

NAME _____

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Beginning-of-Year Assessment

① Evaluate.

a. $5 + 4 * (3 + 2) - 1 =$ _____ b. $4 + \frac{15}{3} =$ _____

② Complete the number sentences.

a. $3 * 10^2 = 3 * 100 =$ _____

b. $7 * 10^9 = 7 *$ _____ $=$ _____

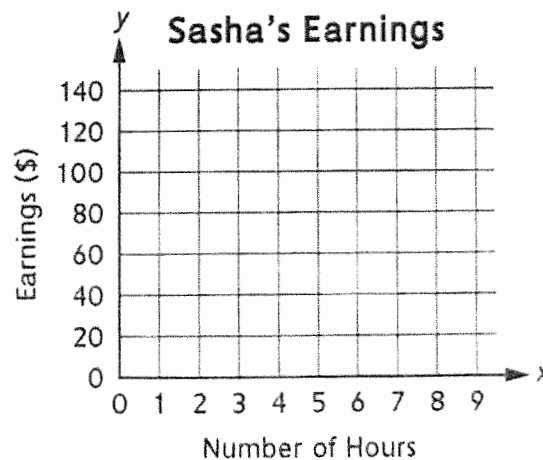
③ Write each number using exponential notation and powers of 10.

a. 30,000 _____

b. 4,200,000 _____

④ Sasha earns \$15 per hour. Complete the table.
Plot the points on the grid. Connect the points with a straight line segment.

Hours	Earnings
1	
2	
5	
	105



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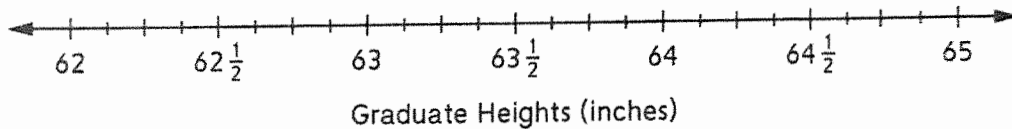


Beginning-of-Year Assessment (continued)

- 7 An eighth-grade class is ordering gowns for their graduation ceremony. The students gave their heights in inches as shown below.

$63\frac{1}{2}$	$64\frac{5}{8}$	$62\frac{1}{4}$	$63\frac{1}{2}$	$63\frac{3}{4}$	64
$62\frac{1}{4}$	$64\frac{1}{2}$	65	$64\frac{1}{2}$	$62\frac{1}{4}$	63
$62\frac{1}{8}$	$63\frac{1}{2}$	$63\frac{3}{4}$	$64\frac{1}{8}$	$63\frac{1}{2}$	

- a. Use the data to complete the line plot. Then use the line plot to answer the question.

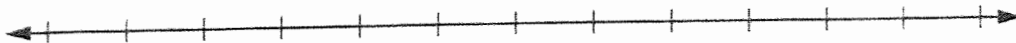


- b. What is the difference in height between the tallest person and the shortest person? Write a number sentence with a letter representing the unknown.

Number sentence: _____

Solution: _____

- 8 On the number line, the space between each tick mark represents $\frac{1}{8}$. Start numbering at 5. Label each tick mark.



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Beginning-of-Year Assessment (continued)

- 9 a. On this number line, the space between each tick mark represents _____.

Label the remaining tick marks that show whole numbers.



- b. Plot $22\frac{1}{3}$ on the number line.
- 10 Regeta went to a grocery store that is $\frac{3}{4}$ mile away. Halfway to the store, she was joined by her friend Nina. How far had Regeta walked when Nina joined her?

Number model: _____

Solution: _____

- 11 Michael's basketball team scored 42 points in a tournament game. Michael scored $\frac{2}{7}$ of the points. How many points did Michael score?

Number model: _____

Solution: _____

Beginning-of-Year Assessment (continued)

12 Write a number story that could be modeled by this number sentence: $\frac{5}{6} * \frac{1}{2} = p$
Then solve your story.

13 Compare using $>$, $<$, or $=$.

- a. 3.4 _____ 3.400 b. 5 _____ 5.0
c. 0.45 _____ 0.045 d. 2.05 _____ 2.5

14 Divide.

- a. $5 \div \frac{1}{2} =$ _____ b. $\frac{1}{2} \div 5 =$ _____

15 The expanded form of a decimal is given. Write the decimal in standard notation.

- a. $3 + 0.6 + 0.02 + 0.004$ _____
b. $(5 * \frac{1}{10}) + (8 * \frac{1}{100}) + (9 * \frac{1}{1,000})$ _____
c. $(2 * 1) + (3 * 0.1) + (7 * 0.01) + (1 * 0.001)$ _____

16 Estimate the product or quotient. Record your estimation sentences in the second column. Use your estimation to place the decimal point in the actual answers given.

	Problem	Estimation Number Sentence	Actual Answer
a.	$4.85 * 0.6$		291
b.	$1.8 * 27.3$		4914
c.	$95.76 \div 7.6$		126
d.	$515.87 \div 65.3$		79

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**Beginning-of-Year Assessment** (continued)

- 17 The cover of Luis's book measures $7\frac{1}{4}$ inches by 9 inches. What is the area of a piece of contact paper that will completely protect his book cover?

Number model: _____

Area: _____

- 18 The hallway floor in Kim's school has squares that are $\frac{1}{2}$ foot by $\frac{1}{2}$ foot. Kim sees that the hallway is 15 squares wide and 60 squares long.

a. How many squares cover the hallway floor? _____

b. What is the area of the hallway floor?

Number model: _____

Area: _____

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Multiplication

Skill: 2-Digit x 1-Digit with Regrouping

1.

$$\begin{array}{r} 42 \\ \times 8 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 87 \\ \times 6 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 56 \\ \times 3 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 74 \\ \times 2 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 25 \\ \times 7 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 68 \\ \times 4 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 38 \\ \times 5 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 93 \\ \times 6 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 54 \\ \times 9 \\ \hline \end{array}$$

Multiplication

Skill: 3-Digit x 1-Digit with Regrouping

1.

$$\begin{array}{r} 643 \\ \times \quad 4 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 209 \\ \times \quad 2 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 781 \\ \times \quad 6 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 586 \\ \times \quad 8 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 687 \\ \times \quad 3 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 218 \\ \times \quad 5 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 424 \\ \times \quad 7 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 825 \\ \times \quad 9 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 370 \\ \times \quad 7 \\ \hline \end{array}$$

Multiplication

Skill: 2-Digit x 2-Digit with Regrouping

1.

$$\begin{array}{r} 20 \\ \times 79 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 62 \\ \times 31 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 34 \\ \times 12 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 13 \\ \times 42 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 61 \\ \times 22 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 30 \\ \times 56 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 64 \\ \times 32 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 53 \\ \times 33 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 21 \\ \times 64 \\ \hline \end{array}$$