



MASSACHUSETTS

Department of Elementary  
and Secondary Education

*Release of Spring 2026  
MCAS Test Items from the  
Grade 4 Mathematics  
Spanish Language  
Paper-Based Test*

**Spring 2026**

**Massachusetts Department of  
Elementary and Secondary Education**



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and Secondary Education

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# Overview of Grade 4 Mathematics Test Spanish-Language Edition

The spring 2026 grade 4 Mathematics test was administered in two formats: a computer-based version and a paper-based version. Most students took the computer-based test. The paper-based test was offered as an accommodation for eligible students who were unable to use a computer. More information can be found on the MCAS Test Administration Resources page at [www.doe.mass.edu/mcas/admin.html](http://www.doe.mass.edu/mcas/admin.html).

Most of the operational items on the grade 4 Mathematics test were the same, regardless of whether a student took the computer-based version or the paper-based version. In places where a technology-enhanced item was used on the computer-based test, an adapted version of the item was created for use on the paper test. These adapted paper items were multiple-choice, multiple-select, or short-answer items that tested the same Mathematics content and assessed the same standard as the technology-enhanced item.

Since approximately 52% of English learner (EL) students in Massachusetts public schools are native Spanish speakers, the Department created Spanish-language editions of both the computer-based and paper-based test forms. These Spanish-language forms were made available to eligible Spanish-speaking students.

**This document displays released items from the paper-based test.** Paper-based test booklets for the Spanish-language edition were issued in side-by-side English/Spanish format: pages on the left side of each booklet presented questions in Spanish; pages on the right side presented the same questions in English. English-language questions have been omitted from this document. To view these English-language questions, please refer to the released spring 2026 test items for grade 4 Mathematics, available on the Department's website at [www.doe.mass.edu/mcas/release.html](http://www.doe.mass.edu/mcas/release.html). Released items from the computer-based test are available on the MCAS Resource Center website at [mcas.onlinehelp.cognia.org/released-items](http://mcas.onlinehelp.cognia.org/released-items).

## Test Sessions and Content Overview

The grade 4 Mathematics test was made up of two separate test sessions. Each session included selected-response, short-answer, and constructed-response questions. On the paper-based test, the selected-response questions were multiple-choice items and multiple-select items, in which students select the correct answer(s) from among several answer options.

## Standards and Reporting Categories

The grade 4 Mathematics test was based on standards in the five domains for grade 4 in the *Massachusetts Curriculum Framework for Mathematics* (2017). The five domains are listed below.

- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Number and Operations—Fractions
- Measurement and Data
- Geometry

The *Massachusetts Curriculum Framework for Mathematics* is available on the Department website at [www.doe.mass.edu/frameworks/current.html](http://www.doe.mass.edu/frameworks/current.html).

Mathematics test results are reported under five MCAS reporting categories, which are identical to the five framework domains listed above.

The tables at the conclusion of this document provide the following information about each released and unreleased operational item: reporting category, standard(s) covered, item type, and item description. The correct answers for released selected-response and short-answer questions are also displayed in the released item table.

### **Reference Materials and Tools**

Each student taking the grade 4 Mathematics test was provided with a ruler.

During both Mathematics test sessions, the use of authorized bilingual word-to-word dictionaries and glossaries was allowed for students who are currently or were ever reported as English learners. No calculators, other reference tools, or materials were allowed.

# Matemáticas para 4.º grado

## SESIÓN 1

Esta sesión contiene 9 preguntas.

**No** puedes usar una calculadora durante esta sesión.



### Instrucciones

Lee cada pregunta detenidamente y luego respóndela lo mejor posible. Debes escribir todas las respuestas en tu Folleto de respuestas del estudiante.

Para algunas preguntas, marcarás tus respuestas rellenando los círculos en tu Folleto de respuestas del estudiante. Asegúrate de sombrear los círculos completamente. No hagas ninguna marca fuera de los círculos. Si necesitas cambiar una respuesta, asegúrate de borrar tu primera respuesta completamente.

Para otras preguntas, necesitarás completar una cuadrícula de respuestas. Las instrucciones para completar las preguntas con cuadrículas de respuestas están provistas en la próxima página.

Si en alguna pregunta se te pide que demuestres o expliques tu trabajo, debes hacerlo para recibir el crédito completo. Escribe tu respuesta en el espacio provisto en tu Folleto de respuestas del estudiante. Solo las respuestas escritas dentro del espacio provisto serán calificadas.

## Instrucciones para completar preguntas con cuadrículas de respuestas

1. Trabaja en la pregunta y encuentra una respuesta.
2. Ingresa tu respuesta en los recuadros para respuestas en la parte superior de la cuadrícula de respuestas.
3. Escribe solamente un número o símbolo en cada recuadro. No dejes un recuadro en blanco en medio de una respuesta.
4. Debajo de cada recuadro de respuesta, llena el círculo que corresponde al número o símbolo que escribiste arriba. Haz una marca sólida que llene el círculo completamente.
5. No llenes un círculo debajo de un recuadro de respuesta no usado.
6. Si necesitas cambiar una respuesta, asegúrate de borrar tu primera respuesta completamente.
7. Ve los ejemplos a continuación sobre cómo completar correctamente una cuadrícula de respuestas.

## Ejemplos

|                                    |                         |                                    |                                    |                                    |                         |
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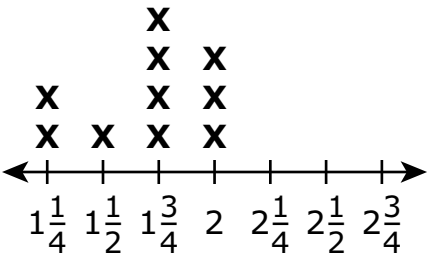
- 1 Un cartero está clasificando algunos paquetes. Esta tabla muestra los diferentes pesos, en libras, de los paquetes y la cantidad de paquetes de cada peso.

Paquetes

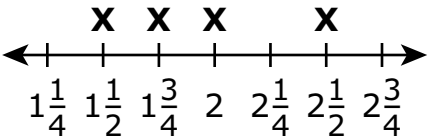
| Peso (libras)  | Cantidad de paquetes |
|----------------|----------------------|
| $1\frac{1}{2}$ | 2                    |
| $1\frac{3}{4}$ | 1                    |
| 2              | 4                    |
| $2\frac{1}{2}$ | 3                    |

¿Cuál de estos diagramas lineales muestra correctamente la información de la tabla?

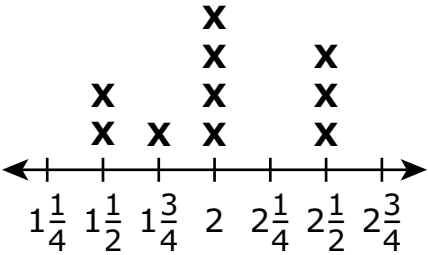
- A. **Peso de los paquetes (libras)**



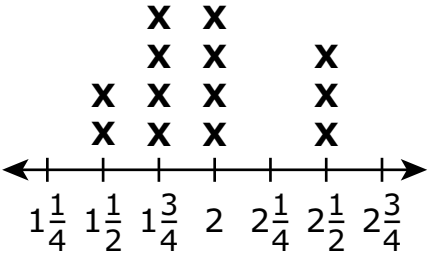
- B. **Peso de los paquetes (libras)**



- C. **Peso de los paquetes (libras)**



- D. **Peso de los paquetes (libras)**

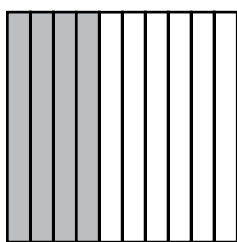


- 2 Una figura **no** tiene ángulos rectos **y** solo tiene un par de lados paralelos.

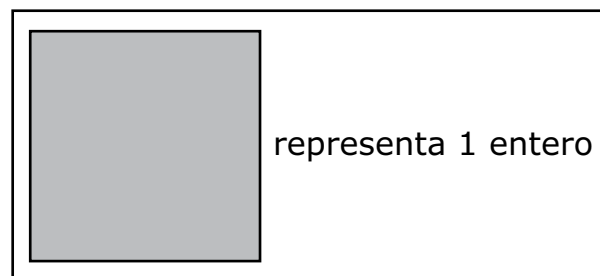
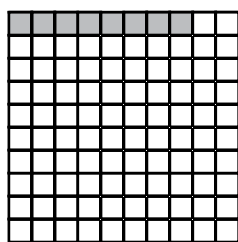
¿Qué palabra podría describir esta figura?

- A. rectángulo
- B. rombo
- C. cuadrado
- D. trapecio

- 3 Se muestran dos modelos. La parte sombreada de cada modelo representa una fracción.



+



¿Qué expresión es equivalente a la suma de los dos modelos?

- A.  $\frac{4}{100} + \frac{80}{100}$
- B.  $\frac{4}{100} + \frac{8}{100}$
- C.  $\frac{40}{100} + \frac{8}{100}$
- D.  $\frac{40}{100} + \frac{80}{100}$

- 4 ¿Qué **dos** expresiones tienen cada una un valor de  $1\frac{7}{8}$ ?

Escoge las **dos** respuestas correctas.

A.  $1 + \frac{3}{8} + \frac{3}{8}$

B.  $1 + \frac{4}{8} + \frac{3}{8}$

C.  $1 + \frac{8}{8} + \frac{3}{8}$

D.  $\frac{1}{8} + \frac{6}{8} + \frac{1}{8}$

E.  $\frac{2}{8} + \frac{6}{8} + \frac{1}{8}$

F.  $\frac{8}{8} + \frac{6}{8} + \frac{1}{8}$

**Esta pregunta tiene cuatro partes. Escribe tu respuesta en tu Folleto de respuestas del estudiante. Asegúrate de etiquetar cada parte de tu respuesta.**

- 5** Los Astros, Barons, Lions y Wildcats son equipos de baloncesto que juegan entre sí.

- a.** El año pasado, los Barons ganaron 3 partidos. Los Astros ganaron 7 veces más partidos que los Barons.

¿Cuál de estas ecuaciones se puede usar para hallar  $g$ , la cantidad de partidos que los Astros ganaron el año pasado?

Marca tu respuesta rellenando el círculo correcto en tu Folleto de respuestas del estudiante.

A.  $7 \times g = 3$

B.  $7 + g = 3$

C.  $7 \times 3 = g$

D.  $7 + 3 = g$

- b.** ¿Cuántos partidos ganaron los Astros el año pasado?

- c.** Cuando los Lions jugaron contra los Wildcats,

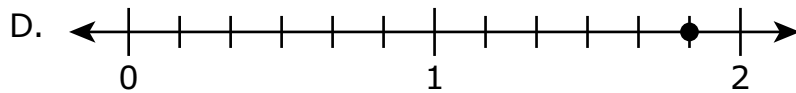
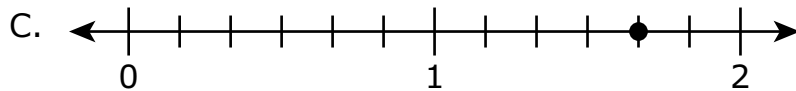
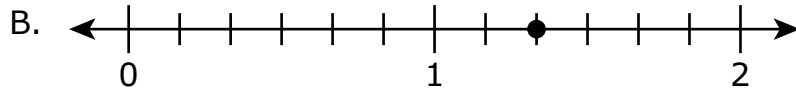
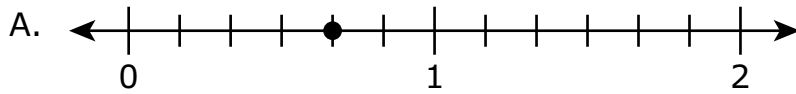
- los Lions anotaron 4 puntos y
- los Wildcats anotaron 36 puntos.

¿La cantidad de puntos que anotaron los Wildcats fue cuántas veces la cantidad de puntos que anotaron los Lions? Muestra o explica cómo obtuviste tu respuesta.

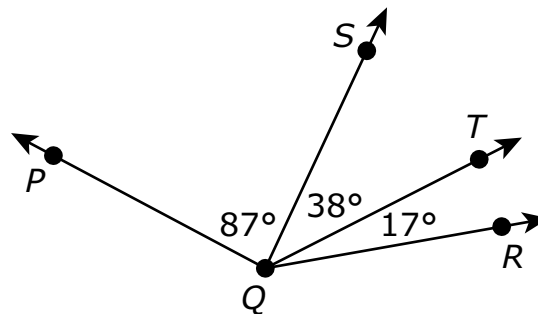
- d.** Los Lions anotaron 11 puntos cuando jugaron contra los Astros. Los Astros anotaron 5 veces más puntos que los Lions.

¿Cuál fue la cantidad de puntos que anotaron **los Astros** cuando jugaron contra los Lions? Muestra o explica cómo obtuviste tu respuesta.

- 6 ¿Cuál de estas rectas numéricas muestra un punto que representa la ubicación de  $\frac{5}{3}$ ?



- 7 El diagrama muestra las medidas, en grados, del ángulo  $PQS$ , el ángulo  $SQT$  y el ángulo  $TQR$ .



¿Cuál es la medida, en grados, del ángulo  $PQR$ ?

Escribe tu respuesta en los recuadros para respuestas de la parte superior de la cuadrícula de respuestas **y** rellena completamente los círculos que correspondan.

- 8 Un profesor escribió esta expresión.

$$9 \times \frac{5}{12}$$

¿Cuáles de estas expresiones son equivalentes a la expresión del profesor?

Escoge las **dos** respuestas correctas.

A.  $5 \times \frac{1}{12}$

B.  $5 \times \frac{9}{12}$

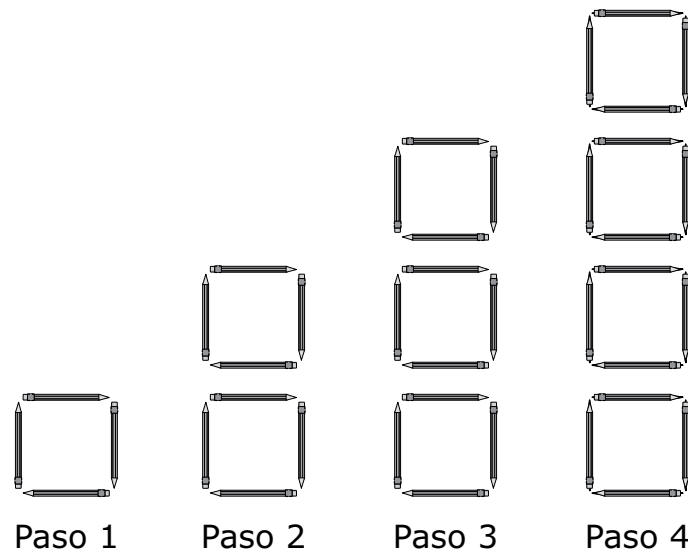
C.  $9 \times \frac{1}{12}$

D.  $45 \times \frac{1}{12}$

E.  $45 \times \frac{5}{12}$

**Esta pregunta tiene dos partes.**

- 9** Un estudiante hizo un patrón con lápices. A continuación, se muestran los primeros cuatro pasos del patrón.



El patrón continúa.

### Parte A

¿Cuál es la cantidad total de lápices necesarios para crear el paso 5 en el patrón del estudiante?

Escribe tu respuesta en los recuadros para respuestas de la parte superior de la cuadrícula de respuestas **y** rellena completamente los círculos que correspondan.

### Parte B

¿Qué expresión se puede usar para hallar la cantidad total de lápices necesarios para crear el paso 9 en el patrón del estudiante?

- A.  $1 + 9$
- B.  $4 \times 5$
- C.  $5 + 4$
- D.  $4 \times 9$

# Matemáticas para 4.º grado

## SESIÓN 2

Esta sesión contiene 11 preguntas.

**No** puedes usar una calculadora durante esta sesión.



### Instrucciones

Lee cada pregunta detenidamente y luego respóndela lo mejor posible. Debes escribir todas las respuestas en tu Folleto de respuestas del estudiante.

Para algunas preguntas, marcarás tus respuestas rellenando los círculos en tu Folleto de respuestas del estudiante. Asegúrate de sombrear los círculos completamente. No hagas ninguna marca fuera de los círculos. Si necesitas cambiar una respuesta, asegúrate de borrar tu primera respuesta completamente.

Para otras preguntas, necesitarás completar una cuadrícula de respuestas. Las instrucciones para completar las preguntas con cuadrículas de respuestas están provistas en la próxima página.

Si en alguna pregunta se te pide que demuestres o expliques tu trabajo, debes hacerlo para recibir el crédito completo. Escribe tu respuesta en el espacio provisto en tu Folleto de respuestas del estudiante. Solo las respuestas escritas dentro del espacio provisto serán calificadas.

## Instrucciones para completar preguntas con cuadrículas de respuestas

1. Trabaja en la pregunta y encuentra una respuesta.
2. Ingresa tu respuesta en los recuadros para respuestas en la parte superior de la cuadrícula de respuestas.
3. Escribe solamente un número o símbolo en cada recuadro. No dejes un recuadro en blanco en medio de una respuesta.
4. Debajo de cada recuadro de respuesta, llena el círculo que corresponde al número o símbolo que escribiste arriba. Haz una marca sólida que llene el círculo completamente.
5. No llenes un círculo debajo de un recuadro de respuesta no usado.
6. Si necesitas cambiar una respuesta, asegúrate de borrar tu primera respuesta completamente.
7. Ve los ejemplos a continuación sobre cómo completar correctamente una cuadrícula de respuestas.

## Ejemplos

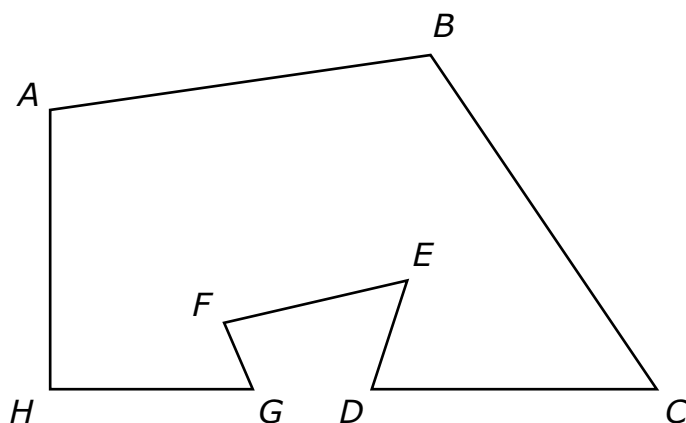
|                                  |                                  |                       |                                  |                                  |                       |
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- 10 Se muestra una figura.



¿Qué ángulo en la figura parece ser un ángulo recto?

- A. ángulo  $BAH$
- B. ángulo  $ABC$
- C. ángulo  $BCD$
- D. ángulo  $AHG$

- 11 ¿Cuáles de estas comparaciones son verdaderas?

Escoge las **dos** respuestas correctas.

- A.  $1.32 > 1.23$
- B.  $2.33 = 2.3$
- C.  $4.03 > 4.03$
- D.  $5.89 < 5.99$
- E.  $7.92 > 7.98$
- F.  $8.9 < 8.09$

**Esta pregunta tiene cuatro partes. Escribe tu respuesta en tu Folleto de respuestas del estudiante. Asegúrate de etiquetar cada parte de tu respuesta.**

- 12** Francisco, Larry y Sophia están usando estas tarjetas numéricas para jugar un juego de redondeo.

|   |   |   |   |   |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 |

Durante cada turno, un jugador elige cuatro tarjetas numéricas y usa las cuatro tarjetas para formar un número de cuatro dígitos.

- a.** Francisco elige las tarjetas numéricas 2, 8, 4 y 0.

¿Qué número de cuatro dígitos puede formar Francisco que se redondee a 4,000 al redondear al **millar más cercano**?

- b.** Larry elige las tarjetas numéricas 9, 3, 8 y 5.

¿Cuál es el **mayor** número de cuatro dígitos que puede formar Larry que se redondee a 4,000 al redondear al **millar más cercano**?

- c.** Sophia elige las tarjetas numéricas 5, 9, 3 y 4.

¿Cuál es el **menor** número de cuatro dígitos que puede formar Sophia que se redondee a 3,500 al redondear a la **centena más cercana**? Explica cómo sabes que tu respuesta es correcta.

- d.** Usando cuatro de las tarjetas numéricas, forma un número de cuatro dígitos que se redondee a 9,700 al redondear a la **centena más cercana**. Explica cómo sabes que tu respuesta es correcta.

13 Se muestran algunas medidas.

|          |              |              |               |
|----------|--------------|--------------|---------------|
| 7 metros | 7 kilómetros | 7 milímetros | 7 centímetros |
|----------|--------------|--------------|---------------|

¿Qué lista muestra el orden de las medidas de **menor a mayor** longitud?

- A. 

|               |              |          |              |
|---------------|--------------|----------|--------------|
| 7 centímetros | 7 milímetros | 7 metros | 7 kilómetros |
|---------------|--------------|----------|--------------|
- B. 

|               |              |              |          |
|---------------|--------------|--------------|----------|
| 7 centímetros | 7 milímetros | 7 kilómetros | 7 metros |
|---------------|--------------|--------------|----------|
- C. 

|              |               |          |              |
|--------------|---------------|----------|--------------|
| 7 milímetros | 7 centímetros | 7 metros | 7 kilómetros |
|--------------|---------------|----------|--------------|
- D. 

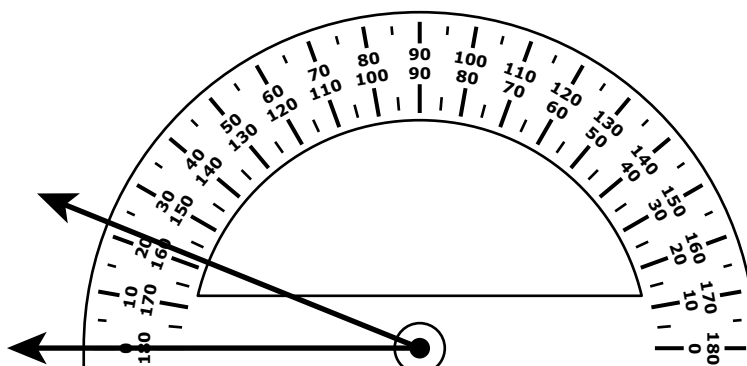
|              |               |              |          |
|--------------|---------------|--------------|----------|
| 7 milímetros | 7 centímetros | 7 kilómetros | 7 metros |
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14 Calcula:

$$68,713 + 4,529$$

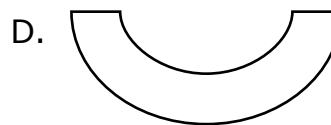
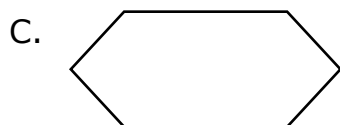
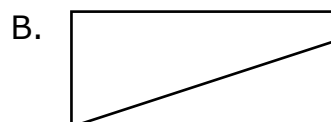
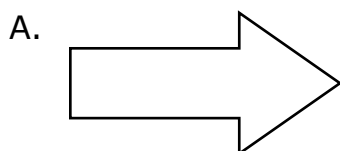
Escribe tu respuesta en los recuadros para respuestas de la parte superior de la cuadrícula de respuestas **y** rellena completamente los círculos que correspondan.

- 15 Se usa un transportador para medir un ángulo, como se muestra.



¿Cuál es la medida, en grados, del ángulo?

- A. 18 grados
  - B. 22 grados
  - C. 158 grados
  - D. 162 grados
- 16 ¿Qué figura tiene **exactamente** 2 ejes de simetría?



- 17** Se muestra una expresión.

$$1,327 \div 3$$

¿Cuál es el cociente de la expresión?

- A. El cociente de la expresión es 314 con un resto de 1.
- B. El cociente de la expresión es 314 con un resto de 2.
- C. El cociente de la expresión es 404 con un resto de 2.
- D. El cociente de la expresión es 442 con un resto de 1.

- 18** Se muestra una expresión.

$$8\frac{2}{4} - 2\frac{3}{4}$$

¿Cuál de estas es la diferencia de la expresión?

- A.  $5\frac{1}{4}$
- B.  $5\frac{3}{4}$
- C.  $6\frac{1}{4}$
- D.  $6\frac{3}{4}$

- 19** Se muestra una ecuación.

$$\frac{19}{100} + \frac{k}{10} = \frac{39}{100}$$

¿Qué valor de  $k$  hace que la ecuación sea verdadera?

Escribe tu respuesta en los recuadros para respuestas de la parte superior de la cuadrícula de respuestas **y** rellena completamente los círculos que correspondan.

- 20** Un cliente compra 4 bolsas de pretzels. Cada bolsa tiene un peso de  $\frac{2}{3}$  libras.

¿Cuál es el peso total, en libras, de las 4 bolsas de pretzels que compra el cliente?

- A.  $\frac{6}{3}$
- B.  $\frac{8}{3}$
- C.  $\frac{2}{12}$
- D.  $\frac{8}{12}$

# Grade 4 Mathematics

## Spring 2026 Released Operational Items

| PBT Item No. | Page No. | Reporting Category                       | Standard  | Item Type* | Item Description                                                                                                                                                                                   | Correct Answer** |
|--------------|----------|------------------------------------------|-----------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1            | 5        | <i>Measurement and Data</i>              | 4.MD.B.4  | SR         | Determine the line plot that represents a given data set with whole numbers and mixed numbers.                                                                                                     | C                |
| 2            | 6        | <i>Geometry</i>                          | 4.G.A.2   | SR         | Identify the mathematical name of a 2-dimensional figure based on given attributes.                                                                                                                | D                |
| 3            | 6        | <i>Number and Operations-Fractions</i>   | 4.NF.C.5  | SR         | Interpret two given fraction models, one in tenths and one in hundredths, and identify the equivalent addition expression using fractions with denominators of 100.                                | C                |
| 4            | 7        | <i>Number and Operations-Fractions</i>   | 4.NF.B.3  | SR         | Identify expressions which have a value equivalent to a given mixed number.                                                                                                                        | B,F              |
| 5            | 8        | <i>Operations and Algebraic Thinking</i> | 4.OA.A.2  | CR         | Solve word problems by identifying and solving equations and interpreting multiplicative comparisons.                                                                                              |                  |
| 6            | 9        | <i>Number and Operations-Fractions</i>   | 4.NF.A.1  | SR         | Identify the plotted point on a number line that represents the location of a fraction that is greater than one and is equivalent to a given fraction.                                             | C                |
| 7            | 9        | <i>Measurement and Data</i>              | 4.MD.C.7  | SA         | Determine the angle measure of a larger angle given the measures of the individual angles that make up the larger angle.                                                                           | 142              |
| 8            | 10       | <i>Number and Operations-Fractions</i>   | 4.NF.B.4  | SR         | Determine which expressions are equivalent to the product of a whole number and a fraction.                                                                                                        | B,D              |
| 9            | 11       | <i>Operations and Algebraic Thinking</i> | 4.OA.C.5  | SA         | Determine additional terms of a given shape pattern and identify an expression that represents the rule of the pattern.                                                                            | 20;D             |
| 10           | 14       | <i>Geometry</i>                          | 4.G.A.1   | SR         | Identify the right angle in a given figure.                                                                                                                                                        | D                |
| 11           | 14       | <i>Number and Operations-Fractions</i>   | 4.NF.C.7  | SR         | Determine which number sentences with the symbols $<$ , $>$ , or $=$ correctly compare decimal numbers given in tenths and hundredths.                                                             | A,D              |
| 12           | 15       | <i>Number and Operations in Base Ten</i> | 4.NBT.A.3 | CR         | Determine 4-digit numbers that will round to a given number and what might be the greatest and least numbers that will round to given numbers when rounding to the nearest hundreds and thousands. |                  |
| 13           | 16       | <i>Measurement and Data</i>              | 4.MD.A.1  | SR         | Order metric units of length from least to greatest.                                                                                                                                               | C                |
| 14           | 16       | <i>Number and Operations in Base Ten</i> | 4.NBT.B.4 | SA         | Determine the sum of a five-digit number and a four-digit number.                                                                                                                                  | 73,242           |
| 15           | 17       | <i>Measurement and Data</i>              | 4.MD.C.6  | SR         | Determine the measure of an angle shown on a drawing of a protractor.                                                                                                                              | B                |

| <b>PBT Item No.</b> | <b>Page No.</b> | <b>Reporting Category</b>                | <b>Standard</b> | <b>Item Type*</b> | <b>Item Description</b>                                                                                                      | <b>Correct Answer**</b> |
|---------------------|-----------------|------------------------------------------|-----------------|-------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| 16                  | 17              | <i>Geometry</i>                          | 4.G.A.3         | SR                | Determine which figures have a given number of lines of symmetry.                                                            | C                       |
| 17                  | 18              | <i>Number and Operations in Base Ten</i> | 4.NBT.B.6       | SR                | Find a whole number quotient, with a remainder, of a four-digit dividend and a one-digit divisor.                            | D                       |
| 18                  | 18              | <i>Number and Operations-Fractions</i>   | 4.NF.B.3        | SR                | Find the difference of two mixed numbers with like denominators.                                                             | B                       |
| 19                  | 19              | <i>Number and Operations-Fractions</i>   | 4.NF.C.5        | SA                | Determine the numerator of a fraction that will make an equation true when adding fractions with denominators of 10 and 100. | 2                       |
| 20                  | 19              | <i>Number and Operations-Fractions</i>   | 4.NF.B.4        | SR                | Solve a word problem by multiplying a fraction by a whole number.                                                            | B                       |

\* Mathematics item types are: selected-response (SR), short-answer (SA), and constructed-response (CR).

\*\* Answers are provided here for selected-response and short-answer items only. Sample responses and scoring guidelines for any constructed-response items will be posted to the Department's website later this year.

# Grade 4 Mathematics

## Spring 2026 Unreleased Operational Items

| PBT Item No. | Reporting Category                       | Standard  | Item Type* | Item Description                                                                                                                                                                          |
|--------------|------------------------------------------|-----------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 21           | <i>Measurement and Data</i>              | 4.MD.A.3  | SR         | Given the length and width, determine the area and the units used to measure the area of a rectangle.                                                                                     |
| 22           | <i>Measurement and Data</i>              | 4.MD.C.5  | SA         | Determine the measure of an angle that turns through a given number of one-degree angles.                                                                                                 |
| 23           | <i>Number and Operations in Base Ten</i> | 4.NBT.A.1 | SR         | Determine which number has a digit with a value that is 10 times the value of a digit in a given number.                                                                                  |
| 24           | <i>Number and Operations-Fractions</i>   | 4.NF.A.2  | CR         | Write fractions to represent given fraction models, compare fractions with different denominators using symbols, and reason about the size of fractions.                                  |
| 25           | <i>Operations and Algebraic Thinking</i> | 4.OA.A.3  | SR         | Solve multi-step, real-world problems using subtraction and division and interpret a remainder.                                                                                           |
| 26           | <i>Geometry</i>                          | 4.G.A.1   | SR         | Identify shapes that have a pair of parallel sides and a pair of perpendicular sides.                                                                                                     |
| 27           | <i>Number and Operations in Base Ten</i> | 4.NBT.B.4 | SR         | Determine the difference of a six-digit whole number and a four-digit whole number.                                                                                                       |
| 28           | <i>Geometry</i>                          | 4.G.A.3   | SR         | Determine which given figure has a line of symmetry.                                                                                                                                      |
| 29           | <i>Number and Operations in Base Ten</i> | 4.NBT.A.2 | SR         | Put four six-digit numbers in order from least to greatest.                                                                                                                               |
| 30           | <i>Number and Operations in Base Ten</i> | 4.NBT.B.6 | SA         | Solve a word problem by dividing a 3-digit dividend by a 1-digit divisor.                                                                                                                 |
| 31           | <i>Number and Operations in Base Ten</i> | 4.NBT.B.5 | SR         | Determine the expression that is equivalent to the product of a four-digit number and a one-digit number.                                                                                 |
| 32           | <i>Operations and Algebraic Thinking</i> | 4.OA.A.3  | SA         | Solve a multi-step word problem using multiplication and addition of whole numbers.                                                                                                       |
| 33           | <i>Operations and Algebraic Thinking</i> | 4.OA.C.5  | SR         | Identify a feature of the terms of a pattern given a starting number and rule for the pattern.                                                                                            |
| 34           | <i>Number and Operations-Fractions</i>   | 4.NF.A.1  | SR         | Identify a fraction model that represents a fraction that is equivalent to a given fraction.                                                                                              |
| 35           | <i>Measurement and Data</i>              | 4.MD.A.2  | CR         | Use a ruler to measure given objects to the nearest centimeter and solve word problems involving multiplication and addition of measurements and the conversion of meters to centimeters. |
| 36           | <i>Number and Operations-Fractions</i>   | 4.NF.C.6  | SR         | Identify the plotted point on a number line that represents the location of a decimal less than one.                                                                                      |
| 37           | <i>Operations and Algebraic Thinking</i> | 4.OA.B.4  | SR         | Identify prime numbers.                                                                                                                                                                   |
| 38           | <i>Number and Operations-Fractions</i>   | 4.NF.B.3  | SR         | Solve word problems involving addition and subtraction of mixed numbers with like denominators.                                                                                           |
| 39           | <i>Geometry</i>                          | 4.G.A.2   | SR         | Identify the two-dimensional figure with only obtuse angles.                                                                                                                              |
| 40           | <i>Operations and Algebraic Thinking</i> | 4.OA.A.1  | SR         | Determine which verbal statement of multiplicative comparison represents a given equation in a word problem.                                                                              |

\* Mathematics item types are: selected-response (SR), short-answer (SA), and constructed-response (CR).