New York State Testing Program

Mathematics Test
Book 2

Grade **5**

March 3–7, 2008

Name _____

20296

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Book 2

Tips for taking the test

Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Read each question carefully and think about the answer before writing your response.
- Be sure to show your work when asked. You may receive partial credit if you have shown your work.

This picture means that you will use your ruler.

This picture means that you will use your protractor.

27 The table below shows the number of fish caught by five different people during a one-week fishing trip.

FISHING TOTALS

Name	Number of Fish Caught
Joel	17
Kim	25
Carla	16
Apollo	18
Madison	14

What is the mean (average) number of fish caught during the trip?

Show your work.

Answer _____ fish

Go On

28 Ms. Boone asked her students to write five numbers to form a pattern. Darren wrote the pattern below.

35, 70, 105, 140, 175

On the lines below, explain Darren's pattern.

Rosa wrote a pattern that follows the rule $n \times 5$, where n is the previous number in the pattern. Write the next four numbers in Rosa's pattern using this rule.

3, _____ , _____ , _____ , _____

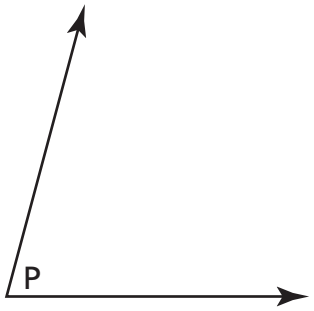
29  Use your protractor to help you solve this problem.

Part A

Gil's teacher asked him to draw an obtuse angle that measured 100°. In the space below, draw Gil's angle.

Part B

Gil's teacher then drew ∠P as shown below.



What is the measure of ∠P?

Answer _____ degrees

Go On

30 Emily collected two different types of seashells. Of the total number of seashells in her collection, 20% are cone shells. The rest are tulip shells.

Part A

Write a **decimal** that is equivalent to the percent of **cone** shells in Emily's collection.

Answer _____

Part B

Write a **fraction** that is equivalent to the percent of **tulip** shells in Emily's collection. Write your fraction in simplest form.

Show your work.

Answer _____

31 A line of symmetry can be drawn on only **two** of the figures below.

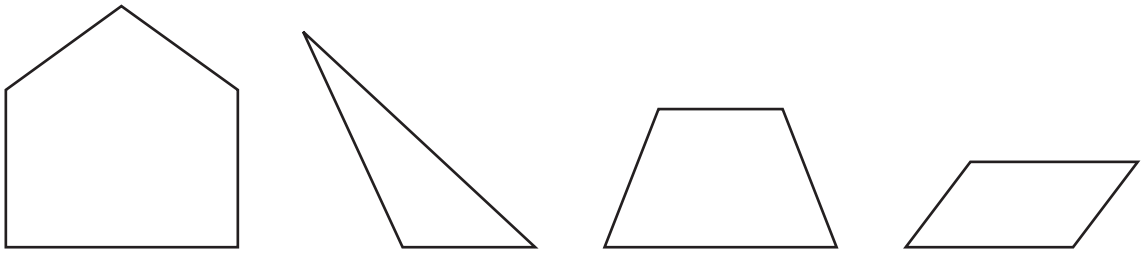
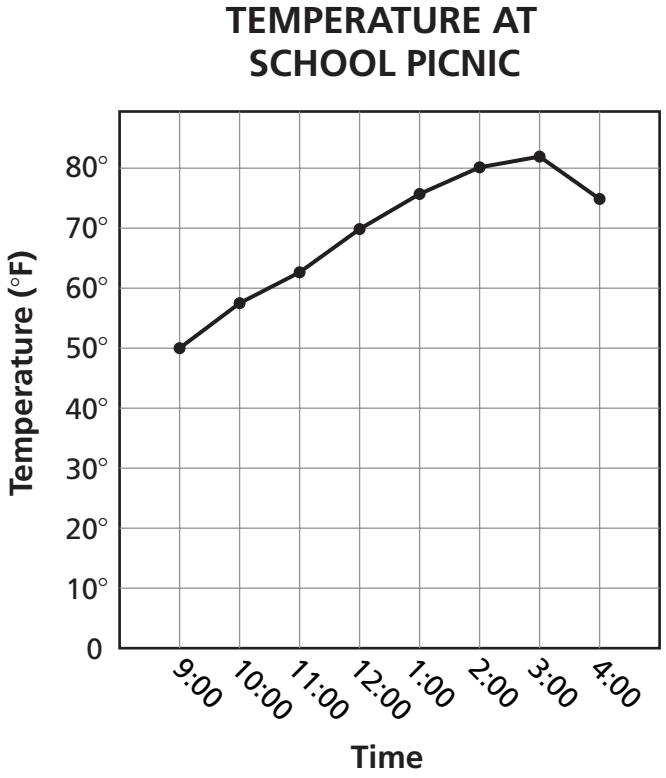


Figure A Figure B Figure C Figure D

Draw a line of symmetry on the two figures.

On the lines below, explain how you determined your answer.

32 The hourly temperature readings during a school picnic were recorded on the line graph below.



Part A

The teachers began giving ice cream to the students at 12:00. What was the temperature at that time?

Answer _____ degrees

Part B

Between which two hours did the temperature change the **least**?

Answer from _____ to _____

On the lines below, explain how you determined your answer.

_____

_____

_____

_____

_____

Go On

33

Use your ruler to help you solve this problem.

Mr. Frank draws the line segment below for his fifth-grade students.

Part A

What is the measure, in centimeters, of Mr. Frank's line segment?

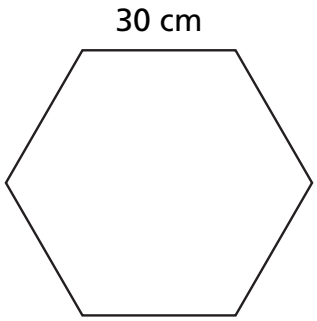
Answer _____ centimeters

Part B

In the space below, draw a line segment that is 3 centimeters **longer** than Mr. Frank's line segment.

In the space below, draw a line segment that is 2 centimeters **shorter** than Mr. Frank's line segment.

34 Each side of the hexagon shown below is the same length.



[not drawn to scale]

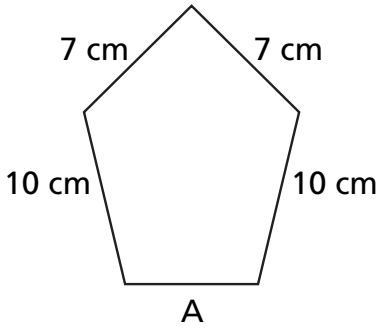
Part A

What is the perimeter of the hexagon?

Answer _____ centimeters

Part B

The perimeter of the pentagon shown below is 39 centimeters.



[not drawn to scale]

What is the length, in centimeters, of side A?

Show your work.

Answer _____ centimeters

STOP

Place Student Label Here

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