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ABSTRACT

This document is a collection of mathematics pretests and posttests for grades 3 and 4 on the topics of sets, place value, addition-subtraction, multiplication, division, multiplication-division, and fractions. Two forms for each test are provided plus answer keys. This work was prepared under an ESEA Title III contract. (DT)

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MATH...

PRETESTS AND POSTTESTS FOR THIRD AND FOURTH GRADES

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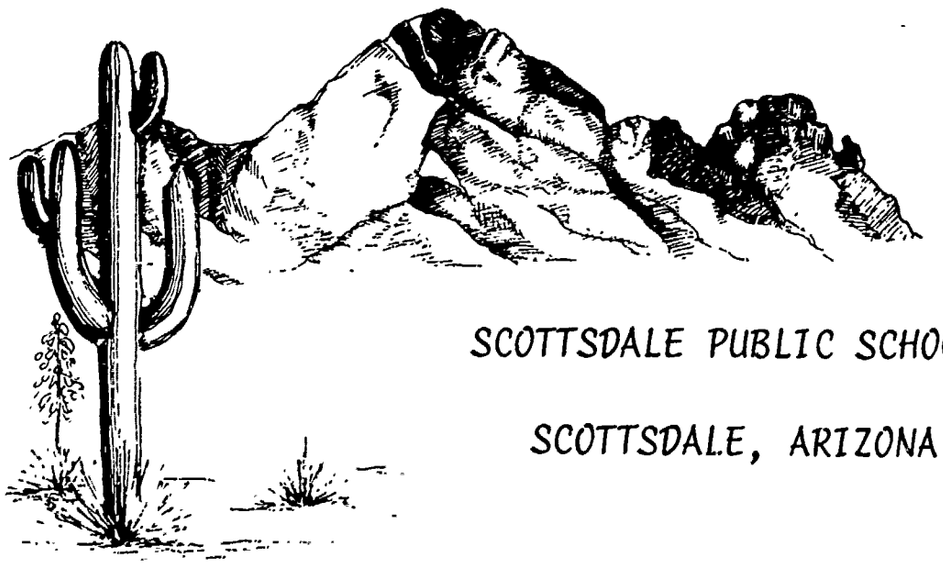

SCOTTSDALE PUBLIC SCHOOLS

SCOTTSDALE, ARIZONA

SE 016 410

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MATH PRE-TESTS AND POST-TESTS

FOR GRADES 3 AND 4

STAFF UTILIZATION FOR CONTINUOUS

PROGRESS EDUCATION PROJECT

E.S.E.A. TITLE III

Developed by:

Geri Dwight
Peg Caldwell

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FORM A

- MATH PRE-TESTS
- MATH PRE-TESTS KEYS
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- MATH POST-TESTS KEYS

FORM B

- MATH PRE-TESTS
- MATH PRE-TESTS KEYS
- MATH POST-TESTS
- MATH POST-TESTS KEYS

FORM A

NAME _____

TEAM _____ TEACHER _____

DATE _____

FORM A or B (circle one)

SETS

	Pre-Test	Program	Post-Test	Comment
S1 Listing and describing sets	___/2		___/2	
S2 Braces	___/1		___/1	
S3 Equivalent sets	___/2		___/2	
S4 Equal sets	___/1		___/1	
S5 Empty sets	___/1		___/1	
S6 Cardinal numbers	___/1		___/1	
S7 Sub-sets	___/2		___/2	

	Pre-Test	Program	Post-Test	Comment
S1 Listing and describing sets	— 2		— 2	
S2 Braces	— 1		— 1	
S3 Equivalent sets	— 2		— 2	
S4 Equal sets	— 1		— 1	
S5 Empty sets	— 1		— 1	
S6 Cardinal numbers	— 1		— 1	
S7 Sub-sets	— 2		— 2	
S8 Universal sets	— 2		— 2	
S9 Number patterns	— 3		— 3	
S10 Points	— 3		— 3	
S11 Finite and Infinite	— 3		— 3	
Supplementary work				

Name_____

Team_____

Teacher_____

Da_____

SETS PRE-TEST FORM A

S 1

Show the set by listing the objects in it.

1. The first 4 letters in the alphabet:

_____

Show the set by describing the objects in it:

{horses, dogs, cats, bears, elephants}

_____

2

S 2

Use the correct symbols to show these things are a set.

_____ ◇ ◇ ◇ _____

1

S 3

Are these two sets equivalent?

( ) ( )

S 1

Show the set by listing the objects in it.

1. The first 4 letters in the alphabet:

_____

Show the set by describing the objects in it:

{ horses, dogs, cats, bears, elephants}

_____

2

S 2

Use the correct symbols to show these things are a set.

——— ◇ ◇ ◇ ———

1

S 3

Are these two sets equivalent?

{ } { □ △ ○ }

_____
Yes or No

Are these two symbols equivalent?

{ ☆ ☆ ☆ ☆ } { a b c d e }

_____
Yes or No

2

SETS PRE-TEST FORM A

S 4

{car, train, boat} {boat, train, bus}

Are these two sets equal? _____
Yes or No

___
1

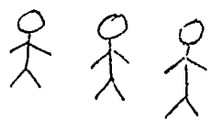
S 5

The set of all giraffes on the playground is an _____
(equal, empty, equivalent)
set.

___
1

S 6

Name the cardinal number for each set:



n (A) = _____

n (H) = _____

___
1

S 7

Here is a set of letters from the alphabet: { e, a, k, n, x, i, z, w, o, u, m, d }

List the subsset letters that are vowels:

_____ _____ _____ _____ _____

List the subset letters that are

Are these two sets equivalent?

Yes or No

1

S 5 The set of all giraffes on the playground is an _____ (equal, empty, equivalent) set.

1

S 6 Name the cardinal number for each set:

n (A) = _____

n (H) = _____

1

S 7 Here is a set of letters from the alphabet: { e, a, k, n, x, i, z, w, o, u, m, d }

List the subsset letters that are vowels:

_____ _____ _____ _____ _____

List the subset letters that are not vowels:

_____ _____ _____ _____ _____ _____ _____

2

S 8 If you had a universal set of 10, how would you write:

13 _____

20 _____

2

S 9 Complete these number patterns by filling in the blank spaces:

+	1	2	3	4	5
3	4				

Find the missing numbers:

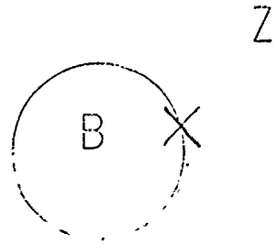
{ (2,3) (3,4) (4,__) (5,6) (__, 7) (7,__) }

___
3

S 10 Name the points
inside the circle ____

Name the points
on the circle ____

Name the points
outside the circle ____



___
3

S 11 Tell if the set is finite or infinite:

1. The letters in the alphabet: _____

2. The shapes that can be drawn: _____

3. The numbers greater than 50: _____

___
3

KEY

Name_____
Team_____
Teacher_____
Date_____

SETS PRE-TEST FORM A

S 1

Show the set by listing the objects in it.

1. The first 4 letters in the alphabet:

{abcd}

Show the set by describing the objects in it:

{horses, dogs, cats, bears, elephants}

{animals}

2

S 2

Use the correct symbols to show these things are a set.

{◇ ◇ ◇}

1

S 3

Are these two sets equivalent?

S 1

Show the set by listing the objects in it.

1. The first 4 letters in the alphabet:

{abcd}

Show the set by describing the objects in it:

{horses, dogs, cats, bears, elephants}

{animals}

2

S 2

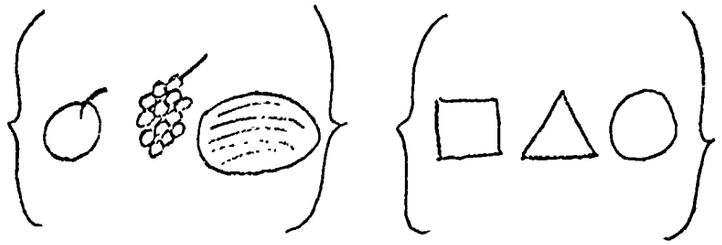
Use the correct symbols to show these things are a set.

{◇ ◇ ◇}

1

S 3

Are these two sets equivalent?

 Yes

Yes or No

Are these two symbols equivalent?

{☆☆☆☆} {abcde} no

Yes or No

2

SETS	PRE-TEST	FORM A
S 4	{car, train, boat} {boat, train, bus} Are these two sets equal? no Yes or No	
S 5	The set of all giraffes on the playground is an empty (equal, empty, equivalent) set.	
S 6	Name the cardinal number for each set: n (A) = 3 n (H) = 10	
S 7	Here is a set of letters from the alphabet: { e, a, k, n, x, i, z, w, o, u, m, d} List the subsset letters that are vowels: a e i o u List the subset letters that are not vowels:	

Are these two sets equal: no
Yes or No

1

S 5

The set of all giraffes on the playground is an empty set.
(equal, empty, equivalent)

1

S 6

Name the cardinal number for each set:

n (A) = 3

n (H) = 10

1

S 7

Here is a set of letters from the alphabet: { e, a, k, n, x, i, z, w, o, u, m, d }

List the subsset letters that are vowels:

a e i o u

List the subset letters that are not vowels:

k n x z w y m d

2

S 8

If you had a universal set of 10, how would you write:

13 { }

20 { }

2

ERIC

SETS PRE-TEST FORM A

S 9

Complete these number patterns by filling in the blank spaces:

+	1	2	3	4	5
3	4	5	6	7	8

Find the missing numbers:

{(2,3) (3,4) (4,5) (5,6) (6, 7) (7,8)}

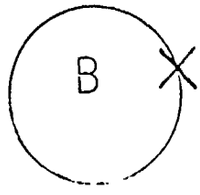
3

S 10

Name the points inside the circle B

Name the points on the circle X

Name the points outside the circle Z



3

S 11

Tell if the set is finite or infinite:

+	1	2	3	4	5
3	4	5	6	7	8

Find the missing numbers:

{(2,3) (3,4) (4,5) (5,6) (6, 7) (7,8)}

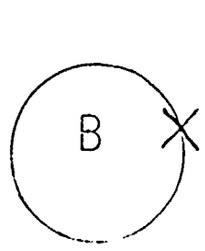
3

S 10

Name the points inside the circle B

Name the points on the circle X

Name the points outside the circle Z



3

S 11

Tell if the set is finite or infinite:

1. The letters in the alphabet: finite
2. The shapes that can be drawn: finite
3. The numbers greater than 50: infinite

3

Name _____

Team _____

Teacher _____

Date _____

SETS POST-TEST FORM A

S 1

Show the set by listing the objects in it.

The last 3 letters of the alphabet:

_____

Show the set by describing the objects in it.

peaches, oranges, cherries, pears, grapes, plums:

_____

2

S 2

Use the correct symbols to show these things are a set:

1

S 1

Show the set by listing the objects in it.

The last 3 letters of the alphabet:

Show the set by describing the objects in it.

peaches, oranges, cherries, pears, grapes, plums:

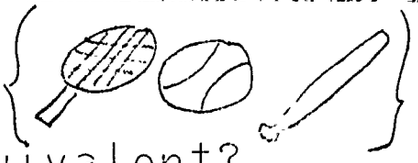
2

S 2

Use the correct symbols to show these things are a set:

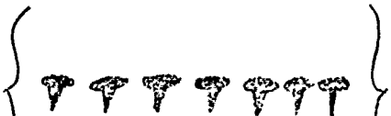
1

S 3

{ } {  }

Are these 2 sets equivalent? _____

Yes or No

{  } {Days in the week}

Are these 2 sets equivalent? _____

Yes or No

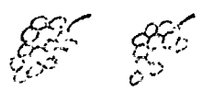
2

S 4 {plane, car, boat} {boat, train, car}

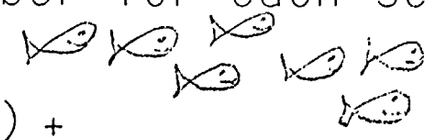
Are these two sets equal? _____
Yes or No

S 5 The set of all boys who are 25 feet tall is an _____ set.
equal; equivalent, empty

S 6 Name the cardinal number for each set:



n (A) = _____



n (H) = _____

S 7 Here is a set of letters from the alphabet:

(m, e, u, a, k, b, x, i, z, w, o, v, d)

List the subset letters that are vowels:

_____ _____ _____ _____ _____

List the subset letters that are not

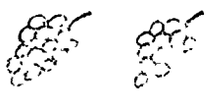
1

S 5 The set of all boys who are 25 feet tall is an _____ set

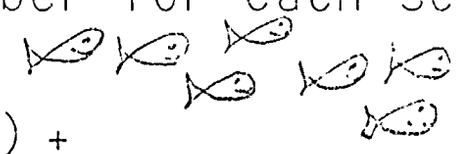
equal, equivalent, empty

1

S 6 Name the cardinal number for each set:



n (A) = _____



n (H) = _____

1

S 7 Here is a set of letters from the alphabet:

(m, e, u, a, k, b, x, i, z, w, o, v, d)

List the subset letters that are vowels:

_____ _____ _____ _____ _____

List the subset letters that are not vowels:

2 _____ _____ _____ _____ _____ _____ _____ _____.

S 8 If you had a universal set of 2, how would you write:

3 _____

5 _____

2

SETS

POST-TEST

S 9 Complete these number patterns by filling in the blank spaces:

+	1	2	3	4	5
6	7				

Find the missing numbers:

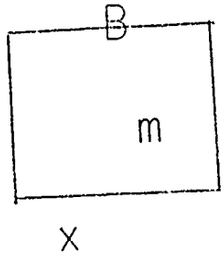
(2,4) (4,6) (6,__) (8,10) (__,12) (12,__)

3

S 10 Name the points
inside the square: _____

Name the points
on the square: _____

Name the points
outside the square: _____



3

S 11 Tell if the set is finite or infinite:

1. Number greater than 10: _____

2. The students in 3-4
learning center: _____

Find the missing numbers:

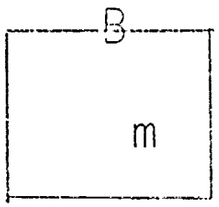
(2,4) (4,6) (6,__) (8,10) (__,12) (12,__)

___
3

S 10 Name the points
inside the square: _____

Name the points
on the square: _____

Name the points
outside the square: _____



___
3

S 11 Tell if the set is finite or infinite:

1. Number greater than 10: _____
2. The students in 3-4 learning center: _____
3. All the shapes that can be drawn: _____

___
3

KEY

Name _____
Team _____
Teacher _____
Date _____

SETS POST-TEST FORM A

S 1

Show the set by listing the objects in it.

The last 3 letters of the alphabet:

{x y z}

Show the set by describing the objects in it.

peaches, oranges, cherries, pears, grapes, plums:

{fruit}

2

S 2

Use the correct symbols to show these things are a set:

{ }

1

S 1

Show the set by listing the objects in it.

The last 3 letters of the alphabet:

{x y z}

Show the set by describing the objects in it.

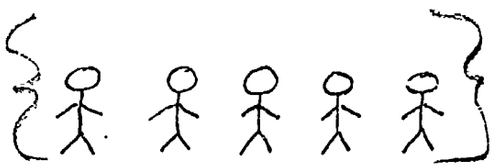
peaches, oranges, cherries, pears, grapes, plums:

{fruit}

2

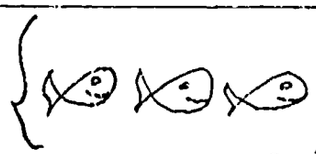
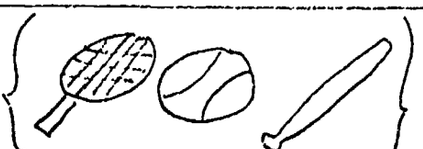
S 2

Use the correct symbols to show these things are a set:



1

S 3

Are these 2 sets equivalent? yes

Yes or No

{Days in the week}

Are these 2 sets equivalent? yes

Yes or No

2

S 4 ___ 1

{plane, car, boat} {boat, train, car}

Are these two sets equal? no
Yes or No

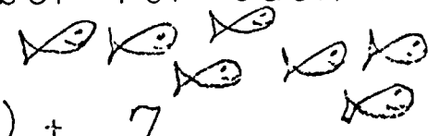
S 5 ___ 1

The set of all boys who are 25 feet tall is an empty set.
equal; equivalent, empty

S 6 ___ 1

Name the cardinal number for each set:

n (A) = 2



n (H) = 7

S 7 ___ 2

Here is a set of letters from the alphabet:

(m, e, u, a, k, b, x, i, z, w, o, v, d)

List the subset letters that are vowels:

a e i o u

List the subset letters that are not vowels:

m k b x z w y d

Yes or No

1

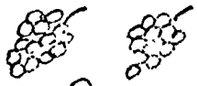
S 5

The set of all boys who are 25 feet tall is an _empty_ set.
equal, equivalent, empty

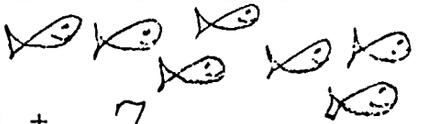
1

S 6

Name the cardinal number for each set:



n (A) = _2_



n (H) = _7_

1

S 7

Here is a set of letters from the alphabet:

(m, e, u, a, k, b, x, i, z, w, o, v, d)

List the subset letters that are vowels:

a e i o u

List the subset letters that are not vowels:

m k b x z w v d

2

S 8

If you had a universal set of 2, how would you write:

3 _{_____}_

5 _{_____}_

2

S 9 Complete these number patterns by filling in the blank spaces:

+	1	2	3	4	5
6	7	8	9	10	11

Find the missing numbers:

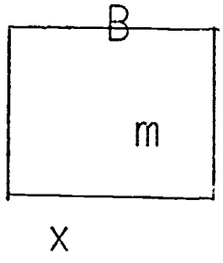
(2,4) (4,6) (6,8) (8,10) (10,12) (12,14)

3

S 10 Name the points inside the square: m

Name the points on the square: B

Name the points outside the square: X



3

S 11 Tell if the set is finite or infinite:

1. Number greater than 10: infinite
2. The students in 3-4 learning center: finite

6	7	8	9	10	11

Find the missing numbers:

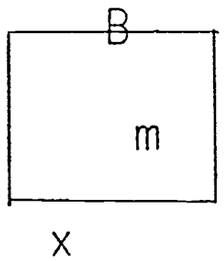
(2,4) (4,6) (6,8) (8,10) (10,12) (12,14)

3

S 10 Name the points inside the square: m

Name the points on the square: B

Name the points outside the square: X



3

S 11 Tell if the set is finite or infinite:

1. Number greater than 10: infinite
2. The students in 3-4 learning center: finite
3. All the shapes that can be drawn: finite

3

Name_____

Team_____

Teacher_____

Date_____

FORM A or B (Circle one)

PLACE VALUE

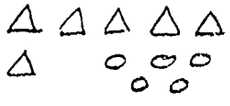
	Pre-Test	Program	Post-Test	Comment
P.V. 1 Concept of 10	___/6		___/6	
P.V. 2 Comparisons Renaming 1's, 10's. 100's	___/6		___/6	
P.V. 3 Comparisons Renaming 1000's, 10,000's, 100,000	___/6		___/6	
P.V. 4 Renaming millions and billions	___/7		___/7	
P.V. 5 Writing numbers 1 to 1 million	___/6		___/6	
Supplementary Work				
Supplementary Work				

Name_____
Team_____
Teacher_____
Date_____

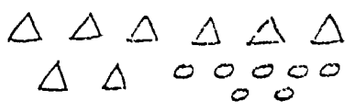
PLACE VALUE PRE-TEST FORM A

PV I 1. For each set, write the number of ones and tens shown:

KEY: △ = ten 0 = one



___tens___ones



___tens___ones

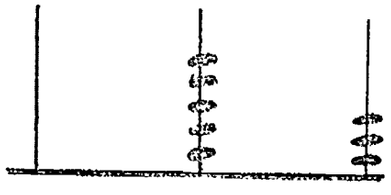
2. Draw the number of ones and tens in the boxes below:

KEY: △ = ten 0 = one

3 tens 6 ones

9 tens 0 ones

3. Look at the abacus. Tell how many ones and how many tens:



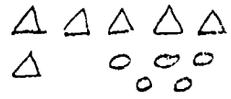
ones _____

tens _____

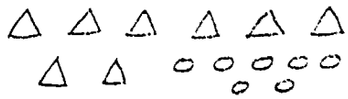
4. Draw 5 ones and 3 tens on the abacus:

PV 1 1. For each set, write the number of ones and tens shown:

KEY: △ = ten 0 = one



___tens___ones



___tens___ones

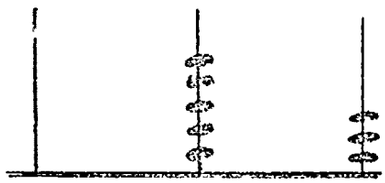
2. Draw the number of ones and tens in the boxes below:

KEY: △ = ten 0 = one

3 tens 6 ones

9 tens 0 ones

3. Look at the abacus. Tell how many ones and how many tens:



ones _____

tens _____

4. Draw 5 ones and 3 tens on the abacus:

6

PV 2 1. Rename the numbers:

5 tens 3 ones _____

2 hundreds 7 tens 3 ones _____

PLACE VALUE PRE-TEST FORM A

PV 2 cont'd.

2. Write the number 100 more than 534:

_____

3. Circle the correct answer:

Which number is larger?

766 676 677 767 678

Which number is smaller?

355 354 345 353 343

4. How many cents in five dollars, six dimes, and seven pennies?

___ 6

_____

PV 3

1. Rename the numbers:

7,638= ___ thousands
___ hundreds
___ tens
___ ones

41,078 ___ ten-thousand
___ thousands
___ hundreds
tens

3. Circle the correct answer:

Which number is larger?

766 676 677 767 678

Which number is smaller?

355 354 345 353 343

4. How many cents in five dollars, six dimes, and seven pennies?

6

PV 3

1. Rename the numbers:

7,638=___thousands
___hundreds
___tens
___ones

41,078 ___ten-thousand
___thousands
___hundreds
___tens
___ones

2. Write the number 10,000 more than 343,869:

PLACE VALUE PRE-TEST FORM A

PV 3 cont'd.

3. Circle the correct answer:

Which number is larger?

6,345 5,364 3,456 6,534 6,454

Which number is larger?

93,654 94,546 95,463 96,534 93,645

4. The family drove 15,361 miles on their vacation. Tell how many

ones ____ hundreds____ thousands ____

tens____ ten-thousands ____

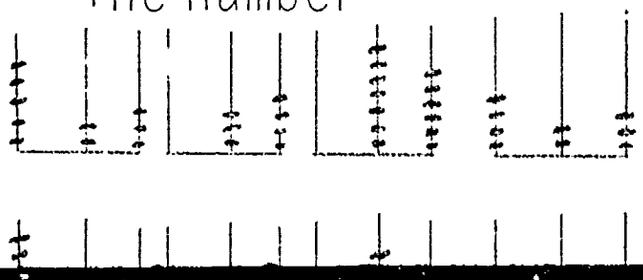
___
6

PV 4

1. Rename these numbers:

billions	millions	thousands	ones	
49	168	12	141	_____
3	205	200	103	_____

2. Look at the abacus and rename the number



_____

6,345 5,364 3,456 6,534 6,454

Which number is larger?

93,654 94,546 95,463 96,534 93,645

4. The family drove 15,361 miles on their vacation. Tell how many

ones ____ hundreds____ thousands ____

tens____ ten-thousands ____

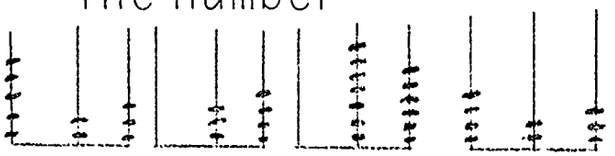
6

PV 4

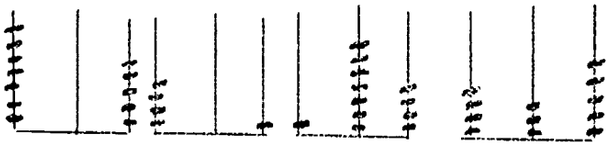
1. Rename these numbers:

billions	millions	thousands	ones	
49	168	12	141	_____
3	205	200	103	_____

2. Look at the abacus and rename the number



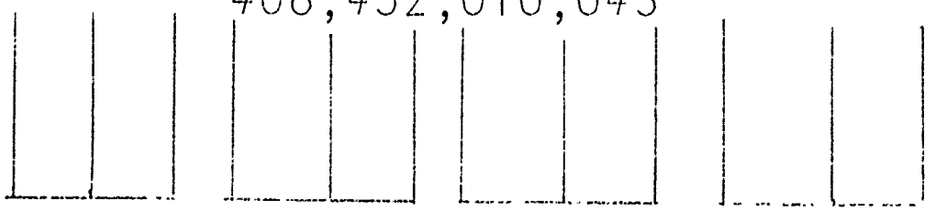
_____



_____

3. Show this number on the abacus:

406,452,010,043



PLACE VALUE PRE-TEST FORM A

PV 4 cont'd.

4. Write a compact numeral for:

four-million, thirty-two thousand, six hundred fifty-one:

_____

five-million, three hundred four thousand, two hundred ninety-four:

_____

6

PV 5

Your teacher will read 6 numbers for you to write:

_____

_____

_____

_____

_____

_____

KEY

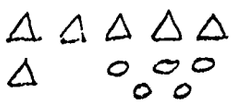
Name _____
Team _____
Teacher _____
Date _____

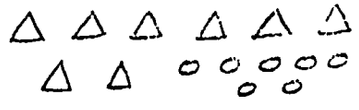
PLACE VALUE PRE-TEST FORM A

PV I

1. For each set, write the number of ones and tens shown:

KEY: △ = ten 0 = one

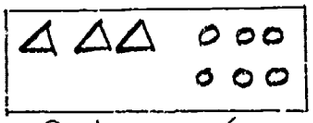




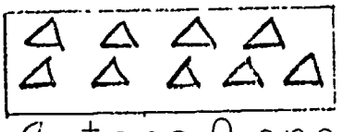
6 tens 5 ones 8 tens 7 ones

2. Draw the number of ones and tens in the boxes below:

KEY: △ = ten 0 = one

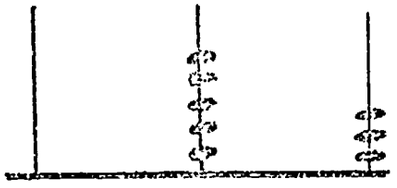


3 tens 6 ones



9 tens 0 ones

3. Look at the abacus. Tell how many ones and how many tens:



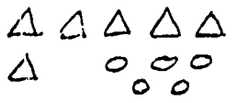
ones 3
tens 5

4. Draw 5 ones and 3 tens on the

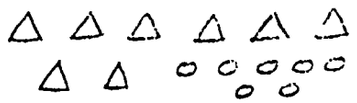
PV 1

1. For each set, write the number of ones and tens shown:

KEY: △ = ten O = one



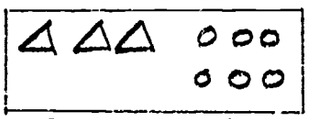
6 tens 5 ones



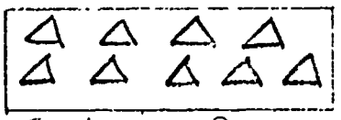
8 tens 7 ones

2. Draw the number of ones and tens in the boxes below:

KEY: △ = ten O = one

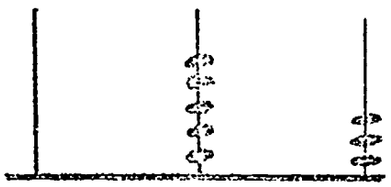


3 tens 6 ones



9 tens 0 ones

3. Look at the abacus. Tell how many ones and how many tens:



ones 3

tens 5

4. Draw 5 ones and 3 tens on the abacus:

6

PV 2

1. Rename the numbers:

5 tens 3 ones 53

2 hundreds 7 tens 3 ones 273

PLACE VALUE PRE-TEST FORM A

PV 2 cont'd.

2. Write the number 100 more than 534:

634

3. Circle the correct answer:

Which number is larger?

766 676 677 (767) 678

Which number is smaller?

355 354 345 353 (343)

4. How many cents in five dollars, six dimes, and seven pennies?

567

6

PV 3

1. Rename the numbers:

7,638= 7 thousands
6 hundreds
3 tens
8 ones

41,078 ___ ten-thousand
1 thousands
0 hundreds

3. Circle the correct answer:

Which number is larger?

766 676 677 (767) 678

Which number is smaller?

355 354 345 353 (343)

4. How many cents in five dollars, six dimes, and seven pennies?

567

6

PV 3

1. Rename the numbers:

7,638= 7 thousands
6 hundreds
3 tens
8 ones

41,078 ___ ten-thousand
1 thousands
0 hundreds
7 tens
8 ones

2. Write the number 10,000 more than 343,869:

353,869

PLACE VALUE PRE-TEST FORM A

PV 3 cont'd.

3. Circle the correct answer:

Which number is larger?

6,345 5,364 3,456 (6,534) 6,454

Which number is larger?

93,654 94,546 95,463 (96,534) 93,645

4. The family drove 15,361 miles on their vacation. Tell how many

ones _1_ hundreds _3_ thousands _5_

tens _6_ ten-thousands _1_

6

PV 4

1. Rename these numbers:

billions	millions	thousands	ones	
49	168	12	141	49,168,012,141.
3	205	200	103	3,205,200,103

2. Look at the abacus and rename the number

6,345 5,364 3,456 (6,534) 6,454

Which number is larger?

93,654 94,546 95,463 (96,534) 93,645

4. The family drove 15,361 miles on their vacation. Tell how many

ones 1 hundreds 3 thousands 5

tens 6 ten-thousands 1

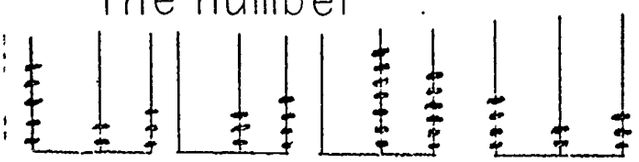
6

PV 4

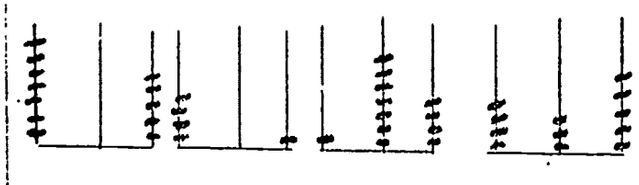
1. Rename these numbers:

billions	millions	thousands	ones	
49	168	12	141	49,168,012,141
3	205	200	103	3,205,200,103

2. Look at the abacus and rename the number



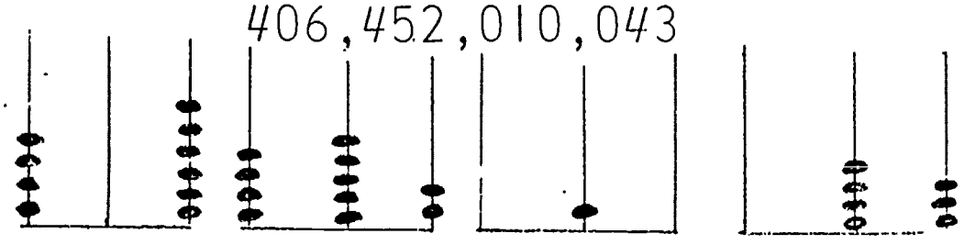
523,034,076,423



705,404,174,435

3. Show this number on the abacus:

406,452,010,043



PLACE VALUE PRE-TEST FORM A

PV 4 cont'd.

4. Write a compact numeral for:

four-million, thirty-two thousand, six hundred fifty-one:

4,032,651

five-million, three hundred four thousand, two hundred ninety-four:

5,304,294

6

PV 5

Your teacher will read 6 numbers for you to write:

_____

_____

_____

_____

_____

_____

Name _____

Team _____

Teacher _____

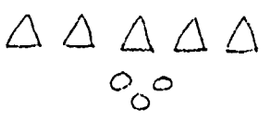
Date _____

PLACE VALUE POST-TEST FORM A

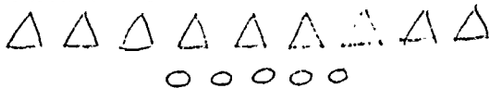
PV I

1. For each set, write the number of ones and tens shown:

KEY: △ = ten O = one



___ tens ___ one



___ tens ___ ones

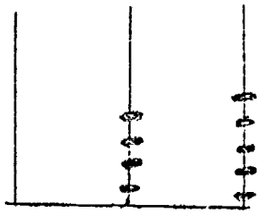
2. Now you draw the number of ones and tens in the boxes below:

KEY: △ = ten O = one

5 tens 3 ones

7 tens 0 ones

3. Look at the abacus and tell how many ones and how many tens:



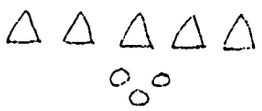
_____ ones

_____ tens

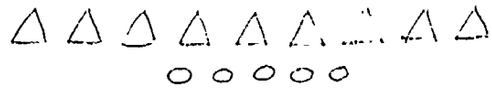
4. Draw 4 ones and 7 tens on the

PV 1 1. For each set, write the number of ones and tens shown:

KEY: △ = ten ○ = one



___ tens ___ one



___ tens ___ ones

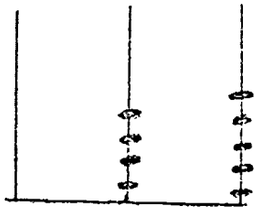
2. Now you draw the number of ones and tens in the boxes below:

KEY: △ = ten ○ = one

5 tens 3 ones

7 tens 0 ones

3. Look at the abacus and tell how many ones and how many tens:



_____ ones

_____ tens

4. Draw 4 ones and 7 tens on the abacus:

6

PV 2 1. Rename the numbers:

6 tens 2 ones

4 hundreds 3 tens 8 ones

PLACE VALUE POST-TEST FORM A

PV 2 (cont'd)

2. Write the number 100 more than 345: _____

3. Circle the answer that shows which number is larger:

767, 676, 766, 677, 678

Which number is smaller:

345, 354, 353, 343, 355

4. Fred saved $5.67.

Show: How many dimes _____
How many pennies _____
How many dollars _____

6

PV 3

1. Rename the numbers:

9,354=__thousands
__hundreds
__tens
__ones

87,508=__ten-thousand
__thousands
__hundreds
__tens
__ones

2. Write the number 10,000 more than

3. Circle the right answer:

which number is larger:

767, 676, 766, 677, 678

Which number is smaller:

345, 354, 353, 343, 355

4. Fred saved $5.67.

Show: How many dimes _____
How many pennies _____
How many dollars _____

6

PV 3

1. Rename the numbers:

9,354 = __thousands
__hundreds
__tens
__ones

87,508 = __ten-thousand
__thousands
__hundreds
__tens
__ones

2. Write the number 10,000 more than 434,569: _____

3. Circle the right answer:

Which number is larger?

6,454 6,345 6,534 5,364 3,456

Which number is smaller?

93,654 95,463 94,546 93,645 96,534

PLACE VALUE POST-TEST FORM A

PV 3 (cont'd) 4. Bob had six dimes, nine pennies and three dollars. Show how much money he had:

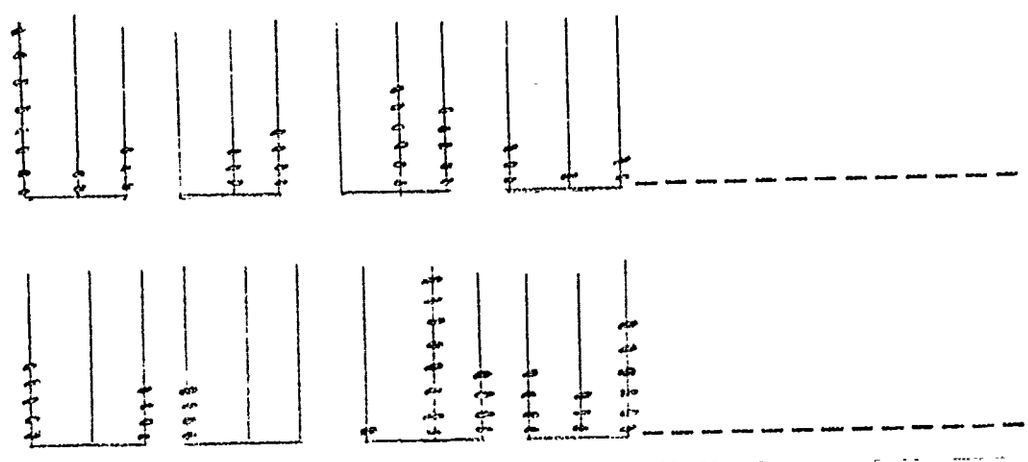
_____

6

PV 4 1. Rename these numbers:

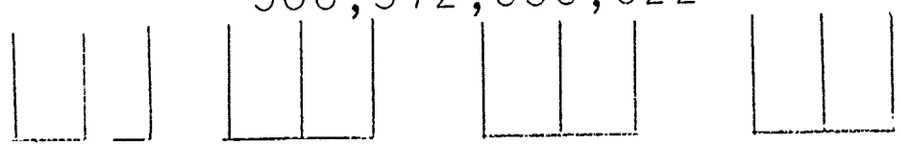
Billions	Millions	Thousands	Ones	
66	49	2	141	
3	205	103	200	

2. Look at the abacus and rename the number:



3. Show this number on the abacus:

506,342,030,022

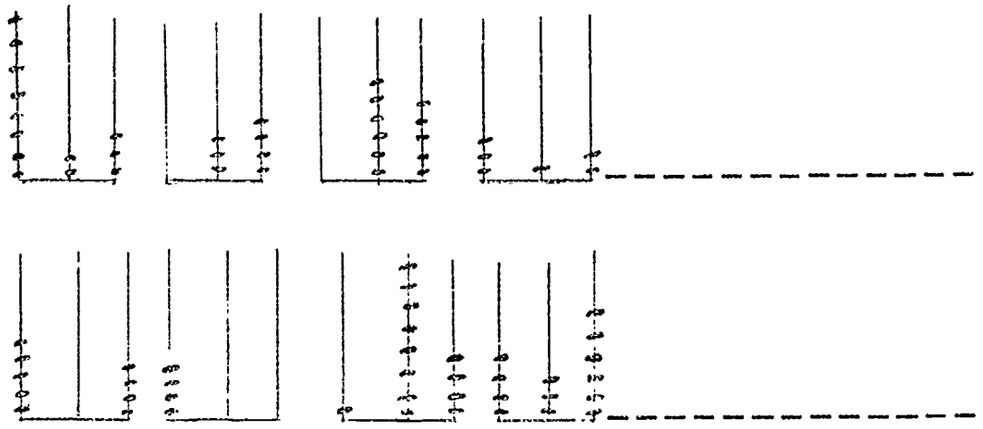


PV 4

1. Rename these numbers:

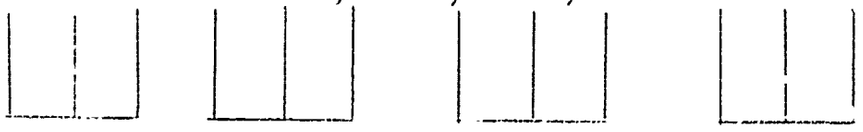
Billions	Millions	Thousands	Ones
66	49	2	141
3	205	103	200

2. Look at the abacus and rename the number:



3. Show this number on the abacus:

506,342,030,022



4. Write a compact numerals for:

two-hundred eighty-three thousand, four hundred twenty-six: _____

seven million, three hundred fifty thousand, four hundred twenty-one:

PLACE VALUE POST-TEST FORM A

PV 5

Your teacher will read 6 numbers for you to write:

_____

_____

_____

_____

_____

_____

6

KEY

Name _____
Team _____
Teacher _____
Date _____

PLACE VALUE POST-TEST FORM A

PV I

1. For each set, write the number of ones and tens shown:

KEY: △ = ten	○ = one

△△△△△ ○○

5 tens 3 one

△△△△△△△△△ ○○○○

9 tens 5 ones

2. Now you draw the number of ones and tens in the boxes below:

KEY: △ = ten	C = one

△△△△△ ○○○

5 tens 3 ones

△△△ △△△ △

7 tens 0 ones

3. Look at the abacus and tell how many ones and how many tens:

5 ones

4 tens

4. Draw 4 ones and 7 tens on the

PV 1

1. For each set, write the number of ones and tens shown:

KEY: △ = ten	○ = one

△△△△△ ○○

5 tens 3 one

△△△△△△△△△ ○○○○○

9 tens 5 ones

2. Now you draw the number of ones and tens in the boxes below:

KEY: △ = ten	○ = one

△△△△△ ○○○

5 tens 3 ones

△△△△△△

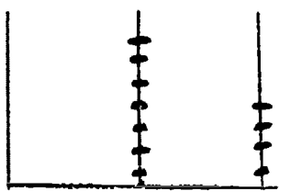
7 tens 0 ones

3. Look at the abacus and tell how many ones and how many tens:

5 ones

4 tens

4. Draw 4 ones and 7 tens on the abacus:



6

PV 2

1. Rename the numbers:

6 tens 2 ones — 62

4 hundreds 3 tens 8 ones — 438

PLACE VALUE POST-TEST FORM A

PV 2 (cont'd)

2. Write the number 100 more than 345: 445

3. Circle the answer that shows which number is larger:

(767), 676, 766, 677, 678

Which number is smaller:

345, 354, 353, (343), 355

4. Fred saved $5.67.

Show: How many dimes 6
How many pennies 7
How many dollars 5

6

PV 3

1. Rename the numbers:

9,354 = 9 thousands
3 hundreds
50 tens
4 ones

87,508 = 8 ten-thousand
7 thousands
5 hundreds
0 tens
8 ones

3. Circle the answer that shows which number is larger:

(767), 676, 766, 677, 678

Which number is smaller:

345, 354, 353, (343), 355

4. Fred saved $5.67.

Show: How many dimes 6
How many pennies 7
How many dollars 5

6

PV 3

1. Rename the numbers:

9,354 = 9 thousands
3 hundreds
50 tens
4 ones

87,508 = 8 ten-thousand
7 thousands
5 hundreds
0 tens
8 ones

2. Write the number 10,000 more than 434,569: 444,569

3. Circle the right answer:

Which number is larger?

6,454 6,345 (6,534) 5,364 3,456

Which number is smaller?

93,654 95,463 94,546 (93,645)

96,534

PLACE VALUE POST-TEST FORM A

PV 3 (cont'd)

4. Bob had six dimes, nine pennies and three dollars. Show how much money he had:

$3.69

6

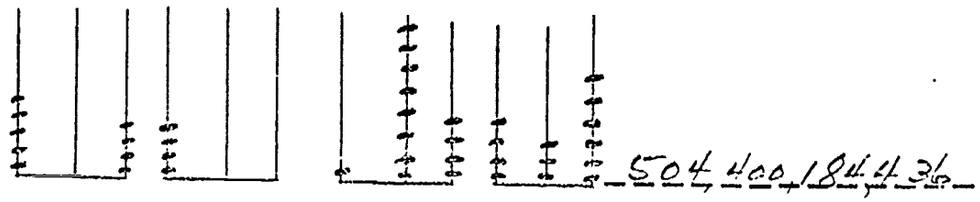
PV 4

1. Rename these numbers:

Billions	Millions	Thousands	Ones	
66	49	2	141	66,049,002,141
3	205	103	200	3,205,103,200

2. Look at the abacus and rename the number:

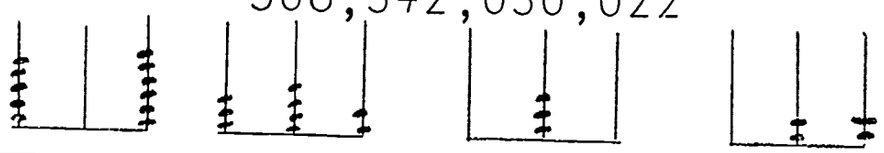
823,034,065,312



504,400,184,436

3. Show this number on the abacus:

506,342,030,022



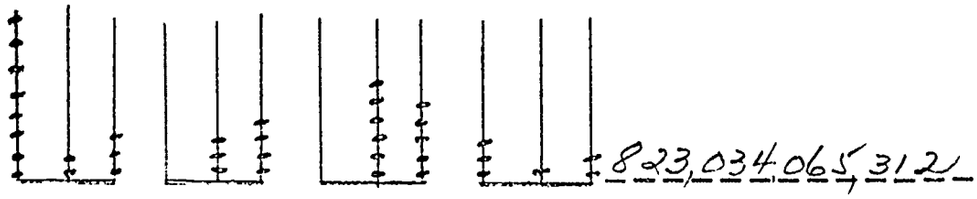
4. Write a compact numerals for:

PV 4

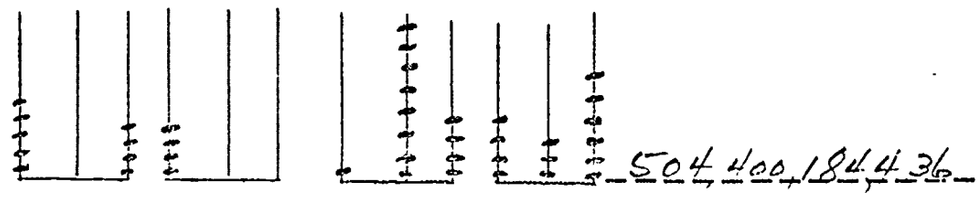
1. Rename these numbers:

Billions	Millions	Thousands	Ones	
66	49	2	141	66,049,002,141
3	205	103	200	3,205,103,200

2. Look at the abacus and rename the number:



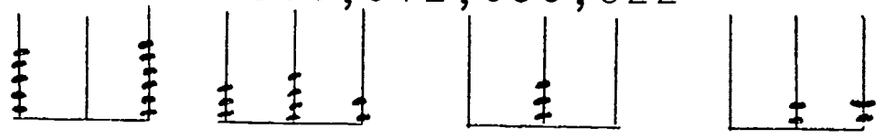
823,034,065,312



504,400,184,436

3. Show this number on the abacus:

506,342,030,022



4. Write a compact numerals for:

two-hundred eighty-three thousand, four hundred twenty-six: 283,426

seven million, three hundred fifty thousand, four hundred twenty-one:

7,350,421

PLACE VALUE POST-TEST FORM A

PV 5

Your teacher will read 6 numbers for you to write:

_____

_____

_____

_____

_____

_____

6

Name _____

Team _____

Teacher _____

Date _____

FORM A or B (Circle one)

ADDITION - SUBSTRACTION

	Pre-Test	Program	Post-Test	Comment
A-S 1 Family of Facts	4		4	
A-S 2 Add - Subtract Facts to 10	30		30	
A-S 3 3 Addends, Facts less than 10	4		4	
A-S 4 Add-Subtract Facts thru 20	30		30	
A-S 5 2 Addends, plus one, with regrouping	4		4	
A-S 6 Add-Subtract 10's with zero's	4		4	
A-S 7 Add- Sub. 2 Addends + 2 without regrouping	4		4	
A-S 8 3 digit Add & Sub. without regrouping	4		4	
A-S 9 2 Addends plus 2 with regrouping	4		4	
A-S 10 Sub. 2 digits from 2 digits with regrouping	4		4	
A-S 11 Add 3 Addends plus 3 with regrouping	4		4	

A S 1 F mily of Facts	4		4	
A S 2 Add - Subtract Facts to 10	30		30	
A S 3 3 Addends, Facts l ss than 10	4		4	
A-S 4 Add-Subtract Facts t ru 20	30		30	
A-S 5 2 Addends, plus one, w th regrouping	4		4	
A S 6 Add-Subtract 10's with zero's	4		4	
A S 7 Add- Sub. 2 Addends + 2 without regrouping	4		4	
A S 8 3 digit Add & Sub. without regrouping	4		4	
A-S 9 2 Addends plus 2 w th regrouping	4		4	
A-S 10 Sub. 2 digits from 2 digits with regrouping	4		4	
A-S 11 Add 3 Addends plus 3 with regrouping	4		4	
A S 12 Sub. 3 digits from 3 digits with regrouping	4		4	
A S 13 Equalities and inequalities signs	4		4	
A-S 14 Number lines Associative properties	4		4	
A-S 15 Money - Add,Sub with regrouping	4		4	
A-S 16 Bases	4		4	

Name _____

Team _____

Teacher _____

Date _____

ADDITION-SUBTRACTION PRE-TEST FORM A

AS 1 write a family of facts for this set of two addends and a sum:

(4, 2, 6)

_____

_____

_____

_____

4

AS 2 Watch the signs!!

5	9	4	5	3	8
+3	+1	+5	+2	+7	+2
4	3	8	10	5	6
+3	+1	+1	+0	+1	+2
3	2	10	8	9	10
+2	+7	-8	-5	-4	-2
7	8	8	5	6	8
-2	-6	-4	-3	-3	-2

AS 1 Write a family of facts for this set of two addends and a sum:

(4, 2, 6)

4

AS 2 Watch the signs!!

5	9	4	5	3	8
+3	+1	+5	+2	+7	+2
4	3	8	10	5	6
+3	+1	+1	+0	+1	+2
3	2	10	8	9	10
+2	+7	-8	-5	-4	-2
7	8	8	5	6	8
-2	-6	-4	-3	-3	-2
4	3	9	9	7	6
-3	-1	-3	-2	-4	-2

30

AS 3

3	5	2	1
4	2	1	6
+1	+3	+4	+2

4

AS 4

Watch the signs!!

7 +6	8 +4	8 +7	5 +8	7 +4	6 +6
8 +8	9 +2	9 +7	8 +6	9 +8	7 +5
9 +9	5 +9	6 +5	12 -3	14 -7	16 -7
15 -6	12 -6	17 -8	14 -5	12 -8	18 -9
13 -6	14 -6	15 -7	12 -5	11 -4	12 -7

30

AS 5

16 +2	82 +7	65 -4	47 -3

4

AS 6

20 ±10	40 +50	30 -20	60 -40

4

	8 +8	9 +2	9 +7	8 +6	9 +8	7 +5
	9 +9	5 +9	6 +5	12 -3	14 -7	16 -7
	15 -6	12 -6	17 -8	14 -5	12 -8	18 -9
	13 -6	14 -6	15 -7	12 -5	11 -4	12 -7
30						
AS 5 4	16 +2		82 +7		65 -4	47 -3
AS 6 4	20 +10		40 +50		30 -20	60 -40
AS 7 4	51 +43		12 +85		29 -21	78 -25
AS 8 4	576 +223		527 +342		875 -432	249 -128

AS 9

38	45	16	26
+23	+37	+27	+64

4

AS 10

40	61	72	45
-13	-36	-28	-27

4

AS 11

357	427	755	457
+234	+348	+466	+888

4

AS 12

425	711	341	320
-266	-299	-262	-283

4

AS 13 For each sentence, write T or F to show if it is True or False:

$3 + 7 = 0$ _____

$5+2+4 < 3+6+2$ _____

Use =, >, or <, and other symbols (+ or -) to write the number sentences:

5+3 is greater than 7 _____

____ The sum of 9+5 is 14

AS 10

40	61	72	45
-13	-36	-28	-27

____
4

AS 11

357	427	755	457
+234	+348	+466	+888

____
4

AS 12

425	711	341	320
-266	-299	-262	-283

____
4

AS 13 For each sentence, write T or F to show if it is True or False:

3 + 7 = 0 _____

5+2+4 < 3+6+ 2 _____

Use =, >, or <, and other symbols (+ or -) to write the number sentences:

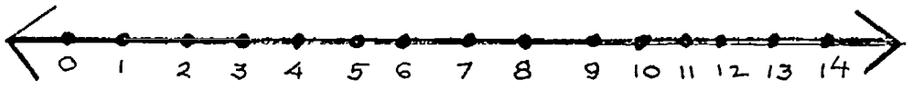
5+3 is greater than 7 _____

The sum of 9+5 is 14 _____

____
4

AS 14 Show each pair of equations on the number line:

7 + 5 = 12 5 + 7 = 12



AS 14

Complete the equations:

$5 + 7 = 5 + (3+4)$
$= (5+\_\_) + 4$
$= \_\_\_ + 4$
$= \_\_\_$

$12+3 = (10+2) + 3$
$= 10+1\ (\_\_ +3)$
$= 10 + \_\_\_$
$= \_\_\_\_$

___
4

AS 15 Watch the signs!!

$ .75	$4.78	$3.25	$6.07
+ .49	+3.89	-1.96	- .89

____
4

AS 16 Base 5

4	13	34	433
+2	+ 2	+22	+344

____
4

KEY

Name _____
Team _____
Teacher _____
Date _____

ADDITION-SUBTRACTION PRE-TEST FORM A

AS 1 write a family of facts for this set of two addends and a sum:

(4, 2, 6)

4+2=6

2+4=6

6-4=2

6-2=4

4

AS 2 Watch the signs!!

5	9	4	5	3	8
+3	+1	+5	+2	+7	+2
8	10	9	7	10	10
4	3	8	10	5	6
+3	+1	+1	+0	+1	+2
7	4	9	10	6	8
3	2	10	8	9	10
+2	+7	-8	-5	-4	-2
5	9	2	3	5	8

AS 1 write a family of facts for this set of two addends and a sum:

(4, 2, 6)

4+2=6

2+4=6

6-4=2

6-2=4

4

AS 2 Watch the signs!!

5	9	4	5	3	8
+3	+1	+5	+2	+7	+2
8	10	9	7	10	10
4	3	8	10	5	6
+3	+1	+1	+0	+1	+2
7	4	9	10	6	8
3	2	10	8	9	10
+2	+7	-8	-5	-4	-2
5	9	2	3	5	8
7	8	8	5	6	8
-2	-6	-4	-3	-3	-2
5	2	4	2	3	6
4	3	9	9	7	6
-3	-1	-3	-2	-4	-2
1	2	6	7	3	4

30

AS 3

3		5	2	1
4		2	1	6
+1		+3	+4	+2
8		10	7	9

4

AS 4 Watch the signs!!

	7	8	8	5	7	6
	+6	+4	+7	+8	+4	+6
	13	12	15	13	11	12
	8	9	9	8	9	7
	+8	+2	+7	+6	+8	+5
	16	11	16	14	17	12
	9	5	6	12	14	16
	+9	+9	+5	-3	-7	-7
	18	14	11	9	7	9
	15	12	17	14	12	18
	-6	-6	-8	-5	-8	-9
	9	6	9	9	4	9
	13	14	15	12	11	12
	-6	-6	-7	-5	-4	-7
30	7	8	8	7	7	5

AS 5

16		82	65	47
+2		+7	-4	-3
18		89	61	44

4

AS 6

20	40	30	60
+10	+50	-20	-40
30	90	10	20

4

AS 7

51	12	29	78
+43	+85	-21	-25
		8	

	8	9	7	8	9	7
	+8	+2	+7	+6	+8	+5
	16	11	16	14	17	12
	9	5	6	12	14	16
	+9	+9	+5	-3	-7	-7
	18	14	11	9	7	9
	15	12	17	14	12	18
	-6	-6	-8	-5	-8	-9
	9	6	9	9	4	9
	13	14	15	12	11	12
	-6	-6	-7	-5	-4	-7
30	7	8	8	7	7	5
AS 5	16		82		65	47
	+2		+7		-4	-3
4	18		89		61	44
AS 6	20		40		30	60
	+10		+50		-20	-40
4	30		90		10	20
AS 7	51		12		29	78
	+43		+85		-21	-25
4	94		97		8	53
AS 8	576		527		875	249
	+223		+342		-432	-128
4	799		869		443	121

AS 9

38	45	16	26
+23	+37	+27	+64
61	82	43	90

4

AS 10

40	61	72	45
-13	-36	-28	-27
27	25	44	18

4

AS 11

357	427	755	457
+234	+348	+466	+888
591	775	1,221	1,345

4

AS 12

425	711	341	320
-266	-299	-262	-283
159	412	79	37

4

AS 13 For each sentence, write T or F to show if it is True or False:

$3 + 7 = 0$ — I

$5+2+4 < 3+6+2$ — F

Use =, >, or <, and other symbols (+ or -) to write the number sentences:

5+3 is greater than 7 $5+3 > 7$

The sum of 9+5 is 14

	40	81	72	45
	-13	-36	-28	-27
	27	25	44	18
4				

AS 11	357	427	755	457
	+234	+348	+466	+888
	591	775	1,221	1,345
4				

AS 12	425	711	341	320
	-266	-299	-262	-283
	159	412	79	37
4				

AS 13 For each sentence, write T or F to show if it is True or False:

$3 + 7 = 0$	T
$5+2+4 < 3+6+2$	F

Use =, >, or <, and other symbols (+ or -) to write the number sentences:

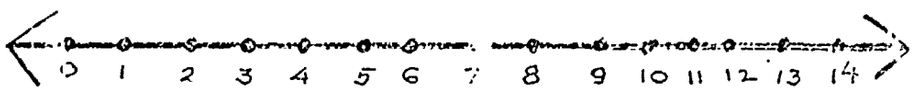
5+3 is greater than 7 $5+3>7$

The sum of 9+5 is 14 $9+5=14$

4

AS 14 Show each pair of equations on the number line:

$7 + 5 = 12$ $5 + 7 = 12$



AS 14 Complete the equations:

$5 + 7 = 5 + (3+4)$
$= (5+\underline{3})+4$
$= \underline{8} + 4$
$= \underline{12}$

$12+3 = (10+2) + 3$
$= 10+1\,(\underline{1}+3)$
$= 10 + \underline{5}$
$= \underline{15}$

4

AS 15 Watch the signs!!

\$ .75	\$4.78	\$3.25	\$6.07
+ .49	+3.89	-1.96	- .89
\$1.24	\$8.67	\$1.29	\$5.18

4

AS 16 Base 5

4	13	34	433
+2	+ 2	+22	+344
6	15	56	777

4

Name
Team
Teacher
Date

ADDITION-SUBTRACTION POST-TEST FORM A

AS 1 Write a family of facts for this set of two addends and a sum:

$\{2, 4, 6\}$

4

AS 2 Watch the signs!

5	9	4	5	3	8
+ 3	+ 1	+ 5	+ 2	+ 7	+ 2
4	3	8	10	5	6
+ 3	+ 3	+ 1	+ 0	+ 1	+ 2
2	3	10	9	8	10
+ 7	+ 2	- 2	- 4	- 5	- 8

AS 1 Write a family of facts for this set of two addends and a sum:

$\{2, 4, 6\}$

4

AS 2 Watch the signs!

5	9	4	5	3	8
+ 3	+ 1	+ 5	+ 2	+ 7	+ 2
4	3	8	10	5	6
+ 3	+ 3	+ 1	+ 0	+ 1	+ 2
2	3	10	9	8	10
+ 7	+ 2	- 2	- 4	- 5	- 8
7	8	8	5	8	6
- 2	- 6	- 4	- 3	- 2	- 3
3	9	9	7	6	4
- 1	- 3	- 2	- 4	- 2	- 3

30

AS 3

2	6	5	4
5	1	1	2
+ 2	+ 3	+ 2	+ 3

4

ADDITION-SUBTRACTION POST-TEST FORM A

AS 4 Watch the signs!

7	8	8	5	7	6
+ 6	+ 4	+ 7	+ 8	+ 4	+ 6
8	9	9	8	9	7
+ 8	+ 2	+ 7	+ 6	+ 8	+ 5
5	9	9	12	14	16
+ 6	+ 5	+ 9	- 3	- 7	- 7
15	12	17	14	12	18
- 6	- 6	- 8	- 5	- 8	- 9
13	14	15	12	11	12
- 6	- 6	- 7	- 5	- 4	- 7

30

AS 5

15	73	46	59
+ 2	+ 4	- 3	- 4

4

AS 6

30	20	60	30
+ 60	+ 70	- 20	- 30

4

AS 7

49	33	87	47
+20	+13	-33	-26

8	9	9	8	9	7
+8	+ 2	+7	+6	+8	+5
5	9	9	12	14	16
+6	+5	+9	-3	- 7	-7
15	12	17	14	12	18
- 6	- 6	- 8	- 5	- 8	- 9
13	14	15	12	11	12
- 6	- 6	- 7	- 5	- 4	- 7

30

AS 5	15	73	46	59
	+ 2	+ 4	- 3	- 4

4

AS 6	30	20	60	30
	+ 60	+ 70	- 20	- 30

4

AS 7	49	33	87	47
	+20	+13	-33	-26

4

AS 8	125	262	659	968
	+343	+ 231	- 357	- 532

4

AS 9	27	26	53	57
	58	+18	+39	+36

4

AS 10	50	64	85	36
	-16	-34	-48	-27

11

ADDITION-SUBTRACTION POST-TEST FORM A

AS 11

367	257	458	395
+ 459	+ 476	+ 366	+ 807

4

AS 12

413	645	602	1000
-237	-149	-573	-347

4

AS 13 For each sentence, write T or F to show if it is True or False:

(1.) $7 + 2 = 0$ Answer: _____

(2.) $2+3+6 < 2+4+5$ Answer: _____

Use $=$, $>$, or $<$ and other symbols (+ or -) to write the number sentences:

(1.) 6 and 3 is greater than 7:

Answer: _____

(2.) The sum of 10 and 35 is 45:

Answer: _____

4

AS 14 Show each pair of equations on the number line:

$7 + 4 = 11$ $4 + 7 = 11$

AS 12

413	645	602	1000
-237	-149	-573	-347

___
4

AS 13 For each sentence, write I or F to show if it is True or False:

(1.) $7 + 2 = 0$ Answer: _____

(2.) $2+3+6 < 2+4+5$ Answer: _____

Use =, >, or < and other symbols (+ or -) to write the number sentences:

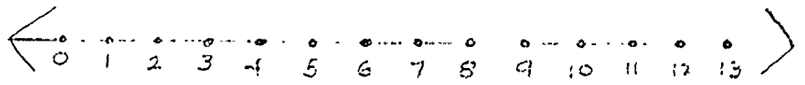
(1.) 6 and 3 is greater than 7:
Answer: _____

(2.) The sum of 10 and 35 is 45:
Answer: _____

___
4

AS 14 Show each pair of equations on the number line:

$7 + 4 = 11$ $4 + 7 = 11$



Complete the equations:

$4+3 = 4+(2+1)$
$= (4+\_\_) + 1$
$= \_\_\_ + 1$
$= \_\_\_$

$23+5 = (20+3)+5$
$= 20+(\_\_\_ + 5)$
$= 20+\_\_\_$
$= \_\_\_$

___
4

AS 15

$.95	$4.52	$2.44	$2.08
+.05	+3.39	-1.95	- .79

___

Page 4

ADDITION-SUBTRACTION POST-TEST FORM A

AS 16	Base 5	4	13	22	434
		+ 3	+ 2	+34	+344

4					

KEY

Name _____
Team _____
Teacher _____
Date _____

ADDITION-SUBTRACTION POST-TEST FORM A

AS 1 Write a family of facts for this set of two addends and a sum:

{2, 4, 6}

2 + 4 = 6

4 + 2 = 6

6 − 4 = 2

6 − 2 = 4

4

AS 2 Watch the signs!

1	5 + 3 = 8	9 + 1 = 10	4 + 5 = 9	5 + 2 = 7	3 + 7 = 10	8 + 2 = 10
	4 + 3 = 7	3 + 3 = 6	8 + 1 = 9	1 + 9 = 10	5 + 1 = 6	6 + 2 = 8
	2	3	10	9	8	10

AS 1 Write a family of facts for this set of two addends and a sum:

{2, 4, 6}

2 + 4 = 6

4 + 2 = 6

6 − 4 = 2

6 − 2 = 4

4

AS 2 Watch the signs!

5 + 3 = 8	9 + 1 = 10	4 + 5 = 9	5 + 2 = 7	3 + 7 = 10	8 + 2 = 10
4 + 3 = 7	3 + 3 = 6	8 + 1 = 9	10 + 0 = 10	5 + 1 = 6	6 + 2 = 8
2 + 7 = 9	3 + 2 = 5	10 − 2 = 8	9 − 4 = 5	8 − 5 = 3	10 − 8 = 2
7 − 2 = 5	8 − 6 = 2	8 − 4 = 4	5 − 3 = 2	8 − 2 = 6	6 − 3 = 3
3 − 1 = 2	9 − 3 = 6	9 − 2 = 7	7 − 4 = 3	6 − 2 = 4	4 − 3 = 1

30

AS 3

2 5 + 2 = 9	6 1 + 3 = 10	5 1 + 2 = 8	4 2 + 3 = 9

4

ADDITION-SUBTRACTION POST-TEST FORM A

AS 4 Watch the signs!

7 + 6 = 13	8 + 4 = 12	8 + 7 = 15	5 + 8 = 13	7 + 4 = 11	6 + 6 = 12
8 + 8 = 16	9 + 2 = 11	9 + 7 = 16	8 + 6 = 14	9 + 8 = 17	7 + 5 = 12
5 + 6 = 11	9 + 5 = 14	9 + 9 = 18	12 − 3 = 9	14 − 7 = 7	16 − 7 = 9
15 − 6 = 9	12 − 6 = 6	17 − 8 = 9	14 − 5 = 9	12 − 8 = 4	18 − 9 = 9
13 − 6 = 7	14 − 6 = 8	15 − 7 = 8	12 − 5 = 7	11 − 4 = 7	12 − 7 = 5

30

AS 5

15 + 2 = 17	73 + 4 = 77	46 − 3 = 43	59 − 4 = 55

4

AS 6

30 + 60 = 90	20 + 70 = 90	60 − 20 = 40	30 − 30 = 0

4

AS 7

49 + 20	33 + 13	87 − 33	47 − 26

	13	12	15	13	11	12
	8	9	9	8	9	7
	+8	+2	+7	+6	+8	+5
	16	11	16	14	17	12
	5	9	9	12	14	16
	+6	+5	+9	-3	-7	-7
	11	14	18	9	7	9
	15	12	17	14	12	18
	-6	-6	-8	-5	-8	-9
	9	6	9	9	4	9
	13	14	15	12	11	12
	-6	-6	-7	-5	-4	-7
30	7	8	8	7	7	5

AS 5	15	73	46	59
	+2	+4	-3	-4
4	17	77	43	55

AS 6	30	20	60	30
	+60	+70	-20	-30
4	90	90	40	0

AS 7	49	33	87	47
	+20	+13	-33	-26
4	69	46	120	21

AS 8	125	262	659	968
	+343	+231	-357	-532
4	468	493	302	436

AS 9	27	26	53	57
	+58	+18	+39	+36
4	85	44	92	93

AS 10	50	64	85	36
	-16	-39	-48	-27
	34	25	37	9

ADDITION-SUBTRACTION POST-TEST FORM A

AS 11	367	257	458	395
	+ 459	+ 476	+366	+807
___	826	733	824	1,202
4				
AS 12	413	645	602	1000
	-237	-149	-573	-347
___	176	496	29	653
4				

AS 13 For each sentence, write T or F to show if it is True or False:

(1.) 7 + 2 = 0 Answer: F

(2.) 2+3+6 < 2+4+5 Answer: F

Use =, >, or < and other symbols (+ or -) to write the number sentences:

(1.) 6 and 3 is greater than 7:

Answer: 6+3>7

(2.) The sum of 10 and 35 is 45:

Answer: 10+35=45

___
4

AS 14 Show each pair of equations on the number line:

AS 12

	415	845	602	1000
	-237	-149	-573	-347
___	176	496	29	653
4				

AS 13 For each sentence, write T or F to show if it is True or False:

(1.) $7 + 2 = 0$ Answer: F

(2.) $2+3+6 < 2+4+5$ Answer: F

Use =, >, or < and other symbols (+ or -) to write the number sentences:

(1.) 6 and 3 is greater than 7:

Answer: 6+3>7

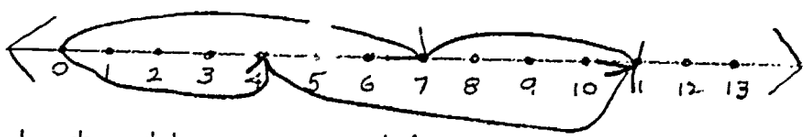
(2.) The sum of 10 and 35 is 45:

Answer: 10+35=45

___
4

AS 14 Show each pair of equations on the number line:

$7 + 4 = 11$ $4 + 7 = 11$



Complete the equations:

$4+3 = 4+(2+1)$
$= (4+2)+1$
$= 6+1$
$= 7$

$23+5 = (20+3)+5$
$= 20+(3+5)$
$= 20+8$
$= 28$

___
11

AS 15

	$.95	$4.52	$2.44	$2.08
	+.05	+3.39	-1.95	- .79
-11-	$1.00	$7.91	$ .49	$ 1.29

ADDITION-SUBTRACTION POST-TEST FORM A

AS 16	Base 5	4	13	22	434
		+ 3	+ 2	+ 34	+ 344
		7	15	56	778
4					

NAME _____

TEAM _____ DATE _____

TEACHER _____

FORM A or B (Circle one)

MULTIPLICATION OPERATIONS

	Pre-Test	Program	Post-Test	Comments
M1 Multiplication Facts 1-6	___/18		___/18	
M2 Multiplication Facts 7-9	___/18		___/18	
M3 1 digit times 2, 3, 4 digits no regrouping	___/4		___/4	
M4 One digit times 2, 3, 4 digits with regrouping	___/4		___/4	
M5 Two digit times 2, 3, 4 digits with regrouping	___/4		___/4	

M1 Multiplication Facts 1-6	___ 18		___ 18	
M2 Multiplication Facts 7-9	___ 18		___ 18	
M3 1 digit times 2, 3, 4 digits no regrouping	___ 4		___ 4	
M4 One digit times 2, 3, 4 digits with regrouping	___ 4		___ 4	
M5 Two digit times 2, 3, 4 digits with regrouping	___ 4		___ 4	
M6 Multiply with zeros	___ 4		___ 4	
M7 Story problems	___ 4		___ 4	
Supplimentary Works				

Name _____

Team _____

Teacher _____

Date _____

MULTIPLICATION PRE-TEST FORM A

N. I

2 X 2	5 X 4	5 X 3	3 X 4	4 X 2	2 X 3
5 X 5	5 X 2	6 X 3	3 X 3	6 X 5	6 X 4
6 X 6	7 X 4	5 X 0	4 X 4	7 X 5	1 X 6

18

M 2

7 X 3	4 X 8	2 X 9	9 X 9	9 X 5	7 X 7
6 X 9	9 X 7	5 X 8	6 X 7	8 X 8	3 X 9
8 X 7	8 X 8	2 X 8	8 X 6	2 X 7	6 X 7

MULTIPLICATION PRE-TEST FORM A

M. 1

2	5	5	3	4	2
X 2	X 4	X 3	X 4	X 2	X 3
5	5	6	3	6	6
X 5	X 2	X 3	X 3	X 5	X 4
6	7	5	4	7	1
X 6	X 4	X 0	X 4	X 5	X 6

8

M 2

7	4	2	9	9	7
X 3	X 8	X 9	X 9	X 5	X 7
6	9	5	6	8	3
X 9	X 7	X 8	X 7	X 8	X 9
8	8	2	8	2	6
X 7	X 9	X 3	X 6	X 7	X 7

18

M. 3

23	12	321	7896
X 2	X 4	X 3	X 1

4

M. 4

65	42	157	3534
X 5	X 9	X 8	X 7

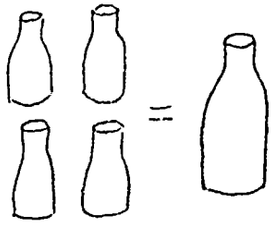
4

MULTIPLICATION PRE-TEST FORM A

M 5	43 X81	54 X36	629 X 27	5938 X 73
4				
M 6	60 X 9	157 X 30	408 X 67	2070 X 302
4				

M 7

If there are 4 quarts in one gallon, there are _____ quarts in 6 gallons?



(Show your work)

ANSWER

Mr. Todd had 270 customers a day. How many customers did he have in 6 days?

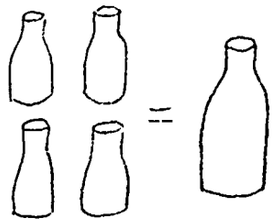
ANSWER

M 6

60	157	408	2070
X 9	X 30	X 67	X 302

4

M 7 If there are 4 quarts in one gallon, there are _____ quarts in 6 gallons?



(Show your work)

ANSWER

Mr. Todd had 270 customers a day. How many customers did he have in 6 days?

(Show your work)

ANSWER

Sally works for Mr. Todd after school. She earns $2.23 each day. How much does Sally earn in 7 days?

(Show your work)

ANSWER

MULTIPLICATION PRE-TEST FORM A

M 7 cont'd.

If there are 365 days in a year, how many days are in 27 years? (Do not count the extra days for leap year).

ANSWER

(Show your work)

4

KEY

Name _____

Team _____

Teacher _____

Date _____

MULTIPLICATION PRE-TEST FORM A

M 1

2 × 2 = 4	5 × 4 = 20	5 × 3 = 15	3 × 4 = 12	4 × 2 = 8	2 × 3 = 6
5 × 5 = 25	5 × 2 = 10	6 × 3 = 18	3 × 3 = 9	6 × 5 = 30	6 × 4 = 24
6 × 6 = 36	7 × 4 = 28	5 × 0 = 0	4 × 4 = 16	7 × 5 = 35	1 × 6 = 6.

18

M 2

7 × 3 = 21	4 × 8 = 32	2 × 9 = 18	9 × 9 = 81	9 × 5 = 45	7 × 7 = 49
6 × 9 = 54	9 × 7 = 63	5 × 8 = 40	6 × 7 = 42	8 × 8 = 64	3 × 9 = 27
8 × 7	8 × 9	2 × 8	8 × 6	2 × 7	6 × 7

MULTIPLICATION PRE-TEST FORM A

M 1

2 × 2 = 4	5 × 4 = 20	5 × 3 = 15	3 × 4 = 12	4 × 2 = 8	2 × 3 = 6
5 × 5 = 25	5 × 2 = 10	6 × 3 = 18	3 × 3 = 9	6 × 5 = 30	6 × 4 = 24
6 × 6 = 36	7 × 4 = 28	5 × 0 = 0	4 × 4 = 16	7 × 5 = 35	1 × 6 = 6

18

M 2

7 × 3 = 21	4 × 8 = 32	2 × 9 = 18	9 × 9 = 81	9 × 5 = 45	7 × 7 = 49
6 × 9 = 54	9 × 7 = 63	5 × 8 = 40	6 × 7 = 42	8 × 8 = 64	3 × 9 = 27
8 × 7 = 56	8 × 9 = 72	2 × 8 = 16	8 × 6 = 48	2 × 7 = 14	6 × 7 = 42

18

M 3

23 × 2 = 46	12 × 4 = 48	321 × 3 = 963	7896 × 1 = 7896

4

M 4

65 × 5 = 325	42 × 9 = 378	157 × 8 = 1,256	3534 × 7 = 24,738

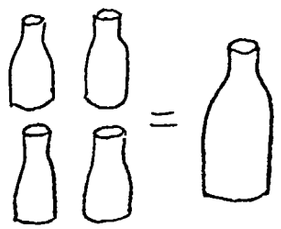
4

MULTIPLICATION PRE-TEST FORM A

M 5	43	54	629	5938
	X81	X36	X 27	X 73
	43	324	4403	17814
4	344	162	1258	41566
	3,563	2,811	16,983	433,474
M 6	60	157	408	2070
	X 9	X 30	X 67	X 302
	540	4,710	2856	4140
*4			2448	62100
			27336	625,140

M 7

If there are 4 quarts in one gallon, there are 24 quarts in 6 gallons?



$$\begin{array}{r} 4 \\ \times 6 \\ \hline 24 \end{array}$$

(Show your work)

ANSWER

24

Mr. Todd had 270 customers a day. How many customers did he have in 6 days?

$$\begin{array}{r} 270 \\ \times 6 \\ \hline 1,620 \end{array}$$

(Show your work)

ANSWER

1,620

Sally works for Mr. Todd after school.

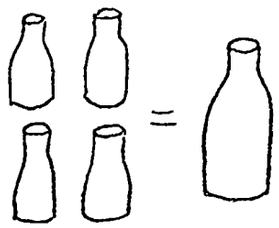
M 6

60	157	408	2070
X 9	X 30	X 67	X 302
540	4,710	2856 / 24480 / 27,336	4140 / 62100 / 625,140

4

M 7

If there are 4 quarts in one gallon, there are 24 quarts in 6 gallons?



4
×6
24

(Show your work)

ANSWER

24

Mr. Todd had 270 customers a day. How many customers did he have in 6 days?

270
× 6
1,620

(Show your work)

ANSWER

1,620

Sally works for Mr. Todd after school. She earns $2.23 each day. How much does Sally earn in 7 days?

$2.23
× 7
$15.61

(Show your work)

ANSWER

15.61

MULTIPLICATION — PRE-TEST — FORM A

M 7 cont'd.

If there are 365 days in a year, how many days are in 27 years? (Do not count the extra days for leap year).

$$\begin{array}{r} 365 \\ \times\ 27 \\ \hline 2555 \\ 730 \\ \hline 9,855 \end{array}$$

(Show your work)

ANSWER

9,855

4

Name_____

Team_____

Teacher_____

Date_____

MULTIPLICATION POST-TEST FORM A

M 1

2	4	3	5	5	2
X 3	X 2	X 4	X 3	X 4	X 2
6	6	3	6	5	5
X 4	X 5	X 3	X 3	X 2	X 5
1	7	4	5	7	6
X 6	X 5	X 4	X 0	X 4	X 6

18

M 2

7	9	9	2	4	7
X 7	X 5	X 9	X 9	X 8	X 3

MULTIPLICATION POST-TEST FORM A

M 1

2	4	3	5	5	2
X 3	X 2	X 4	X 3	X 4	X 2
6	6	3	6	5	5
X 4	X 5	X 3	X 3	X 2	X 5
1	7	4	5	7	6
X 6	X 5	X 4	X 0	X 4	X 6

18

M 2

7	9	9	2	4	7
X 7	X 5	X 9	X 9	X 8	X 3
3	8	6	5	9	6
X 9	X 8	X 7	X 8	X 7	X 9
6	2	8	2	8	8
X 7	X 7	X 6	X 8	X 9	X 7

18

M 3

12	23	312	9687
X 2	X 4	X 3	X 1

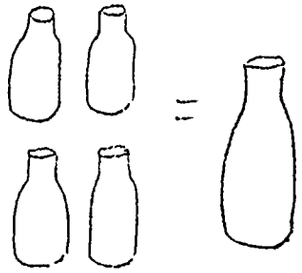
4

MULTIPLICATION POST-TEST FORM A

M 4	56 X 5	79 X 9	375 X 8	5343 X 7
4				
M 5	43 X81	54 X36	629 X 27	5938 X 73
4				
M 6	60 X 8	236 X 40	607 X 96	5080 X 401
4				

M 7

If there are 4 quarts per gallon, there are _____ quarts in 8 gallons?



(Show your work)

ANSWER

Mr. Todd had 260 customers a day.

4

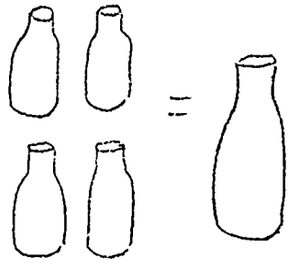
M 5 | 43 X81 | 54 X36 | 629 X 27 | 5938 X 73

4

M 6 | 60 X 8 | 236 X 40 | 607 X 96 | 5080 X 401

4

M 7 If there are 4 quarts per gallon, there are _____ quarts in 8 gallons?



(Show your work)

ANSWER

Mr. Todd had 260 customers a day. How many customers did he have in 8 days?

(Show your work)

ANSWER

MULTIPLICATION POST-TEST FORM A

M 7
cont'd.

Jan works for Mr. Todd after school. She earns $2.28 each day. How much does Jan earn in 4 days?

ANSWER

(Show your work)

If there are 365 days in a year, how many days are in 34 years? (Do not dount the extra days for leap year).

ANSWER

(Show your work)

KEY

Name _____
Team _____
Teacher _____
Date _____

MULTIPLICATION POST-TEST FORM A

M 1

2	4	3	5	5	2
X 3	X 2	X 4	X 3	X 4	X 2
6	8	12	15	20	4
6	6	3	6	5	5
X 4	X 5	X 3	X 3	X 2	X 5
24	30	9	18	10	25
1	7	4	5	7	6
X 6	X 5	X 4	X 0	X 4	X 6
6	35	16	0	28	36

18

M 2

7	9	9	2	4	7
X 7	X 5	X 9	X 9	X 8	X 3
49	45	81	18	32	21
3	8	6	5	9	6
X 9	X 8	X 7	X 8	X 7	X 9

MULTIPLICATION POST-TEST FORM A

M 1

2 × 3 = 6	4 × 2 = 8	3 × 4 = 12	5 × 3 = 15	5 × 4 = 20	2 × 2 = 4
6 × 4 = 24	6 × 5 = 30	3 × 3 = 9	6 × 3 = 18	5 × 2 = 10	5 × 5 = 25
1 × 6 = 6	7 × 5 = 35	4 × 4 = 16	5 × 0 = 0	7 × 4 = 28	6 × 6 = 36

18

M 2

7 × 7 = 49	9 × 5 = 45	9 × 9 = 81	2 × 9 = 18	4 × 8 = 32	7 × 3 = 21
3 × 9 = 27	8 × 8 = 64	6 × 7 = 42	5 × 8 = 40	9 × 7 = 63	6 × 9 = 54
6 × 7 = 42	2 × 7 = 14	8 × 6 = 48	2 × 8 = 16	8 × 9 = 72	8 × 7 = 56

18

M 3

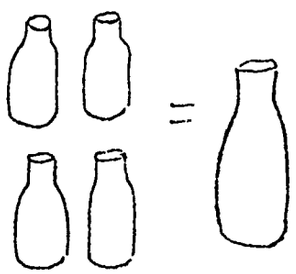
12 × 2 = 24	23 × 4 = 92	312 × 3 = 936	9687 × 1 = 9687

4

MULTIPLICATION POST-TEST FORM A

M 4	56	79	375	5343
	X 5	X 9	X 8	X 7
4	280	711	3,000	37,401
M 5	43	54	629	5938
	X81	X36	X 27	X 73
4	43	324	4403	17814
	344	162	1258	41566
	3,483	1,944	16983	433474
M 6	60	236	607	5080
	X 8	X 40	X 96	X 401
4	480	9,440	3642	5080
			5463	203200
			58,272	2,037,080

M 7 If there are 4 quarts per gallon, there are 32 quarts in 8 gallons?



8
X4
32

(Show your work)

ANSWER
32

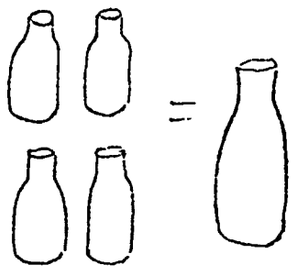
Mr. Todd had 260 customers a day. How many customers did he have in 8 days? 240

ANSWER

4	[illegible]	[illegible]	[illegible]	[illegible]
M 5	43 X81 43 344 3483	54 X36 324 162 1944	629 X 27 4403 1258 16983	5938 X 73 17814 41566 433474
4				
M 6	60 X 8 480	236 X 40 9,440	607 X 96 3642 5463 58,272	5080 X 401 5080 203200 2,037,080
4				

M 7

If there are 4 quarts per gallon, there are 32 quarts in 8 gallons?



8
X4
32

(Show your work)

ANSWER

32

Mr. Todd had 260 customers a day. How many customers did he have in 8 days?

260
X8
2080

(Show your work)

ANSWER

2,080

MULTIPLICATION POST-TEST FORM A

M 7
cont'd.

Jan works for Mr. Todd after school. She earns $2.28 each day. How much does Jan earn in 4 days?

$2.28
× 4
$9.12

(Show your work)

ANSWER
$9.12

If there are 365 days in a year, how many days are in 34 years? (Do not dount the extra days for leap year).

365
× 34
1460
1095
12410

(Show your work)

ANSWER
12,410

NAME _____

TEAM _____

TEACHER _____

DATE _____

FORM A or B (Circle one)

DIVISION OPERATIONS

	Pre-Test	Program	Post-Test	Comments
D1 Division facts 1-6	20		20	
D2 Division facts 7-9	20		20	
D3 1 digit divisor into 2 digit dividend with missing factor less than 10 - vertical form	4		4	
D4 1 digit divisor into 2, 3 digit dividend - working form	4		4	
D5 2 digit divisor into 3 digit divident - working form	4		4	
D6 Story Problems	4		4	
Supplementary Work				

Name _____

Team _____

Teacher _____

Date _____

DIVISION PRE-TEST FORM A

D 1

$4 \div 2 =$	$20 \div 4 =$	$15 \div 3 =$	$12 \div 4 =$	$6 \div 3 =$
$25 \div 5 =$	$10 \div 2 =$	$18 \div 3 =$	$9 \div 3 =$	$30 \div 5 =$
$4\overline{)24}$	$4\overline{)8}$	$6\overline{)36}$	$4\overline{)28}$	$5\overline{)0}$
$4\overline{)16}$	$5\overline{)35}$	$1\overline{)6}$	$2\overline{)12}$	$8\overline{)16}$

20

D 2

$21 \div 3 =$	$32 \div 8 =$	$18 \div 2 =$	$49 \div 7 =$	$45 \div 9 =$
$81 \div 9 =$	$54 \div 6 =$	$63 \div 9 =$	$40 \div 5 =$	$42 \div 6 =$
$8\overline{)64}$	$3\overline{)27}$	$10\overline{)60}$	$9\overline{)72}$	$7\overline{)14}$
$6\overline{)48}$	$8\overline{)56}$	$8\overline{)40}$	$6\overline{)24}$	$9\overline{)90}$

20

DIVISION PRE-TEST FORM A

D 3

$5\overline{)28}$
25
3

$8\overline{)26}$
24

$4\overline{)33}$

$9\overline{)85}$

4

D 4

$3\overline{)45}$
30
15
15
0

$4\overline{)93}$
80
13

$9\overline{)369}$

$7\overline{)680}$

4

D 5

$26\overline{)339}$
260
79
78

$23\overline{)782}$
690
92

$28\overline{)440}$

$38\overline{)5961}$

25 24

3

4

D 4

3/45
30
15
15
0

4/93
80
13

9/369

7/680

4

D 5

26/339
260
79
78

23/782
690
92

28/440

38/5961

4

D 6 Eric has 24 marbles. If he puts the same number of marbles in three bags, how many will he have in each bag?

ANSWER

(Show your work)

DIVISION PRE-TEST FORM A

5 6 The children bought 6 toy monkeys at the circus for 90¢. How much did each monkey cost?

ANSWER

(Show your work)

How many students will be on each team if 240 students are separated into 8 teams?

ANSWER

(Show your work)

If each bus can carry 48 people, how many buses are needed to carry 384 people?

ANSWER

monkey cost?

ANSWER

(Show your work)

How many students will be on each team if 240 students are separated into 8 teams?

ANSWER

(Show your work)

If each bus can carry 48 people, how many buses are needed to carry 384 people?

ANSWER

(Show your work)

KEY

Name _____
Team _____
Teacher _____
Date _____

DIVISION PRE-TEST FORM A

D 1

$4 \div 2 = 8$ $20 \div 4 = 5$ $15 \div 3 = 5$ $12 \div 4 = 3$ $6 \div 3 = 3$

$25 \div 5 = 5$ $10 \div 2 = 5$ $18 \div 3 = 6$ $9 \div 3 = 3$ $30 \div 5 = 6$

$4\overline{)24}^{\,6}$ $4\overline{)8}^{\,2}$ $6\overline{)36}^{\,6}$ $4\overline{)28}^{\,7}$ $5\overline{)0}^{\,0}$

$4\overline{)16}^{\,4}$ $5\overline{)35}^{\,7}$ $1\overline{)6}^{\,6}$ $2\overline{)12}^{\,6}$ $8\overline{)16}^{\,8}$

20

D 2

$21 \div 3 = 7$ $32 \div 8 = 4$ $18 \div 2 = 9$ $49 \div 7 = 7$ $45 \div 9 = 5$

$81 \div 9 = 9$ $54 \div 6 = 9$ $63 \div 9 = 7$ $40 \div 5 = 8$ $42 \div 6 = 7$

$8\overline{)64}^{\,8}$ $3\overline{)27}^{\,9}$ $10\overline{)60}^{\,6}$ $9\overline{)72}^{\,8}$ $7\overline{)14}^{\,2}$

$6\overline{)48}^{\,8}$ $8\overline{)56}^{\,7}$ $8\overline{)40}^{\,5}$ $6\overline{)24}^{\,4}$ $9\overline{)90}^{\,10}$

20

DIVISION PRE-TEST FORM A

D 3

$5\overline{)28}$ → 5; 25; 3

$8\overline{)26}$ → 3; 24; 2

$4\overline{)33}$ → 8; 32; 1

$9\overline{)85}$ → 9; 81; 4

4

D 4

$3\overline{)45}$ → 15; 30 | 10; 15; 15 | 5; 0 | 15

$4\overline{)93}$ → 23 r 1; 80 | 20; 13; 12 | 3; 1 | 23

$9\overline{)369}$ → 41; 36 | 40; 9; 9 | 1; 0

$7\overline{)680}$ → 97 r 1; 630 | 90; 50; 49 | 7; 1

4

D 5

$26\overline{)339}$ → 13 r 1; 260 | 10; 79; 78 | 3; 1 | 13

$23\overline{)782}$ → 34; 690 | 30; 92; 92 | 4; 0 | 34

$28\overline{)440}$ → 15 r 20; 280 | 10; 160; 140; 20 | 15

$38\overline{)5961}$ → 156 r 33

$\frac{25}{3}$ $\frac{24}{2}$ $\frac{3 \text{ r } 2}{1}$ $\frac{81}{4}$

4

D 4

15
3/45
30 | 10
15
15 | 5
0 | 15

23 r 1
4/93
80 | 20
13
12 | 3
1 | 23

41
9/369
36 | 40
9
9 | 1
0

97 r 1
7/680
630 | 90
50
49 | 7
1

4

D 5

13 r 1
26/339
260 | 10
79
78 | 3
1 | 13

34
23/782
690 | 30
92
92 | 4
0 | 34

15 r 20
28/440
280 | 10
160
140
20 | 15

156 r 33
38/5961
3800 | 100
2161
1900 | 50
261
228 | 6
33 | 156 r 33

4

D 6

Eric has 24 marbles. If he puts the same number of marbles in three bags, how many will he have in each bag?

8
3/24
24

(Show your work)

ANSWER

8

DIVISION PRE-TEST FORM A

P 6 The children bought 6 toy monkeys at the circus for 90¢. How much did each monkey cost?

$.15
6 | $.90
6
30
30

(Show your work)

ANSWER

$.15

How many students will be on each team if 240 students are separated into 8 teams?

30
8 | 240
24
0
0

(Show your work)

ANSWER

30

If each bus can carry 48 people, how many buses are needed to carry 384 people?

8
48 | 384
384

(Show your work)

ANSWER

8

Name _____

Team _____

Teacher _____

Date _____

DIVISION POST-TEST FORM A

D 1

$6 \div 3 =$	$12 \div 4 =$	$15 \div 3 =$	$20 \div 4 =$
$4 \div 2 =$	$30 \div 5 =$	$9 \div 3 =$	$18 \div 3 =$
$10 \div 2 =$	$25 \div 5 =$		
$5\overline{)0}$	$4\overline{)28}$	$6\overline{)36}$	$4\overline{)8}$
$4\overline{)24}$	$8\overline{)16}$	$2\overline{)12}$	$1\overline{)6}$
$5\overline{)35}$	$4\overline{)16}$		

20

D 2

$45 \div 9 =$	$49 \div 7 =$	$18 \div 2 =$	$32 \div 8 =$
$21 \div 3 =$	$42 \div 6 =$	$40 \div 5 =$	$63 \div 9 =$
$54 \div 6 =$	$81 \div 9 =$		

DIVISION POST-TEST FORM A

D 1

$6 \div 3 =$	$12 \div 4 =$	$15 \div 3 =$	$20 \div 4 =$
$4 \div 2 =$	$30 \div 5 =$	$9 \div 3 =$	$18 \div 3 =$
$10 \div 2 =$	$25 \div 5 =$		
$5\overline{)0}$	$4\overline{)28}$	$6\overline{)36}$	$4\overline{)8}$
$4\overline{)24}$	$8\overline{)16}$	$2\overline{)12}$	$1\overline{)6}$
$5\overline{)35}$	$4\overline{)16}$		

20

D 2

$45 \div 9 =$	$49 \div 7 =$	$18 \div 2 =$	$32 \div 8 =$
$21 \div 3 =$	$42 \div 6 =$	$40 \div 5 =$	$63 \div 9 =$
$54 \div 6 =$	$81 \div 9 =$		
$7\overline{)14}$	$9\overline{)72}$	$10\overline{)60}$	$3\overline{)27}$
$8\overline{)64}$	$9\overline{)90}$	$6\overline{)24}$	$8\overline{)40}$
$8\overline{)56}$	$6\overline{)48}$		

20

DIVISION POST-TEST FORM A

D 3

$5\overline{)33}$ $9\overline{)29}$ $4\overline{)38}$ $8\overline{)75}$

30 27

3

4

D 4

$3\overline{)55}$ $4\overline{)75}$ $7\overline{)289}$ $6\overline{)550}$

30 40

25 35

24

1

4

D 5

$23\overline{)266}$ $21\overline{)682}$

230 630

36 52

23

$44\overline{)539}$ $37\overline{)6951}$

4

DIVISION POST-TEST FORM A

p 6 Eric has 30 marbles. He has 5 bags. If he puts the same number in each bag, how many will he have in each bag?

ANSWER

(Show your work)

The children bought 7 toy lions at the circus for 84¢. How much did each lion cost?

ANSWER

(Show your work)

How many students will be on each team if 393 students are separated into 9 teams? (Be careful!)

ANSWER

How many extra students will there be?

will he have in each bag.

ANSWER

(Show your work)

The children bought 7 toy lions at the circus for 84¢. How much did each lion cost?

ANSWER

(Show your work)

How many students will be on each team if 393 students are separated into 9 teams? (Be careful!)

ANSWER

How many extra students will there be?

What are you going to do with them?

If a bus can carry 54 people, how many buses are needed to carry 486 people?

ANSWER

KEY

Name _____
Team _____
Teacher _____
Date _____

DIVISION POST-TEST FORM A

1

$6 \div 3 = 2$ $12 \div 4 = 3$ $15 \div 3 = 5$ $20 \div 4 = 5$

$4 \div 2 = 2$ $30 \div 5 = 6$ $9 \div 3 = 3$ $18 \div 3 = 6$

$10 \div 2 = 5$ $25 \div 5 = 5$

$5\overline{)0}$ $4\overline{)28}$ $6\overline{)36}$ $4\overline{)8}$

$4\overline{)24}$ $8\overline{)16}$ $2\overline{)12}$ $1\overline{)6}$

$5\overline{)35}$ $4\overline{)16}$

120

2

$45 \div 9 = 5$ $49 \div 7 = 7$ $18 \div 2 = 9$ $32 \div 8 = 4$

$21 \div 3 = 7$ $42 \div 6 = 7$ $40 \div 5 = 8$ $63 \div 9 = 7$

$54 \div 6 = 9$ $81 \div 9 = 9$

DIVISION POST-TEST FORM A

P 1

$6 \div 3 = 2$ $12 \div 4 = 3$ $15 \div 3 = 5$ $20 \div 4 = 5$

$4 \div 2 = 2$ $30 \div 5 = 6$ $9 \div 3 = 3$ $18 \div 3 = 6$

$10 \div 2 = 5$ $25 \div 5 = 5$

$5\overline{)0}$ $4\overline{)28}$ $6\overline{)36}$ $4\overline{)8}$

$4\overline{)24}$ $8\overline{)16}$ $2\overline{)12}$ $1\overline{)6}$

$5\overline{)35}$ $4\overline{)16}$

20

P 2

$45 \div 9 = 5$ $49 \div 7 = 7$ $18 \div 2 = 9$ $32 \div 8 = 4$

$21 \div 3 = 7$ $42 \div 6 = 7$ $40 \div 5 = 8$ $63 \div 9 = 7$

$54 \div 6 = 9$ $81 \div 9 = 9$

$7\overline{)14}$ $9\overline{)72}$ $10\overline{)60}$ $3\overline{)27}$

$8\overline{)64}$ $9\overline{)90}$ $6\overline{)24}$ $8\overline{)40}$

$8\overline{)56}$ $6\overline{)48}$

20

DIVISION POST-TEST FORM A

D 3

$5\overline{)33}$ — 6; 30; 3

$9\overline{)29}$ — 3; 27; 2

$4\overline{)38}$ — 9; 36; 2

$8\overline{)75}$ — 9; 72; 3

7

D 4

$3\overline{)55}$ — 30 | 10; 25; 24 | 8; 1 | 18

$4\overline{)75}$ — 40 | 10; 35; 32 | 8; 3 | 18

$7\overline{)289}$ — 41 r.2; 280 | 40; 9; 7 | 1; 2 | 41

$6\overline{)550}$ — 91 r.4; 540 | 90; 10; 6 | 1; 4 | 91

4

D 5

$23\overline{)266}$ — 230 | 10; 36; 23 | 1; 13 | 11; 12 r.11

$21\overline{)682}$ — 630 | 30; 52; 42 | 2; 10 | 32; 187 r.32

$44\overline{)539}$ — 440 | 10; 99

$37\overline{)6951}$ — 3700 | 100; 3250

3 | 2 | 2 | 3

7

14

$3\overline{)55}$: 30 | 10; 25; 24 | 8; 1 | 18

$4\overline{)75}$: 40 | 10; 35; 32 | 8; 3 | 18

41 r.2

$7\overline{)289}$: 280 | 40; 9; 7 | 1; 2 | 41

91 r.4

$6\overline{)550}$: 540 | 90; 10; 6 | 1; 4 | 91

4

05

$23\overline{)266}$: 230 | 10; 36; 23 | 1; 13 | 11

12 r.11

$44\overline{)539}$: 440 | 10; 99; 88 | 2; 11 | 12

4

$21\overline{)682}$: 630 | 30; 52; 42 | 2; 10 | 32

187 r.32

$37\overline{)6951}$: 3700 | 100; 3250; 2960 | 80; 291; 259 | 7; 32 | 187

DIVISION POST-TEST FORM A

D| 6 Eric has 30 marbles. He has 5 bags. If he puts the same number in each bag, how many will he have in each bag?

$$5\overline{)30}\quad 6,\ 30,\ 0$$

(Show your work)

ANSWER 6

The children bought 7 toy lions at the circus for 84¢. How much did each lion cost?

$$7\overline{)84}\quad 12,\ 7,\ 14,\ 14$$

(Show your work)

ANSWER 12¢

How many students will be on each team if 393 students are separated into 9 teams? (Be careful!)

$$9\overline{)393}\quad 43,\ 36,\ 33,\ 27,\ 6$$

How many extra students will there be? 6

ANSWER 43 students

will he have in each bag?

$$5\overline{)30}\quad 6,\ 30,\ 0$$

(Show your work)

ANSWER: 6

The children bought 7 toy lions at the circus for 84¢. How much did each lion cost?

$$7\overline{)84}\quad 12,\ 7,\ 14,\ 14,\ 0$$

(Show your work)

ANSWER: 12¢

How many students will be on each team if 393 students are separated into 9 teams? (Be careful!)

$$9\overline{)393}\quad 43,\ 36,\ 33,\ 27,\ 6$$

ANSWER: 43 students

How many extra students will there be? 6

What are you going to do with them?

If a bus can carry 54 people, how many buses are needed to carry 486 people?

$$54\overline{)486}\quad 9,\ 486,\ 0$$

ANSWER: 9

NAME _____

TEAM _____

TEACHER _____

DATE _____

FORM A or B (Circle one)

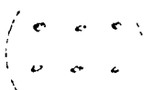
MULTIPLICATION - DIVISION

	Pre-Test	Program	Post-Test	Comment
M D1 Concepts	___ 4		___ 4	
M D2 Mult-Division facts to 4 x 9 and 40 ÷ 5	___ 20		___ 20	
M D3 Story Problems	___ 4		___ 4	
M-D4 Family of facts	___ 4		___ 4	
M-D5 M-D facts to 9 x 9 and 50 ÷ 10	___ 20		___ 20	
M-D6 Prime numbers common factory	___ 4		___ 4	
Supplementary work				

Name
Team
Teacher
Date

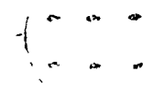
MULTIPLICATION-DIVISION PRE-TEST FORM A

MD 1 Circle the multiplication equation that is the same as the sets below:



6X6 = 36

3X3 = 9



3X6 = 18

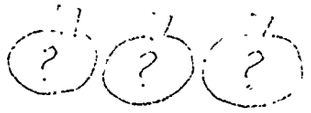
Circle the multiplication equation that has the same answer as 5+5+5+5+5+5:

5X5 = 25 6X5 = 30 7X5 = 35

Study this chart:

28 - 7 = 21
21 - 7 = 14
14 - 7 = 7
7 - 7 = 0

How many sevens are subtracted to get from 28-0? ____

12 marbles		There is the same number in each bag. How many in each bag? ____

4

MD 2 2X6 = 3X3 = 4X2 = 3X5 =

4X2 = 2X7 = 0X1 = 4X5 =

MD 1 Circle the multiplication equation that is the same as the sets below:

6X6 = 36 3X3 = 9 3X6 = 18

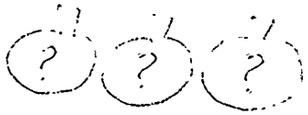
Circle the multiplication equation that has the same answer as 5+5+5+5+5+5:

5X5 = 25 6X5 = 30 7X5 = 35

Study this chart:

28 - 7 = 21
21 - 7 = 14
14 - 7 = 7
7 - 7 = 0

How many sevens are subtracted to get from 28-0? _____

4	12 marbles		There is the same number in each bag. How many in each bag?

MD 2

2X6 =	3X3 =	4X2 =	3X5 =
4X3 =	3X7 =	0X1 =	4X5 =
2X3 =	4X9 =	8÷4 =	16÷4 =
24÷3 =	10÷2 =	27÷3 =	4÷2 =
18÷3 =	40÷5 =	18÷2 =	25÷5=

20

MULTIPLICATION-DIVISION PRE-TEST FORM A

MD 3 How many legs do 3 cows have?

(Show your work)

How many cents are there in 4 nickels?

(Show your work)

A frog jumped 18 feet in 3 equal leaps. How long was each leap?

(Show your work)

An Indian had 30 feathers. He wanted to make 5 head dresses. How many feathers were in each head dress?

(Show your work)

(You may draw your answer to this problem.)

family of facts for this

(Show your work)

How many cents are there in 4 nickels?

(Show your work)

A frog jumped 18 feet in 3 equal leaps. How long was each leap?

(Show your work)

An Indian had 30 feathers. He wanted to make 5 head dresses. How many feathers were in each head dress?

(Show your work)

(You may draw your answer to this problem.)

4

MD 4 Write the family of facts for this set of two factors and a product:

{2, 8, 16}

_____

_____

_____

_____

4

MULTIPLICATION-DIVISION PRE-TEST FORM A

MD 5	6X3 =	7X8 =	6X7 =	8X4 =
	9X9 =	7X3 =	6X6 =	9X6 =
	8X3 =	6X5 =	14÷7 =	45÷5 =
	64÷8 =	8÷8 =	40÷8 =	49÷7 =
	72÷9 =	63÷7 =	35÷5 =	50÷10=

20

MD 6 List the prime numbers from 0 to 30:

Name all the factors of 20:

---

factors of 24 = {1,2,3,4,6,8,12,24}

factors of 30 = {1,2,3,5,6,10,15,30}

What are the common factors of 24 & 30?

Solve this equation: Fill in the missing numbers:

8X3 =	6X5 =	14÷7 =	45÷5 =
64÷8 =	8÷8 =	40÷8 =	49÷7 =
72÷9 =	63÷7 =	35÷5 =	50÷10=

20

MD 6 List the prime numbers from 0 to 30:

Name all the factors of 20:

---

factors of 24 = {1,2,3,4,6,8,12,24}

factors of 30 = {1,2,3,5,6,10,15,30}

What are the common factors of 24 & 30?

Solve this equation: Fill in the missing numbers:

56 + 32 = (X 8) + (X 8)

= (+ 9) X 8

= X 8

= ---

4

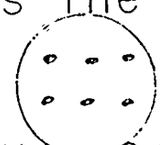
KEY

Name _____
Team
Teacher _____
Date

MULTIPLICATION-DIVISION PRE-TEST FORM A

MD 1

Circle the multiplication equation that is the same as the sets below:



6X6 = 36

3X3 = 9

(3X6 = 18)

Circle the multiplication equation that has the same answer as 5+5+5+5+5+5:

5X5 = 25 (6X5 = 30) 7X5 = 35

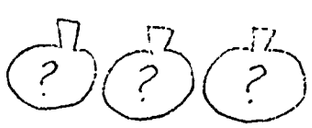
Study this chart:

28 - 7 = 21
21 - 7 = 14
14 - 7 = 7
7 - 7 = 0

How many sevens are subtracted to get from 28-0? 4

4

12 marbles

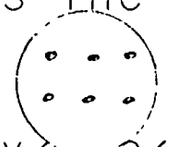


There is the same number in each bag. How many in each bag? 4

MD 2 2X6 = 12 3X3 = 9 4X2 = 8 3X5 = 15

MD 1

Circle the multiplication equation that is the same as the sets below:



6X6 = 36

3X3 = 9

(3X6 = 18)

Circle the multiplication equation that has the same answer as 5+5+5+5+5+5:

5X5 = 25 (6X5 = 30) 7X5 = 35

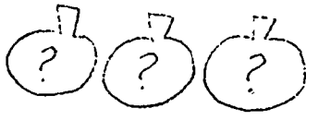
Study this chart:

28 - 7 = 21
21 - 7 = 14
14 - 7 = 7
7 - 7 = 0

How many sevens are subtracted to get from 28-0? 4

__/4

12 marbles



There is the same number in each bag. How many in each bag? 4

MD 2

2X6 = 12	3X3 = 9	4X2 = 8	3X5 = 15
4X3 = 12	3X7 = 21	0X1 = 0	4X5 = 20
2X3 = 6	4X9 = 36	8÷4 = 2	16÷4 = 4
24÷3 = 8	10÷2 = 5	27÷3 = 9	4÷2 = 2
18÷3 = 6	40÷5 = 8	18÷2 = 9	25÷5 = 5

__/20

MULTIPLICATION-DIVISION PRE-TEST FORM A

MD 3 How many legs do 3 cows have?

4
3
12

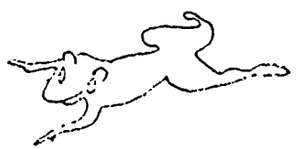
(Show your work)

How many cents are there in 4 nickels?

(Show your work)

4
×5
20

A frog jumped 18 feet in 3 equal leaps. How long was each leap?



6
3⟌18
18

(Show your work)

An Indian had 30 feathers. He wanted to make 5 head dresses. How many feathers were in each head dress?

(Show your work)

6
5⟌30
30

(You may draw your answer to this problem.)

4

MD 4 Write the family of facts for this set of two factors and a product:

4 (Show your work)

$$\begin{array}{r} 4 \\ \times 3 \\ \hline 12 \end{array}$$

How many cents are there in 4 nickels?

(Show your work)

$$\begin{array}{r} 4 \\ \times 5 \\ \hline 20 \end{array}$$

A frog jumped 18 feet in 3 equal leaps. How long was each leap?

$$3\overline{)18}^{\,6}$$
$$\underline{18}$$

(Show your work)

An Indian had 30 feathers. He wanted to make 5 head dresses. How many feathers were in each head dress?

(Show your work)

$$5\overline{)30}^{\,6}$$
$$\underline{30}$$

(You may draw your answer to this problem.)

___/4

MD 4 Write the family of facts for this set of two factors and a product:

{2, 8, 16}

2 x 8 = 16

8 x 2 = 16

16 ÷ 8 = 2

16 ÷ 2 = 8

___/4

MULTIPLICATION-DIVISION PRE-TEST FORM A

MD 5

6X3 = 18	7X8 = 56	6X7 = 42	8X4 = 32
9X9 = 81	7X3 = 21	6X6 = 36	9X6 = 54
8X3 = 24	6X5 = 30	14÷7 = 2	45÷5 = 9
64÷8 = 8	8÷8 = 1	40÷8 = 5	49÷7 = 7
72÷9 = 8	63÷7 = 9	35÷5 = 7	50÷10 = 5

20

MD 6 List the prime numbers from 0 to 30:

0, 3, 5, 7, 11, 13, 17, 19, 23, 29 --

Name all the factors of 20:

1, 2, 4, 5, 10, 20 ---

factors of 24 = {1, 2, 3, 4, 6, 8, 12, 24}

factors of 30 = {1, 2, 3, 5, 6, 10, 15, 30}

What are the common factors of 24 & 30?

1, 2, 3, 6 ---

Solve this equation: Fill in the

$8 \times 3 = 24$	$6 \times 5 = 30$	$14 \div 7 = 2$	$45 \div 5 = 9$
$64 \div 8 = 8$	$8 \div 8 = 1$	$40 \div 8 = 5$	$49 \div 7 = 7$
$72 \div 9 = 8$	$63 \div 7 = 9$	$35 \div 5 = 7$	$50 \div 10 = 5$

20

MD 6 List the prime numbers from 0 to 30:

0, 3, 5, 7, 11, 13, 17, 19, 23, 29

Name all the factors of 20:

1, 2, 4, 5, 10, 20

factors of 24 = {1, 2, 3, 4, 6, 8, 12, 24}

factors of 30 = {1, 2, 3, 5, 6, 10, 15, 30}

What are the common factors of 24 & 30?

1, 2, 3, 6

Solve this equation: Fill in the missing numbers:

$56 + 32 = (7 \times 8) + (4 \times 8)$

$= (2 + 9) \times 8$

$= 11 \times 8$

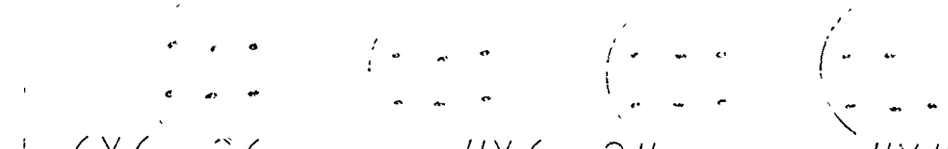
$= 88$

4

Name
Team
Teacher
Date

MULTIPLICATION-DIVISION POST-TEST FORM A

MD 1 Circle the multiplication equation that is the same as the sets below:



6X6 = 36 4X6 = 24 4X4 = 16

Circle the multiplication equation that has the same answer as:

8+8+8+8+8+8

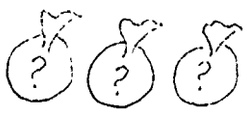
8X8 = 64 6X5 = 30 6X8 = 48

Study this chart:

16-4 = 12
12-4 = 8
8-4 = 4
4-4 = 0

How many 4's are subtracted to get from 16 to 0? _____

12 marbles



There is the same number in each bag. How many in each bag?

_____

MD 1 Circle the multiplication equation that is the same as the sets below:

6X6 = 36 4X6 = 24 4X4 = 16

Circle the multiplication equation that has the same answer as:

8+8+8+8+8+8

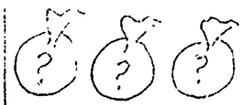
8X8 = 64 6X5 = 30 6X8 = 48

Study this chart:

16-4 = 12
12-4 = 8
8-4 = 4
4-4 = 0

How many 4's are subtracted to get from 16 to 0? _____

12 marbles



There is the same number in each bag. How many in each bag?

_____

4

MD 2

2 X 6 =	3 X 3 =	4 X 2 =	3 X 5 =
4 X 3 =	3 X 7 =	0 X 1 =	4 X 5 =
2 X 3 =	4 X 9 =	8 ÷ 4 =	16 ÷ 4 =
24 ÷ 3 =	10 ÷ 2 =	27 ÷ 3 =	4 ÷ 2 =
18 ÷ 3 =	40 ÷ 5 =	18 ÷ 2 =	25 ÷ 5 =

20

MULTIPLICATION-DIVISION POST-TEST FORM A

MD 3 How many legs do 4 cows have?

(Show your work) _____

How many cents are there in 5 nickels?

_____

A frog jumped 18 feet in 3 equal leaps. How long was each leap?

_____

An Indian had 36 feathers. He wanted to make 6 head dresses. How many feathers were in each head dress?

_____

(You may draw your answer to this problem.)

4

MD 4 Write the family of facts for this set of two factors and a product:

$\{3, 6, 18\}$

_____

_____

How many cents are there in 5 nickels?

_____

A frog jumped 18 feet in 3 equal leaps. How long was each leap?

_____

An Indian had 36 feathers. He wanted to make 6 head dresses. How many feathers were in each head dress?

_____

(You may draw your answer to this problem.)

___
4

MD 4 Write the family of facts for this set of two factors and a product:

$\{3, \quad 6, \quad 18\}$

_____

_____

_____

_____

___
4

MD 5

6 X 3 =	7 X 8 =	6 X 7 =	8 X 4 =
9 X 9 =	7 X 3 =	6 X 6 =	9 X 6 =
8 X 3 =	6 X 5 =	14 ÷ 7 =	45 ÷ 5 =
64 ÷ 8 =	8 ÷ 8 =	40 ÷ 8 =	49 ÷ 7 =
72 ÷ 9 =	63 ÷ 7 =	35 ÷ 5 =	50 ÷ 10 =

___
20

MULTIPLICATION-DIVISION POST-TEST FORM A

MD 6 List the prime numbers from 0 to 30:

_____

Name all the factors of 30:

_____

{factors of 24} = {1, 2, 3, 4, 6, 8, 12, 24}

{factors of 30} = {1, 2, 3, 5, 6, 10, 16, 30}

What are the common factors of 24 and 30?

_____

Solve this equation: Fill in the missing numbers:

56 + 32 = (_ X 8) + (_ X 8)

= (_ + _) X 8

= _ X 8

= _____

MULTIPLICATION-DIVISION POST-TEST FORM A

MD 3 How many legs do 4 cows have?

(Show your work) $\begin{array}{r} 4 \\ \times 4 \\ \hline 16 \end{array}$

How many cents are there in 5 nickels?

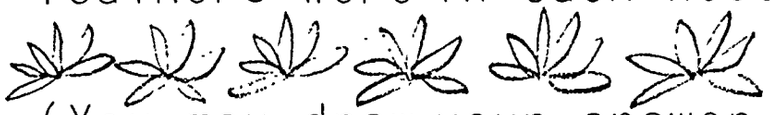
$\begin{array}{r} 5 \\ \times 5 \\ \hline 25 \end{array}$

A frog jumped 18 feet in 3 equal leaps. How long was each leap?

$3\overline{)18}$

18

An Indian had 36 feathers. He wanted to make 6 head dresses. How many feathers were in each head dress?



6

(You may draw your answer to this problem.)

4

MD 4 Write the family of facts for this set of two factors and a product:

$\{3, 6, 18\}$

$3 \times 6 = 18$

$6 \times 3 = 18$

$18 \div 6 = 3$

How many cents are there in 5 nickels?

$\times \frac{5}{5}$

25

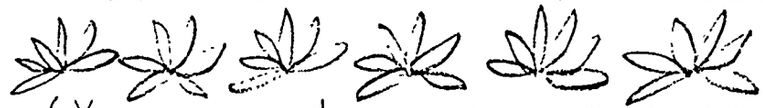
A frog jumped 18 feet in 3 equal leaps. How long was each leap?

$3\overline{)18}$

6

18

An Indian had 36 feathers. He wanted to make 6 head dresses. How many feathers were in each head dress?



6

(You may draw your answer to this problem.)

4

MD 4 Write the family of facts for this set of two factors and a product:

$\{3, 6, 18\}$

3 x 6 = 18

6 x 3 = 18

18 ÷ 6 = 3

18 ÷ 3 = 6

4

MD 5

6 X 3 = 18	7 X 8 = 56	6 X 7 = 42	8 X 4 = 36
9 X 9 = 81	7 X 3 = 21	6 X 6 = 36	9 X 6 = 54
8 X 3 = 24	6 X 5 = 30	14 ÷ 7 = 2	45 ÷ 5 = 9
64 ÷ 8 = 8	8 ÷ 8 = 1	40 ÷ 8 = 5	49 ÷ 7 = 7
72 ÷ 9 = 8	63 ÷ 7 = 9	35 ÷ 5 = 7	50 ÷ 10 = 5

20

MULTIPLICATION-DIVISION POST-TEST FORM A

MD 6

List the prime numbers from 0 to 30:

0, 3, 5, 7, 11, 13, 17, 19, 23, 29 ---

Name all the factors of 30:

1, 2, 3, 5, 6, 10, 15 ----------

{factors of 24} = {1, 2, 3, 4, 6, 8, 12, 24}

{factors of 30} = {1, 2, 3, 5, 6, 10, 16, 30}

What are the common factors of 24 and 30?

1, 2, 3, 6 ----------

Solve this equation: Fill in the missing numbers:

56 + 32 = (7 X 8) + (4 X 8)

= (7 + 4) X 8

= 11 X 8

= 88

NAME _____

TEAM _____ DATE _____

TEACHER _____

FORM A or B (Circle one)

FRACTIONS

	Pre-Test	Program	Post-Test	Comment
UNIT I				
F1 Concepts	___/5		___/5	
F2 Order from Small to large	___/3		___/3	
F3 Equivalent fractions	___/6		___/6	
F4 Add-subtract like denominators	___/6		___/6	
UNIT II				
F5 Denominator numerator	___/2		___/2	
F6 Rename in simpler form	___/6		___/6	
F7 Comparing fractions	___/2		___/2	
F8 Renaming fractions	___/8		___/8	
F9 Reducing to Simpler form	___/4		___/4	

UNIT I				
F' Concepts	___/5		___/5	
F Order from Small to large	___/3		___/3	
F Equivalent fractions	___/6		___/6	
F4 Add-subtract like denominators	___/6		___/6	
UNIT II				
F Denominator numerator	___/2		___/2	
F6 Rename in simpler form	___/6		___/6	
F7 Comparing fractions	___/2		___/2	
F8 Renaming fractions	___/8		___/8	
F Reducing to Simpler form	___/4		___/4	
UNIT III				
F10 Add subtract like denominators	___/4		___/4	
F 1 Mixed fractions	___/3		___/3	
F 2 $< > =$	___/3		___/3	
F13 Equivalent fractions	___/8		___/8	
F14	___/4		___/4	
F15	___/4		___/4	

Name _____

Team _____

Teacher _____

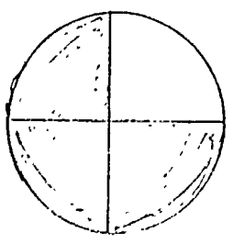
Date _____

FRACTION PRE-TEST - UNIT I FORM A

1. Write a fraction to compare the number of shaded objects with the total number of objects:

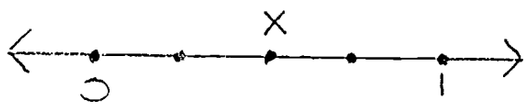
ANSWER

2. Write the fraction for the shaded region:



ANSWER

3. Name the fractional number labeled by X on the number line:



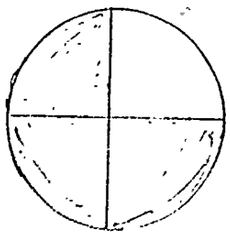
ANSWER

FRACTION PRE-TEST - UNIT I FORM A

1 Write a fraction to compare the number of shaded objects with the total number of objects:

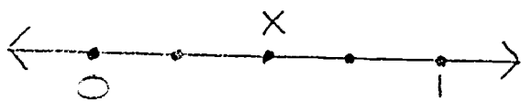
ANSWER

Write the fraction for the shaded region:



ANSWER

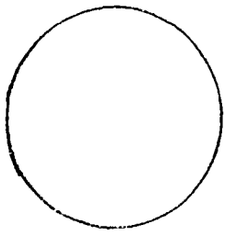
Name the fractional number labeled by X on the number line:



ANSWER

Divide this circle into thirds. Mark each third with the symbol 1/3.

Color 2/3 of the circle.



FRACTION PRE-TEST - UNIT I FORM A

F 2

On the lines, list these fraction in order from smallest to largest:

1. 1/4 _____
   3/4 _____
   2/3 _____
   1/2 _____
   1/8 _____

2. Which is larger?
   1/3 or 1/8 _____
   2/3 or 1/2 _____

3

F 3

The equal sign (=) means "the same size as." Write another fraction that is the same size as each of these:

1/8 = _____ 2/4 = _____

2/4 = _____ 2/8 = _____

5/10 = _____ 1/2 = _____

6

F 4

Add or subtract the following fractions. Watch the signs!

6/6 - 4/6 = 1/4 + 1/4 =

1. 1/4 _____

3/4 _____

2/3 _____

1/2 _____

1/8 _____

2. Which is larger?

1/3 or 1/8 _____

2/3 or 1/2 _____

3

F 3 The equal sign (=) means "the same size as." Write another fraction that is the same size as each of these:

1/8 = _____ 2/4 = _____

2/4 = _____ 2/8 = _____

5/10 = _____ 1/2 = _____

6

F 4 Add or subtract the following fractions. Watch the signs!

6/6 - 4/6 = _____ 1/4 + 1/4 = _____

2/3 + 1/3 = _____ 3/8 + 1/8 = _____

4/5 - 2/5 = _____ 2/8 + 1/8 = _____

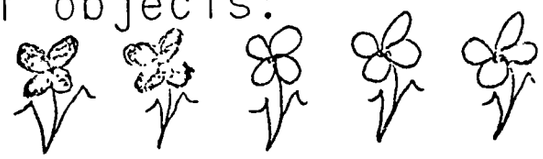
6

KEY

Name _____
Team _____
Teacher _____
Date _____

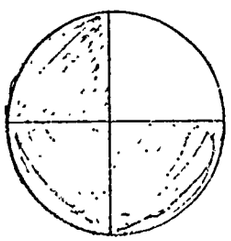
FRACTION PRE-TEST - UNIT I FORM A

F 1 Write a fraction to compare the number of shaded objects with the total number of objects:



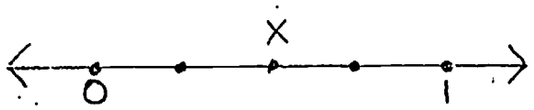
ANSWER 2/5

Write the fraction for the shaded region:



ANSWER 3/4

Name the fractional number labeled by X on the number line:



ANSWER 2/4 or 1/2

Date _____

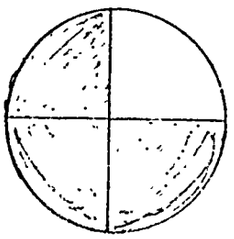
FRACTION PRE-TEST - UNIT I FORM A

F 1

Write a fraction to compare the number of shaded objects with the total number of objects:

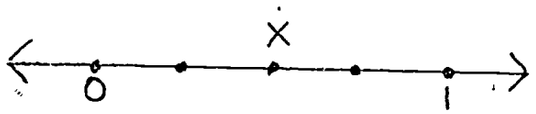
ANSWER 2/5

Write the fraction for the shaded region:



ANSWER 3/4

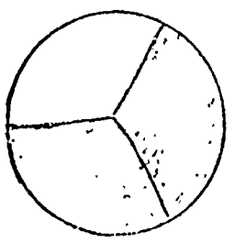
Name the fractional number labeled by X on the number line:



ANSWER 2/4 or 1/2

Divide this circle into thirds. Mark each third with the symbol 1/3.

Color 2/3 of the circle.



FRACTION PRE-TEST - UNIT I FORM A

F 2 (3)

On the lines, list these fraction in order from smallest to largest:

1. 1/4 1/8
   3/4 1/4
   2/3 1/2
   1/2 2/3
   1/8 3/4

2. Which is larger?
   1/3 or 1/8 1/3
   2/3 or 1/2 2/3

F 3 (6)

The equal sign (=) means "the same size as." Write another fraction that is the same size as each of these:

1/8 = 2/4
2/4 = 1/2
5/10 = 1/2
2/4 = 1/2
2/8 = 1/4
1/2 = 1/4

F 4

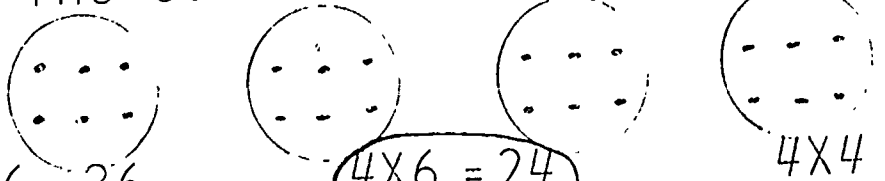
Add or subtract the following fractions. Watch the signs!

6/6 4/6 2/4 1/4 1/4 2/4

MULTIPLICATION-DIVISION POST-TEST FORM A

MD 1

Circle the multiplication equation that is the same as the sets below:



6X6 = 36 | 4X6 = 24 | 4X4 = 16

Circle the multiplication equation that has the same answer as:

8+8+8+8+8+8

8X8 = 64 | 6X5 = 30 | 6X8 = 48

Study this chart:

16-4 = 12
12-4 = 8
8-4 = 4
4-4 = 0

How many 4's are subtracted to get from 16 to 0? 4

12 marbles

There is the same number in each bag. How many in each bag?

3

1. 1/4 1/8
   3/4 1/4
   2/3 1/2
   1/2 2/3
   1/8 3/4

2. Which is larger?
   1/3 or 1/8 1/3
   2/3 or 1/2 2/3

F 3

The equal sign (=) means "the same size as." Write another fraction that is the same size as each of these:

1/8 = 2/4 | 2/4 = 1/2
2/4 = 1/2 | 2/8 = 1/4
5/10 = 1/2 | 1/2 = 1/4

6

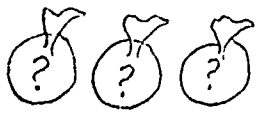
C 4

Add or subtract the following fractions. Watch the signs!

6/6 - 4/6 = 2/6 | 1/4 + 1/4 = 2/4

16 - 4 = 12
12 - 4 = 8
8 - 4 = 4
4 - 4 = 0

How many 4's are subtracted to get from 16 to 0? 4

4	12 marbles		There is the same number in each bag. How many in each bag? 4

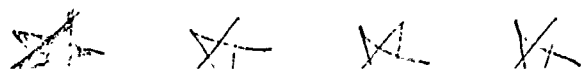
MD 2	2 X 6 = 12	3 X 3 = 9	4 X 2 = 8	3 X 5 = 15
	4 X 3 = 12	3 X 7 = 21	0 X 1 = 0	4 X 5 = 20
	2 X 3 = 6	4 X 9 = 36	8 ÷ 4 = 2	16 ÷ 4 = 4
	24 ÷ 3 = 8	10 ÷ 2 = 5	27 ÷ 3 = 9	4 ÷ 2 = 2
	18 ÷ 3 = 6	40 ÷ 5 = 8	18 ÷ 2 = 9	25 ÷ 5 = 5
20				

Name _____
Team _____
Teacher _____
Date _____

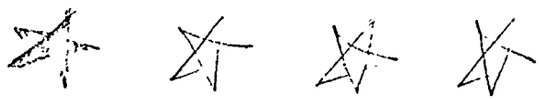
FRACTION POST-TEST - UNIT I FORM A

F. 1 Write a fraction to compare the number of shaded objects with the total number of objects:

ANSWER

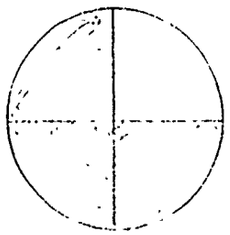


F. 1 Write a fraction to compar the number of shaded objects with the total number of objects:



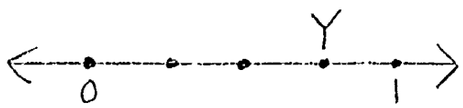
ANSWER

Write the fraction for the shaded region:



ANSWER

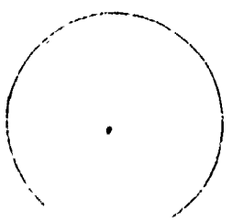
Name the fractional number labeled by Y on each of these number lines:



ANSWER

1. Divide this circle into eighths. Mark each eighth with the symbol 1/8.

2. Color six-eighths of this circle with your pencil.



FRACTION POST-TEST - UNIT I FORM A

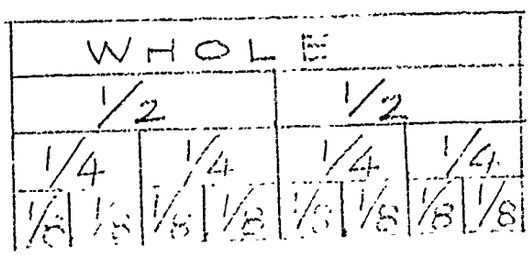
F 2 On the lines, list these fractions in order from smallest to largest:

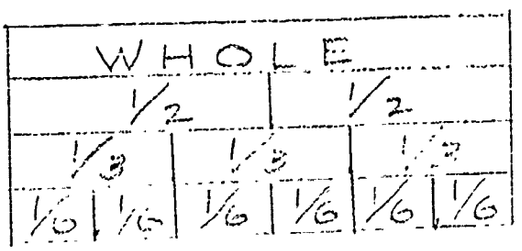
1. 2/3 _____
   3/4 _____
   1/4 _____
   1/8 _____
   1/2 _____

2. Which is smaller?
   1/8 or 1/6? _____
   1/3 or 1/8? _____

___ 3

F 3 Use these tables to help you complete the equations:





1/2 = /4
6/8 = /4
1/4 = /8

2/6 = 1/
2/3 = 4/
3/6 = /2

___ 6

F 4 Add or subtract the following fractions. Watch the signs!

2/8 - 1/8 = 2/3 - 1/3 =

1. 2/3 _____

3/4 _____

1/4 _____

1/8 _____

1/2 _____

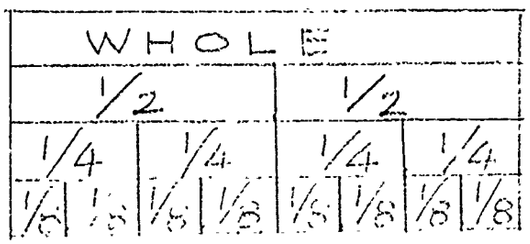
3

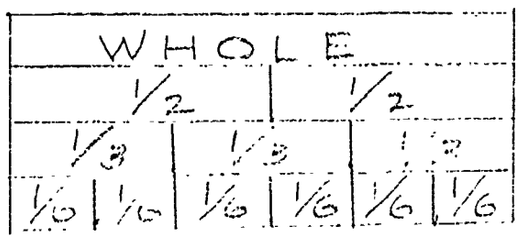
2. Which is smaller?

1/8 or 1/6? _____

1/3 or 1/8? _____

F 3 Use these tables to help you complete the equations:





1/2 = __/4__

6/8 = __/4__

1/4 = __/8__

2/6 = __1/__

2/3 = __4/__

3/6 = __/2__

6

F 4 Add or subtract the following fractions. Watch the signs!

3/8 + 1/8 = _____

2/3 - 1/3 = _____

4/6 - 1/6 = _____

1/4 + 2/4 = _____

6/8 + 1/8 = _____

4/5 - 2/5 = _____

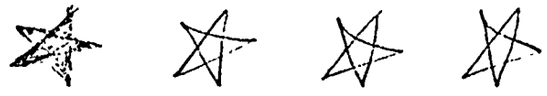
6

KEY

Name _____
Team _____
Teacher _____
Date _____

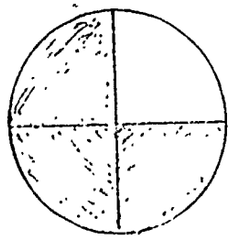
FRACTION POST-TEST - UNIT I FORM A

F 1 Write a fraction to compare the number of shaded objects with the total number of objects:



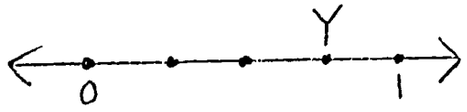
ANSWER 1/4

Write the fraction for the shaded region:



ANSWER 3/4

Name the fractional number labeled by Y on each of these number lines:



ANSWER 3/4

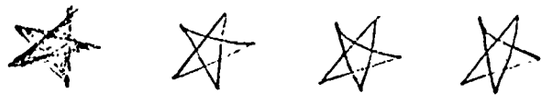
Divide this circle into eighths

Date

FRACTION POST-TEST - UNIT I FORM A

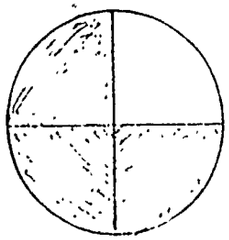
F 1

Write a fraction to compare the number of shaded objects with the total number of objects:



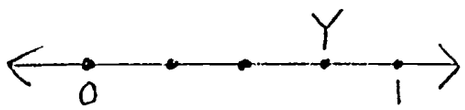
ANSWER 1/4

Write the fraction for the shaded region:



ANSWER 3/4

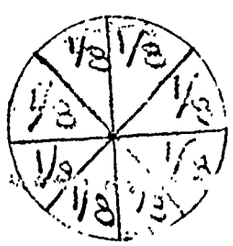
Name the fractional number labeled by Y on each of these number lines:



ANSWER 3/4

1. Divide this circle into eighths. Mark each eighth with the symbol 1/8.

2. Color six-eighths of this circle with your pencil.



FRACTION POST-TEST - UNIT I FORM A

2 On the lines, list these fractions in order from smallest to largest:

1. 2/3 4
   3/4 5
   1/4 2
   1/8 1
   1/2 3

2. Which is smaller?
   1/8 or 1/6? 1/8
   1/3 or 1/8? 1/8

3

3 Use these tables to help you complete the equations:

WHOLE	
1/2	1/2
1/4 | 1/4	1/4 | 1/4
1/8 | 1/8 | 1/8 | 1/8	1/8 | 1/8 | 1/8 | 1/8

1/2 = 2/4
6/8 = 3/4
1/4 = 2/8

WHOLE		
1/2		1/2
1/3	1/3	1/3
1/6 | 1/6	1/6 | 1/6	1/6 | 1/6

2/6 = 1/3
2/3 = 4/6
3/6 = 1/2

6

4 Add or subtract the following fractions. Watch the signs!

From smallest to largest:

1. 2/3 4
   3/4 5
   1/4 2
   1/8 1
   1/2 3

2. Which is smaller?
   1/8 or 1/6? 1/8
   1/3 or 1/8? 1/8

- 3

3 Use these tables to help you complete the equations:

WHOLE			
1/2		1/2	
1/4	1/4	1/4	1/4
1/8 1/8	1/8 1/8	1/8 1/8	1/8 1/8

WHOLE		
1/2		1/2
1/3	1/3	1/3
1/6 1/6	1/6 1/6	1/6 1/6

1/2 = 2/4
6/8 = 3/4
1/4 = 2/8

2/6 = 1/3
2/3 = 4/6
3/6 = 1/2

- 6

4 Add or subtract the following fractions.
Watch the signs!

3/8 + 1/8 = 4/8
4/6 - 1/6 = 3/6
6/8 + 1/8 = 7/8

2/3 - 1/3 = 1/3
1/4 + 2/4 = 3/4
4/5 - 2/5 = 2/5

- 6

Name _____

Team ____

Teacher _____

Date _____

FRACTIONS PRE-TEST UNIT II FORMS A & B

F 5 Look at this example:

= 2/5

The 5 names the number of objects in the set. This is called the _____.

The 2 names the number of objects being compared to the total set. This is called a _____.

2

F 6 Rename each numeral in a simpler form:

3 X 1/5 = _____ 1/8+2/8+2/8 = ___X 1/8 = ___

9 X 1/10= _____ 1/7+3/7+2/7 = ___X 1/7 = ___

6

F 7 Solve the following problems:

Brenda said, "One-fourth of the apples are green."

Bill said, "Two-eighths of the apples

F 5 Look at this example:

{▲▲△△△} = 2/5

The 5 names the number of objects in the set. This is called the _____.

The 2 names the number of objects being compared to the total set. This is called a _____.

2

F 6 Rename each numeral in a simpler form:

3 X 1/5 = _____ 1/8+2/8+2/8 = ___X 1/8 = ___

9 X 1/10= _____ 1/7+3/7+2/7 = ___X 1/7 = ___

6

F 7 Solve the following problems:

Brenda said, "One-fourth of the apples are green."

Bill said, "Two-eighths of the apples are green."

Are Brenda and Bill talking about the same number of apples? _____

******

Sandra said, "Six-eighths of the oranges are green."

Margo said, "Two-thirds of the oranges are green."

Are Sandra and Margo talking about the same number of oranges? _____

2

FRACTIONS PRE-TEST UNIT II FORMS A & B

F 8 Complete these equations:

$4/8 = \frac{\square \times 1}{\square \times 2}$ $\quad 8/12 = \frac{4 \times \square}{4 \times \square}$

$9/12 = \frac{\square \times 3}{\square \times 4}$ $\quad 6/9 = \frac{3 \times \square}{3 \times \square}$

$6/8 = \frac{6 \div 2}{8 \div 2} = \frac{\square}{\square}$ $\quad 3/6 = \frac{\square \div 3}{\square \div 3} = 1/2$

$9/12 = \frac{9 \div \square}{12 \div 3} = \frac{3}{\square}$ $\quad 4/10 = \frac{\square \div 2}{10 \div \square} = 2/5$

8

F 9 Write each fraction in the simplest form:

6/36 = / $\quad$ 6/15 = /

10/24 = / $\quad$ 12/18 = /

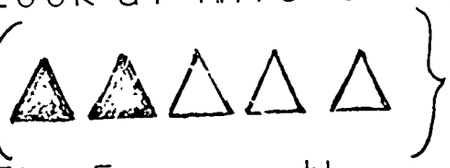
4

KEY

Name _____
Team _____
Teacher _____
Date _____

FRACTIONS PRE-TEST UNIT II FORMS A & B

F 5 Look at this example:

 = 2/5

The 5 names the number of objects in the set. This is called the denominator.

The 2 names the number of objects being compared to the total set. This is called a numerator.

2

F 6 Rename each numeral in a simpler form:

3 X 1/5 = 3/5 1/8+2/8+2/8 = 6/8 X 1/8 = 6/8

9 X 1/10 = 9/10 1/7+3/7+2/7 = 6/7 X 1/7 = 7/7 or 1

6

F 7 Solve the following problems:

Brenda said, "One-fourth of the apples

F 5 Look at this example:

{△△△△△} = 2/5

The 5 names the number of objects in the set. This is called the denominator.

The 2 names the number of objects being compared to the total set. This is called a numerator.

2

F 6 Rename each numeral in a simpler form:

3 X 1/5 = 3/5 1/8+2/8+2/8 = 6/8 X 1/8 = 6/8

9 X 1/10 = 9/10 1/7+3/7+2/7 = 6/7 X 1/7 = 7/7 or 1

6

F 7 Solve the following problems:

Brenda said, "One-fourth of the apples are green."

Bill said, "Two-eighths of the apples are green."

Are Brenda and Bill talking about the same number of apples? yes

******

Sandra said, "Six-eighths of the oranges are green."

Margo said, "Two-thirds of the oranges are green."

Are Sandra and Margo talking about the same number of oranges? no

---
2

FRACTIONS PRE-TEST UNIT II FORMS A & B

F 8

Complete these equations:

$4/8 = \frac{4 \times 1}{4 \times 2}$ $\quad 8/12 = \frac{4 \times 2}{4 \times 3}$

$9/12 = \frac{3 \times 3}{3 \times 4}$ $\quad 6/9 = \frac{3 \times 2}{3 \times 3}$

$6/8 = \frac{6 \div 2}{8 \div 2} = \frac{3}{4}$ $\quad 3/6 = \frac{3 \div 3}{6 \div 3} = 1/2$

$9/12 = \frac{9 \div 3}{12 \div 3} = \frac{3}{4}$ $\quad 4/10 = \frac{4 \div 2}{10 \div 2} = 2/5$

8

F 9

Write each fraction in the simplest form:

$6/36 = 1/6$ $\quad 6/15 = 2/5$

$10/24 = 5/12$ $\quad 12/18 = 2/3$

4

Name _____

Team _____

Teacher _____

Date _____

RACTIONS POST-TEST - UNIT II FORM A

5 Look at this example:

= 3/4

The 4 names the number of objects in the set.

The 3 names the number of objects being compared to the total set.

Which number is the denominator? _____

Which number is the numerator? _____

2

6 Rename each numeral in a simpler form:

3 X 1/5 = _____ 1/8 + 2/8 + 2/8 = ___ X 1/8 = _____

9 X 1/10 = _____ 1/7 + 3/7 + 2/7 = ___ X 1/7 = _____

6

7 Solve the following problems:

5 Look at this example:

= 3/4

The 4 names the number of objects in the set.

The 3 names the number of objects being compared to the total set.

Which number is the denominator? ____

Which number is the numerator? ____

2

6 Rename each numeral in a simpler form:

3 X 1/5 = ____ 1/8 + 2/8 + 2/8 = ____ X 1/8 = ____

9 X 1/10 = ____ 1/7 + 3/7 + 2/7 = ____ X 1/7 = ____

6

7 Solve the following problems:

Sally said, "One-fourth of the apples are green."

Sam said, "Two-eighths of the apples are green."

Are Sally and Sam talking about the same number of apples?

____

FRACTIONS POST-TEST - UNIT II FORM A

7 cont'd. Sandra said, "Six-eighths of the bananas are green."

Margo said, "Two-thirds of the bananas are green."

Are Sandra and Margo talking about the same number of bananas?

2

F 8 Complete these equations:

$4/8 = \frac{\square \times 1}{\square \times 2}$ $\quad 8/12 = \frac{4 \times \square}{4 \times \square}$

$9/12 = \frac{\square \times 3}{\square \times 4}$ $\quad 6/9 = \frac{3 \times \square}{3 \times \square}$

$6/8 = \frac{6 \div 2}{8 \div 2} = \frac{\square}{\square}$ $\quad 3/6 = \frac{\square \div 3}{\square \div 3} = 1/2$

$9/12 = \frac{9 \div \square}{12 \div 3} = \frac{3}{\square}$ $\quad 4/10 = \frac{\square \div 2}{10 \div 2} = 2/5$

8

Margo said, "Two-thirds of the bananas are green."

Are Sandra and Margo talking about the same number of bananas?

2

F 8 Complete these equations:

$4/8 = \frac{\square \times 1}{\square \times 2}$ $\quad 8/12 = \frac{4 \times \square}{4 \times \square}$

$9/12 = \frac{\square \times 3}{\square \times 4}$ $\quad 6/9 = \frac{3 \times \square}{3 \times \square}$

$6/8 = \frac{6 \div 2}{8 \div 2} = \frac{\square}{\square}$ $\quad 3/6 = \frac{\square \div 3}{\square \div 3} = 1/2$

$9/12 = \frac{9 \div \square}{12 \div 3} = \frac{3}{\square}$ $\quad 4/10 = \frac{\square \div 2}{10 \div 2} = 2/5$

8

F 9 Write each fraction in the simplest form:

$6/36 =$ $\quad 6/15 =$

$10/24 =$ $\quad 12/18 =$

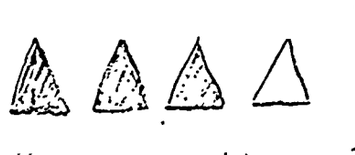
4

KEY

Name _____
Team _____
Teacher _____
Date _____

FRACTIONS POST-TEST - UNIT II FORM A

F 5 Look at this example:

 = 3/4

The 4 names the number of objects in the set.

The 3 names the number of objects being compared to the total set.

Which number is the denominator? 4

Which number is the numerator? 3

2

F 6 Rename each numeral in a simpler form:

3 X 1/5 = 3/5 | 1/8 + 2/8 + 2/8 = 5/8 X 1/8 = 5/8

9 X 1/10 = 9/10 | 1/7 + 3/7 + 2/7 = 6/7 X 1/7 = 6/7

6

F 7 Solve the following problems:

F 5 Look at this example:

= 3/4

The 4 names the number of objects in the set.

The 3 names the number of objects being compared to the total set.

Which number is the denominator? 4

Which number is the numerator? 3

2

I 6 Rename each numeral in a simpler form:

3 X 1/5 = 3/5 | 1/8 + 2/8 + 2/8 = 5/8 X 1/8 = 5/8

9 X 1/10 = 9/10 | 1/7 + 3/7 + 2/7 = 6/7 X 1/7 = 6/7

5

F 7 Solve the following problems:

Sally said, "One-fourth of the apples are green."

Sam said, "Two-eighths of the apples are green."

Are Sally and Sam talking about the same number of apples?

yes

FRACTIONS POST-TEST - UNIT II FORM A

F 7 cont'd.	Sandra said, "Six-eighths of the bananas are green." Margo said, "Two-thirds of the bananas are green." Are Sandra and Margo talking about the same number of bananas? no
?	
F 8	Complete these equations: $4/8 = \frac{4 \times 1}{4 \times 2}$ $\quad 8/12 = \frac{4 \times 2}{4 \times 3}$ $9/12 = \frac{3 \times 3}{4 \times 4}$ $\quad 6/9 = \frac{3 \times 2}{3 \times 3}$ $6/8 = \frac{6 \div 2}{8 \div 2} = \frac{3}{4}$ $\quad 3/6 = \frac{3 \div 3}{6 \div 3} = 1/2$ $9/12 = \frac{9 \div 3}{12 \div 3} = \frac{3}{4}$ $\quad 4/10 = \frac{4 \div 2}{10 \div 2} = 2/5$
8	
F 9	Write each fraction in the simplest form:

Margo said, "Two-thirds of the bananas are green."

Are Sandra and Margo talking about the same number of bananas?

no

2

8

Complete these equations:

$4/8 = \frac{4 \times 1}{4 \times 2}$ $\quad 8/12 = \frac{4 \times 2}{4 \times 3}$

$9/12 = \frac{3 \times 3}{4 \times 4}$ $\quad 6/9 = \frac{3 \times 2}{3 \times 3}$

$6/8 = \frac{6 \div 2}{8 \div 2} = \frac{3}{4}$ $\quad 3/6 = \frac{3 \div 3}{6 \div 3} = 1/2$

$9/12 = \frac{9 \div 3}{12 \div 3} = \frac{3}{4}$ $\quad 4/10 = \frac{4 \div 2}{10 \div 2} = 2/5$

8

9

Write each fraction in the simplest form:

$6/36 = 1/6$ $\quad 6/15 = 2/5$

$10/24 = 5/12$ $\quad 12/18 = 2/3$

4

3

Name _____

Team _____

Teacher _____

Date _____

FRACTIONS PRE-TEST UNIT III FORMS A & B

F 10 Complete these:

3/9	1/4	5/6	6/7
+ 2/9	+ 2/4	- 3/6	- 2/7

___
4

F 11 Rewrite these fractions as a mixed fraction:

8/5 = ____ 7/3 = ____ 18/8 = ____

___
3

F 12 Complete the number sentences. Write > or < or = in each circle

1/2 ◯ 1/3 4/7 ◯ 8/14 2/3 ◯ 2/7

___
3

F 13 Complete each set of equivalent fractions: (Beware!)

1/2 2/4 [illegible]/12 [illegible]/16 [illegible]/18 [illegible]/20

[illegible] [illegible] [illegible] [illegible]/12 [illegible]/18 14/21

F 10 Complete these:

3/9	1/4	5/6	6/7
+ 2/9	+ 2/4	- 3/6	- 2/7

4

F 11 Rewrite these fractions as a mixed fraction:

8/5 = ____ 7/3 = ____ 18/8 = ____

3

F 12 Complete the number sentences. Write > or < or = in each circle

1/2 ◯ 1/3 4/7 ◯ 8/14 2/3 ◯ 2/7

3

F 13 Complete each set of equivalent fractions: (Beware!)

1/2 2/4 /12 /16 /18 /20

2/3 4/6 /9 /12 /18 14/21

8

F 14 Name the sum and/or difference:

1/3	4/7	8/9	7/12
+2/6	+3/4	-2/3	-1/4

4

FRACTIONS PRE-TEST UNIT III FORMS A & B

F 15 Name the sum and/or difference:

4 1/3	1 7/10	10 4/7	9 4/12
+1 2/9	+4 3/5	- 2 1/5	-4 4/6

4

KEY

Name _____
Team _____
Teacher _____
Date _____

FRACTIONS PRE-TEST UNIT III FORMS A & B

F 10 Complete these:

3/9	1/4	5/6	6/7
+ 2/9	+ 2/4	- 3/6	- 2/7
5/9	3/4	2/6 (1/3)	4/7

4

F 11 Rewrite these fractions as a mixed fraction:

8/5 = 1 3/5 7/3 = 2 1/3 18/8 = 2 2/8 (2 1/4)

3

F 12 Complete the number sentences. Write > or < or = in each circle

1/2 (>) 1/3 4/7 (=) 8/14 2/3 (=) 2/7

F 10 Complete these:

3/9	1/4	5/6	6/7
+ 2/9	+ 2/4	- 3/6	- 2/7
5/9	3/4	2/6 (1/3)	4/7

4

F 11 Rewrite these fractions as a mixed fraction:

8/5 = 1 3/5 7/3 = 2 1/3 18/8 = 2 2/8 (2 1/4)

3

F 12 Complete the number sentences. Write > or < or = in each circle

1/2 (>) 1/3 4/7 (=) 8/14 2/3 (=) 2/7

3

F 13 Complete each set of equivalent fractions: (Beware!)

{1/2 2/4} {6/12 3/16} {9/18 10/20}

{2/3 4/6} {4/9 8/12} {12/18 14/21}

8

F 14 Name the sum and/or difference:

1/3	4/7	8/9	7/12
+2/6	+3/4	-2/3	-1/4
2/3	1 7/28	2/9	1/3

4

FRACTIONS PRE-TEST UNIT III FORMS A & B

F 15 Name the sum and/or difference:

4 1/3	1 7/10	10 4/7	9 4/12
+1 2/9	+4 3/5	- 2 1/5	-4 4/6
$5\frac{5}{9}$	$5\frac{13}{10}$	$8\frac{13}{35}$	$4\frac{1}{2}$

$\frac{--}{4}$

Name _____

Team _____

Teacher _____

Date _____

FRACTION POST - TEST - UNIT III FORM A

F. 10 Complete these:

6/9	3/4	6/6	8/7
+ 2/9	+ 2/4	-3/6	-1/7

4

F 11 Rewrite these fractions as a mixed fraction:

7/5 = 6/4 = 18/8 =

3

12 Complete the number sentences. Write > or < or = in each circle:

2/3 ◯ 2/7 ‖ 4/7 ◯ 8/14 ‖ 1/2 ◯ 1/3

3

FRACTION POST - TEST - UNIT III FORM A

F. 10 Complete these:

6/9	3/4	6/6	8/7
+ 2/9	+ 2/4	-3/6	-1/7

4

F 11 Rewrite these fractions as a mixed fraction:

7/5 = 6/4 = 18/8 =

3

F 12 Complete the number sentences. Write > or < in each circle:

2/3 ◯ 2/7 ‖ 4/7 ◯ 8/14 ‖ 1/2 ◯ 1/3

3

F 13 Complete each set of equivalent fractions:
Beware!!

{1/2	2/4}	{6/12	8/16}	{9/18	10/20}
{2/3	4/6}	{6/9	8/12}	{12/18	14/21}

8

F 14 Name the sum or difference:

4/7	1/3	7/12	8/9
+3/4	+ 2/6	-1/4	- 2/3

4

FRACTION POST-TEST - UNIT III FORM A

F 15

$1\frac{2}{9} + 4\frac{1}{3}$

$4\frac{3}{5} + 1\frac{7}{10}$

$10\frac{4}{7} - 2\frac{1}{5}$

$9\frac{4}{12} - 4\frac{4}{6}$

4

KEY

Name _____
Team _____
Teacher _____
Date _____

FRACTION POST - TEST - UNIT III FORM A

F. 10 Complete these:

6/9	3/4	6/6	8/7
+ 2/9	+ 2/4	- 3/6	- 1/7
8/9	5/4	3/6	7/7 = 1

4

F 11 Rewrite these fractions as a mixed fraction:

7/5 = $1\frac{2}{5}$ 6/4 = $1\frac{2}{4}$ = $1\frac{1}{2}$ 18/8 = $2\frac{2}{8}$ = $2\frac{1}{4}$

3

I 12 Complete the number sentences. Write > or < or = in each circle:

2/3 (>) 2/7 | 4/7 (=) 8/14 | 1/2 (>) 1/3

3

I 13 Complete each set of equivalent fractions:

Beware!!

FRACTION POST - TEST - UNIT III FORM A

F. 10 Complete these:

6/9	3/4	6/6	8/7
+ 2/9	+ 2/4	- 3/6	- 1/7
8/9	5/4	3/6	7/7 = 1

4

F 11 Rewrite these fractions as a mixed fraction:

7/5 = 1 2/5 6/4 = 1 2/4 = 1 1/2 18/8 = 2 2/3 = 2 1/4

3

I 12 Complete the number sentences. Write > or < or = in each circle:

2/3 (>) 2/7 ‖ 4/7 (=) 8/14 ‖ 1/2 (>) 1/3

3

F 13 Complete each set of equivalent fractions:

Beware!!

{1/2 2/4} {6/12 3/16} {9/18 15/20}

{2/3 4/6} {6/9 8/12} {12/18 14/21}

8

F 14 Name the sum or difference:

4/7	1/3	7/12	8/9
+3/4	+ 2/6	- 1/4	- 2/3
37/28 = 1 9/28	4/6 = 2/3	4/12 = 1/3	2/9

4

FRACTION POST-TEST - UNIT III FORM A

F 15

$1\frac{2}{9} - \frac{2}{9}$ $4\frac{3}{5} = \frac{6}{10}$ $10\frac{4}{7} = \frac{23}{35}$ $9\frac{4}{12} =$

$+ 4\frac{1}{3} = \frac{3}{9}$ $+ 1\frac{7}{10} = \frac{7}{10}$ $- 2\frac{1}{5} = \frac{7}{35}$ $- 4\frac{4}{6}$

$5\frac{5}{9}$ $5\frac{13}{10}$ $8\frac{13}{35}$ $4\frac{1}{2}$

11

FORM B

NAME _____

TEAM _____ TEACHER _____

DATE _____

FORM A or B (circle one)

SETS

	Pre-Test	Program	Post-Test	Comment
S1 Listing and describing sets	___/2		___/2	
S2 Braces	___/1		___/1	
S3 Equivalent sets	___/2		___/2	
S4 Equal sets	___/1		___/1	
S5 Empty sets	___/1		___/1	
S6 Cardinal numbers	___/1		___/1	
S7 Sub-sets	___/2		___/2	
S8 Universal sets	___/2		___/2	

S1 Listing and describing sets	—	2	—	2
S2 Braces	—	1	—	1
S3 Equivalent sets	—	2	—	2
S4 Equal sets	—	1	—	1
S5 Empty sets	—	1	—	1
S6 Cardinal numbers	—	1	—	1
S7 Sub-sets	—	2	—	2
S8 Universal sets	—	2	—	2
S9 Number patterns	—	3	—	3
S10 Points	—	3	—	3
S11 Finite and Infinite	—	3	—	3
Supplementary work				

Name_____
Team_____
Teacher_____
Date_____

SETS PRETEST FORM B

S1 1. Show the set by listing the objects in it.

The first 5 letters in the alphabet:

_____

2. Show the set by describing the objects in it: {peas, beans, corn, spinach}

_____

____
2

S2 Use the correct symbols to show these things are a set:

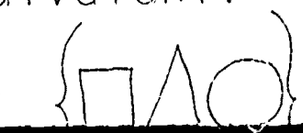
_____

____
1

S3 1.

Are these two sets equivalent?

_____



S1 1. Show the set by listing the objects in it.

The first 5 letters in the alphabet:

---

2. Show the set by describing the objects in it: {peas, beans, corn, spinach}

2

S2 Use the correct symbols to show these things are a set:

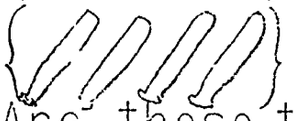
1

S3 1.

Are these two sets equivalent?

---------- {□△○}

Yes or No

2.  {a b c d e}

Are these two sets equivalent?

2

Yes or No

S4

SETS

{◇ □ ○} {○ □ ◇}

Are these two sets equal? _____
Yes or No

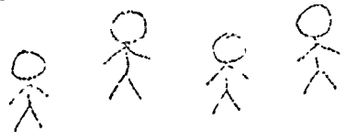
S5

The set of all elephants in the classroom is an _____
equal, empty, equivalen

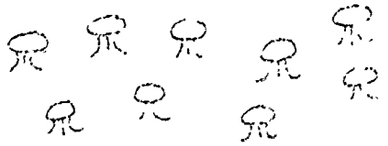
set.

S6

Name the cardinal number for each set:



n (A) = ____



n (H) = ____

S7

Here is a set of letters from the alphabet: e, a, k, b, x, i, z, o, u, m, d

1. List the subset letters that are vowels.

___ ___ ___ ___ ___

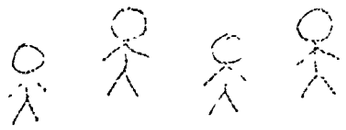
2. List the subset letters that

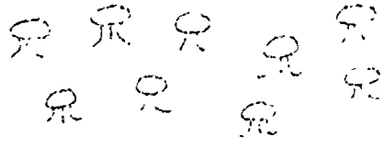
S5 The set of all elements in the classroom is an _____
equal, empty, one valued

set.

1

S6 Name the cardinal number for each set:





n (A) = ____ n (H) = ____

1

S7 Here is a set of letters from the alphabet: e, a, k, b, x, i, z, o, u, m, d

1. List the subset letters that are vowels.

--- --- --- --- ---

2. List the subset letters that are not vowels.

--- --- --- --- --- ---

2

S8 1. Name the universal set for:
a, b, c, d _____

2. If the universal set is 6, how would you show 9?

_____

2

SETS

S9

1. Complete these number [illegible]
by filling in the blank spaces:

+	1	2	3	4	5
2	3				

2. Find the missing numbers:

(1,2) (2,3) (3, __) (4,5)

(__, 6) (6, ___).

___
3

S10

Name the points
inside this square: ____

Name the points
on this square: ____

Name the points
outside this square: ____

___
3

S11

Tell if the set is finite or infinite:

1. The words in this sentence.

_____

2. The stories that can be read.

_____

3. The numbers greater than 100.

_____

___
3

KEY

Name_____
Team_____
Teacher_____
Date_____

SETS PRETEST FORM B

S1 | 1. Show the set by listing the objects in it.

The first 5 letters in the alphabet:

{a, b, c, d, e}

2. Show the set by describing the objects in it: {peas, beans, corn, spinach}

vegetables

2

S2 Use the correct symbols to show these things are a set:

♡ ♡ ♡ {♡ ♡ ♡}

1

S3 1.

Are these two sets equivalent?

yes {□△○}

S1

1. Show the set by listing the objects in it.

The first 5 letters in the alphabet:

{a, b, c, d, e}

2. Show the set by describing the objects in it: {peas, beans, corn, spinach}

vegetables

2

S2

Use the correct symbols to show these things are a set:

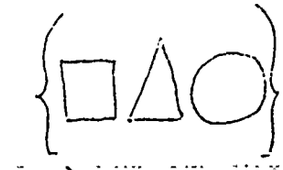
♡ ♡ ♡ {♡ ♡ ♡}

1

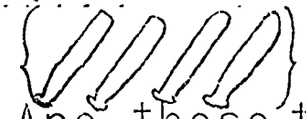
S3

1.

Are these two sets equivalent?

yes 

Yes or No

2.  {a b c d e}

Are these two sets equivalent?

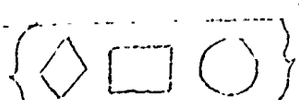
no

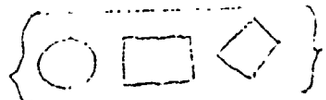
Yes or No

2

SETS PRETEST

S4





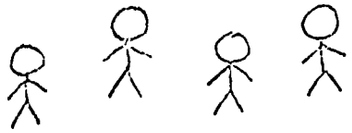
Are these two sets equal? yes
Yes or No

S5

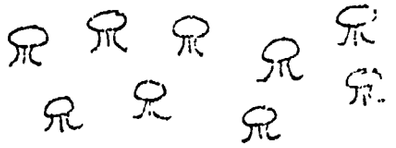
The set of all elephants in the classroom is an equal, empty, equivalen. set.

S6

Name the cardinal number for each set:



n (A) = 4



n (H) = 9

S7

Here is a set of letters from the alphabet: e, a, k, b, x, i, z, o, u, m, d

1. List the subset letters that are vowels.

a e i o u

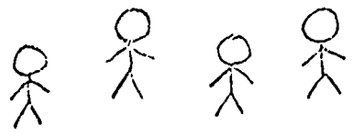
2. List the subset letters that

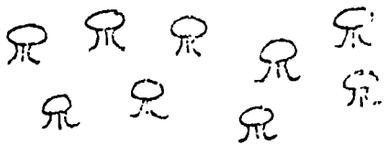
1

S5 The set of all elephants in the classroom is an _____ equal, empty, equivalen set.

1

S6 Name the cardinal number for each set:





n (A) = 4 n (H) = 9

1

S7 Here is a set of letters from the alphabet: e, a, k, b, x, i, z, o, u, m, d

1. List the subset letters that are vowels.

a e i o u

2. List the subset letters that are not vowels.

k b x z d m

2

S8 1. Name the universal set for:
a, b, c, d _____

2. If the universal set is 6, how would you show 9?

_____

2

SETS PRETEST

S9

1. Complete these number patterns by filling in the blank spaces:

+	1	2	3	4	5
2	3	4	5	6	7

2. Find the missing numbers:

(1,2) (2,3) (3, 4) (4,5)

(5, 6) (6, 7)

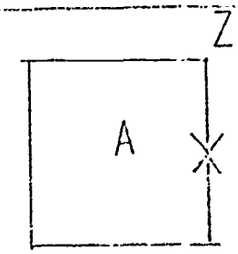
3

S10

Name the points inside this square: A

Name the points on this square: X

Name the points outside this square: Z



3

S11

Tell if the set is finite or infinite:

1. The words in this sentence.

finite

2. The stories that can be read.

infinite

3. The numbers greater than 100.

infinite

3

3

Name_____
Team_____
Teacher_____
Date_____

SETS POST-TEST FORM B

S 1

Show the set by listing the objects in it.

1. The last 4 letters of the alphabet:

{_____}

Show the set by describing the objects in it:

2. {bananas, oranges, apples, pears, grapes and plums}

_____

2

S 2

Use the correct symbols to show these things are a set:

1

S 3

1. Are these 2 sets equivalent? _____ Yes or No

S 1

Show the set by listing the objects in it.

1 The last 4 letters of the alphabet:

{ _____ }

Show the set by describing the objects in it:

2. { bananas, oranges, apples, pears, grapes and plums }

_____

___
2

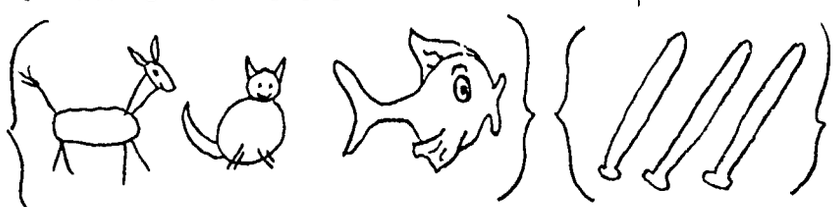
S 2

Use the correct symbols to show these things are a set:

__
1

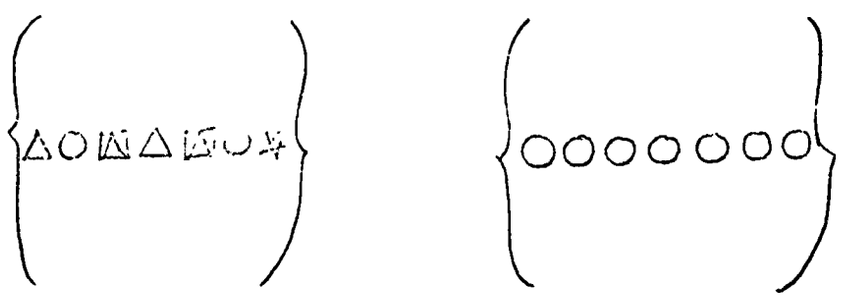
S 3

1. Are these 2 sets equivalent? _____



Yes or No

2. Are these 2 sets equivalent? _____



Yes or No

___
2

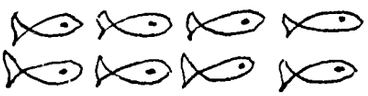
SETS POST-TEST

S4 (spring, summer) (summer, rain)
(fall, winter) (winter, spring)

Are these two sets equal? _____
Yes or No

S5 The set of all girls who are two inches tall is an _____ set.
(equal, equivalent, empty)

S6 Name the cardinal number for each set:



n (A) = _____ n (H) = _____

S7 Here is a set of letters from the alphabet:

(m, e, u, a, k, b, x, i, z, o, v, d)

1. List the subset letters that are vowels:

--- --- --- --- ---

2. List the subset letters that are

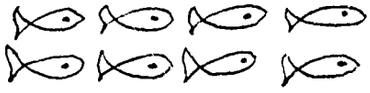
Yes or No

1

S5 The set of all girls who are two inches tall is an _____ set.
(equal, equivalent, empty)

1

S6 Name the cardinal number for each set:



n (A) = _____ n (H) = _____

1

S7 Here is a set of letters from the alphabet:

(m, e, u, a, k, b, x, i, z, o, v, d)

1. List the subset letters that <u>are</u> vowels:

--- --- --- --- ---

2. List the subset letters that are <u>not</u> vowels:

--- --- --- --- --- --- ---

2

S8 1. Name the universal set for (1, 3, 5, 7, 9) _____

2. If the universal set is 20, how would you show 25? _____

2

SETS POST-TEST

S9

1. Complete these number patterns by filling in the blank spaces:

+	1	2	3	4	5
5	6				

2. Find the missing numbers:

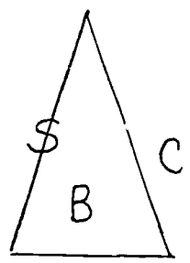
(___, 3) (3, 6) (6, ___)

(9, 12) (___, 15) (15, ___)

___/3

S10

1. Name the points inside the triangle ____
2. Name the points on the triangle ____
3. Name the points outside the triangle ____



___/3

S11

Tell if the set is finite or infinite:

1. Number greater than 20: _____
2. The students in Pueblo School today. _____
3. The grains of sand on our earth. _____

___/3

KEY

Name_____
Team_____
Teacher_____
Date_____

SETS POST-TEST FORM B

S 1 Show the set by listing the objects in it.

1. The last 4 letters of the alphabet:

{w, x, y, z}

Show the set by describing the objects in it:

2. {bananas, oranges, apples, pears, grapes and plums}

fruit

2

S 2 Use the correct symbols to show these things are a set:

{ ☺ ☺ ☺ ☺ ☺ }

1

S 3 1. Are these 2 sets equivalent? yes
Yes or No

{ 🐰 🐱 🐶 } { /// }

S 1

Show the set by listing the objects in it.

1. The last 4 letters of the alphabet:

{w, x, y, z}

Show the set by describing the objects in it:

2. {bananas, oranges, apples, pears, grapes and plums}

fruit

2

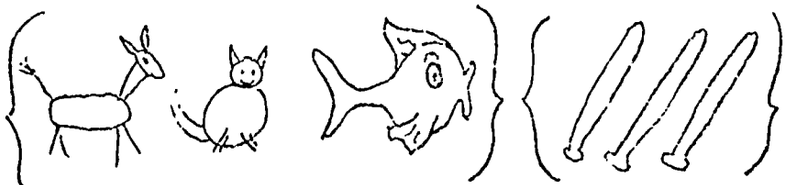
S 2

Use the correct symbols to show these things are a set:

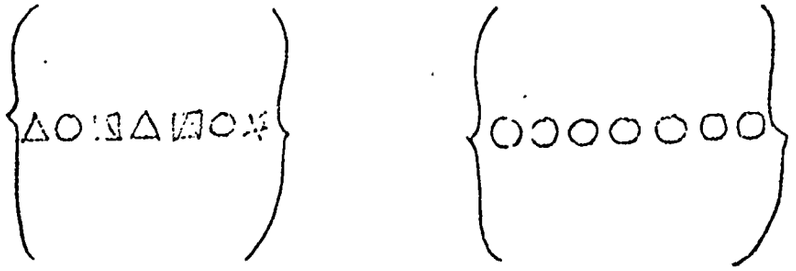
1

S 3

1. Are these 2 sets equivalent? yes
Yes or No



2. Are these 2 sets equivalent? yes
Yes or No



2

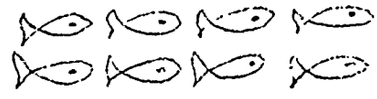
SETS POST-TEST

S4 (spring, summer) (summer, rain)
(fall, winter) (winter, spring)

Are these two sets equal? no
Yes or No

S5 The set of all girls who are two inches tall is an empty set.
(equal, equivalent, empty)

S6 Name the cardinal number for each set:



n (A) = 3 n (H) = 8

S7 Here is a set of letters from the alphabet:

(m, e, u, a, k, b, x, i, z, o, v, d)

1. List the subset letters that are vowels:

a e i o u

2. List the subset letters that are not vowels:

m k b x z v d

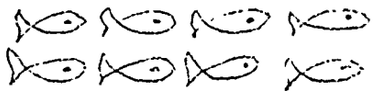
Yes or No

1

S5 The set of all girls who are two inches tall is an _____empty_____ set.
(equal, equivalent, empty)

1

S6 Name the cardinal number for each set:



n (A) = __3__ n (H) = __8__

1

S7 Here is a set of letters from the alphabet:

(m, e, u, a, k, b, x, i, z, o, v, d)

1. List the subset letters that are vowels:

a e i o u

2. List the subset letters that are not vowels:

m k b x z v d

2

S8 1. Name the universal set for (1, 3, 5, 7, 9) odd numbers

2. If the universal set is 20, how would you show 25? outside the brackets

---
2

SETS POST-TEST

S9

1. Complete these number patterns by filling in the blank spaces:

+	1	2	3	4	5
5	6	7	8	9	10

2. Find the missing numbers:

(0 , 3) (3, 6) (6, 9)

(9, 12) (12 , 15) (15, 18)

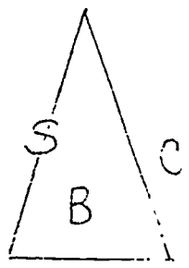
___
3

S10

1. Name the points inside the triangle B

2. Name the points on the triangle S

3. Name the points outside the triangle C



___
3

S11

Tell if the set is finite or infinite:

1. Number greater than 20: finite

2. The students in Pueblo School today. finite

+	1	2	3	4	5
5	6	7	8	9	10

2. Find the missing numbers:

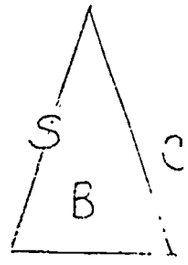
(_0_, 3) (3, 6) (6, _9_)

(9, 12) (_12_, 15) (15, _18_)

3

S10

1. Name the points inside the triangle _B_
2. Name the points on the triangle _S_
3. Name the points outside the triangle _C_



3

S11

Tell if the set is finite or infinite:

1. Number greater than 20: _finite_
2. The students in Pueblo School today. _finite_
3. The grains of sand on our earth. _finite_

3

Name_____

Team_____

Teacher_____

Date_____

FORM A or B (Circle one)

PLACE VALUE

	Pre-Test	Program	Post-Test	Comment
P.V. 1 Concept of 10	___/6		___/6	
P.V. 2 Comparisons Renaming 1's, 10's. 100's	___/6		___/6	
P.V. 3 Comparisons Renaming 1000's, 10,000's, 100,000	___/6		___/6	
P.V. 4 Renaming millions and billions	___/7		___/7	
P.V. 5 Writing numbers 1 to 1 million	___/6		___/6	
Supplementary Work				
Supplementary Work				

NAME _____

TEACHER & TEAM _____

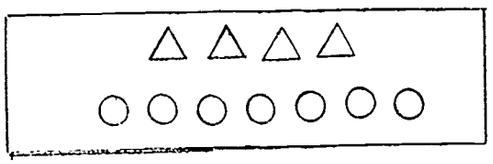
DATE _____

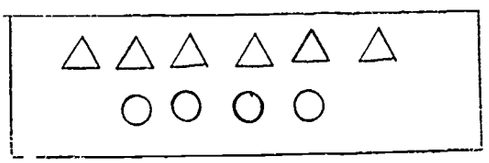
Place Value PRE-test Form B

PV 1
(1)

1. FOR EACH SET WRITE THE NUMBER OF ONES AND TENS SHOWN.

KEY: △ = TEN ○ = ONE





____TENS ___ONES ____TENS ___ONES

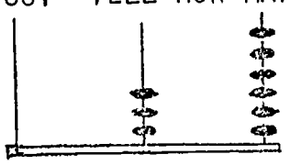
2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW.

□ = TEN ○ = ONE

9 TENS 4 ONES

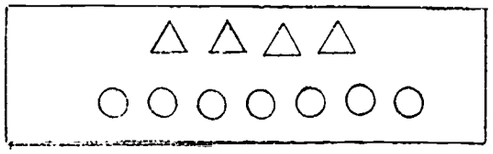
6 TENS 0 ONES

3. LOOK AT THE ABACUS. TELL HOW MANY ONES?_____ HOW MANY TENS?_____

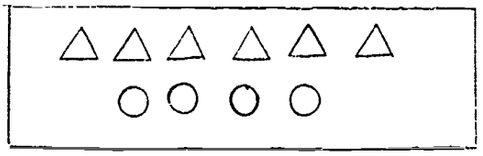


4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS

KEY: △ = TEN ○ = ONE



____TENS ___ONES



____TENS ___ONES

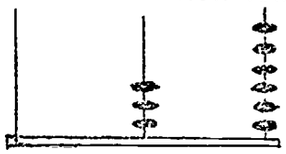
2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW.

□ = TEN ◯ = ONE

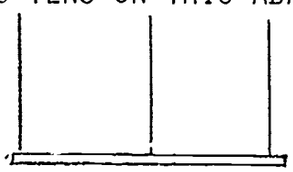
9 TENS 4 ONES

6 TENS 0 ONES

3. LOOK AT THE ABACUS. TELL HOW MANY ONES?_____ HOW MANY TENS?_____



4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS



6

PV 2
(2)

1. RENAME THE NUMBERS.

3 TENS 4 ONES _____

7 HUNDREDS 0 TENS 6 ONES _____

2. WRITE THE NUMBER THAT IS *100* MORE THAN 486 _____

3. CIRCLE THE LARGEST NUMBER: 468 648 864 846 486

CIRCLE THE SMALLEST NUMBER: 343 334 452 523 342

4. HOW MANY CENTS IN TWO DOLLARS, FOUR DIMES, AND THREE PENNIES?

_____

6

PV 3

(4)

1. RENAME THE NUMBERS.

   8,264 = _____THOUSANDS _____HUNDREDS _____TENS _____ONES

   31,057 = _____TEN THOUSANDS _____THOUSANDS _____HUNDREDS

   _____TENS _____ONES

2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706

   _____

3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 6,534 6,495

   CIRCLE THE SMALLEST NUMBER: 93,324 94,456 93,681 96,524 93,342

4. THE SMITHS FLEW 6,972 MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS_____ THOUSANDS_____ONES_____ HUNDREDS____

6

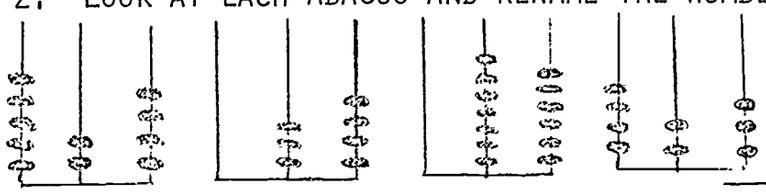
PV 4

(5)

1. RENAME THESE NUMBERS

BILLIONS	MILLIONS	THOUSANDS	ONES	
38	186	14	141	_____
2	205	200	203	_____

2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN



2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706

_____

3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632
6,534 6,495

CIRCLE THE SMALLEST NUMBER: 93,324 94,456 93,681
96,524 93,342

4. THE SMITHS FLEW 6,972 MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS_____ THOUSANDS_____ ONES_____ HUNDREDS____

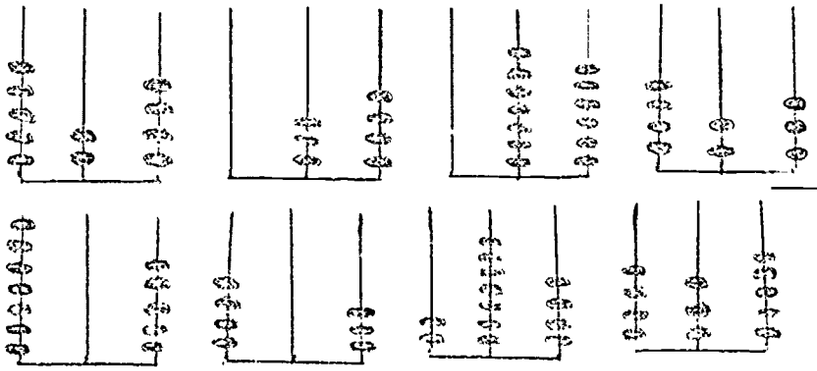
6

PV 4
(5)

1. RENAME THESE NUMBERS

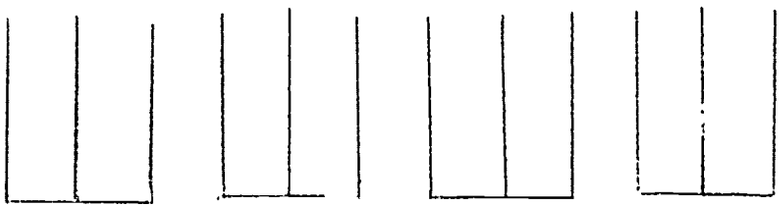
BILLIONS	MILLIONS	THOUSANDS	ONES	
38	186	14	141	
2	205	200	203	

2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN



3. SHOW THIS NUMBER ON THE ABACUS.

406,452,010,043



PV 4 CONT

4. WRITE A COMPACT NUMERAL FOR:

NINE MILLION, TWENTY-ONE THOUSAND, SEVEN HUNDRED FOUR

_____

EIGHT MILLION, SIX HUNDRED TWENTY-FIVE THOUSAND,
SIX HUNDRED EIGHTY-TWO

_____

7

PV 5

YOUR TEACHER WILL READ 6 NUMBERS FOR YOU TO WRITE.

1) _____
2) _____
3) _____
4) _____
5) _____
6) _____

6

KEY

NAME _____

TEACHER & TEAM _____

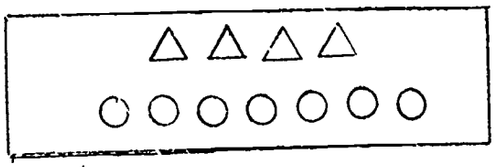
DATE _____

Place Value PRE-test Form B

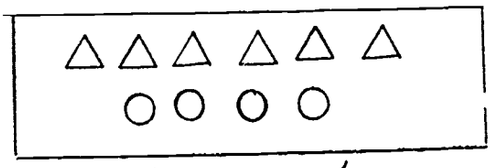
PV 1
(1)

1. FOR EACH SET WRITE THE NUMBER OF ONES AND TENS SHOWN.

KEY: △ = TEN ○ = ONE



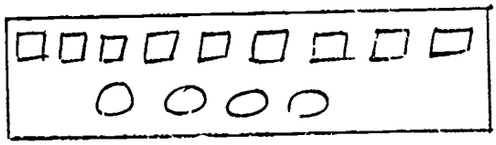
4 TENS 7 ONES



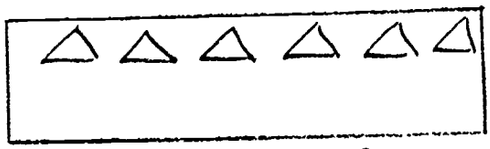
6 TENS 4 ONES

2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW.

□ = TEN ○ = ONE

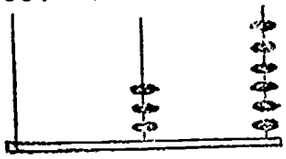


9 TENS 4 ONES



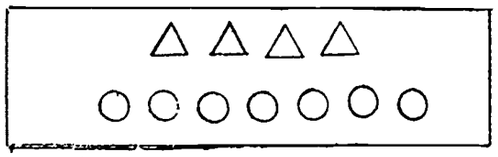
6 TENS 0 ONES

3. LOOK AT THE ABACUS. TELL HOW MANY ONES? 6 HOW MANY TENS? 3

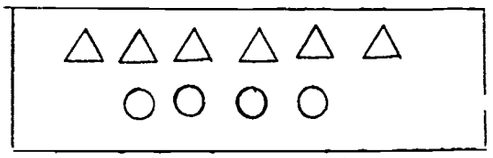


4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS

KEY: △ = TEN ○ = ONE



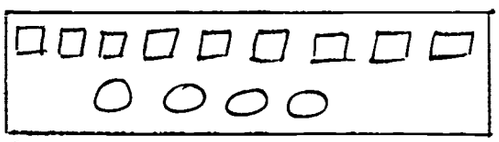
4 TENS 7 ONES



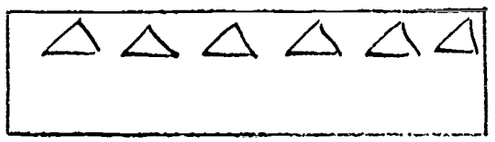
6 TENS 4 ONES

2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW.

□ = TEN ○ = ONE

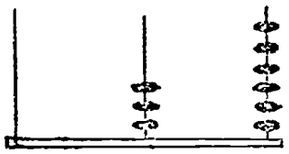


9 TENS 4 ONES

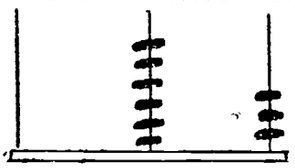


6 TENS 0 ONES

3. LOOK AT THE ABACUS. TELL HOW MANY ONES? 6 HOW MANY TENS? 3



4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS



6

PV 2 (2)

1. RENAME THE NUMBERS.

3 TENS 4 ONES 34

7 HUNDREDS 0 TENS 6 ONES 706

2. WRITE THE NUMBER THAT IS 100 MORE THAN 486 586

3. CIRCLE THE LARGEST NUMBER: 468 648 (864) 846 486

CIRCLE THE SMALLEST NUMBER: 343 (334) 452 523 342

4. HOW MANY CENTS IN TWO DOLLARS, FOUR DIMES, AND THREE PENNIES?

$2.43

6

PV 3
(4)

1. RENAME THE NUMBERS.

8,264 = 8 THOUSANDS 2 HUNDREDS 6 TENS 4 ONES

31,057 = 30 TEN THOUSANDS 1 THOUSANDS 0 HUNDREDS 5 TENS 7 ONES

2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706

245,706

3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 (6,534) 6,495

CIRCLE THE SMALLEST NUMBER: (93,324) 94,456 93,681 96,524 93,342

4. THE SMITHS FLEW 6,972 MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS 7 THOUSANDS 6 ONES 2 HUNDREDS 9

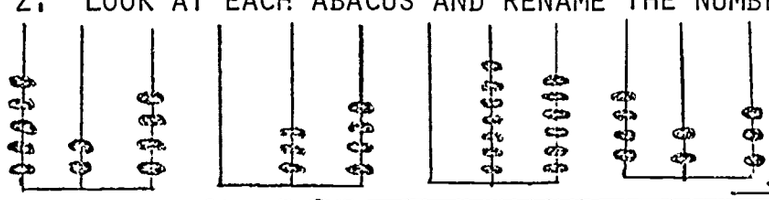
6

PV 4
(5)

1. RENAME THESE NUMBERS

BILLIONS	MILLIONS	THOUSANDS	ONES	
38	186	14	141	38,186,014,141
2	205	200	203	2,205,200,203

2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN



524,034,076,423

2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706

245,706

3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 (6,534) 6,495

CIRCLE THE SMALLEST NUMBER: (93,324) 94,456 93,681 96,524 93,342

4. THE SMITHS FLEW 6,972 MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS 7 THOUSANDS 6 ONES 2 HUNDREDS 9

6

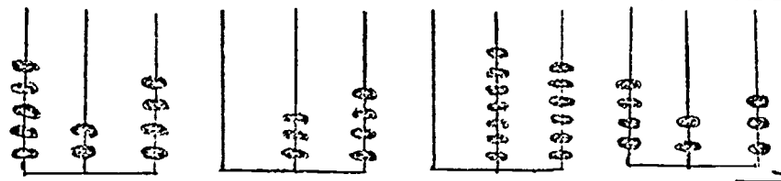
PV 4

(5)

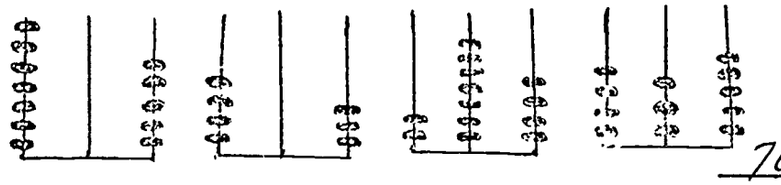
1. RENAME THESE NUMBERS

BILLIONS	MILLIONS	THOUSANDS	ONES	
38	186	14	141	38,186,014,141
2	205	200	203	2,205,200,203

2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN



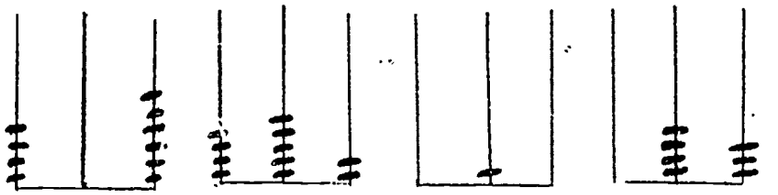
524,034,076,423



705,403,274,435

3. SHOW THIS NUMBER ON THE ABACUS.

406,452,010,043



PV 4
CONT

4. WRITE A COMPACT NUMERAL FOR:

NINE MILLION, TWENTY-ONE THOUSAND, SEVEN HUNDRED FOUR

9,021,704

EIGHT MILLION, SIX HUNDRED TWENTY-FIVE THOUSAND,
SIX HUNDRED EIGHTY-TWO

8,625,682

7

PV 5

YOUR TEACHER WILL READ 6 NUMBERS FOR YOU TO WRITE.

1) _____
2) _____
3) _____
4) _____
5) _____
6) _____

6

NAME _____

TEACHER & TEAM _____

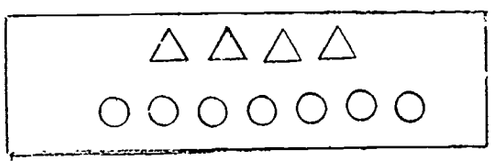
DATE _____

Place Value Post test Form B

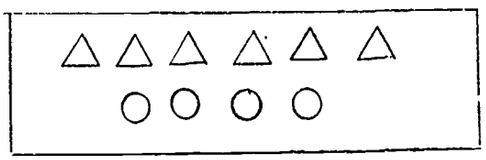
PV 1
(1)

1. FOR EACH SET WRITE THE NUMBER OF ONES AND TENS SHOWN.

KEY: △ = TEN ○ = ONE



____TENS ____ONES



____TENS ____ONES

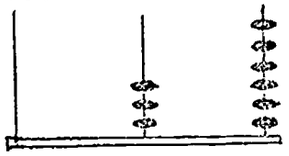
2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW.

□ = TEN ◯ = ONE

9 TENS 4 ONES

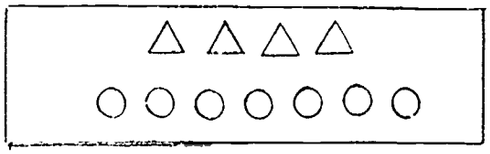
6 TENS 0 ONES

3. LOOK AT THE ABACUS. TELL HOW MANY ONES?_____ HOW MANY TENS?_____

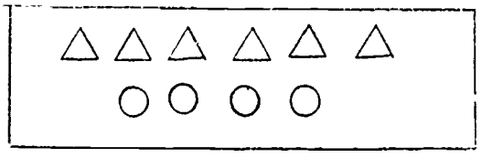


4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS

KEY: △ = TEN ○ = ONE



____TENS ____ONES



____TENS ____ONES

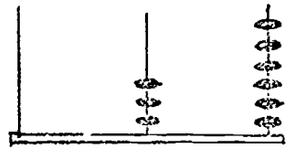
2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW.

□ = TEN ○ = ONE

9 TENS 4 ONES

6 TENS 0 ONES

3. LOOK AT THE ABACUS. TELL HOW MANY ONES?_____ HOW MANY TENS?_____



4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS

6

PV 2
(2)

1. RENAME THE NUMBERS.

3 TENS 4 ONES _____

7 HUNDREDS 0 TENS 6 ONES _____

2. WRITE THE NUMBER THAT IS *100* MORE THAN 486 _____

3. CIRCLE THE LARGEST NUMBER: 468 648 864 846 486

CIRCLE THE SMALLEST NUMBER: 343 334 452 523 342

4. HOW MANY CENTS IN TWO DOLLARS, FOUR DIMES, AND THREE PENNIES?

_____

6

PV 3

(4)

1. RENAME THE NUMBERS.

   8,264 = _____THOUSANDS _____HUNDREDS _____TENS ____ONES

   31,057 = _____TEN THOUSANDS _____THOUSANDS _____HUNDREDS

   ____TENS _____ONES

---

2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706

   _____

---

3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632
   6,534 6,495

   CIRCLE THE SMALLEST NUMBER: 93,324 94,456 93,681
   96,524 93,342

---

4. THE SMITHS FLEW 6,972 MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS_____ THOUSANDS_____ONES_____ HUNDREDS____.

6

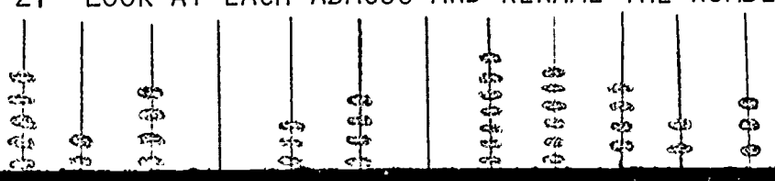
PV 4

(5)

1. RENAME THESE NUMBERS

BILLIONS	MILLIONS	THOUSANDS	ONES	
38	186	14	141	_____
2	205	200	203	_____

2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN



2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706

_____

3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632
6,534 6,495

CIRCLE THE SMALLEST NUMBER: 93,324 94,456 93,681
96,524 93,342

4. THE SMITHS FLEW 6,972 MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS_____ THOUSANDS_____ONES_____ HUNDREDS____

6

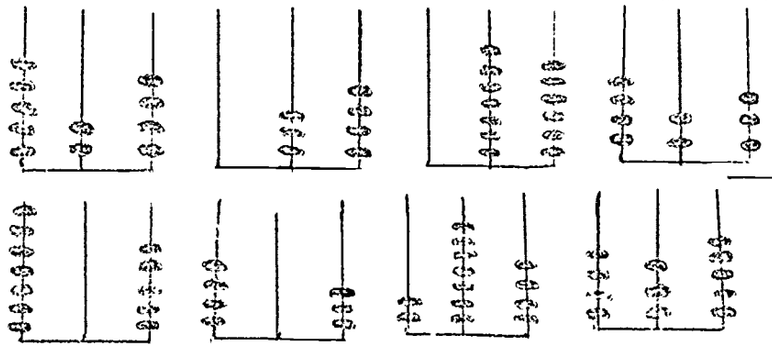
PV 4

(5)

1. RENAME THESE NUMBERS

BILLIONS	MILLIONS	THOUSANDS	ONES	
38	186	14	141	_____
2	205	200	203	_____

2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN

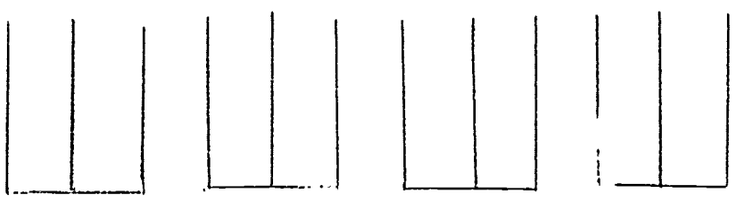


_____

_____

3. SHOW THIS NUMBER ON THE ABACUS.

406,452,010,043



PV 4
CONT

4. WRITE A COMPACT NUMERAL FOR:

NINE MILLION, TWENTY-ONE THOUSAND, SEVEN HUNDRED FOUR

_____

EIGHT MILLION, SIX HUNDRED TWENTY-FIVE THOUSAND,
SIX HUNDRED EIGHTY-TWO

_____

7

PV 5

YOUR TEACHER WILL READ 6 NUMBERS FOR YOU TO WRITE.

1) _____
2) _____
3) _____
4) _____
5) _____
6) _____

6

NAME _____

KEY

TEACHER & TEAM _____

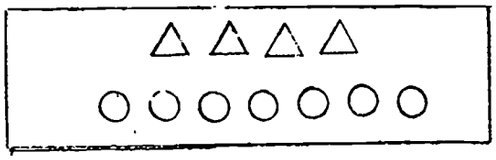
DATE _____

Place Value Post test Form B

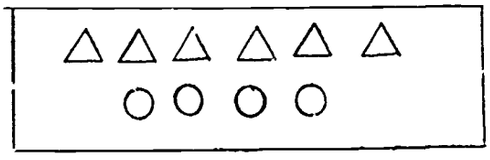
PV 1
(1)

1. FOR EACH SET WRITE THE NUMBER OF ONES AND TENS SHOWN.

KEY: △ = TEN ○ = ONE



4 TENS 7 ONES



6 TENS 4 ONES

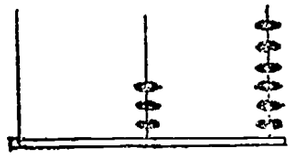
2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW.

□ = TEN ○ = ONE

9 TENS 4 ONES

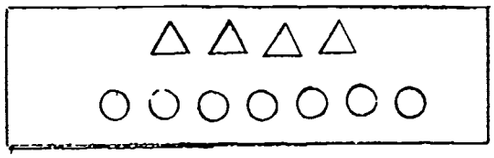
6 TENS 0 ONES

3. LOOK AT THE ABACUS. TELL HOW MANY ONES? 6 HOW MANY TENS? 3

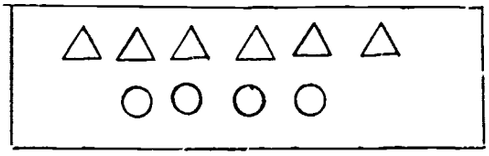


4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS

KEY: △ = TEN ○ = ONE



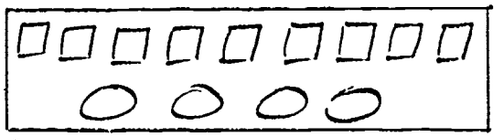
4 TENS 7 ONES



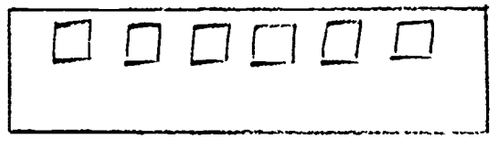
6 TENS 4 ONES

2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW.

□ = TEN ○ = ONE

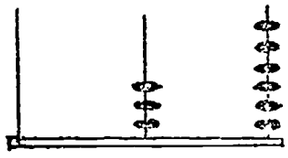


9 TENS 4 ONES

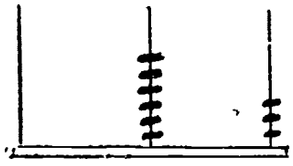


6 TENS 0 ONES

3. LOOK AT THE ABACUS. TELL HOW MANY ONES? 6 HOW MANY TENS? 3



4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS



6

PV 2 (2)

1. RENAME THE NUMBERS.

3 TENS 4 ONES 34

7 HUNDREDS 0 TENS 6 ONES 706

2. WRITE THE NUMBER THAT IS 100 MORE THAN 486 586

3. CIRCLE THE LARGEST NUMBER: 468 648 (864) 846 486

CIRCLE THE SMALLEST NUMBER: 343 (334) 452 523 342

4. HOW MANY CENTS IN TWO DOLLARS, FOUR DIMES, AND THREE PENNIES?

$2.43

PV 3
(4)

1. RENAME THE NUMBERS.

8,264 = 8 THOUSANDS 2 HUNDREDS 6 TENS 4 ONES

31,057 = 30 TEN THOUSANDS 1 THOUSANDS 0 HUNDREDS 5 TENS 7 ONES

2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706

245,706

3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 (6,534) 6,495

CIRCLE THE SMALLEST NUMBER: (93,324) 94,456 93,681 96,524 93,342

4. THE SMITHS FLEW 6,072 MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS 7 THOUSANDS 6 ONES 2 HUNDREDS 9

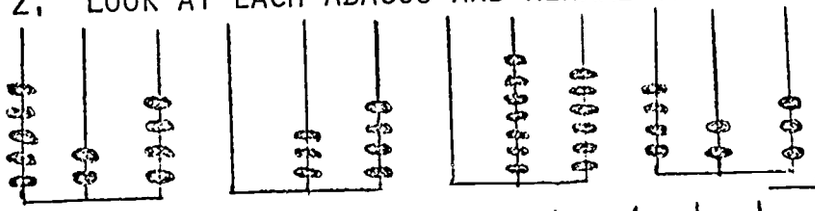
6

PV 4
(5)

1. RENAME THESE NUMBERS

BILLIONS	MILLIONS	THOUSANDS	ONES	
38	186	14	141	38,186,014,141
2	205	200	203	2,205,200,203

2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN



524,034,076,423

2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706

245,706

3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 (6,534) 6,495

CIRCLE THE SMALLEST NUMBER: (93,324) 94,456 93,681 96,524 93,342

4. THE SMITHS FLEW 6,972 MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS 7 THOUSANDS 6 ONES 2 HUNDREDS 9

6

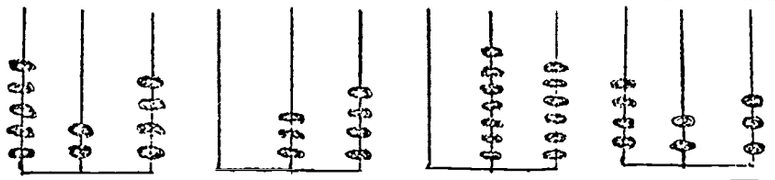
PV 4

(5)

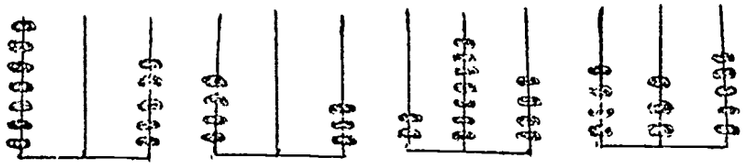
1. RENAME THESE NUMBERS

BILLIONS	MILLIONS	THOUSANDS	ONES	
38	186	14	141	38,186,014,141
2	205	200	203	2,205,200,203

2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN



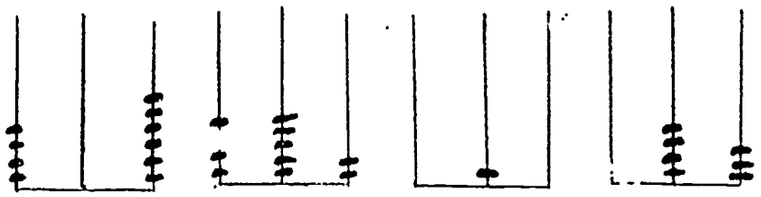
524,034,076,423



705,403,274,435

3. SHOW THIS NUMBER ON THE ABACUS.

406,452,010,043



PV 4
CONT

4. WRITE A COMPACT NUMERAL FOR:

NINE MILLION, TWENTY-ONE THOUSAND, SEVEN HUNDRED FOUR

9,021,704

EIGHT MILLION, SIX HUNDRED TWENTY-FIVE THOUSAND,
SIX HUNDRED EIGHTY-TWO

8,625,682

7

PV 5

YOUR TEACHER WILL READ 6 NUMBERS FOR YOU TO WRITE.

1) _____
2) _____
3) _____
4) _____
5) _____
6) _____

6

Name_____

Team_____

Teacher_____

Date_____

FORM A or B (Circle one)

ADDITION - SUBSTRACTION

	Pre-Test	Program	Post-Test	Comment
A-S 1 Family of Facts	$\frac{\quad}{4}$		$\frac{\quad}{4}$	
A- 2 Add - Subtract Facts to 10	$\frac{\quad}{30}$		$\frac{\quad}{30}$	
A- 3 3 Addends, Facts less than 10	$\frac{\quad}{4}$		$\frac{\quad}{4}$	
A- 4 Add-Subtract Facts thru 20	$\frac{\quad}{30}$		$\frac{\quad}{30}$	
A-S 5 2 Addends, plus one, with regrouping	$\frac{\quad}{4}$		$\frac{\quad}{4}$	
A-S 6 Add-Subtract 10's with zero's	$\frac{\quad}{4}$		$\frac{\quad}{4}$	
A-S 7 Add- Sub. 2 Addends + 2 without regrouping	$\frac{\quad}{4}$		$\frac{\quad}{4}$	
A-S 8 3 digit Add & Sub. without regrouping	$\frac{\quad}{4}$		$\frac{\quad}{4}$	
A-S 9 2 Addends plus 2 with regrouping	$\frac{\quad}{4}$		$\frac{\quad}{4}$	
A-S 10 Sub. 2 digits from 2 digits with regrouping	$\frac{\quad}{4}$		$\frac{\quad}{4}$	

A-S 1 Family of Facts	4		4	
A- 2 Add - Subtract Facts to 10	30		30	
A- 3 3 Addends, Facts less than 10	4		4	
A- 4 Add-Subtract Facts thru 20	30		30	
A-S 5 2 Addends, plus one, with regrouping	4		4	
A-S 6 Add-Subtract 10's with zero's	4		4	
A-S 7 Add- Sub. 2 Addends + 2 without regrouping	4		4	
A-S 8 3 digit Add & Sub. without regrouping	4		4	
A-S 9 2 Addends plus 2 with regrouping	4		4	
A-S 10 Sub. 2 digits from 2 digits with regrouping	4		4	
A-S 11 Add 3 Addends plus 3 with regrouping	4		4	
A-S 12 Sub. 3 digits from 3 digits with regrouping	4		4	
A-S 13 Equalities and inequalities signs	4		4	
A-S 14 Number lines Associative properties	4		4	
A-S 15 Money - Add,Sub with regrouping	4		4	
A-S 16 Bases	4		4	

Name _____

Team _____

Teacher _____

Date _____

ADDITION - SUBTRACTION PRE-TEST FORM B

AS 1

Write a family of facts for this set of two addends and a sum:

(4, 3, 7)

_____

_____

_____

_____

____
4

AS 2

Watch the signs!!

2	3	6	5	10	8	3	4
+7	+2	+2	+1	+0	+1	+3	+3
8	3	5	4	9	5	6	7
+2	+7	+2	+5	+1	+3	-2	-4
9	9	3	4	8	6	5	8
-2	-3	-1	-3	-2	-3	-3	-4

AS 1

Write a family of facts for this set of two addends and a sum:

(4, 3, 7)

4

AS 2

Watch the signs!!

2	3	6	5	10	8	3	4
+7	+2	+2	+1	+0	+1	+3	+3
8	3	5	4	9	5	6	7
+2	+7	+2	+5	+1	+3	-2	-4
9	9	3	4	8	6	5	8
-2	-3	-1	-3	-2	-3	-3	-4
8	7	10	9	8	10		
-6	-2	-2	-4	-5	-8		

30

AS 3

5	6	2	1
3	4	3	8
+ 1	+ 2	+ 4	+ 1

4

AS 4 Watch the signs!!

6 +5	5 +9	9 +9	7 +5	9 +8	8 +6
9 +7	9 +2	8 +8	6 +6	7 +4	5 +8
8 +7	8 +4	7 +6	12 -7	11 -4	12 -5
15 -7	14 -6	13 -6	18 -9	12 -8	14 -5
17 -8	12 -6	15 -6	16 -7	14 -7	12 -3

30

AS 5

16 +3	81 +8	66 -5	46 -4

4

AS 6

30 +20	30 +60	70 -20	20 -10

4

AS 7

51 +43	12 +87	39 -21	78 -25

	9 +7	9 +2	8 +8	6 +6	7 +4	5 +8
	8 +7	8 +4	7 +6	12 -7	11 -4	12 -5
	15 -7	14 -6	13 -6	18 -9	12 -8	14 -5
	17 -8	12 -6	15 -6	16 -7	14 -7	12 -3
30						
AS 5	16 +3		81 +8	66 -5		46 -4
4						
AS 6	30 +20		30 +60	70 -20		20 -10
4						
AS7	51 +43		12 +87	39 -21		78 -25
4						
AS 8	676 +112		527 +303	875 -534		249 -118
4						

AS 9

39	47	18	27
+ 32	+ 45	+29	+34

4

AS 10

60	51	83	25
-23	-26	-18	-17

4

AS 11

367	327	465	757
+224	+247	+785	+666

4

AS 12

526	711	391	320
-238	-199	-165	-261

4

AS 13

For each sentence, write T or F to show if it is True or False:

$8+3 = 0$ _____

$3 + 5 + 6 < 2 + 4 + 5$ _____

Use =, >, or < and other symbols (+ or -) to write these number sentences:

6 + 3 is greater than 7 _____

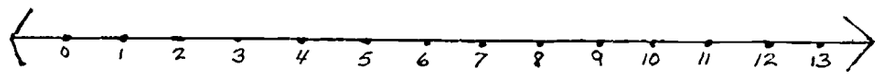
The sum of 11 and 37 is 48 _____

4

AS 14

Show each pair of equations on the number line:

$3 + 6 = 9$ $\quad$ $6 + 3 = 9$



Complete the equations:

$4+2 = 4+(1+1)$
$= (4+\_\_\_)+1$
$= \_\_\_ + 1$
$= \_\_\_$

$21+5 = (20+1)+5$
$= 20 + (\_\_\_ + 5)$
$= 20 + \_\_\_\_$
$= \_\_\_$

____
4

AS 15

Watch the signs!!

\$ .86	\$5.69	\$3.42	\$2.08
+ .02	+3.26	-1.95	- .79

____
4

AS 16

Base 5

4	13	22	434
+ 3	+ 2	+34	+344

____
4

KEY

Name _____
Team _____
Teacher _____
Date _____

ADDITION - SUBTRACTION PRE-TEST . FORM B

AS 1 Write a family of facts for this set of two addends and a sum:

(4, 3, 7)

4 + 3 = 7

3 + 4 = 7

7 − 4 = 3

7 − 3 = 4

4

AS 2 Watch the signs!!

2	3	6	5	10	8	3	4
+7	+2	+2	+1	+0	+1	+3	+3
9	5	8	6	10	9	6	7
8	3	5	4	9	5	6	7
+2	+7	+2	+5	+1	+3	−2	−4
10	10	7	9	10	8	4	3
9	9	3	4	8	6	5	8
−2	−3	−1	−3	−2	−3	−3	−4
7	6	2	1	6	3	2	4

AS 1

Write a family of facts for this set of two addends and a sum:

(4, 3, 7)

4 + 3 = 7

3 + 4 = 7

7 − 4 = 3

7 − 3 = 4

4

AS 2

Watch the signs!!

2	3	6	5	10	8	3	4
+7	+2	+2	+1	+0	+1	+3	+3
9	5	8	6	10	9	6	7
8	3	5	4	9	5	6	7
+2	+7	+2	+5	+1	+3	−2	−4
10	10	7	9	10	8	4	3
9	9	3	4	8	6	5	8
−2	−3	−1	−3	−2	−3	−3	−4
7	6	2	1	6	3	2	4
8	7	10	9	8	10		
−6	−2	−2	−4	−5	−8		
2	5	8	5	3	2		

30

AS 3

5	6	2	1
3	4	3	8
+ 1	+ 2	+ 4	+ 1
9	12	9	10

4

AS 4 — Watch the signs!!

	6	5	9	7	9	8
	+5	+9	+9	+5	+8	+6
	11	14	18	12	17	14
	9	9	8	6	7	5
	+7	+2	+8	+6	+4	+8
	16	11	16	12	11	13
	8	8	7	12	11	12
	+7	+4	+6	-7	-4	-5
	15	12	13	5	7	7
	15	14	13	18	12	14
	-7	-6	-6	-9	-8	-5
	8	8	7	9	4	9
	17	12	15	16	14	12
	-8	-6	-6	-7	-7	-3
30	9	6	9	9	7	9

AS 5

	16	81	66	46
	+3	+8	-5	-4
4	19	89	61	42

AS 6

	30	30	70	20
	+20	+60	-20	-10
	50	90	50	10
4				

AS7

	51	12	39	78
	+43	+87	-21	-25
	94	99	18	53

	7	7	8	6	7	6
	+7	+2	+8	+6	+4	+8
	16	11	16	12	11	13
	8	8	7	12	11	12
	+7	+4	+6	-7	-4	-5
	15	12	13	5	7	7
	15	14	13	18	12	14
	-7	-6	-6	-9	-8	-5
	8	8	7	9	4	9
	17	12	15	16	14	12
	-8	-6	-6	-7	-7	-3
30	9	6	9	9	7	9

AS 5	16	81	66	46
	+3	+8	-5	-4
4	19	89	61	42
AS 6	30	30	70	20
	+20	+60	-20	-10
	50	90	50	10
4				
AS7	51	12	39	78
	+43	+87	-21	-25
	94	99	18	53
4				
AS 8	676	527	875	249
	+112	+303	-534	-118
	788	830	341	131
4				

AS 9	39 + 32 71	47 + 45 92	18 +29 47	27 +34 61
4				
AS 10	60 -23 37	51 -26 25	83 -18 65	25 -17 8
4				
AS 11	367 +224 591	327 +247 574	465 +785 1,250	757 +666 1,423
4				
AS 12	526 -238 288	711 -199 512	391 -165 226	320 -261 59
1 4				

AS 13

For each sentence, write T or F to show if it is True or False:

8+3 = 0 ___F___

3 + 5 + 6 < 2 + 4 + 5 ___F___

Use =, >, or < and other symbols to those number

AS 10

60	51	83	25
-23	-26	-18	-17
37	25	65	8

4

AS 11

367	327	465	757
+224	+247	+785	+666
591	574	1,250	1,423

4

AS 12

526	711	391	320
-238	-199	-165	-261
288	512	226	59

4

AS 13

For each sentence, write T or F to show if it is True or False:

$8+3 = 0$ F

$3+5+6 < 2+4+5$ F

Use =, >, or < and other symbols (+ or -) to write these number sentences:

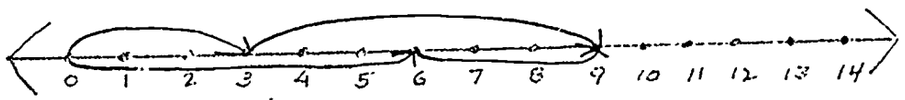
6 ▫ 3 is greater than 7 $6+3>$

The sum of 11 and 37 is 48 $11+37=48$

4

AS 14 Show each pair of equations on the number line:

$3 + 6 = 9$ $\quad$ $6 + 3 = 9$



Complete the equations:

$4+2 = 4+(1+1)$
$= (4+\underline{1}\,)+1$
$= \underline{5}\,+1$
$= \underline{6}$

$21+5 = (20+1)+5$
$= 20+(\underline{1}\,+5)$
$= 20+\underline{6}$
$= \underline{26}$

4

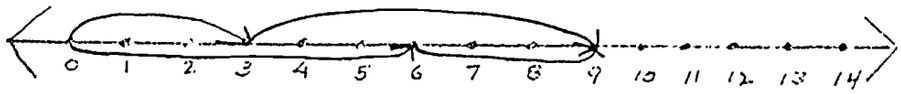
AS 15 Watch the signs!!

\$ .36	\$5.69	\$3.42	\$2.08
+ .02	+3.26	-1.95	- .79
\$ .88	\$8.95	\$1.47	\$1.29

4

AS 16 Base 5

4	13	22	434



Complete the equations:

$4+2 = 4+(1+1)$
$= (4+\underline{1}\,)+1$
$= \underline{5}\,+1$
$= \underline{6}$

$21+5 = (20+1)+5$
$= 20+(\underline{1}\,+5)$
$= 20+\underline{6}$
$= \underline{26}$

4

AS 15 Watch the signs!!

\$ .86	\$5.69	\$3.42	\$2.08
+ .02	+3.26	-1.95	- .79
\$ .88	\$8.95	\$1.47	\$1.29

4

AS 16 Base 5

4	13	22	434
+ 3	+ 2	+34	+344
7	15	56	778

4

Name _____
Team
Teacher _____
Date _____

ADDITION-SUBTRACTION POST-TEST FORM B

AS 1 Write a family of facts for this set of two addends and a sum:

{3 5 2}

_____

_____

_____

_____

4

AS 2

5	4	3	9	5	8
+3	+5	+7	+1	+2	+2
4	8	5	3	10	6
+3	+1	+1	+3	+0	+2
2	10	8	3	9	10

AS 1 Write a family of facts for this set of two addends and a sum:

{3 5 2}

4

AS 2

5	4	3	9	5	8
+3	+5	+7	+1	+2	+2
4	8	5	3	10	6
+3	+1	+1	+3	+0	+2
2	10	8	3	9	10
+7	+2	-5	-2	-4	-8
7	8	8	8	5	6
-2	-4	-2	-6	-3	-3
3	9	6	9	7	4
-1	-2	-2	-3	-4	-3

30

AS 3

2	3	1	3
4	6	5	3
+3	+1	+2	+1

4

ADDITION-SUBTRACTION POST-TEST FORM B

AS 4 Watch the signs!

9	9	5	7	9	8
+9	+5	+6	+5	+8	+6
9	9	8	6	7	5
+7	+2	+8	+6	+4	+8
8	8	7	12	11	12
+7	+4	+6	-7	-4	-5
15	14	13	18	12	14
-7	-6	-6	-9	-8	-5
17	12	15	16	14	12
-8	-6	-6	-7	-7	-3

30

AS 5

14	73	36	69
+2	+5	-3	-4

4

AS 6

40	70	80	30
+30	+20	-20	-30

9	9	8	6	7	5
+7	+2	+8	+6	+4	+8
8	8	7	12	11	12
+7	+4	+6	-7	-4	-5
15	14	13	18	12	14
-7	-6	-6	-9	-8	-5
17	12	15	16	14	12
-8	-6	-6	-7	-7	-3

30

AS 5

14	73	36	69
+2	+5	-3	-4

4

AS 6

40	70	80	30
+30	+20	-20	-30

4

AS 7

68	27	89	46
+20	+52	-32	-23

4

AS 8

126	262	659	967
+343	+436	-352	-532

4

AS 9

26	26	63	57
+58	+17	+39	+36

4

ADDITION-SUBTRACTION POST-TEST FORM B

AS 10

60	64	87	65
-16	-38	-48	-57

___
4

AS 11

368	267	458	395
+ 459	+476	+ 376	+807

___
4

AS 13 For each sentence, write T or F to show if it True or False:

___ 6+3 = 11 Answer: _____

___ 3+4+5 < 6+2+4 Answer: _____

Use +, >, or < and other symbols (+ or -) to write the number sentences:

7 and 4 is greater than 10: _____

The sum of 10 and 24 is 34: _____

___
4

AS 14 Show each pair of equations on the number line:

5 + 8 = 13 8 + 5 = 13

4

AS 11

368	267	458	395
+ 459	+476	+ 376	+807

4

AS 13 For each sentence, write T or F to show if it True or False:

___ 6+3 = 11 Answer: _____

___ 3+4+5 < 6+2+4 Answer: _____

Use +, >, or < and other symbols (+ or -) to write the number sentences:

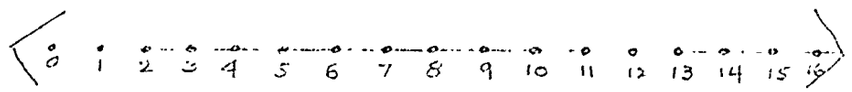
7 and 4 is greater than 10: _____

The sum of 10 and 24 is 34: _____

4

AS 14 Show each pair of equations on the number line:

5 + 8 = 13 8 + 5 = 13



Complete the equations:

6+5 = 6+(3+2)
= (6+__)+2
= __+2
= ____

24+3 = (20+4)+3
= 20+ (__+3)
= 20 + ___
= ____

4

ADDITION-SUBTRACTION POST-TEST FORM B

AS 15		$.05 +.95	$4.13 +3.49	$2.64 -1.95	$2.08 - .69
	4				
AS 16	Base 5	4 +3	13 + 2	22 +34	434 +324
	4				

KEY

Name _____

Team _____

Teacher _____

Date _____

ADDITION-SUBTRACTION POST-TEST FORM B

AS 1 | Write a family of facts for this set of two addends and a sum:

{3 5 2}

3 + 2 = 5

2 + 3 = 5

5 - 3 = 2

5 - 2 = 3

4

AS 2

5	4	3	9	5	8
+3	+5	+7	+1	+2	+2
8	9	10	10	7	10
4	8	5	3	10	6
+3	+1	+1	+3	+0	+2
7	9	6	6	10	8

AS 1

Write a family of facts for this set of two addends and a sum:

{3, 5, 2}

3 + 2 = 5

2 + 3 = 5

5 − 3 = 2

5 − 2 = 3

4

AS 2

5	4	3	9	5	8
+3	+5	+7	+1	+2	+2
8	9	10	10	7	10
4	8	5	3	10	6
+3	+1	+1	+3	+0	+2
7	9	6	6	10	8
2	10	8	3	9	10
+7	+2	−5	−2	−4	−8
9	12	3	1	5	2
7	8	8	8	5	6
−2	−4	−2	−6	−3	−3
5	4	6	2	2	3
3	9	6	9	7	4
−1	−2	−2	−3	−4	−3
2	7	4	6	3	1

30

AS 3

2	3	1	3
4	6	5	3
+3	+1	+2	+1
9	10	8	7

4

ADDITION-SUBTRACTION POST-TEST FORM B

AS 4 Watch the signs!

9	9	5	7	9	8
+9	+5	+6	+5	+8	+6
18	14	11	12	17	14
9	9	8	6	7	5
+7	+2	+8	+6	+4	+8
16	11	16	12	11	13
8	8	7	12	11	12
+7	+4	+6	-7	-4	-5
15	12	13	5	7	7
15	14	13	18	12	14
-7	-6	-6	-9	-8	-5
8	8	7	9	4	9
17	12	15	16	14	12
-8	-6	-6	-7	-7	-3
9	6	9	9	7	9

30

AS 5

14	73	36	69
+2	+5	-3	-4
16	78	33	65

14

AS 6

40	70	80	30
+30	+20	-20	-30
70	90	60	0

	18	14	11	12	17	14
	9	9	8	6	7	5
	+7	+2	+8	+6	+4	+8
	16	11	16	12	11	13
	8	8	7	12	11	12
	+7	+4	+6	-7	-4	-5
	15	12	13	5	7	7
	15	14	13	18	12	14
	-7	-6	-6	-9	-8	-5
	8	8	7	9	4	9
	17	12	15	16	14	12
	-8	-6	-6	-7	-7	-3
___	9	6	9	9	7	9
30						

AS 5	14	73	36	69
	+2	+5	-3	-4
	16	78	33	65
___				
4				

AS 6	40	70	80	30
	+30	+20	-20	-30
	70	90	60	0
___				
4				

AS 7	68	27	89	46
	+20	+52	-32	-23
___	88	79	57	23
4				

AS 8	126	262	659	967
	+343	+436	-352	-532
___	469	698	307	435
4				

AS 9	26	26	63	57
	+58	+17	+39	+36
	84	43	102	93
___				
4				

ADDITION-SUBTRACTION POST-TEST FORM B

AS 10

60	64	87	65
-16	-38	-48	-57
44	26	39	8

4

AS 11

368	267	458	395
+ 459	+476	+ 376	+807
827	743	834	1,202

4

AS 13 For each sentence, write T or F to show if it True or False:

___ 6+3 = 11 Answer: F

___ 3+4+5 < 6+2+4 Answer: F

Use +, >, or < and other symbols (+ or -) to write the number sentences:

7 and 4 is greater than 10: 7+4>10

The sum of 10 and 24 is 34: 10+24=34

4

AS.14 Show each pair of equations on the number line:

4

AS 11

368	267	458	395
+ 459	+ 476	+ 376	+ 807
827	743	834	1,202

4

AS 13 For each sentence, write T or F to show if it True or False:

___ 6+3 = 11 Answer: F

___ 3+4+5 < 6+2+4 Answer: F

Use +, >, or < and other symbols (+ or -) to write the number sentences:

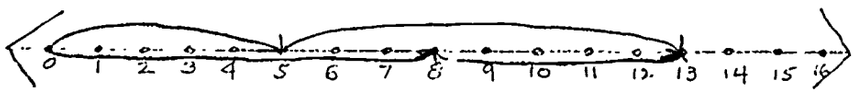
7 and 4 is greater than 10: 7+4>10

The sum of 10 and 24 is 34: 10+24=34

4

AS 14 Show each pair of equations on the number line:

5 + 8 = 13 8 + 5 = 13



Complete the equations:

6+5 = 6+(3+2)
= (6+3)+2
= 9+2
= 11

24+3 = (20+4)+3
= 20+(4+3)
= 20 + 7
= 27

4

ADDITION-SUBTRACTION POST-TEST FORM B

AS 15	$.05 +.95 $1.00	$4.13 +3.49 $7.62	$2.64 -1.95 $ .69	$2.08 - .69 $1.39	
4					
AS 16	Base 5	4 +3 7	13 + 2 15	22 +34 56	434 +324 758
4					

NAME: _____

TEAM _____ TIME _____

TEACHER _____

FORM A or B (Circle one.)

MULTIPLICATION OPERATIONS

	Pre-Test	Program	Post-Test	Comments
M1 Multiplication Facts 1-6	___/18		___/18	
M2 Multiplication Facts 7-9	___/18		___/18	
M3 1 digit times 2, 3, 4 digits no regrouping	___/4		___/4	
M4 One digit times 2, 3, 4 digits with regrouping	___/4		___/4	
M5 Two digit times 2, 3, 4 digits with regrouping	___/4		___/4	

M1 Multiplication Facts 1-6	18		18	
M2 Multiplication Facts 7-9	18		18	
M3 1 digit times 2, 3, 4 digits no regrouping	4		4	
M4 One digit times 2, 3, 4 digits with regrouping	4		4	
M5 Two digit times 2, 3, 4 digits with regrouping	4		4	
M6 Multiply with zeros	4		4	
M7 Story problems	4		4	
Supplimentary Works				

Name _____

Team _____

Teacher _____

Date _____

MULTIPLICATION PRE-TEST FORM B

M 1

6 X4	5 X5	5 X2	6 X5	3 X3	6 X3	2 X3	4 X 2
3 X4	5 X3	5 X4	2 X2	7 X4	5 X0	6 X6	4 X4
			7 X5	1 X6			

18

M 2

2 X8	5 X8	2 X9	4 X8	9 X7	8 X9	8 X7	6 X9
7 X3	9 X9	6 X7	8 X6	2 X7	8 X8	9 X5	7 X7
			3 X9	6 X7			

18

M 3

24 X2	23 X3	231 X 3	1212 X 4

M 1	6 X4	5 X5	5 X2	6 X5	3 X3	6 X3	2 X3	4 X 2
	3 X4	5 X3	5 X4	2 X2	7 X4	5 X0	6 X6	4 X4
				7 X5	1 X6			
18								

M 2	2 X8	5 X8	2 X9	4 X8	9 X7	8 X9	8 X7	6 X9
	7 X3	9 X9	6 X7	8 X6	2 X7	8 X8	9 X5	7 X7
				3 X9	6 X7			
18								

M 3	24 X2	23 X3	231 X 3	1212 X 4
4				

M 4	34 X6	27 X4	139 X 5	2456 X 3
4				

M 5	52 X64	29 X37	863 X45	9756 X 24
4				

M 6	70 X8	246 X30	509 X74	2040 X305
4				

M 7

1. If there are 5 nickels in one quarter, how many nickels are in 4 quarters?

   (Show your work)

   Answer

   ____

2. On a trip, Mr. Jones traveled 95 miles each day. How many miles did he travel in 3 days?

   (Show your work)

   Answer

   ____

3. Kim helps Mrs. Sims. She earns $1.25 per hour. How much will

4

M 6

70	246	509	2040
X8	X30	X74	X305

4

M 7

1. If there are 5 nickels in one quarter, how many nickels are in 4 quarters?

(Show your work)

Answer

---

2. On a trip, Mr. Jones traveled 95 miles each day. How many miles did he travel in 3 days?

(Show your work)

Answer

---

3. Kim helps Mrs. Sims. She earns $1.25 per hour. How much will she earn in 4 hours?

(Show your work)

Answer

---

4. There are 52 weeks in one year. How many weeks are in 12 years?

(Show your work)

Answer

4

KEY

Name _____

Team _____

Teacher _____

Date _____

MULTIPLICATION PRE-TEST FORM B

M 1

6 X4 = 24	5 X5 = 25	5 X2 = 10	6 X5 = 30	3 X3 = 9	6 X3 = 18	2 X3 = 6	4 X2 = 8
3 X4 = 12	5 X3 = 15	5 X4 = 20	2 X2 = 4	7 X4 = 28	5 X0 = 0	6 X6 = 36	4 X4 = 16
			7 X5 = 35	7 X6 = 6			

18

M 2

2 X8 = 16	5 X8 = 40	2 X9 = 18	4 X8 = 32	9 X7 = 63	8 X9 = 72	8 X7 = 56	6 X9 = 54
7 X3 = 21	9 X9 = 81	6 X7 = 42	8 X6 = 48	2 X7 = 14	8 X8 = 64	9 X5 = 45	7 X7 = 49
			3 X9 = 27	6 X7 = 42			

18

M 3

24	23 X2	231 X 3	1212 X 4	

M 1

6	5	5	6	3	6	2	4
X4	X5	X2	X5	X3	X3	X3	X 2
24	25	10	30	9	18	6	8
3	5	5	2	7	5	6	4
X4	X3	X4	X2	X4	X0	X6	X4
12	15	20	4	28	0	36	16
			7	1			
			X5	X6			
			35	6			

18

M 2

2	5	2	4	9	8	8	6
X8	X8	X9	X8	X7	X9	X7	X9
16	40	18	32	63	72	56	54
7	9	6	8	2	8	9	7
X3	X9	X7	X6	X7	X8	X5	X7
21	81	42	48	14	64	45	49
			3	6			
			X9	X7			
			27	42			

18

M 3

24	23	231	1212
X2	X3	X 3	X 4
48	69	693	4,848

4

M 4

34	27	139	2456
X6	X4	X 5	X 3
204	108	695	7,368

4

M 5	52 X64 208 312 3328	29 X37 203 87 1,073	863 X45 4315 3452 38,835	9756 X 24 39024 19512 234,144
4				
M 6	70 X8 560	246 X30 7,380	509 X74 2036 3563 37,666	2040 X305 10200 61200 622,200
4				

M 7

1. If there are 5 nickels in one quarter, how many nickels are in 4 quarters?

(Show your work)

Answer

20

2. On a trip, Mr. Jones traveled 95 miles each day. How many miles did he travel in 3 days?

(Show your work)

Answer

285

3. Kim helps Mrs. Sims. She earns

3

Name _____
Team _____
Teacher _____
Date _____

FRACTIONS PRE-TEST UNIT III FCF'S A & B

F 10 Complete these:

3/9	1/4	5/6	6/7
+ 2/9	+ 2/4	- 3/6	- 2/7

___
4

F 11 Rewrite these fractions as a mixed fraction:

8/5 = ____ 7/3 = ____ 18/8 = ____

___
3

F 12 Complete the number sentences. Write > or < or = in each circle

1/2 ◯ 1/3 4/7 ◯ 8/14 2/3 ◯ 2/7

___
3

F 13 Complete each set of equivalent fractions: (Beware!)

1/2 2/4 =/12 =/16 =/18 =/20

=/3 4/6 =/18 =/12 =/18 14/21

F 10 Complete these:

3/9	1/4	5/6	6/7
+ 2/9	+ 2/4	- 3/6	- 2/7

4

F 11 Rewrite these fractions as a mixed fraction:

8/5 = ____ 7/3 = ____ 18/8 = ____

3

F 12 Complete the number sentences. Write > or < or = in each circle

1/2 ◯ 1/3 4/7 ◯ 8/14 2/3 ◯ 2/7

3

F 13 Complete each set of equivalent fractions: (Beware!)

1/2 2/4 /12 /16 /18 /20

2/3 4/6 /9 /12 /18 14/21

8

F 14 Name the sum and/or difference:

1/3	4/7	8/9	7/12
+2/6	+3/4	-2/3	-1/4

4

FRACTIONS PRE-TEST UNIT III FORMS A & B

F 15 Name the sum and/or difference:

4 1/3	1 7/10	10 4/7	9 4/12
+1 2/9	+4 3/5	- 2 1/5	-4 4/6

4

KEY

Name _____
Team _____
Teacher _____
Date _____

FRACTIONS PRE-TEST UNIT III FORMS A & B

F 10 Complete these:

3/9	1/4	5/6	6/7
+ 2/9	+ 2/4	- 3/6	- 2/7
5/9	3/4	2/6 (1/3)	4/7

___ / 4

F 11 Rewrite these fractions as a mixed fraction:

8/5 = 1 3/5 7/3 = 2 1/3 18/8 = 2 2/8 (2 1/4)

___ / 3

F 12 Complete the number sentences. Write > or < or = in each circle

1/2 (>) 1/3 4/7 (=) 8/14 2/3 (=) 2/7

___ / 3

F 10 Complete these:

3/9	1/4	5/6	6/7
+ 2/9	+ 2/4	- 3/6	- 2/7
5/9	3/4	2/6 (1/3)	4/7

___/4

F 11 Rewrite these fractions as a mixed fraction:

8/5 = 1 3/5 7/3 = 2 1/3 18/8 = 2 2/8 (= 2 1/4)

___/3

F 12 Complete the number sentences. Write > or < or = in each circle

1/2 (>) 1/3 4/7 (=) 8/14 2/3 (=) 2/7

___/3

F 13 Complete each set of equivalent fractions: (Beware!)

{1/2 2/4} {6/12 3/16} {9/18 10/20}

{2/3 4/6} {6/9 8/12} {12/18 14/21}

___/8

F 14 Name the sum and/or difference:

1/3	4/7	8/9	7/12
+2/6	+3/4	-2/3	-1/4
2/3	1 7/28	2/9	1/3

___/4

FRACTIONS PRE-TEST UNIT III FORMS A & B

F 15 Name the sum and/or difference:

4 1/3	1 7/10	10 4/7	9 4/12
+1 2/9	+4 3/5	- 2 1/5	-4 4/6
---	---	---	---
4	$5\frac{5}{9}$	$5\frac{13}{10}$	$8\frac{13}{35}$	$4\frac{1}{2}$

Name _____

Team _____

Teacher _____

Date _____

FRACTION POST - TEST - UNIT III FORM A

F. 10 Complete these:

6/9	3/4	6/6	8/7
+ 2/9	+ 2/4	-3/6	-1/7

4

F 11 Rewrite these fractions as a mixed fraction:

7/5 = 6/4 = 18/8 =

3

12 Complete the number sentences. Write > or < or = in each circle:

2/3 ◯ 2/7 ‖ 4/7 ◯ 8/14 ‖ 1/2 ◯ 1/3

3

FRACTION POST - TEST - UNIT III FORM A

F. 10 Complete these:

6/9	3/4	6/6	8/7
+ 2/9	+ 2/4	-3/6	-1/7

4

F 11 Rewrite these fractions as a mixed fraction:

7/5 = 6/4 = 18/8 =

3

F 12 Complete the number sentences. Write > or < in each circle:

2/3 ◯ 2/7 ‖ 4/7 ◯ 8/14 ‖ 1/2 ◯ 1/3

3

F 13 Complete each set of equivalent fractions:
Beware!!

{1/2 2/4} {6/12 8/16} {9/18 10/20}

{2/3 4/6} {6/9 8/12} {12/18 14/21}

8

F 14 Name the sum or difference:

4/7	1/3	7/12	8/9
+3/4	+ 2/6	-1/4	- 2/3

4

FRACTION POST-TEST - UNIT III FORM A

F 15

$1\frac{2}{9} + 4\frac{1}{3}$

$4\frac{3}{5} + 1\frac{7}{10}$

$10\frac{4}{7} - 2\frac{1}{5}$

$9\frac{4}{12} - 4\frac{4}{6}$

4

KEY

Name _____
Team _____
Teacher _____
Date _____

FRACTION POST - TEST - UNIT III FORM A

F. 10 Complete these:

6/9	3/4	6/6	8/7
+ 2/9	+ 2/4	- 3/6	- 1/7
8/9	5/4	3/6	7/7 = 1

4

F 11 Rewrite these fractions as a mixed fraction:

7/5 = 1 2/5 6/4 = 1 2/4 = 1 1/2 18/8 = 2 2/3 = 2 1/4

3

I 12 Complete the number sentences. Write > or < or = in each circle:

2/3 (>) 2/7 | 4/7 (=) 8/14 | 1/2 (>) 1/3

3

I 13 Complete each set of equivalent fractions:

Beware!!

FRACTION POST - TEST - UNIT III FORM A

F. 10 Complete these:

6/9	3/4	6/6	8/7
+ 2/9	+ 2/4	- 3/6	- 1/7
8/9	5/4	3/6	7/7 = 1

4

F 11 Rewrite these fractions as a mixed fraction:

7/5 = 1 2/5 6/4 = 1 2/4 = 1 1/2 18/8 = 2 2/3 = 2 1/4

3

I 12 Complete the number sentences. Write > or < or = in each circle:

2/3 (>) 2/7 ‖ 4/7 (=) 8/14 ‖ 1/2 (>) 1/3

3

F 13 Complete each set of equivalent fractions:

Beware!!

{1/2 2/4} {6/12 3/16} {9/18 15/20}

{2/3 4/6} {6/9 8/12} {12/18 14/21}

8

F 14 Name the sum or difference:

4/7	1/3	7/12	8/9
+ 3/4	+ 2/6	- 1/4	- 2/3
37/28 = 1 9/28	4/6 = 2/3	4/12 = 1/3	2/9

4

FRACTION POST-TEST - UNIT III FORM A

F 15

$1\frac{2}{9} = \frac{2}{9}$

$+ 4\frac{1}{3} = \frac{3}{9}$

$5\frac{5}{9}$

$4\frac{3}{5} = \frac{6}{10}$

$+ 1\frac{7}{10} = \frac{7}{10}$

$5\frac{13}{10}$

$10\frac{4}{7} = \frac{20}{35}$

$- 2\frac{1}{5} = \frac{7}{35}$

$8\frac{13}{35}$

$9\frac{4}{12} = 9\frac{1}{3}$

$- 4\frac{4}{6} = 4\frac{2}{3}$

$4\frac{1}{2}$

11

FORM B

NAME _____

TEAM _____ TEACHER _____

DATE _____

FORM A or B (circle one)

SETS

	Pre-Test	Program	Post-Test	Comment
S1 Listing and describing sets	___ / 2		___ / 2	
S2 Braces	___ / 1		___ / 1	
S3 Equivalent sets	___ / 2		___ / 2	
S4 Equal sets	___ / 1		___ / 1	
S5 Empty sets	___ / 1		___ / 1	
S6 Cardinal numbers	___ / 1		___ / 1	
S7 Sub-sets	___ / 2		___ / 2	
S8 Universal sets	___ / 2		___ / 2	

S1 L sting and describing sets	— 2		— 2	
S2 B aces	— 1		— 1	
S3 Equivalent sets	— 2		— 2	
S4 Equal sets	— 1		— 1	
S5 E pty sets	— 1		— 1	
S6 C rdinal numbers	— 1		— 1	
S7 Sub-sets	— 2		— 2	
S8 U iversal sets	— 2		— 2	
S9 Number patterns	— 3		— 3	
S10 P ints	— 3		— 3	
S11 Finite and Infinite	— 3		— 3	
Supplementary work				

Name____
Team____
Teacher____
Date____

SETS PRETEST FORM B

S1 1. Show the set by listing the objects in it.

The first 5 letters in the alphabet:

_____

2. Show the set by describing the objects in it: {peas, beans, corn, spinach}

_____

2

S2 Use the correct symbols to show these things are a set:

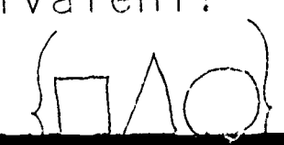
_____

1

S3 1.

Are these two sets equivalent?

_____



S1 1. Show the set by listing the objects in it.

The first 5 letters in the alphabet:

---

2. Show the set by describing the objects in it: {peas, beans, corn, spinach}

2

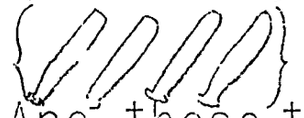
S2 Use the correct symbols to show these things are a set:

1

S3 1.

Are these two sets equivalent?

Yes or No

2. 

{a b c d e}

Are these two sets equivalent?

2

Yes or No

S4

SETS

{◇ □ ○} {○ □ ◇}

Are these two sets equal? _____
Yes or No

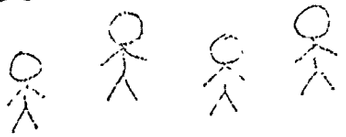
S5

The set of all elephants in the classroom is an _____
equal, empty, equivalen

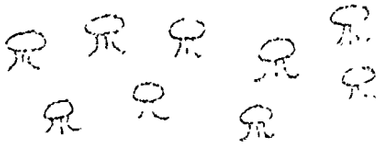
set.

S6

Name the cardinal number for each set:



n (A) = ____



n (H) = ____

S7

Here is a set of letters from the alphabet: e, a, k, b, x, i, z, o, u, m, d

1. List the subset letters that are vowels.

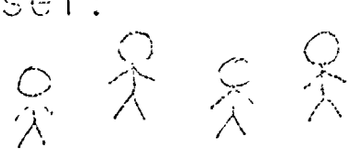
___ ___ ___ ___ ___

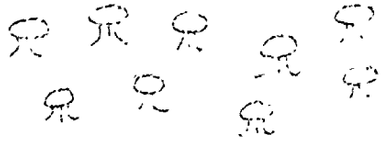
2. List the subset letters that

S5 The set of all consonants in the classroom is an _____
equal, empty, equivalent
set.

1

S6 Name the cardinal number for each set:





n (A) = ____ n (H) = ____

1

S7 Here is a set of letters from the alphabet: e, a, k, b, x, i, z, o, u, m, d

1. List the subset letters that are vowels.

--- --- --- --- ---

2. List the subset letters that are not vowels.

--- --- --- --- --- ---

2

S8 1. Name the universal set for:
a, b, c, d _____

2. If the universal set is 6, how would you show 9?

2

_____

SETS

S9

1. Complete these number pairs by filling in the blank spaces:

+	1	2	3	4	5
2	3				

2. Find the missing numbers:

(1,2) (2,3) (3, __) (4,5)

(__, 6) (6, ___)

___
3

S10

Name the points inside this square: ____

Name the points on this square: ____

Name the points outside this square: ____

___
3

S11

Tell if the set is finite or infinite:

1. The words in this sentence.

_____

2. The stories that can be read.

_____

3. The numbers greater than 100.

_____

___
3

Name_____
Team_____
Teacher_____
Date_____

KEY

SETS PRETEST FORM B

S1 | 1. Show the set by listing the objects in it.

The first 5 letters in the alphabet:

{a, b, c, d, e}

2. Show the set by describing the objects in it: {peas, beans, corn, spinach}

vegetables

2

S2 Use the correct symbols to show these things are a set:

♡ ♡ ♡ {♡ ♡ ♡}

1

S3 1.

Are these two sets equivalent?

yes {□△○}

S1 1. Show the set by listing the objects in it.

The first 5 letters in the alphabet:

{a, b, c, d, e}

2. Show the set by describing the objects in it: {peas, beans, corn, spinach}

vegetables

___
2

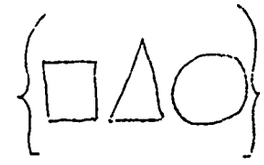
S2 Use the correct symbols to show these things are a set:

♡ ♡ ♡ {♡ ♡ ♡}

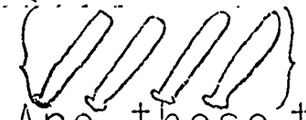
___
1

S3 1.

Are these two sets equivalent?

yes 

Yes or No

2.  {a b c d e}

Are these two sets equivalent?

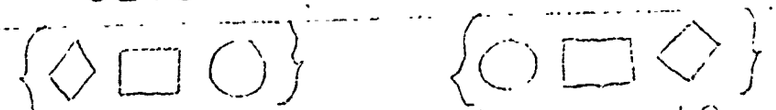
___
2

no

Yes or No

SETS PRETEST

S4



Are these two sets equal? yes
Yes or No

1

S5

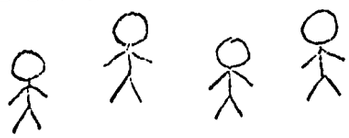
The set of all elephants in the classroom is an _____
equal, empty, equivalen.

set.

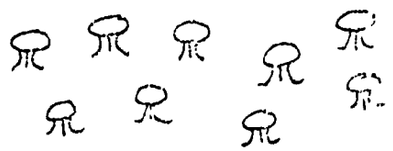
1

S6

Name the cardinal number for each set:



n (A) = 4



n (H) = 9

1

S7

Here is a set of letters from the alphabet: e, a, k, b, x, i, z, o, u, m, d

1. List the subset letters that are vowels.

a e i o u

2. List the subset letters that

1

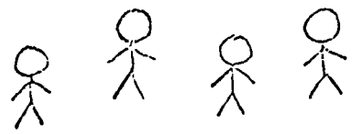
S5

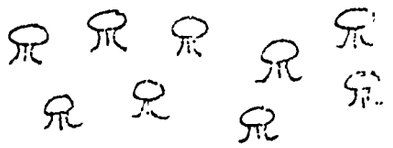
The set of all elephants in the classroom is an _____ equal, empty, equivalen set.

1

S6

Name the cardinal number for each set:





n (A) = 4 n (H) = 9

1

S7

Here is a set of letters from the alphabet: e, a, k, b, x, i, z, o, u, m, d

1. List the subset letters that are vowels.

a e i o u

2. List the subset letters that are not vowels.

k b x z d m

2

S8

1. Name the universal set for:
   a, b, c, d _____
2. If the universal set is 6, how would you show 9?

_____

2

SETS PRETEST

S9

1. Complete these number patterns by filling in the blank spaces:

+	1	2	3	4	5
2	3	4	5	6	7

2. Find the missing numbers:

(1,2) (2,3) (3, 4) (4,5)

(5, 6) (6, 7)

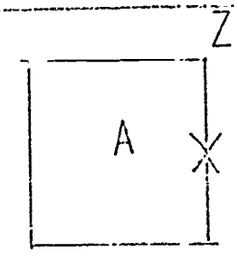
3

S10

Name the points inside this square: A

Name the points on this square: X

Name the points outside this square: Z



3

S11

Tell if the set is finite or infinite:

1. The words in this sentence.

finite

2. The stories that can be read.

infinite

3. The numbers greater than 100.

infinite

3

3

Name_____
Team_____
Teacher_____
Date_____

SETS POST-TEST FORM B

S 1

Show the set by listing the objects in it.

1. The last 4 letters of the alphabet:

{_____}

Show the set by describing the objects in it:

2. {bananas, oranges, apples, pears, grapes and plums}

_____

2

S 2

Use the correct symbols to show these things are a set:

1

S 3

1. Are these 2 sets equivalent? _____ Yes or No

S 1

Show the set by listing the objects in it.

1. The last 4 letters of the alphabet:

{ _____ }

Show the set by describing the objects in it:

2. { bananas, oranges, apples, pears, grapes and plums }

_____

2

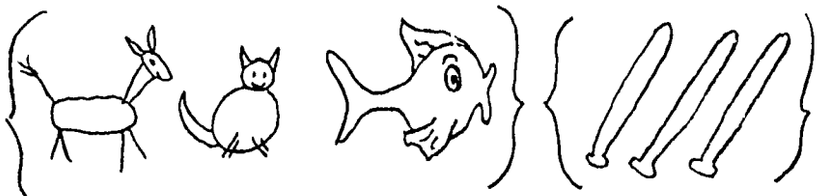
S 2

Use the correct symbols to show these things are a set:

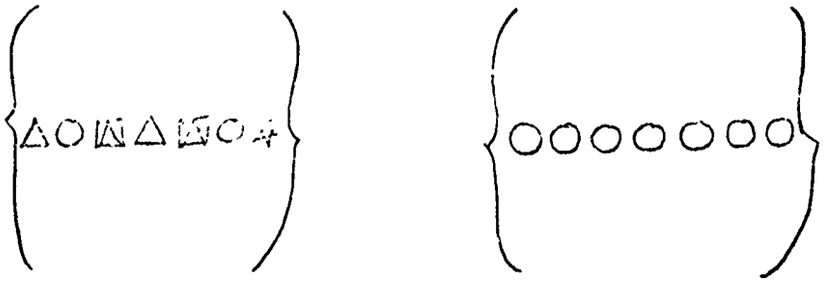
1

S 3

1. Are these 2 sets equivalent? _____ Yes or No



2. Are these 2 sets equivalent? _____ Yes or No



2

SETS POST-TEST

S4 ____

(spring, summer) (summer, rain)
(fall, winter) (winter, spring)

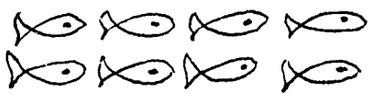
Are these two sets equal? _____
Yes or No

S5 ____

The set of all girls who are two inches tall is an _____ set.
(equal, equivalent, empty)

S6 ____

Name the cardinal number for each set:



n (A) = _____ n (H) = _____

S7

Here is a set of letters from the alphabet:

(m, e, u, a, k, b, x, i, z, o, v, d)

1. List the subset letters that are vowels:

___ ___ ___ ___ ___

2. List the subset letters that are

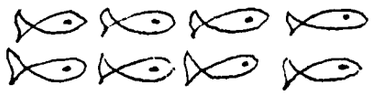
Yes or No

1

S5 The set of all girls who are two inches tall is an _____ set.
(equal, equivalent, empty)

1

S6 Name the cardinal number for each set:



n (A) = _____ n (H) = _____

1

S7 Here is a set of letters from the alphabet:

(m, e, u, a, k, b, x, i, z, o, v, d)

1. List the subset letters that are vowels:

--- --- --- --- ---

2. List the subset letters that are not vowels:

--- --- --- --- --- --- ---

2

S8 1. Name the universal set for (1, 3, 5, 7, 9) _____

2. If the universal set is 20, how would you show 25? _____

2

SETS POST-TEST

S9

1. Complete these number patterns by filling in the blank spaces:

+	1	2	3	4	5
5	6				

2. Find the missing numbers:

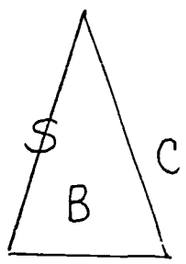
(___, 3) (3, 6) (6, ___)

(9, 12) (___, 15) (15, ___)

___/3

S10

1. Name the points inside the triangle ____
2. Name the points on the triangle ____
3. Name the points outside the triangle ____



___/3

S11

Tell if the set is finite or infinite:

1. Number greater than 20: _____
2. The students in Pueblo School today. _____
3. The grains of sand on our earth. _____

___/3

KEY

Name_____
Team_____
Teacher_____
Date_____

SETS POST-TEST FORM B

S 1

Show the set by listing the objects in it.

1. The last 4 letters of the alphabet:

{w, x, y, z}

Show the set by describing the objects in it:

2. {bananas, oranges, apples, pears, grapes and plums}

fruit

2

S 2

Use the correct symbols to show these things are a set:

{ ☺ ☺ ☺ ☺ ☺ }

1

S 3

1. Are these 2 sets equivalent? yes
Yes or No

(🐰 🐱 🐶) (/ / /)

S 1

Show the set by listing the objects in it.

1. The last 4 letters of the alphabet:

{w, x, y, z}

Show the set by describing the objects in it:

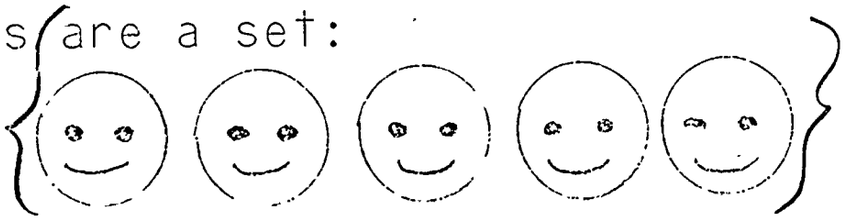
2. {bananas, oranges, apples, pears, grapes and plums}

fruit

2

S 2

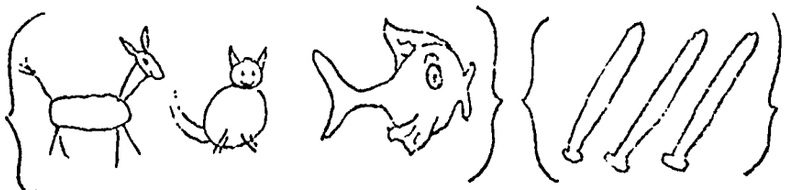
Use the correct symbols to show these things are a set:



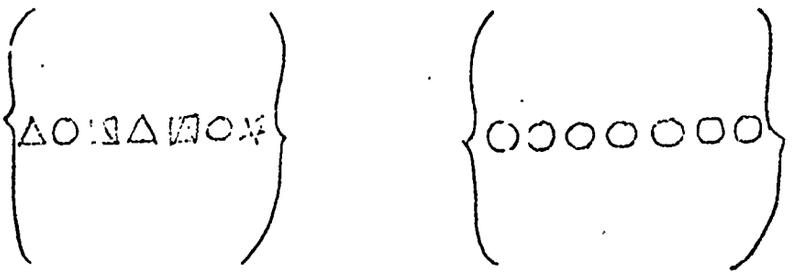
1

S 3

1. Are these 2 sets equivalent? yes
Yes or No



2. Are these 2 sets equivalent? yes
Yes or No



2

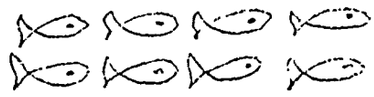
SETS TEST-TEST

S4 (spring, summer) (summer, rain)
(fall, winter) (winter, spring)

Are these two sets equal? no
Yes or No

S5 The set of all girls who are two inches tall is an empty set.
(equal, equivalent, empty)

S6 Name the cardinal number for each set:



n (A) = 3 n (H) = 8

S7 Here is a set of letters from the alphabet:

(m, e, u, a, k, b, x, i, z, o, v, d)

1. List the subset letters that are vowels:

a e i o u

2. List the subset letters that are not vowels:

m k b x z v d

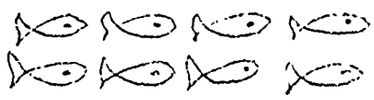
Yes or No

1

S5 The set of all girls who are two inches tall is an _____empty_____ set.
(equal, equivalent, empty)

1

S6 Name the cardinal number for each set:



n (A) = __3__ n (H) = __8__

1

S7 Here is a set of letters from the alphabet:

(m, e, u, a, k, b, x, i, z, o, v, d)

1. List the subset letters that <u>are</u> vowels:

_a_ _e_ _i_ _o_ _u_

2. List the subset letters that are <u>not</u> vowels:

_m_ _k_ _b_ _x_ _z_ _v_ _d_

2

S8 1. Name the universal set for (1, 3, 5, 7, 9) _add numbers

2. If the universal set is 20, how would you show 25? _outside the brackets

---
2

SETS POST-TEST

S9

1. Complete these number patterns by filling in the blank spaces:

+	1	2	3	4	5
5	6	7	8	9	10

2. Find the missing numbers:

(_0_, 3) (3, 6) (6, _9_)

(9, 12) (_12_, 15) (15, _18_)

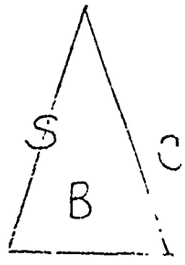
____
3

S10

1. Name the points inside the triangle _B_

2. Name the points on the triangle _S_

3. Name the points outside the triangle _C_



____
3

S11

Tell if the set is finite or infinite:

1. Number greater than 20: _finite_

2. The students in Pueblo School today. _finite_

+	1	2	3	4	5
5	6	7	8	9	10

2. Find the missing numbers:

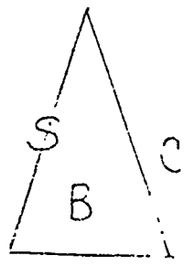
(0 , 3) (3, 6) (6, 9)

(9, 12) (12 ,15) (15, 18)

3

S10

1. Name the points inside the triangle B
2. Name the points on the triangle S
3. Name the points outside the triangle C



3

S11

Tell if the set is finite or infinite:

1. Number greater than 20: finite
2. The students in Pueblo School today. finite
3. The grains of sand on our earth. finite

3

Name_____

Team_____

Teacher_____

Date_____

FORM A or B (Circle one)

PLACE VALUE

	Pre-Test	Program	Post-Test	Comment
P.V. 1 Concept of 10	___/6		___/6	
P.V. 2 Comparisons Renaming 1's, 10's. 100's	___/6		___/6	
P.V. 3 Comparisons Renaming 1000's, 10,000's, 100,000	___/6		___/6	
P.V. 4 Renaming millions and billions	___/7		___/7	
P.V. 5 Writing numbers 1 to 1 million	___/6		___/6	
Supplementary Work				
Supplementary Work				

NAME _____

TEACHER & TEAM _____

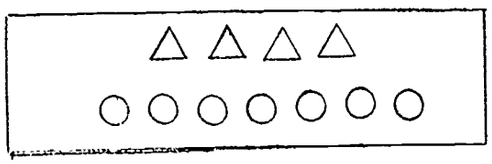
DATE _____

Place Value PRE-test Form B

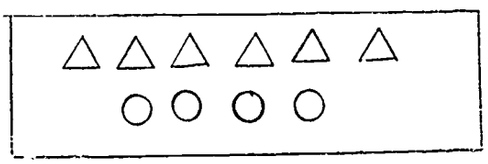
PV 1
(1)

1. FOR EACH SET WRITE THE NUMBER OF ONES AND TENS SHOWN.

KEY: △ = TEN ○ = ONE



____TENS ____ONES



____TENS ____ONES

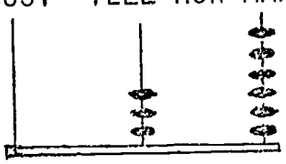
2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW.

□ = TEN ○ = ONE

9 TENS 4 ONES

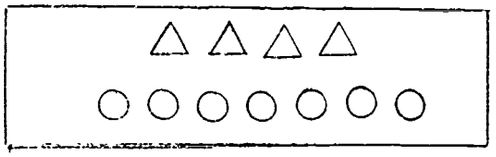
6 TENS 0 ONES

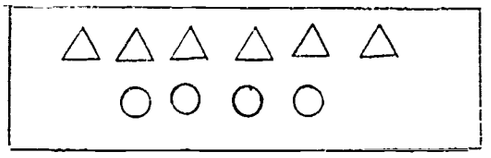
3. LOOK AT THE ABACUS. TELL HOW MANY ONES?_____ HOW MANY TENS?_____



4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS

KEY: △ = TEN ○ = ONE





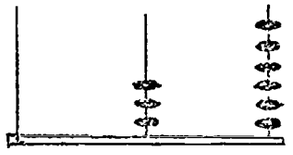
____TENS ____ONES ____TENS ____ONES

2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW.

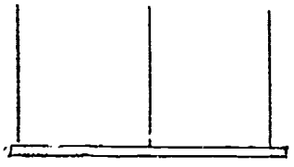
□ = TEN ◯ = ONE

9 TENS 4 ONES 6 TENS 0 ONES

3. LOOK AT THE ABACUS. TELL HOW MANY ONES?_____HOW MANY TENS?_____



4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS



6

PV 2
(2)

1. RENAME THE NUMBERS.

3 TENS 4 ONES _____

7 HUNDREDS 0 TENS 6 ONES _____

2. WRITE THE NUMBER THAT IS *100* MORE THAN 486 _____

3. CIRCLE THE LARGEST NUMBER: 468 648 864 846 486

CIRCLE THE SMALLEST NUMBER: 343 334 452 523 342

4. HOW MANY CENTS IN TWO DOLLARS, FOUR DIMES, AND THREE PENNIES?

_____

6

PV 3

(4)

1. RENAME THE NUMBERS.

   8,264 = _____THOUSANDS _____HUNDREDS _____TENS _____ONES

   31,057 = _____TEN THOUSANDS _____THOUSANDS _____HUNDREDS

   _____TENS _____ONES

2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706

   _____

3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 6,534 6,495

   CIRCLE THE SMALLEST NUMBER: 93,324 94,456 93,681 96,524 93,342

4. THE SMITHS FLEW 6,972 MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS_____ THOUSANDS_____ONES_____ HUNDREDS_____

6

PV 4

(5)

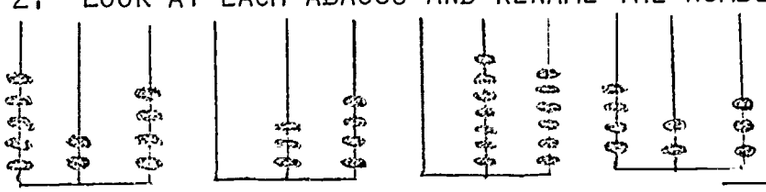
1. RENAME THESE NUMBERS

BILLIONS	MILLIONS	THOUSANDS	ONES
38	186	14	141
2	205	200	203

_____

_____

2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN



_____

2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706

3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632
6,534 6,495

CIRCLE THE SMALLEST NUMBER: 93,324 94,456 93,681
96,524 93,342

4. THE SMITHS FLEW 6,972 MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS_____ THOUSANDS_____ ONES_____ HUNDREDS____

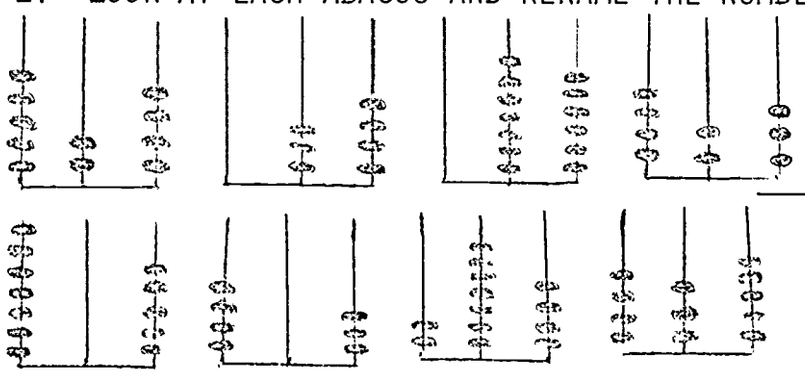
6

PV 4
(5)

1. RENAME THESE NUMBERS

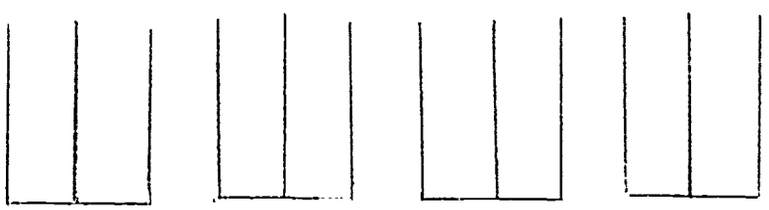
BILLIONS	MILLIONS	THOUSANDS	ONES
38	186	14	141
2	205	200	203

2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN



3. SHOW THIS NUMBER ON THE ABACUS.

406,452,010,043



PV 4 CONT

4. WRITE A COMPACT NUMERAL FOR:

NINE MILLION, TWENTY-ONE THOUSAND, SEVEN HUNDRED FOUR

_____ _____

EIGHT MILLION, SIX HUNDRED TWENTY-FIVE THOUSAND,
SIX HUNDRED EIGHTY-TWO

_____

7

PV 5

YOUR TEACHER WILL READ 6 NUMBERS FOR YOU TO WRITE.

1) _____
2) _____
3) _____
4) _____
5) _____
6) _____

6

KEY

NAME _____

TEACHER & TEAM _____

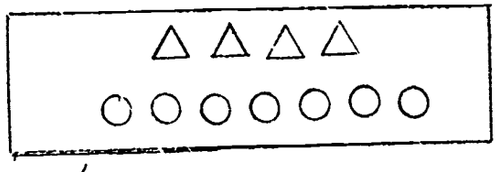
DATE _____

Place Value PRE-test Form B

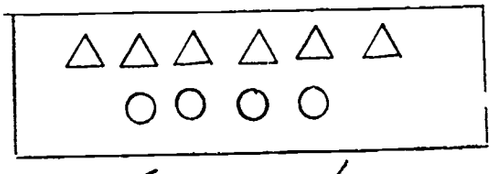
PV 1
(1)

1. FOR EACH SET WRITE THE NUMBER OF ONES AND TENS SHOWN.

KEY: △ = TEN ○ = ONE



4 TENS 7 ONES



6 TENS 4 ONES

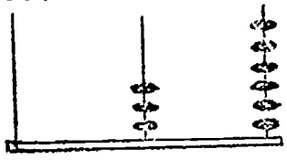
2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW.

□ = TEN ○ = ONE

9 TENS 4 ONES

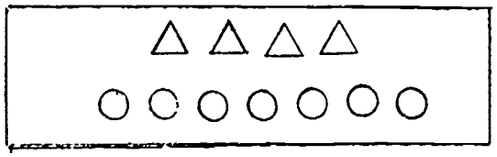
6 TENS 0 ONES

3. LOOK AT THE ABACUS. TELL HOW MANY ONES? 6 HOW MANY TENS? 3

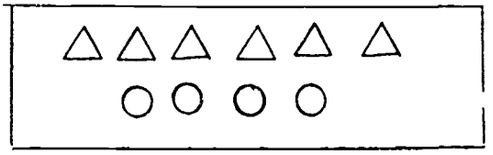


4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS

KEY: △ = TEN ○ = ONE



4 TENS 7 ONES

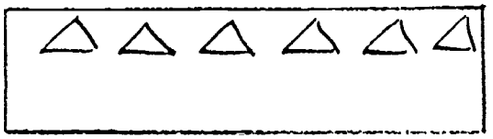


6 TENS 4 ONES

2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW.

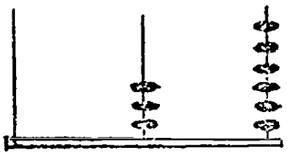
□ = TEN ◯ = ONE

9 TENS 4 ONES

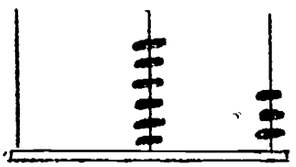


6 TENS 0 ONES

3. LOOK AT THE ABACUS. TELL HOW MANY ONES? 6 HOW MANY TENS? 3



4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS



6

PV 2 (2)

1. RENAME THE NUMBERS.

3 TENS 4 ONES 34

7 HUNDREDS 0 TENS 6 ONES 706

2. WRITE THE NUMBER THAT IS 100 MORE THAN 486 586

3. CIRCLE THE LARGEST NUMBER: 468 648 (864) 846 486

CIRCLE THE SMALLEST NUMBER: 343 (334) 452 523 342

4. HOW MANY CENTS IN TWO DOLLARS, FOUR DIMES, AND THREE PENNIES?

$2.43

6

PV 3
(4)

1. RENAME THE NUMBERS.

8,264 = 8 THOUSANDS 2 HUNDREDS 6 TENS 4 ONES

31,057 = 30 TEN THOUSANDS 1 THOUSANDS 0 HUNDREDS 5 TENS 7 ONES

2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706

245,706

3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 (6,534) 6,495

CIRCLE THE SMALLEST NUMBER: (93,324) 94,456 93,681 96,524 93,342

4. THE SMITHS FLEW 6,972 MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS 7 THOUSANDS 6 ONES 2 HUNDREDS 9

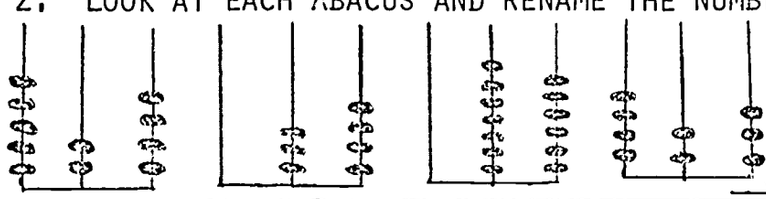
6

PV 4
(5)

1. RENAME THESE NUMBERS

BILLIONS	MILLIONS	THOUSANDS	ONES	
38	186	14	141	38,186,014,141
2	205	200	203	2,205,200,203

2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN



524,034,076,423

2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706

245,706

3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 (6,534) 6,495

CIRCLE THE SMALLEST NUMBER: (93,324) 94,456 93,681 96,524 93,342

4. THE SMITHS FLEW 6,972 MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS 7 THOUSANDS 6 ONES 2 HUNDREDS 9

6

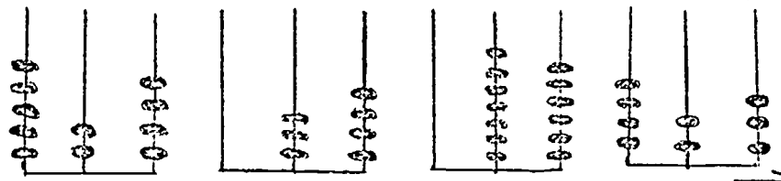
PV 4

(5)

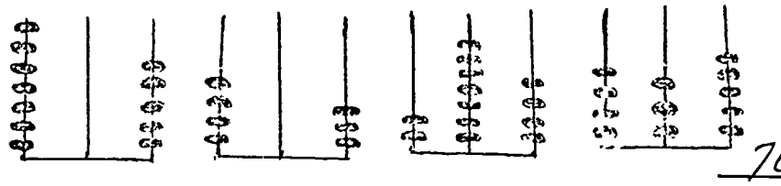
1. RENAME THESE NUMBERS

BILLIONS	MILLIONS	THOUSANDS	ONES	
38	186	14	141	38,186,014,141
2	205	200	203	2,205,200,203

2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN



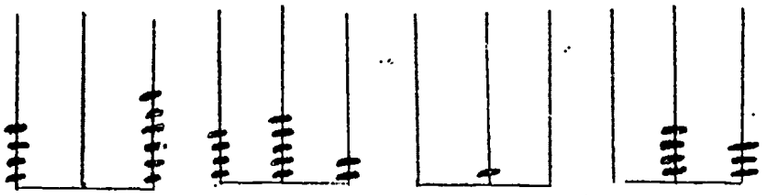
524,034,076,423



705,403,274,435

3. SHOW THIS NUMBER ON THE ABACUS.

406,452,010,043



PV 4
CONT

4. WRITE A COMPACT NUMERAL FOR:

NINE MILLION, TWENTY-ONE THOUSAND, SEVEN HUNDRED FOUR

9,021,704

EIGHT MILLION, SIX HUNDRED TWENTY-FIVE THOUSAND,
SIX HUNDRED EIGHTY-TWO

8,625,682

7

PV 5

YOUR TEACHER WILL READ 6 NUMBERS FOR YOU TO WRITE.

1) _____
2) _____
3) _____
4) _____
5) _____
6) _____

6

NAME _____

TEACHER & TEAM _____ ____

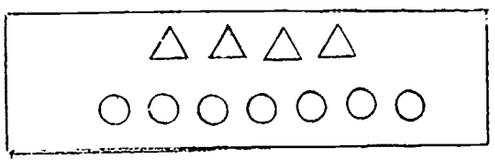
DATE _____

Place Value Post test Form B

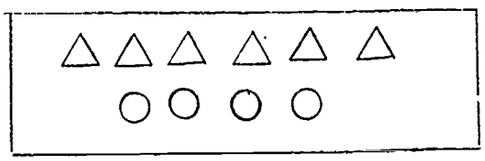
PV 1
(1)

1. FOR EACH SET WRITE THE NUMBER OF ONES AND TENS SHOWN.

KEY: △ = TEN ○ = ONE



____TENS ____ONES



____TENS ____ONES

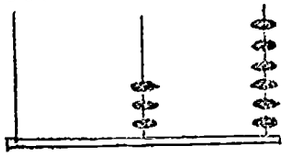
2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW.

□ = TEN ○ = ONE

9 TENS 4 ONES

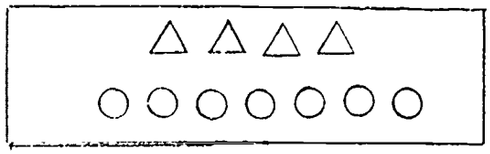
6 TENS 0 ONES

3. LOOK AT THE ABACUS. TELL HOW MANY ONES?_____ HOW MANY TENS?____

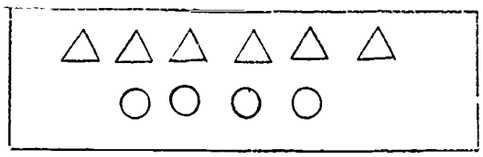


4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS

KEY: △ = TEN ○ = ONE



____TENS ____ONES



____TENS ____ONES

2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW.

□ = TEN ◯ = ONE

9 TENS 4 ONES

6 TENS 0 ONES

3. LOOK AT THE ABACUS. TELL HOW MANY ONES?_____ HOW MANY TENS?_____

4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS

6

PV 2
(2)

1. RENAME THE NUMBERS.

3 TENS 4 ONES _____

7 HUNDREDS 0 TENS 6 ONES _____

2. WRITE THE NUMBER THAT IS *100* MORE THAN 486 _____

3. CIRCLE THE LARGEST NUMBER: 468 648 864 846 486

CIRCLE THE SMALLEST NUMBER: 343 334 452 523 342

4. HOW MANY CENTS IN TWO DOLLARS, FOUR DIMES, AND THREE PENNIES?

_____

6

PV 3

(4)

1. RENAME THE NUMBERS.

   8,264 = _____THOUSANDS _____HUNDREDS _____TENS ____ONES

   31,057 = _____TEN THOUSANDS ____THOUSANDS _____HUNDREDS

   ____TENS _____ONES

---

2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706

   _____

---

3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 6,534 6,495

   CIRCLE THE SMALLEST NUMBER: 93,324 94,456 93,681 96,524 93,342

---

4. THE SMITHS FLEW 6,972 MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS_____ THOUSANDS_____ONES_____ HUNDREDS____.

6

PV 4

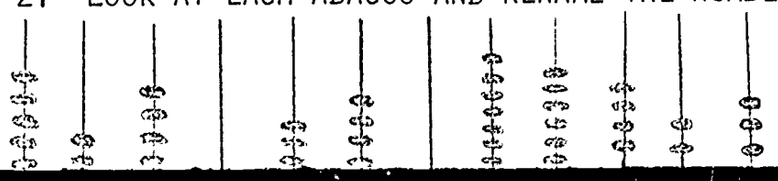
(5)

1. RENAME THESE NUMBERS

BILLIONS	MILLIONS	THOUSANDS	ONES	
38	186	14	141	_____
2	205	200	203	_____

---

2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN



2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706

_____

3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632
6,534 6,495

CIRCLE THE SMALLEST NUMBER: 93,324 94,456 93,681
96,524 93,342

4. THE SMITHS FLEW 6,972 MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS_____ THOUSANDS_____ ONES_____ HUNDREDS____

6

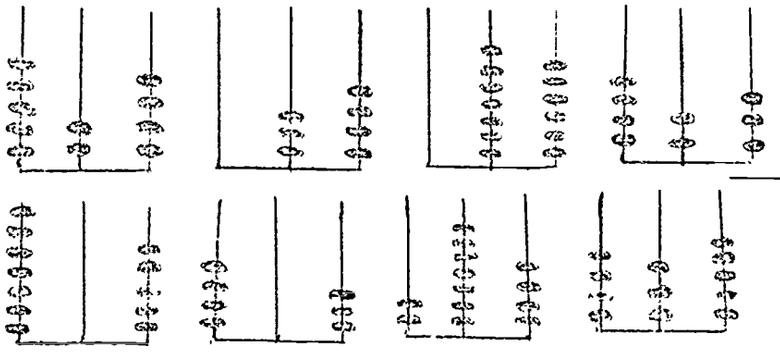
PV 4

(5)

1. RENAME THESE NUMBERS

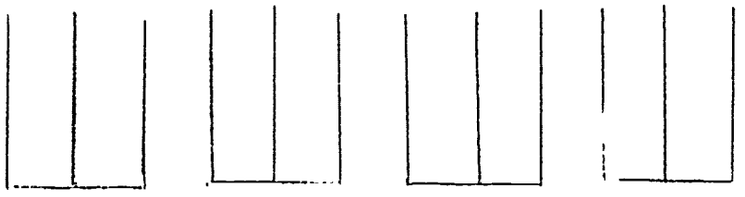
BILLIONS	MILLIONS	THOUSANDS	ONES	
38	186	14	141	
2	205	200	203	

2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN



3. SHOW THIS NUMBER ON THE ABACUS.

406,452,010,043



PV 4
CONT

4. WRITE A COMPACT NUMERAL FOR:

NINE MILLION, TWENTY-ONE THOUSAND, SEVEN HUNDRED FOUR

_____

EIGHT MILLION, SIX HUNDRED TWENTY-FIVE THOUSAND,
SIX HUNDRED EIGHTY-TWO

_____

7

PV 5

YOUR TEACHER WILL READ 6 NUMBERS FOR YOU TO WRITE.

1) _____
2) _____
3) _____
4) _____
5) _____
6) _____

6

NAME _____

KEY

TEACHER & TEAM _____

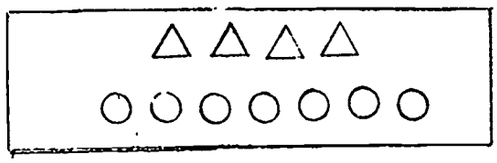
DATE _____

Place Value Post test Form B

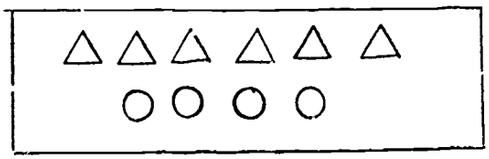
PV 1
(1)

1. FOR EACH SET WRITE THE NUMBER OF ONES AND TENS SHOWN.

KEY: △ = TEN ○ = ONE



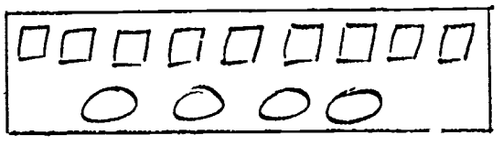
4 TENS 7 ONES



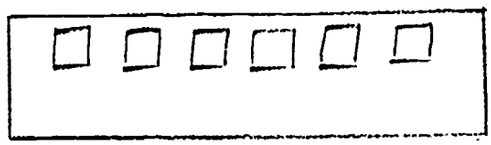
6 TENS 4 ONES

2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW.

□ = TEN ○ = ONE

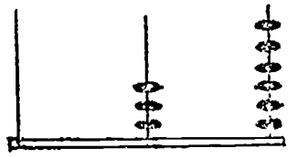


9 TENS 4 ONES



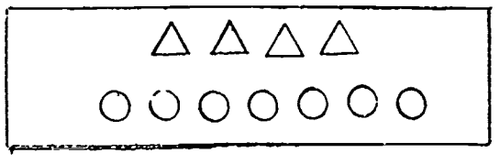
6 TENS 0 ONES

3. LOOK AT THE ABACUS. TELL HOW MANY ONES? 6 HOW MANY TENS? 3

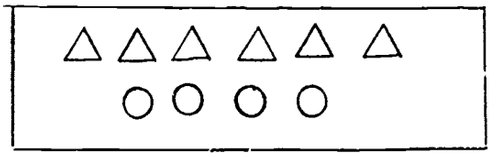


4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS

KEY: △ = TEN ○ = ONE



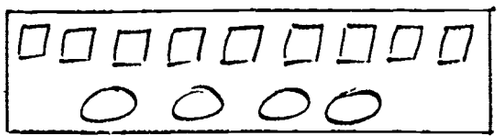
4 TENS 7 ONES



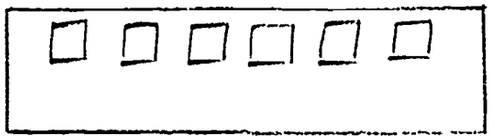
6 TENS 4 ONES

2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW.

□ = TEN ○ = ONE

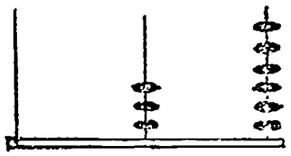


9 TENS 4 ONES

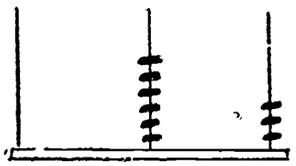


6 TENS 0 ONES

3. LOOK AT THE ABACUS. TELL HOW MANY ONES? 6 HOW MANY TENS? 3



4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS



6

PV 2 (2)

1. RENAME THE NUMBERS.

3 TENS 4 ONES 34

7 HUNDREDS 0 TENS 6 ONES 706

2. WRITE THE NUMBER THAT IS 100 MORE THAN 486 586

3. CIRCLE THE LARGEST NUMBER: 468 648 (864) 846 486

CIRCLE THE SMALLEST NUMBER: 347 (334) 452 523 342

4. HOW MANY CENTS IN TWO DOLLARS, FOUR DIMES, AND THREE PENNIES?

$2.43

PV 3
(4)

1. RENAME THE NUMBERS.

8,264 = 8 THOUSANDS 2 HUNDREDS 6 TENS 4 ONES

31,057 = 30 TEN THOUSANDS 1 THOUSANDS 0 HUNDREDS 5 TENS 7 ONES

2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706

245,706

3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 (6,534) 6,495

CIRCLE THE SMALLEST NUMBER: (93,324) 94,456 93,681 96,524 93,342

4. THE SMITHS FLEW 6,9[illegible] MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS 7 THOUSANDS 6 ONES 2 HUNDREDS 9

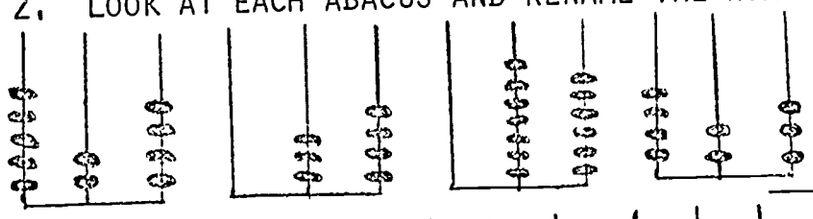
6

PV 4
(5)

1. RENAME THESE NUMBERS

BILLIONS	MILLIONS	THOUSANDS	ONES	
38	186	14	141	38,186,014,141
2	205	200	203	2,205,200,203

2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN



524,034,076,423

2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706

245,706

3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 (6,534) 6,495

CIRCLE THE SMALLEST NUMBER: (93,324) 94,456 93,681 96,524 93,342

4. THE SMITHS FLEW 6,972 MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS 7 THOUSANDS 6 ONES 2 HUNDREDS 9

6

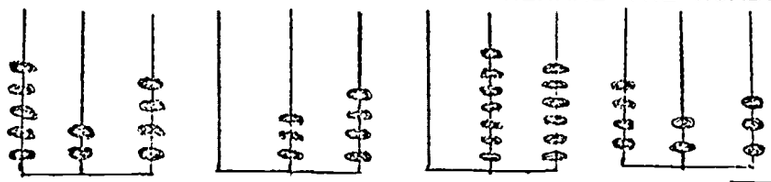
PV 4

(5)

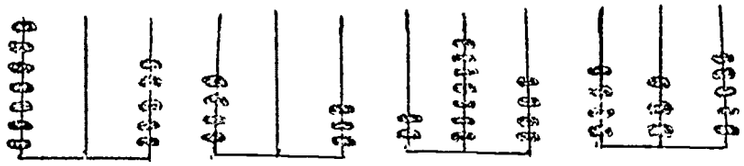
1. RENAME THESE NUMBERS

BILLIONS	MILLIONS	THOUSANDS	ONES	
38	186	14	141	38,186,014,141
2	205	200	203	2,205,200,203

2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN



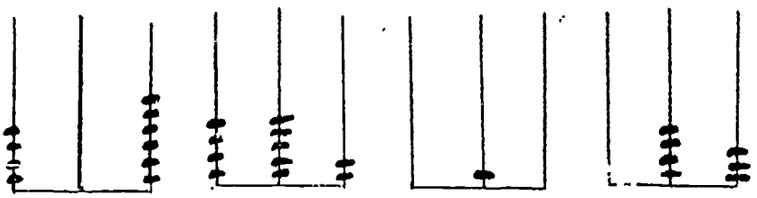
524,034,076,423



705,403,274,435

3. SHOW THIS NUMBER ON THE ABACUS.

406,452,010,043



PV 4
CONT

4. WRITE A COMPACT NUMERAL FOR:

NINE MILLION, TWENTY-ONE THOUSAND, SEVEN HUNDRED FOUR

9,021,704

EIGHT MILLION, SIX HUNDRED TWENTY-FIVE THOUSAND,
SIX HUNDRED EIGHTY-TWO

8,625,682

7

PV 5

YOUR TEACHER WILL READ 6 NUMBERS FOR YOU TO WRITE.

1) _____
2) _____
3) _____
4) _____
5) _____
6) _____

6

Name_____

Team_____

Teacher_____

Date_____

FORM A or B (Circle one)

ADDITION - SUBSTRACTION

	Pre-Test	Program	Post-Test	Comment
A-S 1 Family of Facts	4		4	
A- 2 Add - Subtract Facts to 10	30		30	
A- 3 3 Addends, Facts less than 10	4		4	
A- 4 Add-Subtract Facts thru 20	30		30	
A-S 5 2 Addends, plus one, with regrouping	4		4	
A-S 6 Add-Subtract 10's with zero's	4		4	
A-S 7 Add- Sub. 2 Addends + 2 without regrouping	4		4	
A-S 8 3 digit Add & Sub. without regrouping	4		4	
A-S 9 2 Addends plus 2 with regrouping	4		4	
A-S 10 Sub. 2 digits from 2 digits with regrouping	4		4	

A-S 1 Family of Facts	4		4	
A- 2 Add - Subtract Facts to 10	30		30	
A- 3 3 Addends, Facts less than 10	4		4	
A- 4 Add-Subtract Facts thru 20	30		30	
A-S 5 2 Addends, plus one, with regrouping	4		4	
A-S 6 Add-Subtract 10's with zero's	4		4	
A-S 7 Add- Sub. 2 Addends + 2 without regrouping	4		4	
A-S 8 3 digit Add & Sub. without regrouping	4		4	
A-S 9 2 Addends plus 2 with regrouping	4		4	
A-S 10 Sub. 2 digits from 2 digits with regrouping	4		4	
A-S 11 Add 3 Addends plus 3 with regrouping	4		4	
A-S 12 Sub. 3 digits from 3 digits with regrouping	4		4	
A-S 13 Equalities and inequalities signs	4		4	
A-S 14 Number lines Associative properties	4		4	
A-S 15 Money - Add,Sub with regrouping	4		4	
A-S 16 Bases	4		4	

Name _____

Team _____

Teacher _____

Date _____

ADDITION - SUBTRACTION PRE-TEST FORM B

AS 1

Write a family of facts for this set of two addends and a sum:

(4, 3, 7)

_____

_____

_____

_____

4

AS 2

Watch the signs!!

2	3	6	5	10	8	3	4
+7	+2	+2	+1	+0	+1	+3	+3
8	3	5	4	9	5	6	7
+2	+7	+2	+5	+1	+3	-2	-4
9	9	3	4	8	6	5	8
-2	-3	-1	-3	-2	-3	-3	-4

AS 1

Write a family of facts for this set of two addends and a sum:

(4, 3, 7)

4

AS 2

Watch the signs!!

2	3	6	5	10	8	3	4
+7	+2	+2	+1	+0	+1	+3	+3
8	3	5	4	9	5	6	7
+2	+7	+2	+5	+1	+3	-2	-4
9	9	3	4	8	6	5	8
-2	-3	-1	-3	-2	-3	-3	-4
8	7	10	9	8	10		
-6	-2	-2	-4	-5	-8		

30

AS 3

5	6	2	1
3	4	3	8
+ 1	+ 2	+ 4	+ 1

4

AS 4 Watch the signs!!

6 +5	5 +9	9 +9	7 +5	9 +8	8 +6
9 +7	9 +2	8 +8	6 +6	7 +4	5 +8
8 +7	8 +4	7 +6	12 -7	11 -4	12 -5
15 -7	14 -6	13 -6	18 -9	12 -8	14 -5
17 -8	12 -6	15 -6	16 -7	14 -7	12 -3

30

AS 5

16 +3	81 +8	66 -5	46 -4

4

AS 6

30 +20	30 +60	70 -20	20 -10

4

AS7

51 +43	12 +87	39 - 21	78 - 25

	9 +7	9 +2	8 +8	6 +6	7 +4	5 +8
	8 +7	8 +4	7 +6	12 -7	11 -4	12 -5
	15 -7	14 -6	13 -6	18 -9	12 -8	14 -5
	17 -8	12 -6	15 -6	16 -7	14 -7	12 -3
30						
AS 5	16 +3		81 +8	66 -5		46 -4
4						
AS 6	30 +20		30 +60	70 -20		20 -10
4						
AS7	51 +43		12 +87	39 -21		78 -25
4						
AS 8	676 +112		527 +303	875 -534		249 -118
4						

AS 9	39 + 32	47 + 45	18 +29	27 +34
4				
AS 10	60 -23	51 -26	83 -18	25 -17
4				
AS 11	367 +224	327 +247	465 +785	757 +666
4				
AS 12	526 -238	711 -199	391 -165	320 -261
4				

AS 13

For each sentence, write T or F to show if it is True or False:

$8+3 = 0$ _____

$3 + 5 + 6 < 2 + 4 + 5$ _____

Use =, >, or < and other symbols (+ or -) to write these number sentences:

6 + 3 is greater than 7 _____

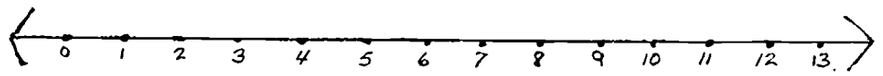
The sum of 11 and 37 is 48 _____

4

AS 14

Show each pair of equations on the number line:

$3 + 6 = 9$ $\quad\quad$ $6 + 3 = 9$



Complete the equations:

$4+2 = 4+(1+1)$
$= (4+\_\_\_)+1$
$= \_\_\_ + 1$
$= \_\_\_$

$21+5 = (20+1)+5$
$= 20 + (\_\_\_ + 5)$
$= 20 + \_\_\_\_$
$= \_\_\_$

$\frac{\_\_\_}{4}$

AS 15

Watch the signs!!

\$ .86	\$5.69	\$3.42	\$2.08
+ .02	+3.26	-1.95	- .79

$\frac{\_\_\_}{4}$

AS 16

Base 5

4	13	22	434
+ 3	+ 2	+34	+344

$\frac{\_\_\_}{4}$

KEY

Name _____
Team _____
Teacher _____
Date _____

ADDITION - SUBTRACTION PRE-TEST . FORM B

AS 1 Write a family of facts for this set of two addends and a sum:

(4, 3, 7)

4 + 3 = 7

3 + 4 = 7

7 − 4 = 3

7 − 3 = 4

4

AS 2 Watch the signs!!

2	3	6	5	10	8	3	4
+7	+2	+2	+1	+0	+1	+3	+3
9	5	8	6	10	9	6	7
8	3	5	4	9	5	6	7
+2	+7	+2	+5	+1	+3	-2	-4
10	10	7	9	10	8	4	3
9	9	3	4	8	6	5	8
-2	-3	-1	-3	-2	-3	-3	-4
7	6	2	1	6	3	2	4

AS 1

Write a family of facts for this set of two addends and a sum:

(4, 3, 7)

$4 + 3 = 7$

$3 + 4 = 7$

$7 - 4 = 3$

$7 - 3 = 4$

4

AS 2

Watch the signs!!

2	3	6	5	10	8	3	4
+7	+2	+2	+1	+0	+1	+3	+3
9	5	8	6	10	9	6	7
8	3	5	4	9	5	6	7
+2	+7	+2	+5	+1	+3	-2	-4
10	10	7	9	10	8	4	3
9	9	3	4	8	6	5	8
-2	-3	-1	-3	-2	-3	-3	-4
7	6	2	1	6	3	2	4
8	7	10	9	8	10		
-6	-2	-2	-4	-5	-8		
2	5	8	5	3	2		

30

AS 3

5	6	2	1
3	4	3	8
+ 1	+ 2	+ 4	+ 1
9	12	9	10

4

AS 4 Watch The signs!!

6 +5 = 11	5 +9 = 14	9 +9 = 18	7 +5 = 12	9 +8 = 17	8 +6 = 14
9 +7 = 16	9 +2 = 11	8 +8 = 16	6 +6 = 12	7 +4 = 11	5 +8 = 13
8 +7 = 15	8 +4 = 12	7 +6 = 13	12 −7 = 5	11 −4 = 7	12 −5 = 7
15 −7 = 8	14 −6 = 8	13 −6 = 7	18 −9 = 9	12 −8 = 4	14 −5 = 9
17 −8 = 9	12 −6 = 6	15 −6 = 9	16 −7 = 9	14 −7 = 7	12 −3 = 9

30

AS 5

16 +3 = 19	81 +8 = 89	66 −5 = 61	46 −4 = 42

4

AS 6

30 +20 = 50	30 +60 = 90	70 −20 = 50	20 −10 = 10

4

AS7

51 +43 = 94	12 +87 = 99	39 −21 = 18	78 −25 = 53

	9	9	8	6	7	5
	+7	+2	+8	+6	+4	+8
	16	11	16	12	11	13
	8	8	7	12	11	12
	+7	+4	+6	-7	-4	-5
	15	12	13	5	7	7
	15	14	13	18	12	14
	-7	-6	-6	-9	-8	-5
	8	8	7	9	4	9
	17	12	15	16	14	12
	-8	-6	-6	-7	-7	-3
30	9	6	9	9	7	9

AS 5	16	81	66	46
	+3	+8	-5	-4
4	19	89	61	42
AS 6	30	30	70	20
	+20	+60	-20	-10
4	50	90	50	10
AS7	51	12	39	78
	+43	+87	-21	-25
4	94	99	18	53
AS 8	676	527	875	249
	+112	+303	-534	-118
4	788	830	341	131

AS 9	39 + 32 71	47 + 45 92	18 +29 47	27 +34 61
4				
AS 10	60 -23 37	51 -26 25	83 -18 65	25 -17 8
4				
AS 11	367 +224 591	327 +247 574	465 +785 1,250	757 +666 1,423
4				
AS 12	526 -238 288	711 -199 512	391 -165 226	320 -261 59
1 4				

AS 13

For each sentence, write T or F to show if it is True or False:

$8+3 = 0$ ___F___

$3 + 5 + 6 < 2 + 4 + 5$ ___F___

Use =, >, or < and other symbols to these number

AS 10	60 -23 37	51 -26 25	83 -18 65	25 -17 8
4				
AS 11	367 +224 591	327 +247 574	465 +785 1,250	757 +666 1,423
4				
AS 12	526 -238 288	711 -199 512	391 -165 226	320 -261 59
4				

AS 13

For each sentence, write T or F to show if it is True or False:

$8+3 = 0$ F

$3+5+6 < 2+4+5$ F

Use =, >, or < and other symbols (+ or -) to write these number sentences:

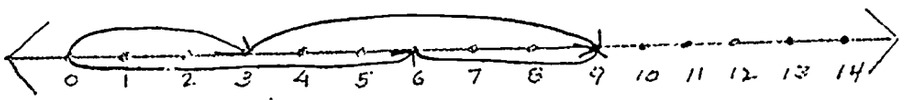
6 ? 3 is greater than 7 $6+3>$

The sum of 11 and 37 is 48 $11+37=48$

4

AS 14 Show each pair of equations on the number line:

$3 + 6 = 9$ $6 + 3 = 9$



Complete the equations:

$4+2 = 4+(1+1)$
$= (4+\underline{1}) + 1$
$= \underline{5} + 1$
$= \underline{6}$

$21+5 = (20+1) + 5$
$= 20 + (\underline{1} + 5)$
$= 20 + \underline{6}$
$= \underline{26}$

4

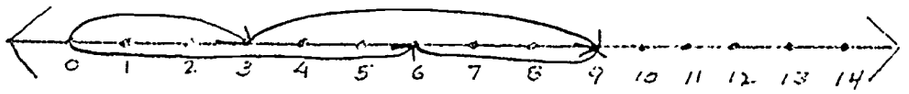
AS 15 Watch the signs!!

\$ .86	\$5.69	\$3.42	\$2.08
+ .02	+3.26	-1.95	- .79
\$ .88	\$8.95	\$1.47	\$1.29

4

AS 16 Base 5

4	13	22	434



Complete the equations:

$4+2 = 4+(1+1)$
$= (4+\underline{1}\,)+1$
$= \underline{5}+1$
$= \underline{6}$

$21+5 = (20+1)+5$
$= 20+(\underline{1}+5)$
$= 20+\underline{6}$
$= \underline{26}$

____
4

AS 15 Watch the signs!!

\$ .86	\$5.69	\$3.42	\$2.08
+ .02	+3.26	-1.95	- .79
\$ .88	\$8.95	\$1.47	\$1.29

____
4

AS 16 Base 5

4	13	22	434
+ 3	+ 2	+34	+344
7	15	56	778

____
4

Name _____
Team _____
Teacher _____
Date _____

ADDITION-SUBTRACTION POST-TEST FORM B

AS 1 Write a family of facts for this set of two addends and a sum:

{3 5 2}

_____

_____

_____

_____

4

AS 2

5	4	3	9	5	8
+3	+5	+7	+1	+2	+2
4	8	5	3	10	6
+3	+1	+1	+3	+0	+2
2	10	8	3	9	10

AS 1 Write a family of facts for this set of two addends and a sum:

{ 3 5 2 }

4

AS 2

5	4	3	9	5	8
+3	+5	+7	+1	+2	+2
4	8	5	3	10	6
+3	+1	+1	+3	+0	+2
2	10	8	3	9	10
+7	+2	-5	-2	-4	-8
7	8	8	8	5	6
-2	-4	-2	-6	-3	-3
3	9	6	9	7	4
-1	-2	-2	-3	-4	-3

30

AS 3

2	3	1	3
4	6	5	3
+3	+1	+2	+1

4

ADDITION-SUBTRACTION POST-TEST FORM B

AS 4 Watch the signs!

9	9	5	7	9	8
+9	+5	+6	+5	+8	+6
9	9	8	6	7	5
+7	+2	+8	+6	+4	+8
8	8	7	12	11	12
+7	+4	+6	-7	-4	-5
15	14	13	18	12	14
-7	-6	-6	-9	-8	-5
17	12	15	16	14	12
-8	-6	-6	-7	-7	-3

30

AS 5

14	73	36	69
+2	+5	-3	-4

4

AS 6

40	70	80	30
+30	+20	-20	-30

9	9	8	6	7	5
+7	+2	+8	+6	+4	+8
8	8	7	12	11	12
+7	+4	+6	-7	-4	-5
15	14	13	18	12	14
-7	-6	-6	-9	-8	-5
17	12	15	16	14	12
-8	-6	-6	-7	-7	-3

30

AS 5

14	73	36	69
+2	+5	-3	-4

4

AS 6

40	70	80	30
+30	+20	-20	-30

4

AS 7

68	27	89	46
+20	+52	-32	-23

4

AS 8

126	262	659	967
+343	+436	-352	-532

4

AS 9

26	26	63	57
+58	+17	+39	+36

4

ADDITION-SUBTRACTION POST-TEST FORM B

AS 10

60	64	87	65
-16	-38	-48	-57

___
4

AS 11

368	267	458	395
+ 459	+476	+ 376	+807

___
4

AS 13 For each sentence, write T or F to show if it True or False:

___ 6+3 = 11 Answer: _____

___ 3+4+5 < 6+2+4 Answer: _____

Use +, >, or < and other symbols (+ or -) to write the number sentences:

7 and 4 is greater than 10: _____

The sum of 10 and 24 is 34: _____

___
4

AS 14 Show each pair of equations on the number line:

5 + 8 = 13 8 + 5 = 13

4

AS 11

368	267	458	395
+ 459	+ 476	+ 376	+ 807

4

AS 13 For each sentence, write T or F to show if it True or False:

___ 6+3 = 11 Answer: _____

___ 3+4+5 < 6+2+4 Answer: _____

Use +, >, or < and other symbols (+ or -) to write the number sentences:

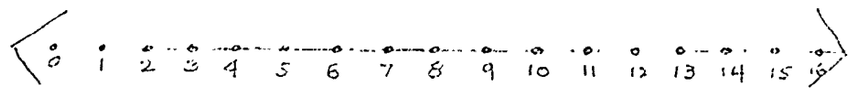
7 and 4 is greater than 10: _____

The sum of 10 and 24 is 34: _____

4

AS 14 Show each pair of equations on the number line:

5 + 8 = 13 8 + 5 = 13



Complete the equations:

6+5 = 6+(3+2)
=(6+__)+2
=__+2
=____

24+3 = (20+4)+3
= 20+ (__+3)
= 20 + ___
= ____

4

ADDITION-SUBTRACTION POST-TEST FORM B

AS 15	$.05 +.95	$4.13 +3.49	$2.64 -1.95	$2.08 - .69
4				
AS 16	Base 5	4 +3	13 + 2	22 +34	434 +324
4				

KEY

Name _____
Team _____
Teacher _____
Date _____

ADDITION-SUBTRACTION POST-TEST FORM B

AS 1 — Write a family of facts for this set of two addends and a sum:

{3 5 2}

3 + 2 = 5

2 + 3 = 5

5 - 3 = 2

5 - 2 = 3

4

AS 2

5	4	3	9	5	8
+3	+5	+7	+1	+2	+2
8	9	10	10	7	10
4	8	5	3	10	6
+3	+1	+1	+3	+0	+2
7	9	6	6	10	8

AS 1

Write a family of facts for this set of two addends and a sum:

{3 5 2}

3 + 2 = 5

2 + 3 = 5

5 - 3 = 2

5 - 2 = 3

4

AS 2

5	4	3	9	5	8
+3	+5	+7	+1	+2	+2
8	9	10	10	7	10
4	8	5	3	10	6
+3	+1	+1	+3	+0	+2
7	9	6	6	10	8
2	10	8	3	9	10
+7	+2	-5	-2	-4	-8
9	12	3	1	5	2
7	8	8	8	5	6
-2	-4	-2	-6	-3	-3
5	4	6	2	2	3
3	9	6	9	7	4
-1	-2	-2	-3	-4	-3
2	7	4	6	3	1

30

AS 3

2	3	1	3
4	6	5	3
+3	+1	+2	+1
9	10	8	7

4

ADDITION-SUBTRACTION POST-TEST FORM B

AS 4 Watch the signs!

9	9	5	7	9	8
+9	+5	+6	+5	+8	+6
18	14	11	12	17	14
9	9	8	6	7	5
+7	+2	+8	+6	+4	+8
16	11	16	12	11	13
8	8	7	12	11	12
+7	+4	+6	-7	-4	-5
15	12	13	5	7	7
15	14	13	18	12	14
-7	-6	-6	-9	-8	-5
8	8	7	9	4	9
17	12	15	16	14	12
-8	-6	-6	-7	-7	-3
9	6	9	9	7	9

30

AS 5

14	73	36	69
+2	+5	-3	-4
16	78	33	65

4

AS 6

40	70	80	30
+30	+20	-20	-30
70	90	60	0

	18	14	11	12	17	14
	9	9	8	6	7	5
	+7	+2	+8	+6	+4	+8
	16	11	16	12	11	13
	8	8	7	12	11	12
	+7	+4	+6	-7	-4	-5
	15	12	13	5	7	7
	15	14	13	18	12	14
	-7	-6	-6	-9	-8	-5
	8	8	7	9	4	9
	17	12	15	16	14	12
	-8	-6	-6	-7	-7	-3
30	9	6	9	9	7	9

AS 5	14	73	36	69
	+2	+5	-3	-4
	16	78	33	65
4				

AS 6	40	70	80	30
	+30	+20	-20	-30
	70	90	60	0
4				

AS 7	68	27	89	46
	+20	+52	-32	-23
	88	79	57	-23
4				

AS 8	126	262	659	967
	+343	+436	-352	-532
	469	698	307	435
4				

AS 9	26	26	63	57
	+58	+17	+39	-36
	84	43	102	93
4				

ADDITION-SUBTRACTION POST-TEST FORM B

AS 10

60	64	87	65
-16	-38	-48	-57
44	26	39	8

___
4

AS 11

368	267	458	395
+ 459	+476	+ 376	+807
827	743	834	1,202

___
4

AS 13 For each sentence, write I or F to show if it True or False:

___ 6+3 = 11 Answer: F

___ 3+4+5 < 6+2+4 Answer: F

Use +, >, or < and other symbols (+ or -) to write the number sentences:

7 and 4 is greater than 10: 7+4>10

The sum of 10 and 24 is 34: 10+24=34

___
4

AS 14 Show each pair of equations on the number line:

4

AS 11

368	267	458	395
+ 459	+476	+ 376	+807
827	743	834	1,202

4

AS 13 For each sentence, write T or F to show if it True or False:

___ 6+3 = 11 Answer: F

___ 3+4+5 < 6+2+4 Answer: F

Use +, >, or < and other symbols (+ or -) to write the number sentences:

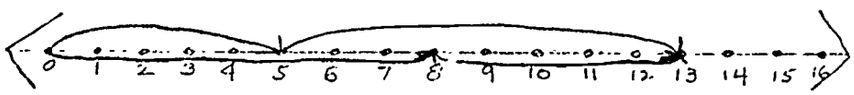
7 and 4 is greater than 10: 7+4>10

The sum of 10 and 24 is 34: 10+24=34

4

AS 14 Show each pair of equations on the number line:

5 + 8 = 13 8 + 5 = 13



Complete the equations:

6+5 = 6+(3+2)
=(6+3)+2
=9+2
=11

24+3 = (20+4)+3
= 20+ (4+3)
= 20 + 7
= 27

4

ADDITION-SUBTRACTION POST-TEST FORM B

AS 15	$.05 +.95 $1.00	$4.13 +3.49 $7.62	$2.64 -1.95 $ .69	$2.08 - .69 $1.39	
4					
AS 16	Base 5	4 +3 7	13 + 2 15	22 +34 56	434 +324 758
4					

NAME _____

CLASS _____ DATE _____

TEACHER _____

FORM A or B (Circle one)

MULTIPLICATION OPERATIONS

	Pre-Test	Program	Post-Test	Comments
M1 Multiplication Facts 1-6	___/18		___/18	
M2 Multiplication Facts 7-9	___/18		___/18	
M3 1 digit times 2, 3, 4 digits no regrouping	___/4		___/4	
M4 One digit times 2, 3, 4 digits with regrouping	___/4		___/4	
M5 Two digit times 2, 3, 4 digits with regrouping	___/4		___/4	

M1 Multiplication Facts 1-6	___ 18		___ 18	
M2 Multiplication Facts 7-9	___ 18		___ 18	
M3 1 digit times 2, 3, 4 digits no regrouping	___ 4		___ 4	
M4 One digit times 2, 3, 4 digits with regrouping	___ 4		___ 4	
M5 Two digit times 2, 3, 4 digits with regrouping	___ 4		___ 4	
M6 Multiply with zeros	___ 4		___ 4	
M7 Story problems	___ 4		___ 4	
Supplimentary Works				

Name _____

Team _____

Teacher _____

Date _____

MULTIPLICATION PRE-TEST FORM B

M 1

6 X4	5 X5	5 X2	6 X5	3 X3	6 X3	2 X3	4 X 2
3 X4	5 X3	5 X4	2 X2	7 X4	5 X0	6 X6	4 X4
			7 X5	1 X6			

18

M 2

2 X8	5 X8	2 X9	4 X8	9 X7	8 X9	8 X7	6 X9
7 X3	9 X9	6 X7	8 X6	2 X7	8 X8	9 X5	7 X7
			3 X9	6 X7			

18

M 3

24 X2	23 X3	231 X 3	1212 X 4

MULTIPLICATION TEST

M 1	6 X4	5 X5	5 X2	6 X5	3 X3	6 X3	2 X3	4 X 2
	3 X4	5 X3	5 X4	2 X2	7 X4	5 X0	6 X6	4 X4
				7 X5	1 X6			
18								

M 2	2 X8	5 X8	2 X9	4 X8	9 X7	8 X9	8 X7	6 X9
	7 X3	9 X9	6 X7	8 X6	2 X7	8 X8	9 X5	7 X7
				3 X9	6 X7			
18								

M 3	24 X2	23 X3	231 X 3	1212 X 4
4				

M 4	34 X6	27 X4	139 X 5	2456 X 3
4				

M 5	52 X64	29 X37	863 X45	9756 X 24
4				

M 6	70 X8	246 X30	509 X74	2040 X305
4				

M 7

1. If there are 5 nickels in one quarter, how many nickels are in 4 quarters?

(Show your work) Answer

---

2. On a trip, Mr. Jones traveled 95 miles each day. How many miles did he travel in 3 days?

(Show your work) Answer

---

3. Kim helps Mrs. Sims. She earns $1.25 per hour. How much will

4

M 6

70	246	509	2040
X8	X30	X74	X305

4

M 7

1. If there are 5 nickels in one quarter, how many nickels are in 4 quarters?

(Show your work)

Answer

---

2. On a trip, Mr. Jones traveled 95 miles each day. How many miles did he travel in 3 days?

(Show your work)

Answer

---

3. Kim helps Mrs. Sims. She earns $1.25 per hour. How much will she earn in 8 hours?

(Show your work)

Answer

---

4. There are 52 weeks in one year. How many weeks are in 12 years?

(Show your work)

Answer

4

KEY

Name _____

Team _____

Teacher _____

Date _____

MULTIPLICATION PRE-TEST FORM B

M 1

6 X4 = 24	5 X5 = 25	5 X2 = 10	6 X5 = 30	3 X3 = 9	6 X3 = 18	2 X3 = 6	4 X2 = 8
3 X4 = 12	5 X3 = 15	5 X4 = 20	2 X2 = 4	7 X4 = 28	5 X0 = 0	6 X6 = 36	4 X4 = 16
			7 X5 = 35	1 X6 = 6			

18

M 2

2 X8 = 16	5 X8 = 40	2 X9 = 18	4 X8 = 32	9 X7 = 63	8 X9 = 72	8 X7 = 56	6 X9 = 54
7 X3 = 21	9 X9 = 81	6 X7 = 42	8 X6 = 48	2 X7 = 14	8 X8 = 64	9 X5 = 45	7 X7 = 49
			3 X9 = 27	6 X7 = 42			

18

M 3

24	23 X 2	231 X 3	1212 X 4	

M 1

6	5	5	6	3	6	2	4
X4	X5	X2	X5	X3	X3	X3	X 2
24	25	10	30	9	18	6	8
3	5	5	2	7	5	6	4
X4	X3	X4	X2	X4	X0	X6	X4
12	15	20	4	28	0	36	16
			7	1			
			X5	X6			
			35	6			

18

M 2

2	5	2	4	9	8	8	6
X8	X8	X9	X8	X7	X9	X7	X9
16	40	18	32	63	72	56	54
7	9	6	8	2	8	9	7
X3	X9	X7	X6	X7	X8	X5	X7
21	81	42	48	14	64	45	49
			3	6			
			X9	X7			
			27	42			

18

M 3

24	23	231	1212
X2	X3	X 3	X 4
48	69	693	4,848

4

M 4

34	27	139	2456
X6	X4	X 5	X 3
204	108	695	7,368

4

M 5	52 X64 208 312 3328	29 X37 203 87 1,073	863 X45 4315 3452 38,835	9756 X 24 39024 19512 234,144
4				
M 6	70 X8 560	246 X30 7,380	509 X74 2036 3563 37,666	2040 X305 10200 61200 622,200
4				

M 7

1. If there are 5 nickels in one quarter, how many nickels are in 4 quarters?

(Show your work)

Answer

20

2. On a trip, Mr. Jones traveled 95 miles each day. How many miles did he travel in 3 days?

(Show your work)

Answer

285

3. Kim helps Mrs. Sims. She earns

4	3328	1,073	38,835	234,144
M 6	70 X8 560	246 X30 7,380	509 X74 2036 3563 37,666	2040 X305 10200 61200 622,200
4				

M 7

1. If there are 5 nickels in one quarter, how many nickels are in 4 quarters?

(Show your work)

Answer

20

2. On a trip, Mr. Jones traveled 95 miles each day. How many miles did he travel in 3 days?

(Show your work)

Answer

285

3. Kim helps Mrs. Sims. She earns $1.25 per hour. How much will she earn in 4 hours?

(Show your work)

Answer

$5.00

4. There are 52 weeks in one year. How many weeks are in 12 years?

(Show your work)

Answer

624

4

Name _____

Team _____

Teacher _____

Date _____

MULTIPLICATION POST-TEST FORM B

M 1

	7	5	5	2	6	5
	X4	X2	X4	X2	X6	X5
	4	6	7	4	5	3
	X2	X5	X5	X4	X0	X4
	6	3	2	1	5	6
	X3	X3	X3	X6	X3	X4

18

M 2

	8	9	4	2	5	2
	X9	X7	X8	X9	X8	X8
	8	6	7	9	6	8
	X7	X9	X3	X9	X7	X6
	2	8	9	7	3	6
	X7	X8	X5	X7	X9	X7

18

M 3

23	12	321	7689
X2	X4	X 3	X 1

4

M 4	76 X5	39 X4	264 X 6	3241 X 8
4				
M 5	56 X24	93 X25	538 X26	4327 X 54
4				

M 7

1. There are 3 feet in a yard. How many feet are in 8 yards?

Answer

(Show your work)

---

2. Joe sold 135 papers per day. How many papers did he sell in 6 days?

Answer

(Show your work)

---

3. [illegible] works for Mr. Green after

M 5	56 X24	93 X25	538 X26	4327 X 54

4

M 7

1. There are 3 feet in a yard. How many feet are in 8 yards?

Answer

(Show your work)

---

2. Joe sold 135 papers per day. How many papers did he sell in 6 days?

Answer

(Show your work)

---

3. Sam works for Mr. Green after school. He earns $2.35 each day. How much does Sam earn in 5 days?

Answer

(Show your work)

---

4. There are 60 minutes in one hour. How many minutes are in 42 hours?

Answer

(Show your work)

4

KEY

Name _____

Team _____

Teacher _____

Date _____

MULTIPLICATION POST-TEST FORM B

M 1

7	5	5	2	6	5
X4	X2	X4	X2	X6	X5
28	10	20	4	36	25
4	6	7	4	5	3
X2	X5	X5	X4	X0	X4
8	30	35	16	0	12
6	3	2	1	5	6
X3	X3	X3	X6	X3	X4
18	9	6	6	15	24

18

M 2

8	9	4	2	5	2
X9	X7	X8	X9	X8	X8
72	63	32	18	40	16
8	6	7	9	6	8
X7	X9	X3	X9	X7	X6
56	54	21	81	42	48
2	8	9	7	3	6
X7	X8	X5	X7	X9	X7
14	64	45	49	27	42

MULTIPLICATION POST-TEST FORM A

M 1

7	5	5	2	6	5
X4	X2	X4	X2	X6	X5
28	10	20	4	36	25
4	6	7	4	5	3
X2	X5	X5	X4	X0	X4
8	30	35	16	0	12
6	3	2	1	5	6
X3	X3	X3	X6	X3	X4
18	9	6	6	15	24

18

M 2

8	9	4	2	5	2
X9	X7	X8	X9	X8	X8
72	63	32	18	40	16
8	6	7	9	6	8
X7	X9	X3	X9	X7	X6
56	54	21	81	42	48
2	8	9	7	3	6
X7	X8	X5	X7	X9	X7
14	64	45	49	27	42

18

M 3

23	12	321	7689
X2	X4	X 3	X 1
46	48	963	7,689

4

M 4	76 X5 380	39 X4 156	264 X 6 1,584	3241 X 8 25,928
4				
M 5	56 X24 224 112 1,344	93 X25 465 186 2,325	538 X26 3228 1076 13,988	4327 X 54 17308 21635 233,658
4				

M 7

1. There are 3 feet in a yard. How many feet are in 8 yards?

Answer

(Show your work)

24

2. Joe sold 135 papers per day. How many papers did he sell in 6 days?

Answer

(Show your work)

810

3. Sam works for Mr. Green after school. He earns $2.35 each day

M 5

56	93	538	4327
X24	X25	X26	X 54
224	465	3228	17308
112	186	1076	21635
1,344	2,325	13,988	233,658

4

M 7

1. There are 3 feet in a yard. How many feet are in 8 yards?

Answer

(Show your work)

24

2. Joe sold 135 papers per day. How many papers did he sell in 6 days?

Answer

(Show your work)

810

3. Sam works for Mr. Green after school. He earns $2.35 each day. How much does Sam earn in 5 days?

Answer

(Show your work)

$11.75

4. There are 60 minutes in one hour. How many minutes are in 42 hours?

Answer

(Show your work)

2,520

NAME _____

TEAM _____

TEACHER _____

DATE _____

FORM A or B (Circle one)

DIVISION OPERATIONS

	Pre-Test	Program	Post-Test	Comments
D1 Division facts 1 6	20		20	
D Division facts 7-9	20		20	
D3 1 digit divisor into 2 digit dividend with missing factor less than 10 - vertical form	4		4	
D 1 digit divisor into 2, 3 digit dividend - working form	4		4	
D 2 digit divisor into 3 digit divident - working form	4		4	
Story	4		4	

	Pre-Test	Pro
D1 D vision facts 1 6	20	
D Division facts 7-9	20	
D3 1 digit divisor i to 2 digit dividend with missing factor 1 ss than 10 - v rtical form	4	
D 1 digit divisor into 2, 3 digit d vident - w rking form	4	
D 2 digit divisor into 3 digit divident - w rking form	4	
D Story P oblems	4	
S pplementary W rk		

est	Program	Post-Test	Comments
		20	
		20	
		4	
		4	
		4	
		4	

Name _____

Team _____

Teacher _____

Date _____

DIVISION PRE-TEST FORM B

D1

$30 \div 5 =$ $18 \div 3 =$ $8 \div 2 =$ $20 \div 5 =$

$25 \div 5 =$ $10 \div 2 =$ $15 \div 3 =$ $20 \div 4 =$

$27 \div 3 =$ $24 \div 4 =$

$8\overline{)16}$ $2\overline{)12}$ $1\overline{)6}$ $5\overline{)35}$ $4\overline{)16}$

$5\overline{)10}$ $4\overline{)28}$ $6\overline{)36}$ $4\overline{)8}$ $6\overline{)24}$

20

D2

$9\overline{)90}$ $6\overline{)24}$ $8\overline{)40}$ $8\overline{)56}$ $6\overline{)48}$

$8\overline{)64}$ $7\overline{)14}$ $9\overline{)72}$ $10\overline{)60}$ $3\overline{)27}$

$42 \div 6 =$ $40 \div 5 =$ $63 \div 7 =$ $54 \div 6 =$

$81 \div 9 =$ $42 \div 6 =$ $40 \div 5 =$ $63 \div 9 =$

$54 \div 6 =$ $32 \div 8 =$ $18 \div 2 =$ $49 \div 7 =$

D1

$30 \div 5 =$ $18 \div 3 =$ $8 \div 2 =$ $20 \div 5 =$

$25 \div 5 =$ $10 \div 2 =$ $15 \div 3 =$ $20 \div 4 =$

$27 \div 3 =$ $24 \div 4 =$

$8\overline{)16}$ $2\overline{)12}$ $1\overline{)6}$ $5\overline{)35}$ $4\overline{)16}$

$5\overline{)10}$ $4\overline{)28}$ $6\overline{)36}$ $4\overline{)8}$ $6\overline{)24}$

____
20

D2

$9\overline{)90}$ $6\overline{)24}$ $8\overline{)40}$ $8\overline{)56}$ $6\overline{)48}$

$8\overline{)64}$ $7\overline{)14}$ $9\overline{)72}$ $10\overline{)60}$ $3\overline{)27}$

$42 \div 6 =$ $40 \div 5 =$ $63 \div 7 =$ $54 \div 6 =$

$81 \div 9 =$ $42 \div 6 =$ $40 \div 5 =$ $63 \div 9 =$

$54 \div 6 =$ $32 \div 8 =$ $18 \div 2 =$ $49 \div 7 =$

$45 \div 9 =$ $21 \div 3 =$ $48 \div 8$ $40 \div 8 =$

____
20

DIVISION PRE-TEST FORM B

D 3

9/85 — 81 — 4

4/33 — 32 — □

5/28 ——

8/26 ——

4

D 4

3/36 — 30 □ — 6 — 6 □ — 0 □

4/93 — 80 □ — 13 — □ □ — □ □

7/680 ——

3/369 ——

4

D 5

28/440 — 280 □ — 160 — 140 □

23/782 — 690 □ — 92 — □ □

4

4

D 4

3/36
30
6
6
0

4/93
80
13

7/680

3/369

4

D 5

28/440
280
160
140

23/782
690
92

26/339

32/6591

4

D 6

1. Joe has 36 pieces of bubble gum. If he gives the same number to each of his four friends, how many pieces will each friend get?

(Show your work) Answer

---

2. Sally bought 8 apples at the store for 48¢. How much did each apple cost?

(Show your work) Answer

---

3. There are 130 children in fourth grade. If they are divided into five classes, how many children will be in each one?

(Show your work) Answer

---

4. There are 432 students in grades

(Show your work) Answer

---

2. Sally bought 8 apples at the store for 48¢. How much did each apple cost?

(Show your work) Answer

---

3. There are 130 children in fourth grade. If they are divided into five classes, how many children will be in each one?

(Show your work) Answer

---

4. There are 432 students in grades 3, 4, 5, and 6. They are going to the zoo in buses. Each bus can carry 48 students. How many buses will be needed?

(Show your work) Answer

KEY

Name _____
Team _____
Teacher _____
Date _____

DIVISION PRE-TEST FORM B

D1

$30 \div 5 = 6$ $18 \div 3 = 6$ $8 \div 2 = 4$ $20 \div 5 = 4$

$25 \div 5 = 5$ $10 \div 2 = 5$ $15 \div 3 = 5$ $20 \div 4 = 5$

$27 \div 3 = 9$ $24 \div 4 = 6$

$8\overline{)16}^{2}$ $2\overline{)12}^{6}$ $1\overline{)6}^{6}$ $5\overline{)35}^{7}$ $4\overline{)16}^{4}$

$5\overline{)10}^{2}$ $4\overline{)28}^{7}$ $6\overline{)36}^{6}$ $4\overline{)8}^{2}$ $6\overline{)24}^{4}$

20

D2

$9\overline{)90}^{10}$ $6\overline{)24}^{4}$ $8\overline{)40}^{5}$ $8\overline{)56}^{7}$ $6\overline{)48}^{8}$

$8\overline{)64}^{8}$ $7\overline{)14}^{2}$ $9\overline{)72}^{8}$ $10\overline{)60}^{6}$ $3\overline{)27}^{9}$

$42 \div 6 = 7$ $40 \div 5 = 8$ $63 \div 7 = 9$ $54 \div 6 = 9$

$81 \div 9 = 9$ $42 \div 6 = 7$ $40 \div 5 = 8$ $63 \div 9 = 7$

$54 \div 6 = 9$ $32 \div 8 = 4$ $18 \div 2 = 9$ $49 \div 7 = 7$

D1

30 ÷ 5 = 6 18 ÷ 3 = 6 8 ÷ 2 = 4 20 ÷ 5 = 4

25 ÷ 5 = 5 10 ÷ 2 = 5 15 ÷ 3 = 5 20 ÷ 4 = 5

27 ÷ 3 = 9 24 ÷ 4 = 6

$8\overline{)16}^{2}$ $2\overline{)12}^{6}$ $1\overline{)6}^{6}$ $5\overline{)35}^{7}$ $4\overline{)16}^{4}$

$5\overline{)10}^{2}$ $4\overline{)28}^{7}$ $6\overline{)36}^{6}$ $4\overline{)8}^{2}$ $6\overline{)24}^{4}$

20

D2

$9\overline{)90}^{10}$ $6\overline{)24}^{4}$ $8\overline{)40}^{5}$ $8\overline{)56}^{7}$ $6\overline{)48}^{8}$

$8\overline{)64}^{8}$ $7\overline{)14}^{2}$ $9\overline{)72}^{8}$ $10\overline{)60}^{6}$ $3\overline{)27}^{9}$

42 ÷ 6 = 7 40 ÷ 5 = 8 63 ÷ 7 = 9 54 ÷ 6 = 9

81 ÷ 9 = 9 42 ÷ 6 = 7 40 ÷ 5 = 8 63 ÷ 9 = 7

54 ÷ 6 = 9 32 ÷ 8 = 4 18 ÷ 2 = 9 49 ÷ 7 = 7

45 ÷ 9 = 5 21 ÷ 3 = 7 48 ÷ 8 = 6 40 ÷ 8 = 5

20

DIVISION PRE-TEST FORM B

D 3

9	8	5	3
9/85	4/33	5/28	8/26
81	32	25	24
4	1	3	2

4

D 4

12			
3/36	4/93	7/680	3/369
30 | 10	80 | 20	630 | 90	300 | 100
6	13	50	69
6 | 2	12 | 3	49 | 7	60 | 20
0 | 12	1 | 23	1 | 97	9
			9 | 3
			0 | 123

4

D 5

28/440	23/782
280 | 10	690 | 30
160	92
140 | 6	92 | 4
20 | 16	0 | 34

81	32	25	24
4	$\boxed{1}$	3	2

4

D 4

3/36	4/93	7/680	3/369
$\boxed{12}$			
30 $\boxed{10}$	80 $\boxed{20}$	630 90	300 100
6	13	50	69
6 $\boxed{2}$	$\boxed{12}$ $\boxed{3}$	49 7	60 20
0 $\boxed{12}$	$\boxed{1}$ $\boxed{23}$	1 97	9
			9 3
			0 123

4

D 5

28/440	23/782
280 $\boxed{10}$	690 $\boxed{30}$
160	92
140 $\boxed{6}$	$\boxed{92}$ $\boxed{4}$
20 $\boxed{16}$	$\boxed{0}$ $\boxed{34}$

26/339	32/6591
260 10	6400 200
79	191
78 3	160 5
1 13	31 205

4

D 6

1. Joe has 36 pieces of bubble gum. If he gives the same number to each of his four friends, how many pieces will each friend get?

(Show your work) Answer

9

2. Sally bought 8 apples at the store for 48¢. How much did each apple cost?

(Show your work) Answer

6

3. There are 130 children in fourth grade. If they are divided into five classes, how many children will be in each one?

(Show your work) Answer

26

(Show your work) Answer

9

2. Sally bought 8 apples at the store for 48¢. How much did each apple cost?

(Show your work) Answer

6

3. There are 130 children in fourth grade. If they are divided into five classes, how many children will be in each one?

(Show your work) Answer

26

4. There are 432 students in grades 3, 4, 5, and 6. They are going to the zoo in buses. Each bus can carry 48 students. How many buses will be needed?

(Show your work) Answer

9

Name _____

Team _____

Teacher _____

Date _____

DIVISION POST-TEST FORM B

D 1

$18 \div 3 =$	$30 \div 5 =$	$9 \div 3 =$	$4 \div 2 =$
$12 \div 4 =$	$15 \div 3 =$	$20 \div 4 =$	$6 \div 3 =$
$25 \div 5 =$	$36 \div 6 =$		
$6\overline{)0}$	$1\overline{)6}$	$4\overline{)16}$	$6\overline{)36}$
$4\overline{)8}$	$4\overline{)28}$	$2\overline{)12}$	$5\overline{)35}$
$8\overline{)16}$	$4\overline{)24}$		

20

D 2

$81 \div 9 =$	$49 \div 7 =$	$18 \div 2 =$	$63 \div 9 =$
$21 \div 3 =$	$42 \div 6 =$	$40 \div 5 =$	$54 \div 6 =$

DIVISION POST-TEST FORM B

D 1

$18 \div 3 =$ $30 \div 5 =$ $9 \div 3 =$ $4 \div 2 =$

$12 \div 4 =$ $15 \div 3 =$ $20 \div 4 =$ $6 \div 3 =$

$25 \div 5 =$ $36 \div 6 =$

$6\overline{)0}$ $1\overline{)6}$ $4\overline{)16}$ $6\overline{)36}$

$4\overline{)8}$ $4\overline{)28}$ $2\overline{)12}$ $5\overline{)35}$

$8\overline{)16}$ $4\overline{)24}$

20

D 2

$81 \div 9 =$ $49 \div 7 =$ $18 \div 2 =$ $63 \div 9 =$

$21 \div 3 =$ $42 \div 6 =$ $40 \div 5 =$ $54 \div 6 =$

$45 \div 9 =$ $32 \div 8 =$

$6\overline{)48}$ $8\overline{)40}$ $3\overline{)27}$ $7\overline{)14}$

$9\overline{)72}$ $10\overline{)60}$ $8\overline{)64}$ $9\overline{)90}$

$6\overline{)24}$ $8\overline{)56}$

20

DIVISION POST-TEST FORM B

D 3

$4\overline{)27}$ $9\overline{)38}$ $6\overline{)78}$ $4\overline{)53}$

24 36

3

4

D 4

$3\overline{)34}$ $6\overline{)73}$ $4\overline{)829}$ $5\overline{)340}$

30 60

4 13

3

1

4

D 5

$22\overline{)263}$ $21\overline{)862}$

220 840

43 22

22

3 □

4

D 4

3 / 34
30 □
4
3 □
1 □

6 / 73
60 □
13
□ □
□

4 / 829

5 / 340

4

D 5

22 / 263
220 □
43
22 □
□

21 / 862
840 □
22
□ □
□

41 / 953

37 / 5691

4

DIVISION POST-TEST FORM B

D 6

1. There are 45 apples in 9 boxes. If there are the same number of apples in each box, how many apples are there per box?

(Show your work) Answer

---

2. Sally walked 12 miles in 4 hours. If she walked the same number of miles each hour, how many miles per hour did she walk?

(Show your work) Answer

---

3. Tom had 49 baseball cards to trade with 7 friends. If he gives each friend the same number of cards, how many cards does he give per friend?

(Show your work) Answer

in each box, how many apples are there per box?

(Show your work) Answer

---

2. Sally walked 12 miles in 4 hours. If she walked the same number of miles each hour, how many miles per hour did she walk?

(Show your work) Answer

---

3. Tom had 49 baseball cards to trade with 7 friends. If he gives each friend the same number of cards, how many cards does he give per friend?

(Show your work) Answer

---

4. Joe had 264 pieces of candy. He wanted to give 12 of his friends an equal number of pieces of candy. How much candy would each friend get?

(Show your work) Answer

KEY

Name _____
Team _____
Teacher _____
Date _____

DIVISION POST-TEST FORM B

D 1

$18 \div 3 = 6$ $30 \div 5 = 6$ $9 \div 3 = 3$ $4 \div 2 = 2$

$12 \div 4 = 3$ $15 \div 3 = 5$ $20 \div 4 = 5$ $6 \div 3 = 2$

$25 \div 5 = 5$ $36 \div 6 = 6$

$6\overline{)0}$ $1\overline{)6}$ $4\overline{)16}$ $6\overline{)36}$

$4\overline{)8}$ $4\overline{)28}$ $2\overline{)12}$ $5\overline{)35}$

$8\overline{)16}$ $4\overline{)24}$

20

D 2

$81 \div 9 = 9$ $49 \div 7 = 7$ $18 \div 2 = 9$ $63 \div 9 = 7$

$21 \div 3 = 7$ $42 \div 6 = 7$ $40 \div 5 = 8$ $54 \div 6 = 9$

DIVISION POST-TEST FORM B

D 1

$18 \div 3 = 6$ $30 \div 5 = 6$ $9 \div 3 = 3$ $4 \div 2 = 2$

$12 \div 4 = 3$ $15 \div 3 = 5$ $20 \div 4 = 5$ $6 \div 3 = 2$

$25 \div 5 = 5$ $36 \div 6 = 6$

$6\overline{)0}^{0}$ $1\overline{)6}^{6}$ $4\overline{)16}^{4}$ $6\overline{)36}^{6}$

$4\overline{)8}^{2}$ $4\overline{)28}^{7}$ $2\overline{)12}^{6}$ $5\overline{)35}^{7}$

$8\overline{)16}^{2}$ $4\overline{)24}^{6}$

20

D 2

$81 \div 9 = 9$ $49 \div 7 = 7$ $18 \div 2 = 9$ $63 \div 9 = 7$

$21 \div 3 = 7$ $42 \div 6 = 7$ $40 \div 5 = 8$ $54 \div 6 = 9$

$45 \div 9 = 5$ $32 \div 8 = 4$

$6\overline{)48}^{8}$ $8\overline{)40}^{5}$ $3\overline{)27}^{9}$ $7\overline{)14}^{2}$

$9\overline{)72}^{8}$ $10\overline{)60}^{6}$ $8\overline{)64}^{8}$ $9\overline{)90}^{10}$

$6\overline{)24}^{4}$ $8\overline{)56}^{8}$

20

DIVISION POST-TEST FORM B

D 3

$4\overline{)27}$ = 6, 24, 3

$9\overline{)38}$ = 4, 36, 2

$6\overline{)78}$ = 13, 60, 18, 18

$4\overline{)53}$ = 13 r. 1, 40, 13, 12, 1

4

D 4

$3\overline{)34}$ = 10, 30, 4, 3, 1, 1, 11

$6\overline{)73}$ = 10, 60, 13, 12, 2, 1, 12

$4\overline{)829}$ = 207 r. 1, 800, 200, 29, 28, 7, 1, 207

$5\overline{)340}$ = 68, 300, 60, 40, 40, 8, 68

4

D 5

$22\overline{)263}$ = 10, 220, 43, 22, 1, 21, 11

$21\overline{)862}$ = 40, 840, 22, 21, 1, 1, 41

$41\overline{)953}$ = 203 r. 10

$37\overline{)5691}$ = 153 r. 30

3 $\boxed{2}$

18
18

13
12
1

4

D 4

3	34	
	30	$\boxed{10}$
	4	
	3	$\boxed{1}$
	1	$\boxed{11}$

6	73	
	60	$\boxed{10}$
	13	
	12	$\boxed{2}$
	1	$\boxed{12}$

	207 r. 1	
4	829	
	800	200
	29	
	28	7
	1	207

	68	
5	340	
	300	60
	40	
	40	8
		68

4

D 5

22	263	
	220	$\boxed{10}$
	43	
	22	$\boxed{1}$
	21	$\boxed{11}$

21	862	
	840	$\boxed{40}$
	22	
	21	$\boxed{1}$
	1	$\boxed{41}$

	203 r. 10	
41	953	
	820	200
	133	
	123	3
	10	203

	153 r. 30	
37	5691	
	3700	100
	1991	
	1850	50
	141	
	111	3
	30	153

4

DIVISION POST-TEST FORM B

D 6

1. There are 45 apples in 9 boxes. If there are the same number of apples in each box, how many apples are there per box?

(Show your work) Answer

$45 \div 9 = 5$ 5

2. Sally walked 12 miles in 4 hours. If she walked the same number of miles each hour, how many miles per hour did she walk?

(Show your work) Answer

$12 \div 4 = 3$ 3

3. Tom had 49 baseball cards to trade with 7 friends. If he gives each friend the same numoer of cards, how many cards does he give per friend?

(Show your work) Answer

in each box, how many apples are there per box?

(Show your work) Answer

$45 \div 9 = 5$ 5

2. Sally walked 12 miles in 4 hours. If she walked the same number of miles each hour, how many miles per hour did she walk?

(Show your work) Answer

$12 \div 4 = 3$ 3

3. Tom had 49 baseball cards to trade with 7 friends. If he gives each friend the same number of cards, how many cards does he give per friend?

(Show your work) Answer

$49 \div 7 = 7$ 7

4. Joe had 264 pieces of candy. He wanted to give 12 of his friends an equal number of pieces of candy. How much candy would each friend get?

(Show your work) Answer

$264 \div 12 = 22$ 22

NAME _____

TEAM _____

TEACHER _____

DATE _____

FORM A or B (Circle one)

MULTIPLICATION - DIVISION

	Pre-Test	Program	Post-Test	Comment
M-D1 Concepts	___/4		___/4	
M-D2 Mult-Division facts to 4 x 9 and 40 ÷ 5	___/20		___/20	
M-D3 Story Problems	___/4		___/4	
M-D4 Family of facts	___/4		___/4	
M-D5 Mult facts to 9 x 9 and 50 ÷ 10	___/20		___/20	
M-D6 Prime numbers common factory	___/4		___/4	
Supplementary work				

Name _____

Team _____

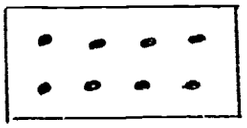
Teacher _____

Date _____

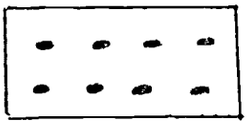
MULTIPLICATION - DIVISION PRE-TEST FORM B

MD 1

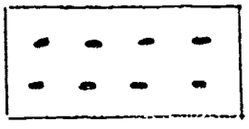
Circle the multiplication equation that is the same as the sets below:



6 X 6 = 36



3 X 6 = 18



3 X 8 = 24

Circle the multiplication equation that has the same answer as 5+5+5+5+5+5

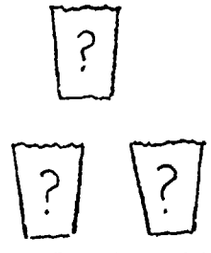
5 X 5 = 25 6 X 5 = 30 7 X 5 = 35

Study this chart:

20 - 5 = 15
15 - 5 = 10
10 - 5 = 5
5 - 5 = 0

How many fives are subtracted to get from 25 to 0? ____

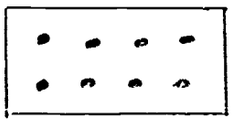
20 jelly-beans



There is the same number of jellybeans in each bag? ____

MD 1

Circle the multiplication equation that is the same as the sets below:



6 X 6 = 36

3 X 6 = 18

3 X 8 = 24

Circle the multiplication equation that has the same answer as 5+5+5+5+5+5

5 X 5 = 25 6 X 5 = 30 7 X 5 = 35

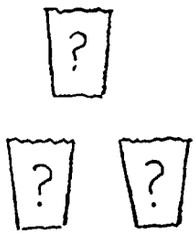
Study this chart:

20 - 5 =	15
15 - 5 =	10
10 - 5 =	5
5 - 5 =	0

How many fives are subtracted to get from 25 to 0? ____

4

20 jelly-beans



There is the same number of jellybeans in each bag? ____

MD 2

4 X 9 = ___	2 X 3 = ___	4 X 5 = ___	0 X 1 = ___
3 X 7 = ___	4 X 3 = ___	3 X 5 = ___	4 X 2 = ___
3 X 3 = ___	2 X 6 = ___	25 ÷ 5 = ___	18 ÷ 2 = ___
40 ÷ 5 = ___	18 ÷ 3 = ___	4 ÷ 2 = ___	27 ÷ 3 = ___
10 ÷ 2 = ___	24 ÷ 3 = ___	16 ÷ 4 = ___	8 ÷ 4 = ___

20

MD 3

How many legs do 4 tables have? _____

Show your work

MD 3

Four nickels have how many cents? _____

(Show your work)

A grasshopper jumped 6 feet in 3 equal leaps. How long was each leap?

(Show your work) _____

A boy had 30 marbles. He wanted to make 6 equal piles. How many marbles were in each pile?

(Show your work) _____

You may draw your answer to this problem.

4

MD 4

Write the family of facts for this set of two factors and a product:

(2, 6, 12)

_____

_____

_____

A grasshopper jumped 6 feet in 3 equal leaps. How long was each leap?

(Show your work)

A boy had 30 marbles. He wanted to make 6 equal piles. How many marbles were in each pile?

(Show your work)

You may draw your answer to this problem.

4

MD 4 Write the family of facts for this set of two factors and a product:

(2, 6, 12)

4

MD 5

6X5 =	8X3=	9X6=	6X6=	7X3=
9X9=	8X4=	6X7=	7X8=	6X3=
50÷10=	35÷5=	63÷7=	72÷9=	
49÷ 7=	40÷8=	8÷8=	64÷8=	
	45÷5=	14÷ 7=		

MD 6

List the prime numbers from 0 to 21:

_____

Name all the factors of 16:

_____

{Factors of 18} = (1, 2, 3, 6, 9, 18)

{Factors of 24} = (1, 2, 3, 4, 8, 12, 24)

What are the common factors of 18 and 24?

_____

Solve this equation: Fill in the missing numbers:

48 + 32 = (___ X 8) + (___ X 8)

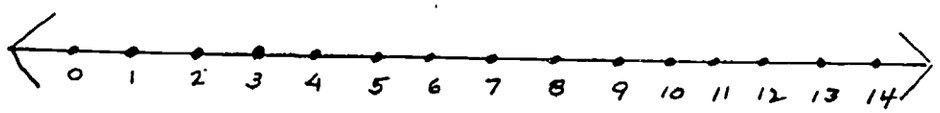
= (___ + ___) X 8

= ___ X 8

= ___

AS 14 Show each pair of equations on the number line:

$3 + 6 = 9$ $6 + 3 = 9$



Complete the equations:

$4+2 = 4 = (1+1)$
$= (4+\_\_\_) + 1$
$= \_\_\_ + 1$
$= \_\_\_$

$21+5 = (20=1) + 5$
$= 20 + (\_\_\_ + 5)$
$= 20 + \_\_\_\_$
$= \_\_\_$

___
4

AS 15 Watch the signs!!

\$ .86	\$5.69	\$3.42	\$2.08
+ .02	+3.26	-1.95	- .79

___
4

AS 16 Base 5

4	13	22	434
+ 3	+ 2	+34	+344

___
4

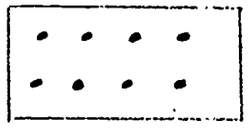
KEY

Name _____
Team _____
Teacher _____
Date _____

MULTIPLICATION - DIVISION PRE-TEST FORM B

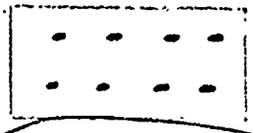
MD 1

Circle the multiplication equation that is the same as the sets below:



6 X 6 = 36

3 X 6 = 18



(3 X 8 = 24)

Circle the multiplication equation that has the same answer as 5+5+5+5+5+5

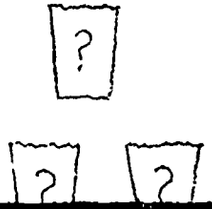
5 X 5 = 25 (6 X 5 = 30) 7 X 5 = 35

Study this chart:

20	- 5 = 15
15	- 5 = 10
10	- 5 = 5
5	- 5 = 0

How many fives are subtracted to get from 25 to 0? 5

20 jelly-beans



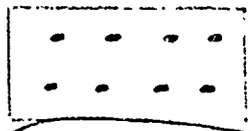
There is the same number of jellybeans in each bag? no

MD 1

Circle the multiplication equation that is the same as the sets below:

6 X 6 = 36

3 X 6 = 18



3 X 8 = 24

Circle the multiplication equation that has the same answer as 5+5+5+5+5+5

5 X 5 = 25 | 6 X 5 = 30 | 7 X 5 = 35

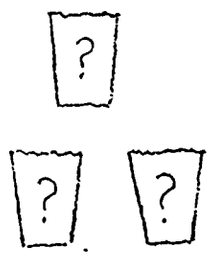
Study this chart:

20 - 5 = 15
15 - 5 = 10
10 - 5 = 5
5 - 5 = 0

How many fives are subtracted to get from 25 to 0? 5

4

20 jelly-beans



There is the same number of jellybeans in each bag? no

MD 2

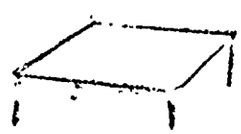
4 X 9 = 36	2 X 3 = 6	4 X 5 = 20	0 X 1 = 1
3 X 7 = 21	4 X 3 = 12	3 X 5 = 15	4 X 2 = 8
3 X 3 = 9	2 X 6 = 12	25 ÷ 5 = 5	18 ÷ 2 = 9
40 ÷ 5 = 8	18 ÷ 3 = 6	4 ÷ 2 = 2	27 ÷ 3 = 9
10 ÷ 2 = 5	24 ÷ 3 = 8	16 ÷ 4 = 4	8 ÷ 4 = 2

20

MD 3

How many legs do 4 tables have? 16

Show your work



MD 3

Four nickels have how many cents? 20

(Show your work)

A grasshopper jumped 6 feet in 3 equal leaps. How long was each leap?

(Show your work) 2

A boy had 30 marbles. He wanted to make 6 equal piles. How many marbles were in each pile?

(Show your work) 5

You may draw your answer to this problem.

4

MD 4

Write the family of facts for this set of two factors and a product:

(2, 6, 12)

2 x 6 = 12

6 x 2 = 12

12 ÷ 6 = 2

A grasshopper jumped 6 feet in 3 equal leaps. How long was each leap?

(Show your work) 2

A boy had 30 marbles. He wanted to make 6 equal piles. How many marbles were in each pile?

(Show your work) 5

You may draw your answer to this problem.

4

MD 4 Write the family of facts for this set of two factors and a product:

(2, 6, 12)

2 x 6 = 12

6 x 2 = 12

12 ÷ 6 = 2

12 ÷ 2 = 6

4

MD 5

6X5 = 30 8X3 = 24 9X6 = 54 6X6 = 36 7X3 = 21

9X9 = 81 8X4 = 32 6X7 = 42 7X8 = 56 6X3 = 18

50 ÷ 10 = 5 35 ÷ 5 = 7 63 ÷ 7 = 9 72 ÷ 9 = 8

49 ÷ 7 = 7 40 ÷ 8 = 5 8 ÷ 3 = 1 64 ÷ 8 = 8

45 ÷ 5 = 9 14 ÷ 7 = 2

MD 6

List the prime numbers from 0 to 21:

0 - 3 - 5 - 7 - 11 - 13 - 17 - 19 - 21

Name all the factors of 16:

2 - 4 - 6 - 8 - 16

{Factors of 18} = (1, 2, 3, 6, 9, 18)

{Factors of 24} = (1, 2, 3, 4, 8, 12, 24)

What are the common factors of 18 and 24?

1 - 2 - 3

Solve this equation: Fill in the missing numbers:

Name all the factors of 16:

2 - 4 - 6 - 8 - 16

{Factors of 18} = (1, 2, 3, 6, 9, 18)

{Factors of 24} = (1, 2, 3, 4, 8, 12, 24)

What are the common factors of 18 and 24?

1 - 2 - 3

Solve this equation: Fill in the missing numbers:

$48 + 32 = (\underline{6} \times 8) + (\underline{4} \times 8)$

$= (\underline{6} + \underline{4}) \times 8$

$= \underline{10} \times 8$

$= \underline{80}$

4

Name_____

Team _____

Teacher_____

Date _____

MULTIPLICATION-DIVISION POST-TEST FORM B

MD 1

Circle the multiplication equation that is the same as the sets below:

6X6 = 36 4X6 = 24 4X4 = 16

Circle the multiplication equation that has the same answer as:

8+8+8+8+8+8+8

8X8 = 64 6X5 = 30 6X8 = 48

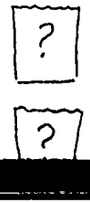
7X8 = 56

Study this chart:

15 - 3 =	12
12 - 3 =	9
9 - 3 =	6
6 - 3 =	3
3 - 3 =	0

How many 3's are subtracted to get from 15 to 0? _____

18 marbles



There is the same number of marbles in each bag. How many are in each

MULTIPLICATION-DIVISION POST-TEST FORM B

MD 1 Circle the multiplication equation that is the same as the sets below:

6X6 = 36 4X6 = 24 4X4 = 16

Circle the multiplication equation that has the same answer as:

8+8+8+8+8+8+8

8X8 = 64 6X5 = 30 6X8 = 48

7X8 = 56

Study this chart:

15 - 3 =	12
12 - 3 =	9
9 - 3 =	6
6 - 3 =	3
3 - 3 =	0

How many 3's are subtracted to get from 15 to 0? _____

18 marbles

There is the same number of marbles in each bag. How many are in each bag? _____

4

MD 2

9X4 =	2X3 =	4X5 =	0X1 =	3X7 =
4X3 =	3X5 =	4X2 =	3X3 =	2X6 =
25÷5 =	18÷2 =	40÷5 =	18÷3 =	4÷2 =
27÷3 =	10÷2 =	24÷3 =	16÷4 =	8÷4 =

20

MD 3 Show how many legs do 6 cats have? _____

(Show your work)

MD 3 (Cont'd.)

How many cents are there in 7 nickels?

(Show your work) _____

A grasshopper jumped 20 feet in 5 equal leaps. How long was each leap?

(Show your work) _____

Bob had 6 baskets of apples. Each basket had 5 apples in it. How many apples did he have in all?

(Show your work) _____

___/4

MD 4

Write the family of facts for this set of two factors and a product:

(3, 6, 18)

_____

_____

_____

_____

___/4

MD 5

6X5 = 8X3 = 9X6 = 6X6 = 7X3 =

A grasshopper jumped 20 feet in 5 equal leaps. How long was each leap?

(Show your work)

Bob had 6 baskets of apples. Each basket had 5 apples in it. How many apples did he have in all?

(Show your work)

4

MD 4 Write the family of facts for this set of two factors and a product:

(3, 6, 18)

4

MD 5

6X5 =	8X3 =	9X6 =	6X6 =	7X3 =
9X9 =	8X4 =	8X7 =	7X8 =	6X3 =
50÷10 =	35÷5 =	63÷7 =	72÷9 =	
49÷7 =	40÷8 =	8÷8 =	64÷8 =	
	45÷5 =	14÷7 =		

20

MD 6 List the prime numbers from 0 to 30:

_____

Name all the factors of 32:

_____

{factors of 24} = {1, 2, 3, 4, 6, 8, 12, 24}

{factors of 30} = {1, 2, 3, 5, 6, 10, 15, 30}

What are the common factors of 24 and 30?

_____

Solve this equation:

Fill in the missing numbers:

32+56 = (___X8) = (___X8)

= (___+___) X 8

= ___ X 8

= ___

___

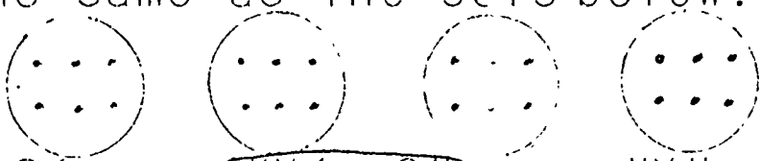
4

KEY

Name_____
Team_____
Teacher_____
Date_____

MULTIPLICATION-DIVISION POST-TEST FORM B

MD 1 Circle the multiplication equation that is the same as the sets below:



6X6 = 36 **4X6 = 24** 4X4 = 16

Circle the multiplicarion equation that has the same answer as:

8+8+8+8+8+8+8

8X8 = 64 6X5 = 30 6X8 = 48

7X8 = 56

Study this chart:

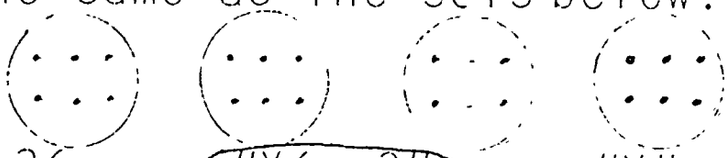
15 - 3 =	12
12 - 3 =	9
9 - 3 =	6
6 - 3 =	3
3 - 3 =	0

How many 3's are subtracted to get from 15 to 0? 5

18 marbles [2] There is the same

MULTIPLICATION-DIVISION POST-TEST FORM B

MD 1 Circle the multiplication equation that is the same as the sets below:



6X6 = 36 4X6 = 24 4X4 = 16

Circle the multiplication equation that has the same answer as:

8+8+8+8+8+8+8

8X8 = 64 6X5 = 30 6X8 = 48

7X8 = 56

Study this chart:

15 - 3 = 12
12 - 3 = 9
9 - 3 = 6
6 - 3 = 3
3 - 3 = 0

How many 3's are subtracted to get from 15 to 0? 5

18 marbles

There is the same number of marbles in each bag. How many are in each bag? 6

4

MD 2

9X4 = 36	2X3 = 6	4X5 = 20	0X1 = 1	3X7 = 21
4X3 = 12	3X5 = 15	4X2 = 8	3X3 = 9	2X6 = 12
25÷5 = 5	18÷2 = 9	40÷5 = 8	18÷3 = 6	4÷2 = 2
27÷3 = 9	10÷2 = 5	24÷3 = 8	16÷4 = 4	8÷4 2

20

MD 3 Show how many legs do 6 cats have? 24

(Show your work)

MD 3 (cont'd.)

How many cents are there in 7 nickels?

(Show your work) 35

A grasshopper jumped 20 feet in 5 equal leaps. How long was each leap?

(Show your work) 4

Bob had 6 baskets of apples. Each basket had 5 apples in it. How many apples did he have in all?

30

(Show your work)

4

MD 4 Write the family of facts for this set of two factors and a product:

(3, 6, 18)

3 x 6 = 18

A grasshopper jumped 20 feet in 5 equal leaps. How long was each leap?

(Show your work) 4

Bob had 6 baskets of apples. Each basket had 5 apples in it. How many apples did he have in all?

30

(Show your work)

4

MD 4 Write the family of facts for this set of two factors and a product:

(3, 6, 18)

3 × 6 = 18

6 × 3 = 18

18 ÷ 6 = 3

18 ÷ 3 = 6

4

MD 5

6X5 = 30 8X3 = 24 9X6 = 54 6X6 = 36 7X3 = 21

9X9 = 81 8X4 = 32 6X7 = 42 7X8 = 56 6X3 = 18

50÷10 = 5 35÷5 = 7 63÷7 = 9 72÷9 = 8

49÷7 = 7 40÷8 = 5 8÷8 = 1 64÷8 = 8

45÷5 = 9 14÷7 = 2

20

MD 6 List the prime numbers from 0 to 30:

0-1-3-5-7-11-13-17-19-23-29

Name all the factors of 32:

0-1-2-4-8-16-32

{factors of 24} = {1, 2, 3, 4, 6, 8, 12, 24}

{factors of 30} = {1, 2, 3, 5, 6, 10, 15, 30}

What are the common factors of 24 and 30?

1-2-3-6

Solve this equation:

Fill in the missing numbers:

32+56 = (4 X8) = (7 X8)

Name all the factors of 32:

0-1-2-4-8-16-32

{factors of 24} = {1, 2, 3, 4, 6, 8, 12, 24}

{factors of 30} = {1, 2, 3, 5, 6, 10, 15, 30}

What are the common factors of 24 and 30?

1-2-3-6

Solve this equation:

Fill in the missing numbers:

$32+56 = (\_4\_ \times 8) = (\_7\_ \times 8)$

$= (\_4\_ + \_7\_) \times 8$

$= \_11\_ \times 8$

$= 88$

4

NAME _____

TERM _____ TITLE _____

TEACHER _____

FORM A or B (Circle one)

FRACTIONS

	Pre-Test	Program	Post-Test	Comment
UNIT I				
F1 Concepts	___/5		___/5	
F2 Order from Small to large	___/3		___/3	
F3 Equivalent fractions	___/6		___/6	
F4 Add-subtract like denominators	___/6		___/6	
UNIT II				
F5 Denominator numerator	___/2		___/2	
F6 Rename in simpler form	___/6		___/6	
F7 Comparing fractions	___/2		___/2	
F8 Renaming fractions	___/8		___/8	
F9 Reducing to Simpler form	___/4		___/4	

F1 Concepts	___ 5		___ 5	
F2 Order from Small to large	___ 3		___ 3	
F3 Equivalent fractions	___ 6		___ 6	
F4 Add-subtract like denominators	___ 6		___ 6	
UNIT II				
F5 Denominator numerator	___ 2		___ 2	
F6 Rename in simpler form	___ 6		___ 6	
F7 Comparing fractions	___ 2		___ 2	
F8 Renaming fractions	___ 8		___ 8	
F9 Reducing to Simpler form	___ 4		___ 4	
UNIT III				
F10 Add subtract like denominators	___ 4		___ 4	
F11 Mixed fractions	___ 3		___ 3	
F12 $< > =$	___ 3		___ 3	
F13 Equivalent fractions	___ 8		___ 8	
F14	___ 4		___ 4	
F15	___ 4		___ 4	

Name _____

Team _____

Teacher _____

Date _____

FRACTIONS PRE-TEST UNIT I FORM B

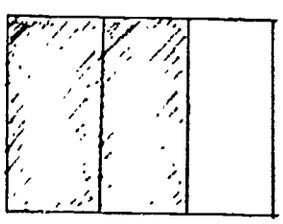
F 1

Write a fraction to compare the number of shaded objects with the total number of objects.

Answer

_____

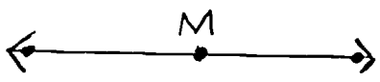
Write the fraction for the shaded region.



Answer

_____

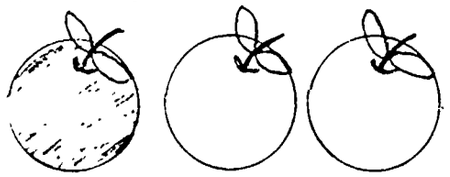
Name the fractional number labeled by M on the number line.



Answer

F 1

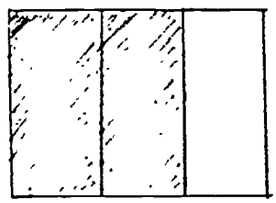
Write a fraction to compare the number of shaded objects with the total number of objects.



Answer

_____

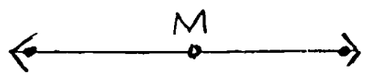
Write the fraction for the shaded region.



Answer

_____

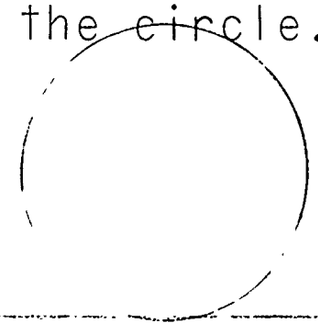
Name the fractional number labeled by M on the number line.



Answer

_____

Divide this circle into eighths.
Mark each with the symbol 1/8.
Color 1/8 of the circle.



___
5

F 2

On the lines, list these fractions in order from smallest to largest.

1. 1/8 ____
   3/4 ____
   1/2 ____
   2/3 ____
   1/4 ____

2. Which is larger?
   1/4 or 1/6 ____
   2/3 or 1/2 ____

___
5

FRACTIONS PRE-TEST UNIT I FORM B

F 3

The equal sign (=) means "the same size as". Write another fraction that is the same size as each of these.

2/4 _____ 6/8 _____

2/6 _____ 2/8 _____

5/10 _____ 1/2 _____

____
6

F 4

Add or subtract the following fractions. Watch the signs!

1/4 + 1/4 = ____ 2/3 + 1/3 = ____

2/8 + 3/8 = ____ 6/6 - 4/6 = ____

3/4 + 1/4 = ____ 4/5 - 2/5 = ____

____
6

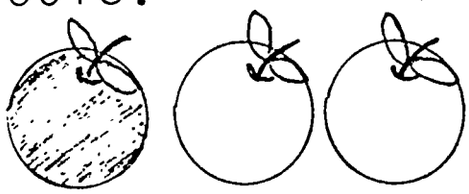
KEY

Name _____
Team _____
Teacher _____
Date _____

FRACTIONS PRE-TEST UNIT I FORM B

F 1

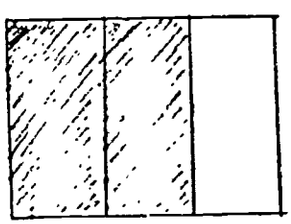
Write a fraction to compare the number of shaded objects with the total number of objects.



Answer

1/3

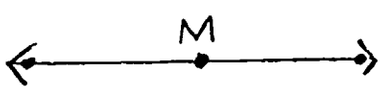
Write the fraction for the shaded region.



Answer

2/3

Name the fractional number labeled by M on the number line.

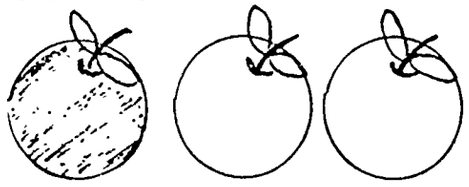


Answer

1/2

Divide this circle into eighths.

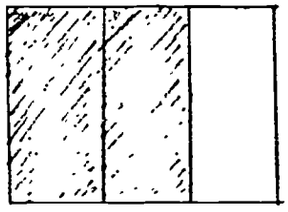
of shaded objects with the total number of objects.



Answer

1/3

Write the fraction for the shaded region.



Answer

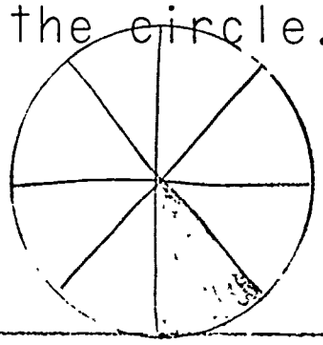
2/3

Name the fractional number labeled by M on the number line.

Answer

1/2

Divide this circle into eighths.
Mark each with the symbol 1/8.
Color 1/8 of the ~~circle~~.



5

F 2 On the lines, list these fractions in order from smallest to largest.

1. 1/8 1/8
   3/4 1/4
   1/2 1/2
   2/3 1/3
   1/4 ____

2. Which is larger?
   1/4 or 1/6 1/4
   2/3 or 1/2 2/3

FRACTIONS PRE-TEST UNIT I FORM B

F 3

The equal sign (=) means "the same size as". Write another fraction that is the same size as each of these.

2/4 1/2 6/8 3/4
2/6 1/3 2/8 1/4
5/10 2/5 1/2 2/4

6

F 4

Add or subtract the following fractions. Watch the signs!

1/4 + 1/4 = 2/4 2/3 + 1/3 = 3/3
2/8 + 3/8 = 5/8 6/6 - 4/6 = 2/6
3/4 + 1/4 = 4/4 4/5 - 2/5 = 2/5

6

Name _____

Team _____

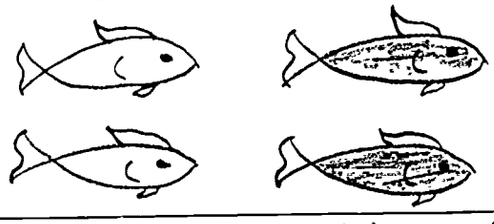
Teacher _____

Date _____

FRACTIONS POST-TEST UNIT I FORM B

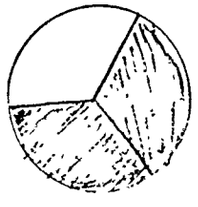
F I

Write a fraction to compare the number of shaded objects with the total number of objects.



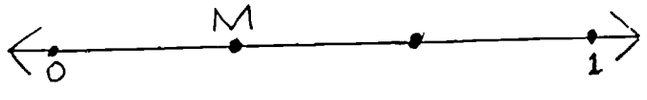
Answer

Write a fraction for the shaded region.



Answer

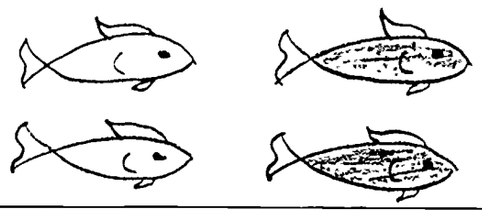
Name the fractional number labeled by M on the number line



Answer

F 1

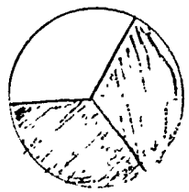
Write a fraction to compare the number of shaded objects with the total number of objects.



Answer

____

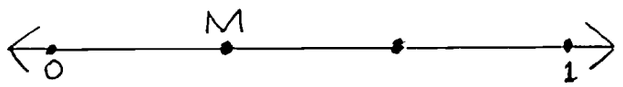
Write a fraction for the shaded region.



Answer

____

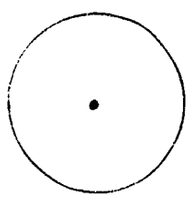
Name the fractional number labeled by M on the number line



Answer

____

Divide this circle into sixths. Mark each with the symbol 1/6. Color 3/6 of the circle.



5

F 2

On the lines, list these fractions in order from largest to smallest.

1. 1/2 _____
   1/8 _____
   3/4 _____
   1/4 _____
   2/3 _____

2. Which is smaller?

   1/3 or 1/8 _____

   1/8 or 1/2 _____

3

FRACTIONS POST-TEST UNIT I FORM B

F 3 Use these tables to complete the equations:

WHOLE	
1/2	1/2
1/4 1/4	1/4 1/4
1/8 1/8 1/8 1/8	1/8 1/8 1/8 1/8

WHOLE		
1/2	1/2	
1/3	1/3	1/3
1/6 1/6	1/6 1/6	1/6 1/6

3/6 = 1/____ 2/3 = 4/____ 1/3 = __/6__

3/4 = 6/____ 1/4 = __/8__ 1/2 = __/4__

____
6

F 4 Add or subtract the fractions below. Watch the signs!

2/8 + 2/8 = _____ 6/6 - 2/6 = _____

1/4 + 2/4 = _____ 4/5 - 2/5 = _____

2/3 + 1/3 = _____ 5/8 - 3/8 = _____

____
6

KEY

Name _____
Team _____
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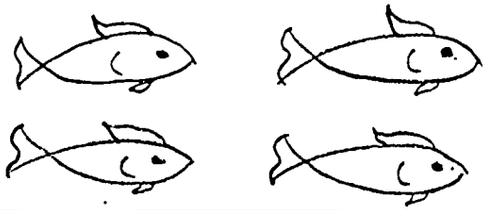
FRACTIONS POST-TEST UNIT I FORM B

F 1

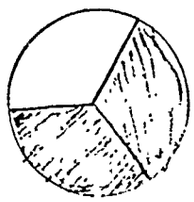
Write a fraction to compare the number of shaded objects with the total number of objects.



Answer

1/2

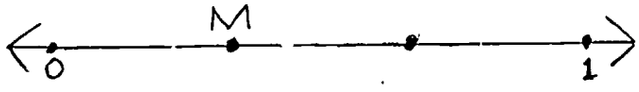
Write a fraction for the shaded region.



Answer

2/3

Name the fractional number labeled by M on the number line

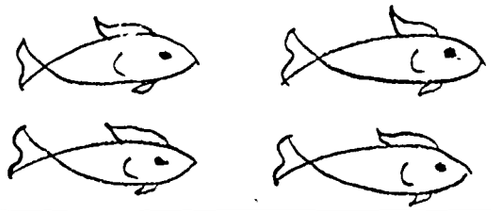


Answer

1/3

F 1

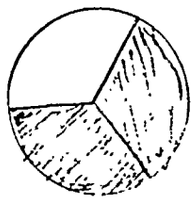
Write a fraction to compare the number of shaded objects with the total number of objects.



Answer

1/2

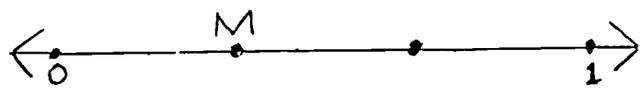
Write a fraction for the shaded region.



Answer

2/3

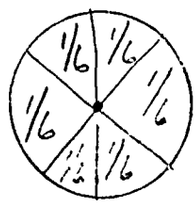
Name the fractional number labeled by M on the number line



Answer

1/3

Divide this circle into sixths. Mark each with the symbol 1/6. Color 3/6 of the circle.



5

F 2

On the lines, list these fractions in order from largest to smallest.

1. 1/2 1/8
   1/8 1/4
   3/4 1/2
   1/4 2/3
   2/3 3/4

2. Which is smaller?

   1/3 or 1/8 1/8

   1/8 or 1/2 1/8

3

FRACTIONS POST-TEST UNIT I FORM B

F 3 Use these tables to complete the equations:

WHOLE							
1/2				1/2			
1/4		1/4		1/4		1/4	
1/8	1/8	1/8	1/8	1/8	1/8	1/8	1/8

WHOLE					
1/2			1/2		
1/3		1/3		1/3	
1/6	1/6	1/6	1/6	1/6	1/6

3/6 = 1/2 2/3 = 4/6 1/3 = 2/6

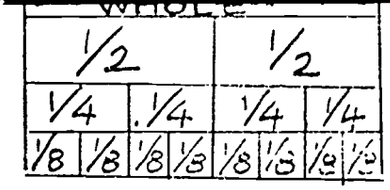
3/4 = 6/8 1/4 = 2/8 1/2 = 2/4

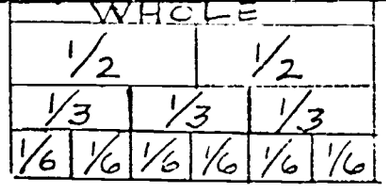
6

F 4 Add or subtract the fractions below. Watch the signs!

2/8 + 2/8 = 4/8 6/6 - 2/6 = 4/6

1/4 + 2/4 = 3/4 4/5 - 2/5 = 2/5





3/6 = 1/2 2/3 = 4/6 1/3 = 2/6

3/4 = 6/8 1/4 = 2/8 1/2 = 2/4

6

F 4

Add or subtract the fractions below. Watch the signs!

2/8 + 2/8 = 4/8 6/6 - 2/6 = 4/6

1/4 + 2/4 = 3/4 4/5 - 2/5 = 2/5

2/3 + 1/3 = 3/3 5/8 - 3/8 = 2/8

6

Name _____

Team _____

Teacher _____

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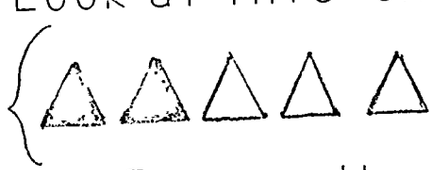
FRACTIONS PRE-TEST UNIT II FORMS A & B

F 5 Look at this example:

 = 2/5

The 5 names the number of objects in the set. This is called the _____.

The 2 names the number of objects being compared to the total set. This is called a _____.

___
2

F 6 Rename each numeral in a simpler form:

3 X 1/5 = _____ 1/8+2/8+2/8 = ___ X 1/8 = ___

9 X 1/10= _____ 1/7+3/7+2/7 = ___ X 1/7 = ___

___
6

F 7 Solve the following problems:

F 5 Look at this example:

= 2/5

The 5 names the number of objects in the set. This is called the _____.

The 2 names the number of objects being compared to the total set. This is called a _____.

___
2

F 6 Rename each numeral in a simpler form:

3 X 1/5 = _____ 1/8+2/8+2/8 = ___X 1/8 = ___

9 X 1/10=_____ 1/7+3/7+2/7 = ___X 1/7 = ___

___
6

F 7 Solve the following problems:

Brenda said, "One-fourth of the apples are green."

Bill said, "Two-eighths of the apples are green."

Are Brenda and Bill talking about the same number of apples? _____

******

Sandra said, "Six-eighths of the oranges are green."

Margo said, "Two-thirds of the oranges are green."

Are Sandra and Margo talking about the same number of oranges? _____

___
2

FRACTIONS PRE-TEST UNIT II FORMS A & B

F 8 Complete these equations:

$4/8 = \frac{\square \times 1}{\square \times 2}$ $\quad 8/12 = \frac{4 \times \square}{4 \times \square}$

$9/12 = \frac{\square \times 3}{\square \times 4}$ $\quad 6/9 = \frac{3 \times \square}{3 \times \square}$

$6/8 = \frac{6 \div 2}{8 \div 2} = \frac{\square}{\square}$ $\quad 3/6 = \frac{\square \div 3}{\square \div 3} = 1/2$

$9/12 = \frac{9 \div \square}{12 \div 3} = \frac{3}{\square}$ $\quad 4/10 = \frac{\square \div 2}{10 \div \square} = 2/5$

8

F 9 Write each fraction in the simplest form:

$4/8 = \frac{\square \times 1}{\square \times 2}$ $\quad 8/12 = \frac{\square \times \square}{4 \times \square}$

$9/12 = \frac{\square \times 3}{\square \times 4}$ $\quad 6/9 = \frac{3 \times \square}{3 \times \square}$

$6/8 = \frac{6 \div 2}{8 \div 2} = \frac{\square}{\square}$ $\quad 3/6 = \frac{\square \div 3}{\square \div 3} = 1/2$

$9/12 = \frac{9 \div \square}{12 \div 3} = \frac{3}{\square}$ $\quad 4/10 = \frac{\square \div 2}{10 \div \square} = 2/5$

8

F 9 Write each fraction in the simplest form:

6/36 = ___ $\quad$ 6/15 = ___

10/24 = ___ $\quad$ 12/18 = ___

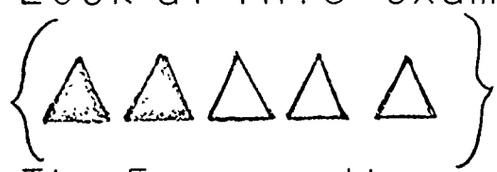
4

KEY

Name_____
Team _____
Teacher_____
Date_____

FRACTIONS PRE-TEST UNIT II FORMS A & B

F 5 Look at this example:

 = 2/5

The 5 names the number of objects in the set. This is called the *denominator*.

The 2 names the number of objects being compared to the total set. This is called a *numerator*.

____
2

F 6 Rename each numeral in a simpler form:

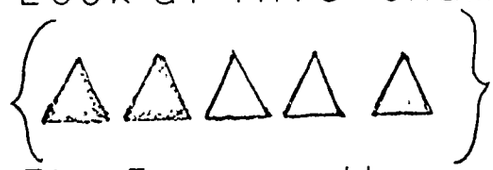
3 X 1/5 = *3/5* 1/8+2/8+2/8 = *5* X 1/8 = *5/8*

9 X 1/10= *9/10* 1/7+3/7+2/7 = *6* X 1/7 = *6/7*

____
6

F 7 Solve the following problems:

F 5 Look at this example:

 = 2/5

The 5 names the number of objects in the set. This is called the *denominator*.

The 2 names the number of objects being compared to the total set. This is called a *numerator*.

2

F 6 Rename each numeral in a simpler form:

3 X 1/5 = *3/5* 1/8+2/8+2/8 = *5* X 1/8 = *5/8*

9 X 1/10 = *9/10* 1/7+3/7+2/7 = *6* X 1/7 = *6/7*

6

F 7 Solve the following problems:

Brenda said, "One-fourth of the apples are green."

Bill said, "Two-eighths of the apples are green."

Are Brenda and Bill talking about the same number of apples? *yes*

******

Sandra said, "Six-eighths of the oranges are green."

Margo said, "Two-thirds of the oranges are green."

Are Sandra and Margo talking about the same number of oranges? *no*

FRACTIONS PRE-TEST UNIT II FORMS A & B

F 8 Complete these equations:

$4/8 = \frac{\boxed{4} \times 1}{\boxed{4} \times 2}$ $\qquad 8/12 = \frac{4 \times \boxed{2}}{4 \times \boxed{3}}$

$9/12 = \frac{\boxed{3} \times 3}{\boxed{3} \times 4}$ $\qquad 6/9 = \frac{3 \times \boxed{2}}{3 \times \boxed{3}}$

$6/8 = \frac{6 \div 2}{8 \div 2} = \frac{\boxed{3}}{\boxed{4}}$ $\qquad 3/6 = \frac{\boxed{3} \div 3}{\boxed{6} \div 3} = 1/2$

$9/12 = \frac{9 \div \boxed{3}}{12 \div 3} = \frac{3}{\boxed{4}}$ $\qquad 4/10 = \frac{\boxed{4} \div 2}{10 \div \boxed{2}} = 2/5$

8

F 9 Write each fraction in the simplest

$4/8 = \frac{\boxed{4} \times 1}{\boxed{4} \times 2}$ $\quad 8/12 = \frac{4 \times \boxed{2}}{4 \times \boxed{3}}$

$9/12 = \frac{\boxed{3} \times 3}{\boxed{3} \times 4}$ $\quad 6/9 = \frac{3 \times \boxed{2}}{3 \times \boxed{3}}$

$6/8 = \frac{6 \div 2}{8 \div 2} = \frac{\boxed{3}}{\boxed{4}}$ $\quad 3/6 = \frac{\boxed{3} \div 3}{\boxed{6} \div 3} = 1/2$

$9/12 = \frac{9 \div \boxed{3}}{12 \div 3} = \frac{3}{\boxed{4}}$ $\quad 4/10 = \frac{\boxed{4} \div 2}{10 \div \boxed{2}} = 2/5$

8

F 9

Write each fraction in the simplest form:

$6/36 = 1/6$ $\quad 6/15 = 2/5$

$10/24 = 5/12$ $\quad 12/18 = 2/3$

4

Name _____

Team _____

Teacher _____

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FRACTIONS POST-TEST UNIT II FORM B

F 5 ___ 2

Look at the example:

= 3/5

The 5 names the number of objects in the set. The 3 names the number of objects being compared to the total set.

1. Which number is the numerator? ____
2. Which number is the denominator? ____

F 6 ___ 6

Rename each numeral in a simpler form:

4 X 1/5 = _____

8 X 1/10 = _____

2/7+1/7+3/7 = _____ X 1/7 = _____

2/8+3/8+1/8 = _____ X 1/8 = _____

F 7 Solve the following problems:

F 5 Look at the example:

= 3/5

The 5 names the number of objects in the set. The 3 names the number of objects being compared to the total set.

1. Which number is the numerator? ____
2. Which number is the denominator? ____

2

F 6 Rename each numeral in a simpler form:

4 X 1/5 = _____

8 X 1/10= _____

2/7+1/7+3/7 = _____ X 1/7 = _____

2/8+3/8+1/8 = _____ X 1/8 = _____

6

F 7 Solve the following problems:

1. Dick said, "Two-eighths of the tops are red."

   Jack said, "One-fourth of the tops are red."

   Are Dick and Jack talking about the same number of tops? _____

****

2. Sue said, "Four-sixths of the oranges are ripe."

   Jane said, "Six-twelfths of the oranges are ripe."

   Are Sue and Jane talking about the same number of oranges? _____

8

FRACTIONS POST-TEST UNIT II FORM B

F 8 Complete these equations:

$9/12 = \frac{\square \times 3}{\square \times 4}$ $\quad 8/10 = \frac{2 \times \square}{2 \times \square}$

$5/8 = \frac{\square \times 1}{\square \times 2}$ $\quad 6/9 = \frac{3 \times \square}{3 \times \square}$

$9/12 = \frac{9 \div \square}{12 \div 3} = \frac{3}{\square}$ $\quad 4/10 = \frac{\square \div 2}{10 \div \square} = \frac{2}{5}$

$6/8 = \frac{6 \div 2}{8 \div 2} = \frac{\square}{\square}$ $\quad 3/6 = \frac{\square \div 3}{\square \div 3} = \frac{1}{2}$

8

F 9 Write each fraction in the simplest form:

$9/12 = \frac{\square}{\square} \begin{matrix} \times 3 \\ \times 4 \end{matrix}$ $\quad 8/10 = \frac{2 \times}{2 \times \square}$

$5/8 = \frac{\square}{\square} \begin{matrix} \times 1 \\ \times 2 \end{matrix}$ $\quad 6/9 = \frac{3 \times}{3 \times \square}$

$9/12 = \frac{9 \div \square}{12 \div 3} = \frac{3}{\square}$ $\quad 4/10 = \frac{\square \div 2}{10 \div \square} = \frac{2}{5}$

$6/8 = \frac{6 \div 2}{8 \div 2} = \frac{\square}{\square}$ $\quad 3/6 = \frac{\square \div 3}{\square \div 3} = \frac{1}{2}$

8

F 9 Write each fraction in the simplest form:

$6/9 =$ $\quad 15/20 =$

$10/12 =$ $\quad 9/15 =$

4

KEY

Name _____
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FRACTIONS POST-TEST UNIT II FORM B

F 5 Look t the example:

= 3/5

The 5 names the number of objects in the set. The 3 names the number of objects being compared to the total set.

1. Which number is the numerator? 3
2. Which number is the denominator? 5

2

F 6 Rename each numeral in a simpler form:

4 X 1/5 = 4/5

8 X 1/10 = 8/10

2/7+1/7+3/7 = 6/7 X 1/7 = 6/7

F 5 Look at the example:

= 3/5

The 5 names the number of objects in the set. The 3 names the number of objects being compared to the total set.

1. Which number is the numerator? 3
2. Which number is the denominator? 5

2

F 6 Rename each numeral in a simpler form:

4 X 1/5 = 4/5

8 X 1/10 = 8/10

2/7+1/7+3/7 = 6/7 X 1/7 = 6/7

2/8+3/8+1/8 = 6/8 X 1/8 = 6/8

6

F 7 Solve the following problems:

1. Dick said, "Two-eighths of the tops are red."

   Jack said, "One-fourth of the tops are red."

   Are Dick and Jack talking about the same number of tops? yes

****

2. Sue said, "Four-sixths of the oranges are ripe."

   Jane said, "Six-twelfths of the oranges are ripe."

   Are Sue and Jane talking about the same number of oranges? no

8

FRACTIONS POST-TEST UNIT II FORM B

F 8 Complete these equations:

$9/12 = \frac{\boxed{3}}{\boxed{3}} \times \frac{3}{4}$ $\qquad$ $8/10 = \frac{2 \times \boxed{4}}{2 \times \boxed{5}}$

$5/8 = \frac{\boxed{5}}{\boxed{4}} \times \frac{1}{2}$ $\qquad$ $6/9 = \frac{3 \times \boxed{2}}{3 \times \boxed{3}}$

$9/12 = \frac{9 \div \boxed{3}}{12 \div 3} = \frac{3}{\boxed{4}}$ $\qquad$ $4/10 = \frac{\boxed{4} \div 2}{10 \div \boxed{2}} = \frac{2}{5}$

$6/8 = \frac{6 \div 2}{8 \div 2} = \frac{\boxed{3}}{\boxed{4}}$ $\qquad$ $3/6 = \frac{\boxed{6} \div 3}{\div 3} = \frac{1}{2}$

8

$9/12 = \frac{\boxed{3}}{3} \times \frac{3}{4}$ $\quad$ $8/10 = \frac{2 \times}{2 \times} \frac{\boxed{4}}{\boxed{5}}$

$5/8 = \frac{\boxed{5}}{\boxed{4}} \times \frac{1}{2}$ $\quad$ $6/9 = \frac{3 \times \boxed{2}}{3 \times \boxed{3}}$

$9/12 = \frac{9 \div \boxed{3}}{12 \div 3} = \frac{3}{\boxed{4}}$ $\quad$ $4/10 = \frac{\boxed{4} \div 2}{10 \div \boxed{2}} = \frac{2}{5}$

$6/8 = \frac{6 \div 2}{3 \div 2} = \frac{\boxed{3}}{\boxed{4}}$ $\quad$ $3/6 = \frac{\boxed{3} \div 3}{\boxed{6} \div 3} = \frac{1}{2}$

8

F 9 Write each fraction in the simplest form:

$6/9 = 2/3$ $\quad$ $15/20 = 3/4$

$10/12 = 5/6$ $\quad$ $9/15 = 3/5$

4

Name _____

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FRACTIONS PRE-TEST UNIT III FORMS A & B

F 10 Complete these:

3/9	1/4	5/6	6/7
+ 2/9	+ 2/4	- 3/6	- 2/7

4

F 11 Rewrite these fractions as a mixed fraction:

8/5 = ____ 7/3 = ____ 18/8 = ____

F 10 Complete these:

3/9	1/4	5/6	6/7
+ 2/9	+ 2/4	- 3/6	- 2/7

___
4

F 11 Rewrite these fractions as a mixed fraction:

8/5 = ____ 7/3 = ____ 18/8 = ____

___
3

F 12 Complete the number sentences. Write > or < or = in each circle

1/2 ◯ 1/3 4/7 ◯ 8/14 2/3 ◯ 2/7

___
3

F 13 Complete each set of equivalent fractions: (Beware!)

1/2	2/4	/12	/16	/18	/20
2/3	4/6	/9	/12	/18	/21

___
8

F 14 Name the sum and/or difference:

1/3	4/7	8/9	7/12
+2/6	+3/4	-2/3	-1/4

___
4

FRACTIONS PRE-TEST UNIT III FORMS A & B

F 15 Name the sum and/or difference:

4 1/3	1 7/10	10 4/7	9 4/12
+1 2/9	+4 3/5	- 2 1/5	-4 4/6

4

Name _____
Team _____
Teacher _____
Date _____

KEY

FRACTIONS PRE-TEST UNIT III FORMS A & B

F 10 Complete these:

	3/9	1/4	5/6	6/7
	+ 2/9	+ 2/4	- 3/6	- 2/7
___ 4	5/9	3/4	2/6	4/7

F 11 Rewrite these fractions as a mixed fraction:

8/5 = 1 3/5 7/3 = 2 1/3 18/8 = 2 1/4

___ 3

F 12 Complete the number sentences. Write > or < or = in each circle

1/2 (>) 1/3 4/7 (=) 8/14 2/3 (<) 2/7

___

F 10 Complete these:

	3/9	1/4	5/6	6/7
	+ 2/9	+ 2/4	- 3/6	- 2/7
___ 4	5/9	3/4	2/6	4/7

F 11 Rewrite these fractions as a mixed fraction:

8/5 = 1 3/5 7/3 = 2 1/3 18/8 = 2 1/4

___ 3

F 12 Complete the number sentences. Write > or < or = in each circle

1/2 (>) 1/3 4/7 (=) 8/14 2/3 (<) 2/7

___ 3

F 13 Complete each set of equivalent fractions: (Beware!)

1/2	2/4	6/12	8/16	9/18	10/20
2/3	4/6	6/9	8/12	12/18	14/21

___ 8

F 14 Name the sum and/or difference:

	1/3	4/7	8/9	7/12
	+ 2/6	+ 3/4	- 2/3	- 1/4
___ 4	4/6 = 2/3	37/28 = 1 9/28	2/9	4/12 = 1/3

FRACTIONS PRE-TEST UNIT III FORMS A & B

F 15 Name the sum and/or difference:

	4 1/3	1 7/10	10 4/7	9 4/12
	+1 2/9	+4 3/5	- 2 1/5	-4 4/6
--- 4	5 5/9	5 13/10 or 6 3/10	8 13/35	4 8/12 or 4 2/3

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FRACTION POST-TEST UNIT III FORM B

F 10 Complete these:

2/4	6/6	8/7	6/9
+ 1/4	- 2/6	- 2/7	+ 2/9

___
4

F 11 Rewrite these fractions as mixed fractions:

6/4 = _____ 15/5 = _____ 7/3 = _____

___
3

F 12 Complete these number sentences. Write >, <, or = in each circle:

3/4 ◯ 6/8 5/16 ◯ 3/8 1/2 ◯ 1/3

___
3

F 13 Complete each set of equivalent frac-

F 10 Complete these:

2/4	6/6	8/7	6/9
+ 1/4	- 2/6	- 2/7	+ 2/9

4

F 11 Rewrite these fractions as mixed fractions:

6/4 = _____ 15/5 = _____ 7/3 = _____

3

F 12 Complete these number sentences. Write >, <, or = in each circle:

3/4 ◯ 6/8 5/16 ◯ 3/8 1/2 ◯ 1/3

3

F 13 Complete each set of equivalent fractions. Be careful!

1/2	2/4	/14	/16	/18	/20
2/3	4/6	/9	/12	/18	/21

18

F 14 Name the sum or difference in each problem:

4/7	2/3	7/12	7/9
+ 2/4	+1/6	- 2/4	-1/3

4

F 15

1-2/9	4-3/5	10-4/7	9-4/12
+4-1/3	+ 1-7/10	- 2-1/5	- 4-4/6

4

KEY

Name _____
Team _____
Teacher _____
Date _____

FRACTION POST-TEST UNIT III FORM B

F 10 Complete these:

___	2/4	6/6	8/7	6/9
	+ 1/4	- 2/6	- 2/7	+ 2/9
4	3/4	4/6	6/7	8/9

F 11 Rewrite these fractions as mixed fractions:

___ 6/4 = 1 2/4 or 1 1/2 15/5 = 3/1 or 3 7/3 = 2 1/3

3

F 12 Complete these number sentences. Write >, <, or = in each circle:

___ 3/4 (=) 6/8 5/16 (<) 3/8 1/2 (>) 1/3

3

F 13 Complete each set of equivalent fractions. Be careful!

F 10 Complete these:

	2/4	6/6	8/7	6/9
	+ 1/4	- 2/6	- 2/7	+ 2/9
___ 4	3/4	4/6	6/7	8/9

F 11 Rewrite these fractions as mixed fractions:

6/4 = 1 2/4 or 1 1/2 15/5 = 3/1 or 3 7/3 = 2 1/3

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F 12 Complete these number sentences. Write >, <, or = in each circle:

3/4 (=) 6/8 5/16 (<) 3/8 1/2 (>) 1/3

___ 3

F 13 Complete each set of equivalent fractions. Be careful!

1/2 2/4 7/14 8/16 9/18 10/20

2/3 4/6 6/9 6/12 12/18 14/21

___ 18

F 14 Name the sum or difference in each problem:

	4/7	2/3	7/12	7/9
	+ 2/4	+ 1/6	- 2/4	- 1/3
___ 4	30/28 or 1 2/28	5/6	1/2	4/9

F 15	1-2/9	4-3/5	10-4/7	9-4/12
	+4-1/3	+ 1-7/10	- 2-1/5	- 4-4/6
___ 4	5 5/9	5 13/10 or	8 13/35	4 8/12 or 4 2/3