × 20 | |
| 15× 21 | |

8. Complete these statements. (paper 1 – Question 4)

**(a)** Double 7.5 = .....

**(c)** Double 3.6 = .....

9. Write in the missing numbers. (paper 1 question 2)

(a)

[ ] + 0.9 = 1

1 – [ ] = 0.2

10. Tomas is thinking of a 3-digit **even** number.

It is bigger than 600 and smaller than 800

It is a multiple of 25

Write down a number that Tomas could be thinking of.

11. A farmer has 485 apples.

25 of them are bad

He packs the rest equally into 10 boxes

How many apples fit in each basket?

12. Write yes in the box of **all** the numbers that are factors of 14

1 2 3 5 7 4 6 12 13 14

13. A group of 56 students play either hockey or soccer.

- 12 girls play hockey.
- There are 28 girls altogether.
- 20 boys play soccer

Use this information to complete the table.

| | Play hockey | Play soccer | total |
|---|---|---|---|
| Boys | | | |
| Girls | | | |
| Total | | | |

14. Write the **same** digit in each box to make the statement correct.

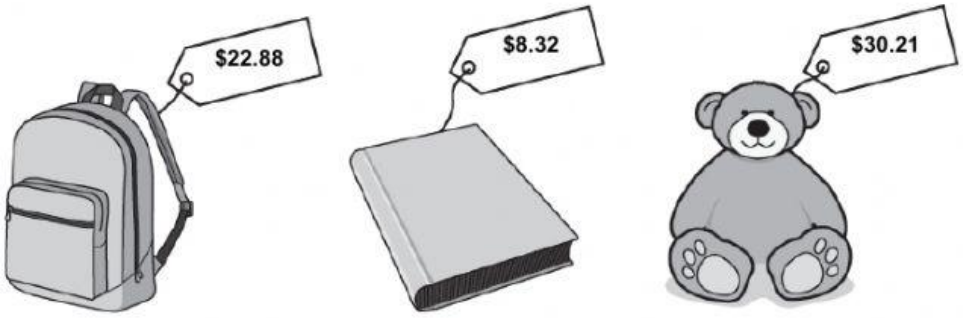
(a)

$$\frac{\square + (\square \times \square)}{\square} = 4$$

(b)

$$\frac{\square + (\square \times \square)}{\square} = 7$$

15. (a) Albita buys a backpack, a book and a teddy.



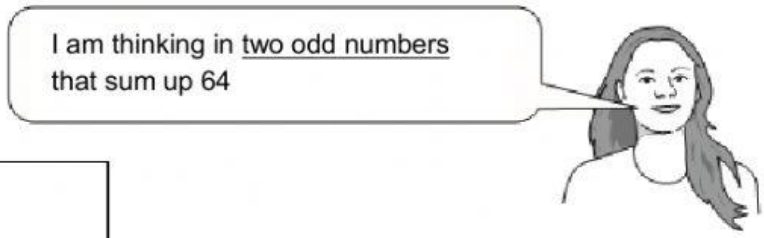

(a) How much does she spend altogether?

$ ☐

(b) How much change does she receive from $100?

$ ☐

16. Mariana needs to solve the following statements about odd and even numbers, explain if she is correct or not on each statement.

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17. Julian and Sara each choose a decimal.

They round their decimals to the nearest whole number
Write yes in the box where their whole numbers are the same.

| Julián 1.9<br>Sara 1.2 | Sara 2.6<br>Julián 2.3 | Sara 5.5<br>Julián 5.7 | Julián 8.6<br>Sara 6.8 |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |

18. Write yes in the box with the fraction that match each circled fraction to an equivalent fraction.
One has been done for you.

| | |
|---|---|
| $\frac{1}{4}$ $\frac{2}{10}$ $\frac{1}{5}$ $\frac{4}{4}$ $\frac{3}{4}$ | $\frac{4}{8}$ $\frac{2}{6}$ $\frac{1}{4}$ $\frac{5}{16}$ $\frac{4}{16}$ |
| $\frac{2}{14}$ $\frac{2}{16}$ $\frac{1}{8}$ $\frac{1}{6}$ $\frac{3}{8}$ | $\frac{6}{16}$ $\frac{6}{12}$ $\frac{1}{2}$ $\frac{4}{7}$ $\frac{3}{10}$ |

19. Write these numbers in order from smallest to largest. (paper 2 question 2)

2.32 2.84 2.54 2.14 2.48

.

..... ..... ..... ..... .....

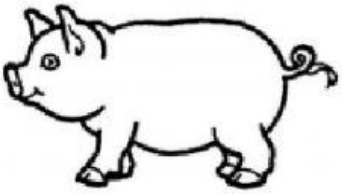
smallest largest

20. Here is a number pattern.
Write the missing numbers in each box.

[ ] $\xrightarrow{\text{Add 7}}$ [ ] $\xrightarrow{\text{Add 7}}$ [42] $\xrightarrow{\text{Add 7}}$ [ ] $\xrightarrow{\text{Add 7}}$ [ ]

[2]

21. Write yes in the box with the most likely mass of the pig.



7kg ☐ 1000kg ☐ 120kg ☐ 0.7kg ☐

[1]

22. Here is a number sequence. It continues in the same way.
Write the missing numbers in the boxes.

(a)

[ ], 14, 21, 28, 35, 42, [ ]

[1]

23. Felipe asks his friends to vote for their favorite flavor of crisps.

The tally chart shows their votes.

| FLAVOUR | NUMBER OF FRIENDS |
|---|---|
| plain | 𝍸 𝍸 \|\| |
| cheese and onion | 𝍸 \| |
| salt and vinegar | 𝍸 𝍸 𝍸 |

**(a)** How many friends did Felipe ask altogether?

**(b)** Write yes in the box with of the pictogram that correctly shows the information in the tally chart.

| | **REPRESENTS 4 FRIENDS** |
|---|---|
| plain | |
| cheese and onion | |
| salt and vinegar | |

☐

| | **REPRESENTS 1 FRIEND** |
|---|---|
| plain | |
| cheese and onion | |
| salt and vinegar | |

☐

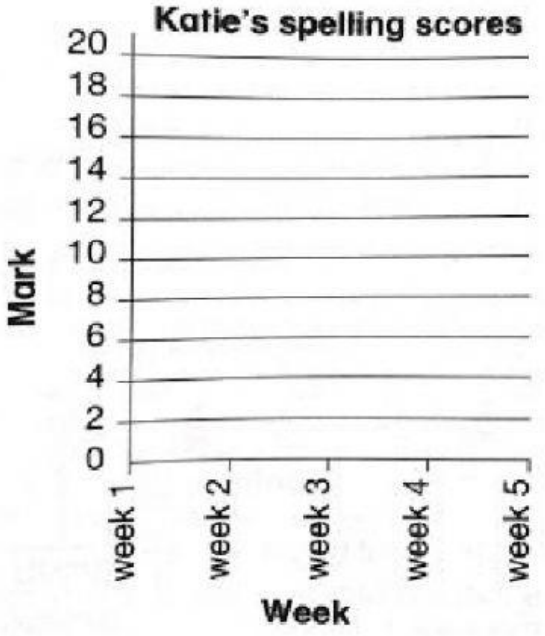
| | **REPRESENTS 4 FRIENDS** |
|---|---|
| plain | |
| cheese and onion | |
| salt and vinegar | |

☐

| | **REPRESENTS 5 FRIENDS** |
|---|---|
| plain | |
| cheese and onion | |
| salt and vinegar | |

☐

**24. The table shows the scores achieved by Katie in her weekly spelling test.**




Complete the time graph. Mark each point on the graph using a cross.

Then answer the questions.

| WEEK | SCORE |
|---|---|
| 1 | 10 |
| 2 | 12 |
| 3 | 10 |
| 4 | 12 |
| 5 | 16 |

(a) In which weeks were katie´s score the same?

(b) in which week did Katie achieve her highest score?