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

<table>
<thead>
<tr>
<th>Name</th>
<th>Number of Fish Caught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joel</td>
<td>17</td>
</tr>
<tr>
<td>Kim</td>
<td>25</td>
</tr>
<tr>
<td>Carla</td>
<td>16</td>
</tr>
<tr>
<td>Apollo</td>
<td>18</td>
</tr>
<tr>
<td>Madison</td>
<td>14</td>
</tr>
</tbody>
</table>

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

*Show your work.*

*Answer* ________________ fish
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, ______, ______, ______, ______
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 \( \angle P \) as shown below.

![Diagram showing \( \angle P \)](image)

What is the measure of \( \angle P \)?

*Answer* __________ degrees
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** _______________
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.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

\[\text{TEMPERATURE AT SCHOOL PICNIC}\]

\[
\begin{array}{c}
\text{Temperature (°F)} \\
\hline
0 & 10 & 20 & 30 & 40 & 50 & 60 & 70 & 80 \\
\hline
9:00 & 10:00 & 11:00 & 12:00 & 1:00 & 2:00 & 3:00 & 4:00 \\
\end{array}
\]

**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.
Use your ruler to help you solve this problem.

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

\[ \text{---} \]

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

\[ \text{30 cm} \]

[not drawn to scale]

**Part A**

What is the perimeter of the hexagon?

*Answer*  \[ \text{_____________ centimeters} \]

**Part B**

The perimeter of the pentagon shown below is 39 centimeters.

\[ \text{7 cm} \quad \text{7 cm} \]
\[ \text{10 cm} \quad \text{10 cm} \]

[not drawn to scale]

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

*Show your work.*

*Answer*  \[ \text{_____________ centimeters} \]