

**Oklahoma School Testing Program**  
**Oklahoma Core Curriculum Tests (OCCT)**  
**Grade 4 Mathematics and Reading**

**PARENT, STUDENT, AND TEACHER GUIDE**



2014–2015

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Oklahoma State Department of Education

**Testing Dates**  
**2015 School Year**

**Multiple-Choice Tests**  
April 10–May 8, 2015

**Acknowledgment**

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

Dear Parent/Guardian and Student:

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

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "Jay Byrnes".

State Superintendent of Public Instruction



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## **The Oklahoma Core Curriculum Tests**

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

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

In addition, the Legislature established the criterion-referenced test component of the Oklahoma School Testing Program to measure students’ progress in mastering the Oklahoma Academic Standards and objectives. Tests have been developed by national test publishers that specifically measure the Oklahoma Academic Standards and objectives at Grade 4. Teachers from throughout Oklahoma have been involved in the review, revision, and approval of the questions that are included in the tests.

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

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

This year, students in Grade 4 will take multiple-choice tests in Mathematics and Reading.

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

## Test-Taking Tips

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

### General Test-Taking Tips:

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

### Tips for the Multiple-Choice Tests:

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



## **The Multiple-Choice Tests**

Each year, students in Grade 4 take multiple-choice tests in Mathematics and Reading.

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

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

The following sections

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

### **Oklahoma Academic Standards**

The Oklahoma Academic Standards that are eligible for testing in the Grade 4 multiple-choice tests for each subject area are presented below. They represent the portion of the Oklahoma core curriculum in these subject areas that is assessed on the Oklahoma Core Curriculum Tests. The skills are grouped into standards with specific objectives listed under each one. Student performance on the multiple-choice tests is reported at the standard and objective levels in all subject areas. In Mathematics, student performance is reported by the content standards.

Please note that not all Oklahoma Academic Standards and objectives are appropriate for the statewide assessment. This guide includes only the Oklahoma Academic Standards and objectives that are assessed by the OCCT and are based on the 2009 revision for Mathematics and the 2010 revision for Reading.

### **Mathematics (Process)—Grade 4**

#### **Process Standard 1: Problem Solving**

1. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).

2. Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).
3. Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).
4. Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).
5. Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss “best” clues, write riddles with sufficient information, identify unnecessary information in written story problems).

### **Process Standard 2: Communication**

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

### **Process Standard 3: Reasoning**

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

### **Process Standard 4: Connections**

1. Relate various concrete and pictorial models of concepts and procedures to one another (e.g., use two colors of cubes to represent addition facts for the number 5, relate patterns on a hundreds chart to multiples, use base-10 blocks to represent decimals).
2. Link concepts to procedures and eventually to symbolic notation (e.g., represent actions like snap, clap, clap with symbols A B B, demonstrate  $3 \cdot 4$  with a geometric array, divide a candy bar into 3 equal pieces that represent one piece as  $\frac{1}{3}$ ).

3. Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays,  $\frac{1}{2}$  can be written as .5 and 50%).
4. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).

### **Process Standard 5: Representation**

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

## ***Mathematics (Content)—Grade 4***

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

1. Discover, describe, extend, and create a wide variety of patterns using tables, graphs, rules, and verbal models (e.g., determine the rule from a table or “function machine,” extend visual and number patterns).
2. Find variables in simple arithmetic problems by solving open sentences (equations) and other problems involving addition, subtraction, multiplication, and division with whole numbers.
3. Recognize and apply the associative property of multiplication (e.g.,  $6 \cdot (2 \cdot 3) = (6 \cdot 2) \cdot 3$ ).

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

1. Number Sense
  - a. Place Value
    - i. Apply the concept of place value through 6 digits (e.g., write numbers in expanded form).
    - ii. Model, read, write, and rename decimal numbers to the hundredths (e.g., money, numerals to words).
  - b. Whole Number, Fraction, and Decimal
    - i. Compare and order whole numbers and decimals to the hundredths place (e.g., pictures of shaded regions of two-dimensional figures, use  $>$ ,  $<$ ,  $=$  symbols).
    - ii. Use  $0$ ,  $\frac{1}{2}$ , and  $1$  or  $0$ ,  $0.5$ , and  $1$ , as benchmarks and place additional fractions, decimals, and percents on a number line (e.g.,  $\frac{1}{3}$ ,  $\frac{3}{4}$ ,  $0.7$ ,  $0.4$ ,  $62\%$ ,  $12\%$ ).
    - iii. Compare, add, or subtract fractional parts (fractions with like denominators and decimals) using physical or pictorial models (e.g., egg cartons, fraction strips, circles, and squares).

2. Number Operation

- a. Estimate and find the product up to three-digit by three-digit using a variety of strategies to solve application problems.
- b. Division Concepts and Fact Families
  - i. Demonstrate fluency (memorize and apply) with basic division facts up to  $144 \div 12$  and the associated multiplication facts (e.g.,  $144 \div 12 = 12$  and  $12 \times 12 = 144$ ).
  - ii. Estimate the quotient with 1- and 2-digit divisors and a 2- or 3-digit dividend to solve application problems.
  - iii. Find the quotient (with and without remainders) with 1-digit divisors and a 2- or 3-digit dividend to solve application problems.

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

1. Identify, draw, and construct models of intersecting, parallel, and perpendicular lines.
2. Identify and compare angles equal to, less than, or greater than 90 degrees (e.g., use right angles to determine the approximate size of other angles).
3. Identify, draw, and construct models of regular and irregular polygons including triangles, quadrilaterals, pentagons, hexagons, heptagons, and octagons to solve problems.
4. Describe the effects on two-dimensional objects when they slide (translate), flip (reflect), and turn (rotate) (e.g., tessellations).

**Standard 4: Measurement—The student will solve problems using appropriate units of measure in a variety of situations.**

1. Measurement
  - a. Estimate the measures of a variety of objects using customary units.
  - b. Establish benchmarks for metric units and estimate the measures of a variety of objects (e.g., mass: the mass of a raisin is about 1 gram, length: the width of a finger is about 1 centimeter).
  - c. Select appropriate customary and metric units of measure and measurement instruments to solve application problems involving length, weight, mass, area, and volume.
  - d. Develop and use the concept of area of different shapes using grids to solve problems.
2. Time and Temperature
  - a. Solved elapsed time problems.
  - b. Read thermometers using different intervals (intervals of 1, 2, or 5) and solve for temperature change.
3. Money: Determine the correct amount of change when a purchase is made with a twenty dollar bill.

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

1. Data Analysis
  - a. Read and interpret data displays such as tallies, tables, charts, and graphs and use the observations to pose and answer questions (e.g., choose a table in social studies of population data and write problems).
  - b. Collect, organize, and record data in tables and graphs (e.g., line graphs (plots), bar graphs, pictographs).
2. Probability: Predict the probability of outcomes of simple experiments using words such as certain, equally likely, impossible (e.g., coins, number cubes, spinners).
3. Central Tendency: Determine the median (middle) and the mode (most often) of a set of data.

**Oklahoma School Testing Program  
Oklahoma Core Curriculum Tests  
Grade 4 Mathematics  
Test Blueprint  
School Year 2014–2015**

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

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
<b>1.0 Algebraic Reasoning: Patterns and Relationships</b>	<b>7</b>	<b>14%</b>
1.1 Algebra Patterns	3	
1.2 Equations	2	
1.3 Number Properties	2	
<b>2.0 Number Sense and Operation</b>	<b>18</b>	<b>36%</b>
2.1 Number Sense	8	
2.2 Number Operations	10	
<b>3.0 Geometry</b>	<b>9</b>	<b>18%</b>
3.1 Lines	2	
3.2 Angles	2	
3.3 Polygons	3	
3.4 Transformations	2	
<b>4.0 Measurement</b>	<b>9</b>	<b>18%</b>
4.1 Measurement	5	
4.2 Time and Temperature	2	
4.3 Money	2	
<b>5.0 Data Analysis</b>	<b>7</b>	<b>14%</b>
5.1 Data Analysis	2	
5.2 Probability	3	
5.3 Central Tendency	2	
<b>Total Test</b>	<b>50</b>	<b>100%</b>

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

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

## Reading—Grade 4

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

### **Standard 1: Vocabulary—The student will develop and expand knowledge of words and word meanings to increase vocabulary.**

1. Words in Context—Use context clues (the meaning of the text around a word) to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words.
2. Affixes, Roots, and Derivatives
  - a. Interpret new words by analyzing the meaning of prefixes and suffixes.
  - b. Use knowledge of root words (e.g., *snow*, *snowbound*, *snowdrift*) and word parts (*therm* = *heat*) derived from Greek and Latin to analyze the meaning of complex words (*thermometer*).
3. Synonyms, Antonyms, and Homonyms/Homophones—Apply knowledge of fourth grade level synonyms, antonyms, homonyms/homophones, multiple meaning words, and idioms to determine the meanings of words and phrases.

### **Standard 3: Comprehension/Critical Literacy—The student will interact with the words and concepts in a text to construct an appropriate meaning.**

1. Literal Understanding
  - a. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, formulate questions that might be answered in the text, establish and adjust purposes for reading (e.g., to find out, to understand, to enjoy, to solve problems).
  - b. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for fourth grade.
  - c. Identify and explain the differences in fiction and nonfiction text.
2. Inferences and Interpretation
  - a. Use prior knowledge and experience to make inferences and support them with information presented in text.
  - b. Make interpretations and draw conclusions from fiction and nonfiction text beyond personal experience.
  - c. Make inferences and draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, and other characters' responses to a character).
3. Summary and Generalization
  - a. Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas.
  - b. Support ideas, arguments, and generalizations by reference to evidence in the text.
  - c. Represent text information in different ways such as in outline, time line, or graphic organizer.



4. Analysis and Evaluation
  - a. Evaluate new information and hypotheses by testing them against known information and ideas.
  - b. Compare and contrast information on the same topic after reading several passages or articles.
  - c. Identify fact/opinion and cause/effect in various texts.
  - d. Analyze and explain the causes, motivations, sequences, and results of events from a text.

**Standard 4: Literature—The student will read to construct meaning and respond to a wide variety of literary forms.**

2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
  - a. Identify the main events of the plot, including their causes and effects of each event on future actions, and the major theme from the story.
  - b. Identify the purposes of different types of texts (e.g., to inform, to explain, to entertain).
  - c. Identify themes that occur across literary works.
  - d. Use knowledge of the situation, setting, a character’s traits, motivations, and feelings to determine the causes for that character’s actions.
3. Figurative Language and Sound Devices—The student will identify figurative language and sound devices in writing and how they affect the development of a literary work.
  - a. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
  - b. Define figurative language, such as similes, metaphors, hyperboles, or personification, and identify its use in literary works.
    - Simile: a comparison that uses like or as
    - Metaphor: an implied comparison
    - Hyperbole: an exaggeration for effect
    - Personification: a description that represents a thing as a person

**Standard 5: Research and Information—The student will conduct research and organize information.**

1. Accessing Information—Select the best source for a given purpose.
  - a. Understand the organization of and access information from a variety of sources including dictionaries, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.
  - b. Identify key words to be used in searching for resources and information.
  - c. Cite information sources appropriately.
  - d. Use text formats and organization as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).
  - e. Locate information in reference texts by using organizational features, such as prefaces and appendixes.
  - f. Continue to use test-taking strategies by answering different levels of questions, such as open-ended, literal, and interpretive, as well as multiple choice, true/false, and short answer.



**Oklahoma School Testing Program  
Oklahoma Core Curriculum Tests  
Grade 4 Reading  
Test Blueprint  
School Year 2014–2015**

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

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
<b>1.0 Vocabulary</b>	<b>12</b>	<b>24%</b>
1.1 Words in Context	4	
1.2 Affixes, Roots, and Stems	4	
1.3 Synonyms, Antonyms, and Homonyms	4	
<b>3.0 Comprehension/Critical Literacy</b>	<b>23</b>	<b>46%</b>
3.1 Literal Understanding	4	
3.2 Inferences and Interpretation	6	
3.3 Summary and Generalization	7	
3.4 Analysis and Evaluation	6	
<b>4.0 Literature</b>	<b>9</b>	<b>18%</b>
4.2 Literary Elements	5	
4.3 Figurative Language/Sound Devices	4	
<b>5.0 Research and Information</b>	<b>6</b>	<b>12%</b>
5.1 Accessing Information	6	
<b>Total Test</b>	<b>50</b>	<b>100%</b>

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

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

## Multiple-Choice Practice Tests

### Student Directions

1. Multiple-Choice Practice Tests for each of the subjects assessed are provided in the sections that follow. Each test includes 25 practice questions that are similar to the questions on the test.
2. Mark your answers to the practice test questions on the separate answer sheet on the inside back cover of this guide. Carefully tear off the answer sheet where it is perforated.
3. Turn to the Mathematics Practice Test. Read the directions at the top of the page.
4. Look at Sample A in the box. Read it to yourself and think of the answer. Now look at the Mathematics section on the answer sheet at the back of this book. The correct answer to Sample A has been indicated.
5. Read Sample B of the Mathematics Practice Test. Mark your answer to Sample B. Next answer the 25 practice questions. For any of the tests, you may underline, mark, make notes, or work out problems in your test book. Mark only one answer for each question.

**Note for students:**

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

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



**DIRECTIONS**

Read each question and choose the best answer. Find the question number on the answer sheet that matches the question number on the Mathematics Practice Test. Mark your answer in the Mathematics section of the answer sheet.

The correct answer for Sample A has been filled in on the answer sheet to show how to mark your answers. Mark your answer for Sample B.

Sample A

The chart shows the number of miles some cars were driven.

Miles Driven

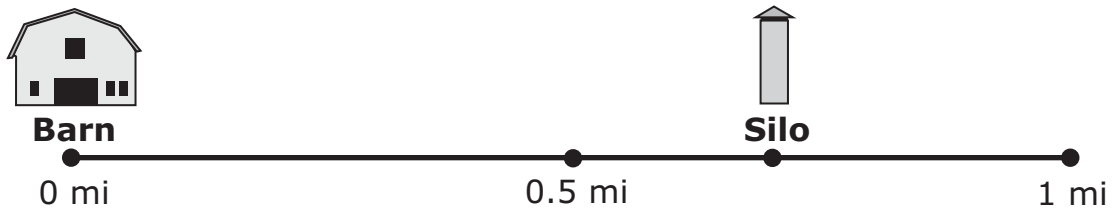
Car Color	Blue	Green	Red	Yellow
Number of Miles Driven	9,632.5	17,639	24,011	19,632.8

Which car was driven the greatest number of miles?

- A the blue car
- B the green car
- C the red car
- D the yellow car

Sample B

The barn and the silo are on a straight road.



Which is closest to the distance from the barn to the silo?

- F 0.2 miles
- G 0.3 miles
- H 0.7 miles
- J 0.8 miles



**1** Sam used the same subtraction rule to find each number in the pattern shown. Sam plans to continue the pattern.

31	29	27	25	23	?	?
----	----	----	----	----	---	---

What should Sam write for the two missing numbers in the table?

- A 25, 27
- B 22, 21
- C 21, 19
- D 24, 25

**2** Toby has 58 trading cards. The equation shows the number of cards Toby needs to buy,  $n$ , to have a total of 87 cards.

$58 + n = 87$
---------------

Which value for  $n$  makes this equation true?

- F 29
- G 31
- H 135
- J 145

**3** Which equation shows the associative property of multiplication?

- A  $(8 \times 2) \times 5 = 16 \times 5$
- B  $4 \times (7 \times 9) = 7 \times 36$
- C  $(3 \times 4) \times 5 = 5 \times (4 \times 3)$
- D  $6 \times (5 \times 2) = (6 \times 5) \times 2$



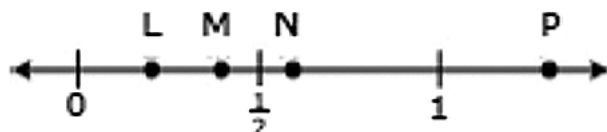
4 Which equation shows how the place value of the 8 changes between 8,000 and 80,000?

- F  $8,000 = 80,000 \times 10$
- G  $8,000 = 80,000 \times 100$
- H  $80,000 = 8,000 \times 10$
- J  $80,000 = 8,000 \times 100$

5 Mary bought a car for twelve thousand, forty-nine dollars. What is this amount of money written as a number?

- A \$1,249.00
- B \$12,000.49
- C \$12,049.00
- D \$12,490.00

6



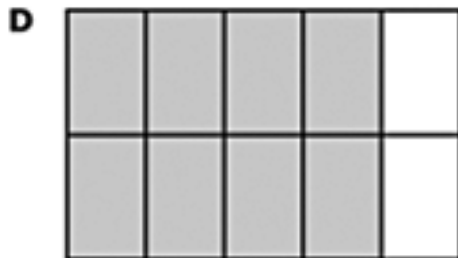
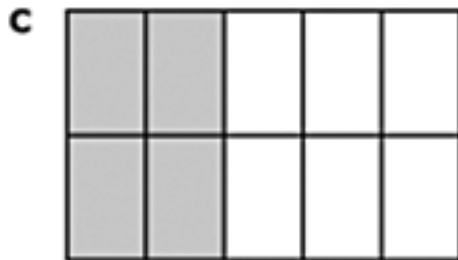
Which point best describes the location of 0.4 on the number line?

- F L
- G M
- H N
- J P



7

Which model represents  $\frac{4}{5}$ ?





8

A person put in 6 new ceiling lights in each of 8 apartment units. Each ceiling light uses 4 light bulbs that cost \$2 each. How much money did the person spend for light bulbs?

- F \$64
- G \$96
- H \$192
- J \$384

9

Which number sentence is true?

- A  $907 > 970$
- B  $7,800 = 780$
- C  $15,321 > 15,325$
- D  $163,406 < 163,511$

10

There are 3 times as many students at a middle school as there are at an elementary school. There are 624 students at the middle school. Which expression shows the number of students at the elementary school?

- F  $624 \div 3$
- G  $624 \times 3$
- H  $624 - 3$
- J  $624 + 3$



11

The rows in a movie theater are 575 centimeters (cm) long. Each row holds 9 chairs with 44 cm leftover for a walkway. How wide is each chair?

- A 44 cm
- B 58 cm
- C 59 cm
- D 63 cm

12

Which pair of lines appears to be parallel?

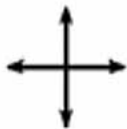
F



G



H



J

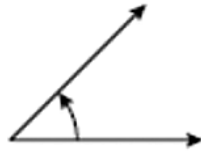






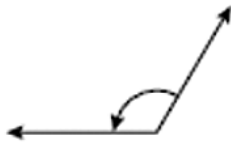
13

This angle is less than 90 degrees.



Which angle below is also less than 90 degrees?

A



B



C



D



14

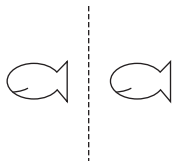
Which shape always has two pairs of parallel sides?

- F heptagon
- G pentagon
- H rectangle
- J triangle

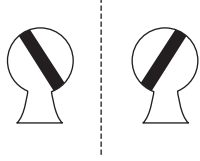


**15** Which best represents a reflection of the figure across the dashed line segment?

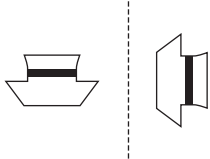
**A**



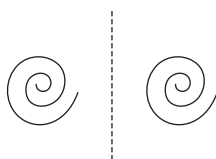
**B**



**C**



**D**



**16** A paperclip has a mass of 1 gram (g).



A textbook has a mass of 1 kilogram (kg).



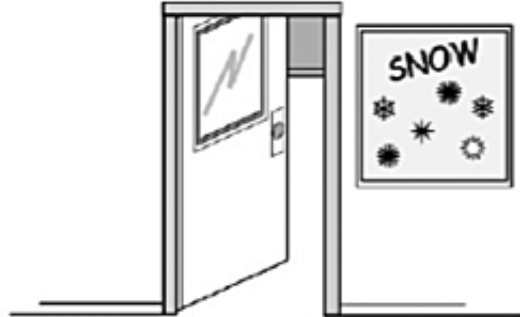
Which could be the mass of one tennis ball?



- F** 1 g
- G** 60 g
- H** 10 kg
- J** 60 kg

17

Sue measured the height of her classroom door.



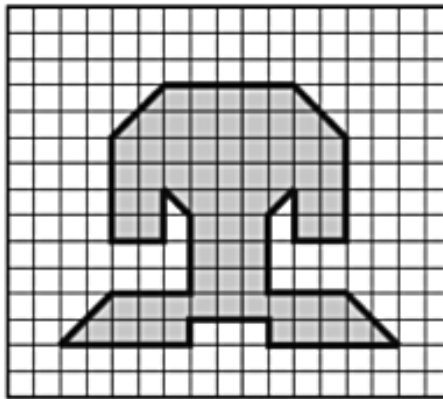
Which could be the height of the door?

- A 7 inches
- B 7 feet
- C 7 yards
- D 7 miles



18

Look at the shaded figure.



□ = 1 square unit

How many square units (sq units) are equal to the area of the figure?

- F 79 sq units
- G 74 sq units
- H 72 sq units
- J 64 sq units

19

John took a flight from Oklahoma City to Dallas. The flight lasted 50 minutes. If his plane arrived at 10:20 a.m., what time did his plane leave?

- A 9:00 a.m.
- B 9:20 a.m.
- C 9:30 a.m.
- D 9:50 a.m.



20

The temperature at 7:00 a.m. was  $63^{\circ}\text{F}$ . The temperature at noon was  $85^{\circ}\text{F}$ . What was the change in temperature between 7:00 a.m. and noon?

- F  $5^{\circ}\text{F}$
- G  $12^{\circ}\text{F}$
- H  $22^{\circ}\text{F}$
- J  $28^{\circ}\text{F}$

21

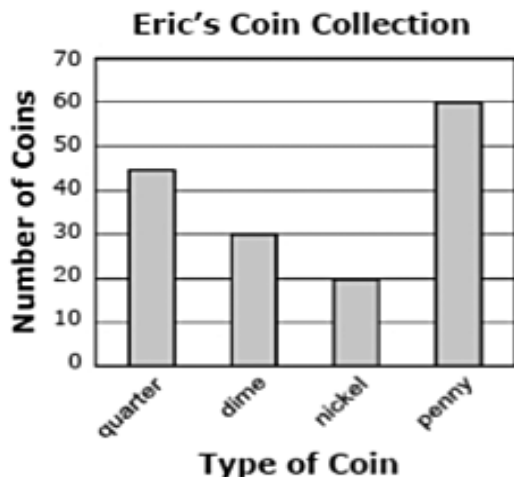
Jack bought a shirt that cost a total of  $\$13.45$  and paid for the shirt with a twenty dollar bill. How much change should Jack receive?

- A  $\$6.55$
- B  $\$6.65$
- C  $\$7.45$
- D  $\$7.55$



22

Eric collects coins. The number of different types of coins he has collected is shown on the graph.



Based on the information in this graph, which statement is true?

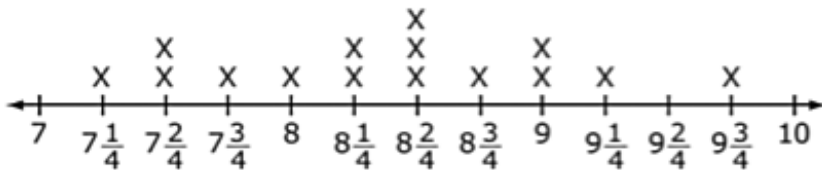
- F** The total number of quarters is equal to the total number of dimes and nickels combined.
- G** The total number of pennies is equal to the total number of quarters and nickels combined.
- H** The total number of nickels is exactly twice as many as the total number of quarters.
- J** The total number of pennies is exactly twice as many as the total number of dimes.



23

The line plot shows the weights of 15 cats.

Cat Weights (pounds)



The weight of a 16th cat is  $\frac{3}{4}$  pound more than the weight of the heaviest cat shown on the line plot. What is the weight of the 16th cat?

- A  $9\frac{1}{4}$  pounds
- B 10 pounds
- C  $10\frac{2}{4}$  pounds
- D  $10\frac{3}{4}$  pounds

24

Christine has 5 pencils. Three of the pencils are red and 2 of the pencils are yellow. She will choose 1 pencil without looking. What is the probability that Christine will choose a red or a yellow pencil?

- F certain
- G likely
- H impossible
- J equally likely



25

The table shows the weights of pumpkins picked by five students.

**Weights of Picked Pumpkins**

Student	Weights of Pumpkin (pounds)
Frank	7
Gretchen	7
Harry	8
Ingrid	9
Jake	10

What is the median of the weights of pumpkins picked by the students?

- A 7 pounds
- B 8 pounds
- C 9 pounds
- D 10 pounds





**DIRECTIONS**

Read each selection and the questions that follow it. Choose the best answer for each question. Find the question number on the Reading Practice Test. Mark your answer in the Reading section of the answer sheet.

The correct answer for Sample A has been filled in on the answer sheet to show how to mark your answers. Mark your answer for Sample B.

**Sally's Surprise**

- 1 Sally looked at the toy horse in the store window. It would look nice on her desk. The horse was small but it looked real. It even came with a saddle. She had shown the horse to her mother hoping she would buy it.
- 2 A week later Sally's mother gave her a small box. "It is a surprise, Sally!" her mother said. "I think you will like it." As Sally slowly opened the box, her face lit up.

**Sample A**

**What was in the box Sally opened?**

- A** the toy horse
- B** a picture of a horse
- C** a book about horses
- D** the saddle for a horse

**Sample B**

**What happened first?**

- F** Sally opened the box.
- G** Sally's mother gave her a gift.
- H** Sally's mother bought the horse.
- J** Sally saw a toy horse in the store.



Read the selection. Then answer the questions that follow.

## Excerpt From *Shiloh*

by Phyllis Reynolds Naylor



- 1 I can't move. Seems as if the sky's swirling around above me, tree branches going every which way. Ma's face even looks different from down on the ground.
- 2 Shiloh, of course, goes right over, tail wagging, but all the steam's gone out of me.
- 3 "How long have you had this dog up here?" she asks. Not one trace of a smile on her face.
- 4 I sit up real slow and swallow. "Bout a week, I guess."
- 5 "You've had Judd's dog up here a week, and you told him you didn't know where it was?"
- 6 "Didn't say I didn't know. He asked had I seen him, and I said I hadn't seen him in our yard. That much was true."
- 7 Ma comes around to the trunk of the pine tree, unfastens the wire that holds the fencing closed, and lets herself in. She crouches down in the soft pine needles and Shiloh starts leaping up on her with his front paws, licking at her face.
- 8 I can't tell at first how she feels about him, the way she leans back, away from his dripping tongue. Then I see her hand reach out, with its short, smooth fingers, and stroke him.



- 9 “So we’ve got ourselves a secret,” she says at last, and when I hear her say “we,” I feel some better. Not a lot, but some.
- 10 “How come you to follow me up here tonight?” I want to know.
- 11 Now I can tell for sure her eyes are smiling, but her lips are still set. “Well, I had my suspicions before, but it was the squash that did it.”
- 12 “The squash?”
- 13 “Marty, I never knew you to eat more’n a couple bites of squash in your life, and when you put away a spoonful of that to eat later, I knew for sure it wasn’t you doing the eating. And then the way you’ve been sneaking off every night . . .” She stops stroking Shiloh and turns on me. “I wish you’d told me.”
- 14 “Figured you’d make me give him back.”
- 15 “This dog don’t belong to you.”
- 16 “Mine more than Judd’s!” I say hotly. “He only paid money for him. I’m the one who loves him.”
- 17 “That doesn’t make him yours. Not in the eyes of the law, it doesn’t.”
- 18 “Well, what kind of law is it, Ma, that lets a man mistreat his dog?”
- 19 Ma just sighs then and starts stroking Shiloh’s head. Shiloh wiggles a few inches closer to her on his belly, rests his nose against her thigh, tail going *whick, whack, whick, whack*. Finally Ma says, “Your dad don’t know about him?”
- 20 I shake my head. More silence. Then she says: “I never kept a secret from your dad in the fourteen years we’ve been married.”
- 21 “You ain’t going to tell him?”
- 22 “Marty, I’ve got to. He ever finds out about this dog and knows I knew but didn’t tell him, how could he trust me? If I keep this one secret from him, he’ll think maybe there are more.”
- 23 “He’ll make me give him back to Judd, Ma!” I could hear my voice shaking now. “You *know* he will!”
- 24 “What else can we do?”
- 25 I can feel hot tears in my eyes now and try to keep them from spilling out. I turn my head till they go away.



**1** Which details give the best summary of paragraphs 7 and 8?

- A** Ma enters the fenced area. Marty is surprised when Shiloh runs to her. She leans away when Shiloh tries to lick her.
- B** Ma discovers where Marty has been going. She touches Shiloh. Ma dislikes being licked in the face.
- C** Ma unfastens the fence. Shiloh leaps on her and licks her face. Ma gently touches Shiloh.
- D** Ma lets Shiloh jump on her with his front paws. Shiloh tries to lick Ma. Ma has short fingers.

**2** What does Marty mean by “all the steam’s gone out of me?”

- F** He is angry and uneasy.
- G** He is nervous and impatient.
- H** He is threatened and confused.
- J** He is discouraged and disappointed.

**3**

“Well, what kind of law is it, Ma, that lets a man mistreat his dog?”

The prefix mis helps the reader understand that mistreat means to **behave**

- A** again.
- B** against.
- C** wrongly.
- D** differently.



4

Not one trace of a smile on her face.

What is the meaning of trace in this sentence?

- F quick action
- G small amount
- H nice statement
- J important piece

5

In paragraph 11, the word suspicious means

- A fears about the future.
- B doubts about an action.
- C anger about an activity.
- D sadness about the event.

6

Marty's concern for Shiloh helps the reader understand that Marty wants to

- F make Judd go away.
- G have a pet of his own.
- H share a secret with Ma.
- J protect the dog from harm.



**7** Which detail best supports the idea that Marty cares deeply about Shiloh?

- A** Marty is upset when Ma discovers Shiloh.
- B** Marty tells Judd only part of the truth about Shiloh.
- C** Marty wants Ma to protect Shiloh just as he has been doing.
- D** Marty almost cries when he realizes Shiloh will probably be returned to Judd.

**8** Why does Ma guess that Marty is hiding something?

- F** Marty lies to Judd.
- G** Marty eats a big dinner.
- H** Marty disappears every night.
- J** Marty keeps a secret from Pa.



Read the selection. Then answer the questions that follow.

### State Fair

- 1 Mr. and Mrs. Peck surprised their children with a trip to the Oklahoma State Fair. The twins, Rich and Bernie, were so excited. They jumped up and down in celebration with their younger sister, Ashley.
- 2 After a two-hour drive, Mr. Peck pulled into the parking lot. The boys excitedly turned to look at the tall whirling objects in the carnival. "Wow, look at them spin! I want to go there first," exclaimed Rich, and Bernie agreed. When they entered the fairgrounds, a man in a red shirt gave them flyers. The flyers had a list of events on one side and a map of the carnival on the other.
- 3 The family stood still for a few minutes taking in all the sights, sounds, and smells. There were crowds everywhere. Some children were riding horses to prepare for their races. Others were brushing pigs, cows, and sheep to be entered in contests. Some ladies were taking homemade food into a building for a contest. Judges would be picking the best tasting recipe. The winners would receive purple, blue, and red ribbons. The smell of hot buttery popcorn and the soft sweet smell of cotton candy made the family's mouths water.
- 4 Ashley and her mother decided to watch the animals in the contests. Then they would look at the delicious pies and cakes. Ashley and her mom were afraid they would get lost so they took a map. The boys wanted to go to the carnival, so Mr. Peck took them to the ticket booth. He gave them money to buy tickets for the rides. They decided to ride on the Tower Wheel first.
- 5 The family agreed to meet at the carnival ticket booth in one hour. There was so much to see and do! Yes, the State Fair was a great place!



## STATE FAIR CARNIVAL

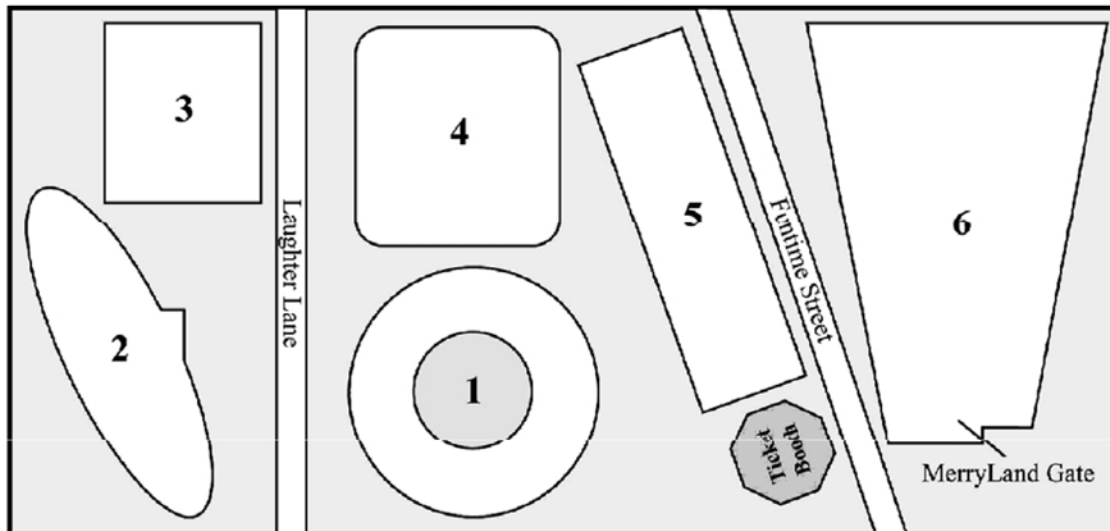
### TICKET PRICES FOR RIDES

<b>Single Tickets</b>	50 cents each (2–6 tickets per ride)
<b>Ticket Strips</b>	\$10 (25 coupons to a strip)
<b>Wristband Day (Wed)</b>	\$10-All the rides you want 10AM–6PM
<b>Wristband Evening (Thur)</b>	\$15-All the rides you want 6PM–11PM

### CARNIVAL RIDES

<p>1 <b>Scamper</b>—The Scamper is a ride up steep hills and through a dark tunnel during a windstorm. The wind sweeps through your hair as the scamper rapidly flies through the tunnel.</p> <p style="text-align: center;"><b>Cost: 5 Tickets</b></p>	<p>3 <b>Tower Wheel</b>—This giant wheel is one of the most popular carnival rides for people of all ages. From the top of the Tower Wheel, you can get a view of the entire State Fair.</p> <p style="text-align: center;"><b>Cost: 4 Tickets</b></p>	<p>5 <b>Sky-Ski</b>—No spills on this slope! Get seated on a special ski board on top and slide safely to the bottom in a flash.</p> <p style="text-align: center;"><b>Cost: 3 Tickets</b></p>
<p>2 <b>Giant Blast-off</b>—Fastened from above, the Giant Blast-off swings forward and back until it nearly makes a complete circle. You will feel like your stomach has dropped out as the Giant Blast-off stops and begins to go the other way.</p> <p style="text-align: center;"><b>Cost: 4 Tickets</b></p>	<p>4 <b>Moon Bouncer</b>—What would it feel like to weigh nothing—to jump on the surface only to be bounced back into the air? You are the astronaut in Moon Bouncer’s air-filled tubes and can decide for yourself when to end your flight.</p> <p style="text-align: center;"><b>Cost: 2 Tickets</b></p>	<p>6 <b>Kiddie Ride Area</b>—young children will delight in the collection of colorful, fun, and safe rides in the Kiddie Ride Area. Come through the MerryLand Gate and try the Clickety-Clack Train, a Merry-Go-Around, Mini Cars, Tony’s Ponies, and more.</p> <p style="text-align: center;"><b>Cost: 2 Tickets for each ride</b></p>

### CARNIVAL MAP



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**9** In paragraph 3, the word buttery contains the suffix “y” which has the same meaning as the “y” in

- A silly.
- B dirty.
- C pretty.
- D empty.

**10** In paragraph 2 of “State Fair,” fairgrounds means

- F a place to buy a fair map.
- G grounds that are on a map.
- H grounds for setting up rides.
- J a place where fairs are held.

**11** In paragraph 3, two root words, “home” and “made,” joined together mean

- A created a home.
- B prepared at home.
- C decorated a home.
- D experimented at home.



**12** After reading paragraph 1, what would the reader most likely predict the passage is about?

- F the animals at the state fair
- G the family's visit to the fair
- H the family's long car ride to Oklahoma
- J the history of the Oklahoma State Fair

**13** Mr. Peck takes Rich and Bernie to the

- A Tower Wheel.
- B Moon Bouncer.
- C place where tickets are sold.
- D place where popcorn is sold.

**14** Who would most likely want to read "State Fair Carnival"?

- F a person visiting the fair
- G a person working at the fair
- H a person looking for the location of the fair
- J a person learning about the history of the fair

**15** What is the purpose of the map on the flyer?

- A to inform the reader of the cost of carnival rides
- B to persuade the reader to go on carnival rides
- C to show the location of the carnival rides
- D to explain when to go on carnival rides



**16** Why are the section headings boldfaced?

- F to introduce readers to new words
- G so readers can more easily find what they need
- H so readers will remember what is most important
- J to help readers better understand the information

**17** Look in box number 3 of the state fair map. What is a synonym for giant?

- A enormous
- B famous
- C round
- D steep

**18** Which is mentioned in both the passage and the flyer?

- F food
- G tickets
- H animals
- J wristbands



Read the selection. Then answer the questions that follow.

## I Only Have Beats for You

by Tamara Angier

**circulation**—movement of blood through the body

- 1 Hey, this is your heart talking. I'm down here—inside your chest. You can't see me, but you can feel me working. Put your hand on your chest. Can you feel me beating? That *thump thump* you feel is me. I beat about seventy times a minute. That's more than 100,000 times a day! I've been with you your whole life, and I'm the only heart you have. I have a very important job to do.
- 2 Did you know that I'm a muscle about the size of your fist? You have other muscles in your body, too. The muscles in your legs help you walk. The muscles in your face help you smile. All your muscles depend on me, and you, to keep them healthy and working well.
- 3 I pump blood all through your body. Each part needs fresh, healthy blood. Take a deep breath so that your chest swells up like a balloon.



When you breathe in fresh air, I squeeze myself together and pump blood into your lungs. The blood gets refreshed from the air you breathed in. Then I pump the blood through your body.

- 4 It takes less than one minute for the blood to travel around your whole body and return to me. When it comes back, I pump the used blood to your lungs for fresh air. Then it starts traveling all over again. This process is called *circulation*.



- 5 In order for me to be healthy, I need your help. You need to exercise. I pump about five liters of blood each minute, so I need to be strong! When you run, swim, walk, skate, dance, and ride a bike, you make me work harder and pump faster.
- 6 For a good workout, choose something that you like to do. Start by stretching or warming up your muscles. This helps them get ready to work. Then exercise for about twenty minutes. Finish by cooling down and doing more stretches. This helps your muscles relax. I need a good workout about every other day to get fit and stay fit. Make sure you ask your parents and your doctor if your fun exercise is OK for you to do.
- 7 If you live to be seventy-four years old, I will beat about 2.7 billion times during your life! I can't ride a bike or put on inline skates, but you can! Let's be a team to make a healthier you.

**19** What can you tell about muscles from paragraph 2?

- A They work only during exercise.
- B They are weakened by the heart.
- C They are shaped like a hand.
- D They help the body move.

**20** In paragraph 3, refreshed means

- F pushed back through.
- G pumped once more.
- H made healthy again.
- J used a second time.



**21** Which word is a homonym for whole in paragraph 4?

- A howl
- B hole
- C part
- D full

**22** You should cool down after exercising in order

- F to let your muscles relax.
- G to lower your temperature.
- H to add to your workout time.
- J to take deep breaths of fresh air.

**23** Paragraph 6 is mostly about

- A simple muscle warm-ups.
- B twenty-minute workouts.
- C good exercise habits.
- D helpful parent advice.



**24** The purpose of this article is

- F** to state an opinion.
- G** to express feelings.
- H** to entertain.
- J** to inform.

**25** Between which two guide words in a dictionary would circulation be found?

- A** church, circus
- B** chosen, circle
- C** citizen, claim
- D** city, college





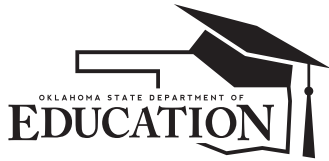


## Answer Keys

Mathematics		
Number	Answer	OAS Objective
Sample A	C	2.1b.i
Sample B	H	4.1a
1	C	1.1
2	F	1.2
3	D	1.3
4	H	2.1a.i
5	C	2.1a.ii
6	G	2.1b.ii
7	D	2.1b.iii
8	J	2.2a
9	D	2.2b.i
10	F	2.2b.ii
11	C	2.2b.iii
12	G	3.1
13	D	3.2
14	H	3.3
15	B	3.4
16	G	4.1b
17	B	4.1c
18	H	4.1d
19	C	4.2a
20	H	4.2b
21	A	4.3
22	J	5.1a
23	C	5.1b
24	F	5.2
25	B	5.3

Reading		
Number	Answer	OAS Objective
Sample A	A	3.2b
Sample B	J	3.1b
1	C	3.3
2	J	3.2c
3	C	1.2
4	G	1.1
5	B	1.1
6	J	3.2c
7	D	4.2d
8	H	4.2d
9	B	1.2a
10	J	1.2b
11	B	1.2b
12	G	3.1a
13	C	3.1b
14	F	3.2
15	C	4.2b
16	G	5.1b
17	A	1.3
18	G	3.4b
19	D	3.2b
20	H	1.2a
21	B	1.3
22	F	3.1b
23	C	3.3a
24	J	4.2b
25	A	5.1a





# Oklahoma School Testing Program

## Answer Sheet

### Grade 4 — Multiple-Choice Practice Tests

To Measure Oklahoma Academic  
Standards

Your State Superintendent of Public Instruction  
Oklahoma State Department of Education  
2015

\_\_\_\_\_  
**Name**

### Mathematics

**SAMPLES**  
A (A) (B) (C) (D)  
B (F) (G) (H) (J)

1 (A) (B) (C) (D)  
2 (F) (G) (H) (J)  
3 (A) (B) (C) (D)  
4 (F) (G) (H) (J)

5 (A) (B) (C) (D)  
6 (F) (G) (H) (J)  
7 (A) (B) (C) (D)  
8 (F) (G) (H) (J)

9 (A) (B) (C) (D)  
10 (F) (G) (H) (J)  
11 (A) (B) (C) (D)  
12 (F) (G) (H) (J)

13 (A) (B) (C) (D)  
14 (F) (G) (H) (J)  
15 (A) (B) (C) (D)  
16 (F) (G) (H) (J)

17 (A) (B) (C) (D)  
18 (F) (G) (H) (J)  
19 (A) (B) (C) (D)  
20 (F) (G) (H) (J)

21 (A) (B) (C) (D)  
22 (F) (G) (H) (J)  
23 (A) (B) (C) (D)  
24 (F) (G) (H) (J)

25 (A) (B) (C) (D)

### Reading

**SAMPLES**  
A (A) (B) (C) (D)  
B (F) (G) (H) (J)

1 (A) (B) (C) (D)  
2 (F) (G) (H) (J)  
3 (A) (B) (C) (D)  
4 (F) (G) (H) (J)

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23 (A) (B) (C) (D)  
24 (F) (G) (H) (J)

25 (A) (B) (C) (D)

