

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

PARENT, STUDENT, AND TEACHER GUIDE



2012–2013

Oklahoma State Department of Education

2704511-W



**Testing Dates
2013 School Year**

Multiple-Choice Tests
April 10–24, 2013

Acknowledgement

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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,
Your 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 C³ 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 C³* standards and objectives. Tests have been developed by national test publishers that specifically measure the *Oklahoma C³* 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 C³* standards and objectives that are eligible for assessment in a statewide testing program, gives a blueprint for the tests, and provides practice test questions. Finally, information regarding preparing for testing to the Common Core State Standards is presented.

Test-Taking Tips

The following tips provide effective strategies for taking the Oklahoma Core Curriculum Tests. Test-taking skills cannot replace studying based on the *Oklahoma C³* standards and objectives, which serve as the foundation for the tests.

General Test-Taking Tips:

- DO...** read this guide carefully and complete the practice tests.
- DO...** 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.
- DON'T...** wait until the last minute to study for the test. These tests cover a lot of material, and you cannot learn it all in a short amount of time.
- DON'T...** worry about the tests. Students who are calm and sure of themselves do better on tests.

Tips for the Multiple-Choice Tests:

- DO...** read each question and every answer choice carefully. Choose the best answer for each question.
- DO...** check your work if you finish your test early. Use the extra time to answer any questions that you skipped.
- DO...** read the selections on the Reading test carefully.
- DO...** underline, mark, make notes, or work problems in your test book if needed.
- DO...** 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.
- DO...** 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 C³ 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 Common Core State Standards.

Oklahoma C³ Standards

The *Oklahoma C³ 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 C³* standards and objectives are appropriate for the statewide assessment. This guide includes only the *Oklahoma C³* 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 problem (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—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 Place Value
 - 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.

- a. Establish benchmarks for customary and metric units, estimate the measures of a variety of objects, and compare units (e.g., mass: the mass of a raisin is about 1 gram, length: the width of a finger is about 1 centimeter).
- b. Select appropriate customary and metric units of measure to solve application problems involving length, weight, mass, and volume.
- c. Solve application problems involving money, time, and temperature (e.g., elapsed time).

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 2012–2013**

The Test Blueprint reflects the degree to which each *Oklahoma C³* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

<i>Oklahoma C³</i> Standards and Objectives	Ideal Number of Items*	Ideal Percentage of Items**	Reporting Category***
Algebraic Reasoning: Patterns and Relationships	7	14%	7
Algebra Patterns (1.1)	3		5
Equations (1.2)	2		
Number Properties (1.3)	2		2
Number Sense and Operation	18	36%	18
Number Sense (2.1)	8		8
Number Operations (2.2)	10		10
Geometry	9	18%	9
Lines (3.1)	2		4
Angles (3.2)	2		
Polygons (3.3)	3		5
Transformations (3.4)	2		
Measurement	9	18%	9
Measurement (4.1)	5		5
Time and Temperature (4.2)	2		4
Money (4.3)	2		
Data Analysis	7	14%	7
Data Analysis (5.1)	2		5
Probability (5.2)	2		
Central Tendency (5.3)	3		2
Total Test	50	100	50

* A minimum of four items is required to report results for an objective, and a minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding.

** Objectives have been grouped for reporting purposes only.

The *Oklahoma C³ Standards* correspond to the *PASS standards*. In 2014–2015 the Common Core State Standards will be assessed.

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, timeline, 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 2012–2013**

The test blueprint reflects the degree to which each *Oklahoma C³* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

<i>Oklahoma C³</i> Standards and Objectives	Ideal Number of Items*	Ideal Percentage of Items**
Vocabulary	12	24%
Words in Context (1.1)	4	
Affixes, Roots, and Stems (1.2)	4	
Synonyms, Antonyms, and Homonyms (1.3)	4	
Comprehension/Critical Literacy	23	46%
Literal Understanding (3.1)	4	
Inferences and Interpretation (3.2)	6	
Summary and Generalization (3.3)	7	
Analysis and Evaluation (3.4)	6	
Literature	9	18%
Literary Elements (4.2)	5	
Figurative Language/Sound Devices (4.3)	4	
Research and Information	6	12%
Accessing Information (5.1)	6	
Total Test	50	100

* A minimum of four items is required to report results for an objective, and a minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding.

The *Oklahoma C³ Standards* correspond to the *PASS* standards. In 2014–2015 the Common Core State Standards will be assessed.

Scoring Criteria

Scoring criteria focus on the clear understanding of the reading process, effective understanding and application of responding to text, and effective understanding and analysis of information and research.

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 15 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 15 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?

- A 0.2 miles
- B 0.3 miles
- C 0.7 miles
- D 0.8 miles



1 Travis used a rule to make this number pattern.

2, 7, 12, 17

What rule could Travis have used for the pattern?

- A add 5
- B multiply by 4
- C add 3
- D multiply by 3

2 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



- 3** 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?

- A 29
- B 31
- C 135
- D 145

- 4** The city that is located at the greatest altitude in the world is at 12,087 feet above sea level. What is the place value of the 2 in 12,087?

- A ten thousands
- B thousands
- C hundreds
- D tens

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

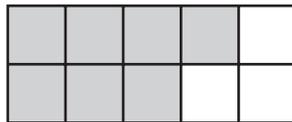
- A \$1,249.00
- B \$12,000.49
- C \$12,049.00
- D \$12,490.00



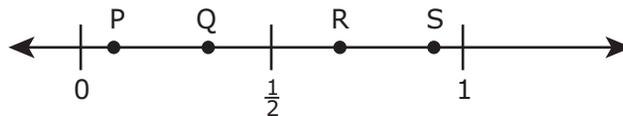
6 Debbie rode her bicycle 12 miles every day for five months. There were 153 days in those five months. How many miles did she ride?

- A 60 miles
- B 165 miles
- C 1,506 miles
- D 1,836 miles

7 The shaded part of the large rectangle represents a fraction.



Which point on the number line best shows the location of the fraction that represents the shaded part of the rectangle?



- A P
- B Q
- C R
- D S

8 A movie theater in Oklahoma City has 675 seats arranged in 9 rows. If each row has the same number of seats, how many seats are in each row?

- A 125 seats
- B 92 seats
- C 87 seats
- D 75 seats



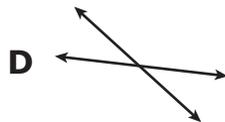
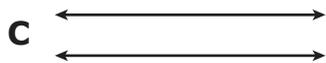
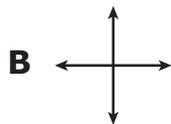
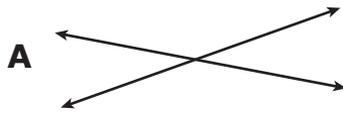
9 The fact family below is missing a fact.

$3 \times 8 = 24$ $8 \times 3 = 24$ $24 \div 8 = 3$ $\underline{\quad ? \quad}$
--

Which is the missing fact?

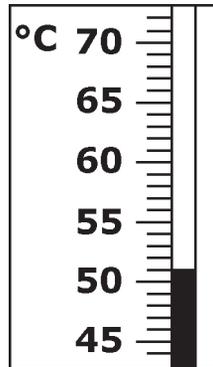
- A $24 \div 3 = 8$
- B $24 \div 4 = 6$
- C $24 + 3 = 27$
- D $24 - 4 = 20$

10 Which pair of lines appear to be parallel?





11 The thermometer shows the temperature at 9:00 P.M.

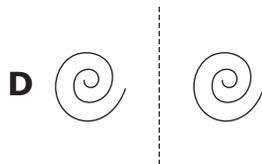
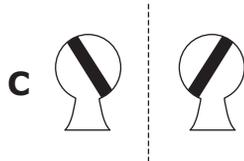
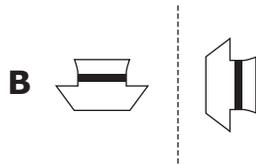
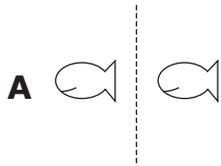


By 11 P.M., the temperature dropped 4°C . What was the temperature at 11 P.M.?

- A 11°C
- B 47°C
- C 51°C
- D 56°C

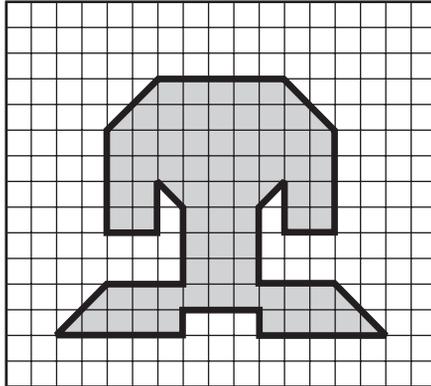


12 Which best represents a reflection of the figure across the dashed line segment?





13 Look at the shaded figure.



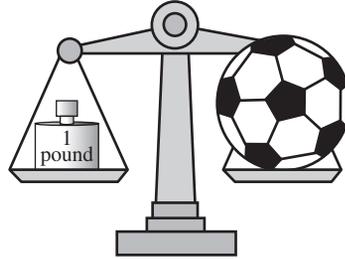
□ = 1 square unit

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

- A 79 sq units
- B 74 sq units
- C 72 sq units
- D 64 sq units



14 A soccer ball weighs about 1 pound.



Which of these also weighs about 1 pound?

A a baby



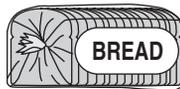
B a large dog



C a pair of socks



D a loaf of bread





15 Five friends recorded the number of glasses of milk each drank in a week. They recorded their results in a chart.

Name	Number of Glasses of Milk
Jan	
Mark	
Christa	
Todd	
Angela	

Which person drank 3 fewer glasses of milk than Jan drank?

- A Mark
- B Christa
- C Todd
- D Angela



**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?

- A** Sally opened the box.
- B** Sally's mother gave her a gift.
- C** Sally's mother bought the horse.
- D** Sally saw a toy horse in the store.



Read the selections on this and the next page. Then answer the questions that follow.

Seashell Secrets

delicate—easy to break or hurt
mobile—able to move

- 1 When you walk along the beach, you almost always find seashells. There are thousands of shells in the sea and on land. The waves from the ocean toss the shells up onto the shore. Some shells look pretty and are very delicate. Other seashells are beautiful and strong.

Shells Are Important

- 2 Shells protect the animals living inside them. *Mollusks* (mol uhks), soft-bodied animals like clams and snails, form shells. The animal's body makes a liquid. The liquid leaks from the animal's body. When the liquid becomes hard, it forms a shell. As the animal gets bigger, it creates more shell-making liquid. The shell grows as the animal grows.
- 3 The shells scattered on the beach were once the homes of mollusks. They provide safety and shelter. Both sea and land mollusks pull their bodies into their rugged shells when danger approaches.
- 4 The strong shells also keep mollusks moist when there is no water. Twice a day there is a low tide in the ocean. When the tide is low there is less water on the beach. Without water, the animal in the shell may die. However, the shell holds water that allows the mollusk to stay moist until high tide comes along to wash it back into the sea.

Types of Shells

- 5 Some mollusks have one-piece shells. A snail is an example of an animal living in a single shell. Other mollusks, like clams, mussels, and oysters, have two-part shells. Each half of the shell is exactly the same, and they fit together perfectly. The two parts are connected together at one point. The mollusk uses strong muscles to snap the pieces of its shell together. Sometimes the animals close the shell for protection, and sometimes the animals move by opening and closing the shell.
- 6 Shells come in many colors. Some shells have stripes and spots, and others have fancy designs. The designs allow the animal to look like the area around it. If the animals are not seen, then they are protected.
- 7 Shells can be many different sizes and shapes. Some are no bigger than a grain of rice, and others are as big as a television set. Seashells are very useful homes for mollusks.



Unwrapping the Stars

- 1 When the sun starts sinking in the sky
The clouds are oh so bright.
They look just like an evening gown.
I really like the sight.
- 5 All colors of the rainbow—
Especially blue and pink—
Each night I see a different sight.
It really makes me think
Those red and green and purple clouds
- 10 Are ribbons in the sky
That unwrap all those bright, bright stars
To shine before my eyes.

Use “Seashell Secrets” to answer questions 1 through 6.

1 In paragraph 3, provide means

- A supply.
- B accept.
- C show.
- D help.

2 In paragraph 5, what kind of shell does a snail have?

- A single
- B double
- C delicate
- D colorful



3 The reader can tell that mollusks

- A are dangerous animals that should be avoided.
- B are the most common animals in the ocean.
- C spend their entire lives buried under sand.
- D could not survive long without a shell.

4 The section headings are boldfaced because they

- A let the reader skip the paragraph.
- B tell what the next paragraph is about.
- C explain the paragraph before the boldface.
- D describe the main idea of the entire passage.

5 Which word would best help a reader find information about clams in an encyclopedia?

- A waves
- B oceans
- C animals
- D mollusks

6 The reader can tell that snails

- A could not live without shells.
- B have not always had shells.
- C need shells for decoration.
- D use shells to store food.



Use “Unwrapping the Stars” to answer question 7.

7 An antonym for shine in line 12 is

- A** dim.
- B** blaze.
- C** glitter.
- D** tumble.

Use “Seashell Secrets” and “Unwrapping the Stars” to answer questions 8 and 9.

8 How are “Seashell Secrets” and “Unwrapping the Stars” alike?

- A** Both are about stars.
- B** Both describe nature.
- C** Both describe an adventure.
- D** Both mention unusual animals.

9 Which theme from “Unwrapping the Stars” is also an important idea in “Seashell Secrets”?

- A** Beauty can be found in nature.
- B** Nature has a way of protecting itself.
- C** Colors can change the way people feel.
- D** People need to understand the importance of color.



Read the selection below. 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!



10 Why do the boys want to go to the carnival before doing anything else?

- A** They are tired and want to relax.
- B** They are hungry and want to buy food.
- C** They see the rides from the parking lot.
- D** They see a man in a red shirt handing out flyers.

11 In paragraph 2 of "State Fair," fairgrounds means

- A** a place to buy a fair map.
- B** grounds that are on a map.
- C** grounds for setting up rides.
- D** a place where fairs are held.

12 "State Fair" is an example of

- A** a biography.
- B** nonfiction.
- C** a legend.
- D** fiction.



13 What is the best summary of "State Fair"?

- A** The Peck family drives for two hours to the state fair.
- B** The Peck family buys tickets for the carnival rides.
- C** The Peck family has an enjoyable day at the state fair.
- D** The Peck family agrees to meet at the ticket booth after an hour at the fair.

14 The author wrote this passage mainly

- A** To entertain readers with a story about a trip to the fair.
- B** To inform readers about things to see and do at the fair.
- C** To inform readers why people enter animals in contests at the fair.
- D** To persuade readers that families should go on a trip to the fair.

15 Which resource would be most helpful to the Peck family in planning the route for their trip?

- A** an encyclopedia
- B** an almanac
- C** an index
- D** an atlas



Preparing for Testing to the Common Core State Standards

“The Common Core State Standards Initiative is a state-led effort to establish a shared set of clear educational standards for English language arts and mathematics that states can voluntarily adopt. The standards have been informed by the best available evidence and the highest state standards across the country and globe and designed by a diverse group of teachers, experts, parents, and school administrators, so they reflect both our aspirations for our children and the realities of the classroom. These standards are designed to ensure that students graduating from high school are prepared to go to college or enter the workforce and that parents, teachers, and students have a clear understanding of what is expected of them. The standards are benchmarked to international standards to guarantee that our students are competitive in the emerging global marketplace.” (www.corestandards.org)

Oklahoma’s State Board of Education adopted the Common Core State Standards (CCSS) in 2010 along with the majority of other states. These next few years will be a time of transition as Oklahoma begins moving from our current *Oklahoma C³ Standards* curriculum to the CCSS. Transition will include teacher development, local curriculum revision, and test development for a new generation of state assessments. This transition will be complete and fully implemented by the 2014–15 school year.

In order to begin bridging to the requirements of the CCSS, students in Grade 4 will participate in field testing of five items aligned to the CCSS for Mathematics and five items aligned to the CCSS for Reading this year. Reading items will include one short constructed response item related to a passage. These newly developed CCSS-based items were reviewed by committees of Oklahoma educators in the summer of 2012. Students will not be scored on these field test items.

Mathematics CCSS

Operations and Algebraic Thinking (4.OA)

Use the four operations with whole numbers to solve problems.

1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.¹
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

¹ See Glossary, Table 2 in the CCSS for Mathematics.

Gain familiarity with factors and multiples.

4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Generate and analyze patterns.

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

Number and Operations in Base Ten² (4.NBT)

Generalize place value understanding for multi-digit whole numbers.

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.*
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
3. Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations—Fractions³ (4.NF)

Extend understanding of fraction equivalence and ordering.

1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

² Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

³ Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

3. Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.
- Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
 - Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples:* $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2 \frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.
 - Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
 - Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
- Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. *For example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times (\frac{1}{4})$, recording the conclusion by the equation $\frac{5}{4} = 5 \times (\frac{1}{4})$.*
 - Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express $3 \times (\frac{2}{5})$ as $6 \times (\frac{1}{5})$, recognizing this product as $\frac{6}{5}$. (In general, $n \times (\frac{a}{b}) = (n \times a)/b$.)*
 - Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

Understand decimal notation for fractions, and compare decimal fractions.

5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.⁴ *For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.*
6. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*

⁴ Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

Measurement and Data (4.MD)

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

Represent and interpret data.

4. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

Geometric measurement: understand concepts of angle and measure angles.

5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
 - a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.
 - b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Geometry (4.G)

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Reading CCSS

Literature

Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
8. (Not applicable to literature)
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Informational Text

Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
8. Explain how an author uses reasons and evidence to support particular points in a text.
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Answer Keys

Mathematics		
Number	Answer	<i>OK C³</i> Objective
Sample A	C	2.1b.i
Sample B	C	4.1a
1	A	1.1
2	C	1.1
3	A	1.2
4	B	2.1a.i
5	C	2.1a.ii
6	D	2.2a
7	C	2.1b.ii
8	D	2.2b.iii
9	A	2.2b.i
10	C	3.1
11	B	4.2b
12	C	3.4
13	C	4.1d
14	D	4.1a
15	B	5.1a

Reading		
Number	Answer	<i>OK C³</i> Objective
Sample A	A	3.2b
Sample B	D	3.1b
1	A	1.1
2	A	3.1b
3	D	3.2b
4	B	5.1d
5	D	5.1b
6	A	3.2b
7	A	1.3
8	B	3.4b
9	A	4.2c
10	C	4.2a
11	D	1.2b
12	D	3.1c
13	C	3.3a
14	A	4.2b
15	D	5.1a

Oklahoma
School Testing
Program



To Measure *Oklahoma's*
C³ Standards

Grade 4 — Multiple-Choice
Practice Tests

Your State Superintendent of Public Instruction
Oklahoma State Department of Education
2013

Name

Mathematics

SAMPLES
A A B C D
B A B C D

1 A B C D
2 A B C D
3 A B C D
4 A B C D

5 A B C D
6 A B C D
7 A B C D
8 A B C D

9 A B C D
10 A B C D
11 A B C D
12 A B C D

13 A B C D
14 A B C D
15 A B C D

Reading

SAMPLES
A B C D
B A B C D

1 A B C D
2 A B C D
3 A B C D
4 A B C D

5 A B C D
6 A B C D
7 A B C D
8 A B C D

9 A B C D
10 A B C D
11 A B C D
12 A B C D

13 A B C D
14 A B C D
15 A B C D

