Introduction - Grade 5 Mathematics

The following released test questions are taken from the Grade 5 Mathematics Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content standards in Grade 5 Mathematics. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test forms in 2003, 2004, 2005, 2006, and 2007. First on the pages that follow are lists of the standards assessed on the Grade 5 Mathematics Test. Next are released test questions. Following the questions is a table that gives the correct answer for each question, the content standard that each question is measuring, and the year each question last appeared on the test.

The following table lists each strand/reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document.

STRAND/REPORTING CLUSTER	NUMBER OF QUESTIONS ON EXAM	NUMBER OF RELEASED TEST QUESTIONS
Number Sense – Estimation, Percents, and Factoring	12	16
Number Sense – Operations with Fractions and Decimals	17	19
Algebra and Functions	17	21
Measurement and Geometry	15	19
Statistics, Data Analysis, and Probability	4	5
TOTAL	65	80

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Grade 5 Mathematics Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the California Standards Tests, visit the California Department of Education's Web site at http://www.cde.ca.gov/ta/tg/sr/resources.asp.

THE NUMBER SENSE STRAND

In Grade 5, there are two reporting clusters within the Number Sense strand: 1) Estimation, Percents, and Factoring and 2) Operations with Fractions and Decimals. This booklet contains released test questions for each of these clusters.

The following five California content standards are included in the Estimation, Percents, and Factoring reporting cluster of the Number Sense strand and are represented in this booklet by 16 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 5 California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Number Sense	
Standard Set 1.0	**Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers:**
5NS1.1	Estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers.
5NS1.2*	Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.
5NS1.3	Understand and compute positive integer powers of nonnegative integers; compute examples as repeated multiplication.
5NS1.4*	Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g., $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$).
5NS1.5*	Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.

* Denotes key standards (*Mathematics Framework for California Public Schools*)

The following five California content standards are included in the Operations with Fractions and Decimals reporting cluster of the Number Sense strand and are represented in this booklet by 19 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 5 California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Number Sense	
Standard Set 2.0	**Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:**
5NS2.1*	Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.
5NS2.2*	Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.
5NS2.3*	Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.
5NS2.4	Understand the concept of multiplication and division of fractions.
5NS2.5	Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.

* Denotes key standards (*Mathematics Framework for California Public Schools*)

THE ALGEBRA AND FUNCTIONS STRAND/REPORTING CLUSTER

The following five California content standards are included in the Algebra and Functions strand/reporting cluster and are represented in this booklet by 21 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 5 California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS STRAND/CLUSTER

Algebra and Functions	
Standard Set 1.0	**Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:**
5AF1.1	Use information taken from a graph or equation to answer questions about a problem situation.
5AF1.2*	Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.
5AF1.3	Know and use the distributive property in equations and expressions with variables.
5AF1.4*	Identify and graph ordered pairs in the four quadrants of the coordinate plane.
5AF1.5*	Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.

* Denotes key standards (*Mathematics Framework for California Public Schools*)

THE MEASUREMENT AND GEOMETRY STRAND/REPORTING CLUSTER

The following seven California content standards are included in the Measurement and Geometry strand/reporting cluster and are represented in this booklet by 19 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 5 California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS STRAND/CLUSTER

Measurement and Geometry	
Standard Set 1.0	**Students understand and compute the volumes and areas of simple objects:**
5MG1.1*	Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram).
5MG1.2*	Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects.
5MG1.3*	Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter [cm^3], cubic meter [m^3], cubic inch [in^3], cubic yard [yd^3]) to compute the volume of rectangular solids.
5MG1.4	Differentiate between, and use appropriate units of measures for, two- and three-dimensional objects (i.e., find perimeter, area, volume).
Standard Set 2.0	**Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures:**
5MG2.1*	Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software).
5MG2.2*	Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems.
5MG2.3	Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.

* Denotes key standards (*Mathematics Framework for California Public Schools*)

THE STATISTICS, DATA ANALYSIS, AND PROBABILITY STRAND/REPORTING CLUSTER

The following five California content standards are included in the Statistics, Data Analysis, and Probability strand/reporting cluster and are represented in this booklet by five test questions. These questions represent only some ways in which these standards may be assessed on the Grade 5 California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS STRAND/CLUSTER

Statistics, Data Analysis, and Probability	
Standard Set 1.0	**Students display, analyze, compare, and interpret different data sets, including data sets of different sizes:**
5PS1.1	Know the concepts of mean, median, and mode; compute and compare simple examples to show that they may differ.
5PS1.2	Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets.
5PS1.3	Use fractions and percentages to compare data sets of different sizes.
5PS1.4*	Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph.
5PS1.5*	Know how to write ordered pairs correctly; for example, (*x, y*).

* Denotes key standards (*Mathematics Framework for California Public Schools*)

Released Test Questions — Math

1 **What is 6050.287 rounded to the nearest ten?**

A 6050

B 6100

C 6050.29

D 6050.3

CSM01224

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2 **The total land area for the United States is 3,537,438 square miles. What is this value rounded to the nearest thousand square miles?**

A 3,500,000

B 3,537,000

C 3,538,000

D 3,540,000

CSM20973

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3 **What is 40% of 250?**

A 50

B 100

C 150

D 200

CSM01275

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4 **What is $\frac{3}{8}$ written as a percent?**

A 26.7%

B 30%

C 37.5%

D 50%

CSM10512

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5 **What is the decimal 0.7 written as a fraction?**

A $\frac{1}{7}$

B $\frac{3}{4}$

C $\frac{3}{7}$

D $\frac{7}{10}$

CSM01687

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6 **A company donated 200 books to a local library. If 70 of them are fiction, what percent of the donated books are fiction?**

A 35%

B 40%

C 60%

D 65%

CSM20545

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7 **In a parking lot, 1 out of every 8 cars is blue. What percent of the cars in this lot are blue?**

A 1.25%

B 7%

C 9%

D 12.5%

CSM10520

8 **What decimal is equal to $\frac{3}{5}$?**

A 0.30

B 0.35

C 0.60

D 1.67

CSM20271

9 $5^3 =$

A $5 \times 5 \times 5$

B $5 + 5 + 5$

C $3 \times 3 \times 3 \times 3 \times 3$

D $3 + 3 + 3 + 3 + 3$

CSM00219

10 **What is the prime factorization of 45?**

A $2^3 \times 5$

B $3^2 \times 5$

C $5^2 \times 3$

D $5^2 \times 9$

CSM01258

11 **What is the prime factorization of 12?**

A $2^2 \times 3$

B $2^2 \times 3^2$

C 4×3

D 1×2

CSM11022

12 **What is the prime factorization of 36?**

A $2^2 \times 3^2$

B $2^2 \times 3^3$

C 4×3^2

D 4×9

CSM11027

13 **Which of the following shows the number 60 factored into prime numbers?**

A 2×30

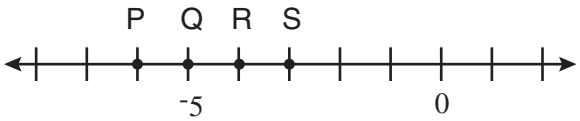
B 3×20

C $2 \times 3 \times 10$

D $2 \times 2 \times 3 \times 5$

CSM01726

14



Which letter on the number line *best* identifies the location of $^-6$?

A P

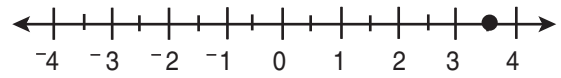
B Q

C R

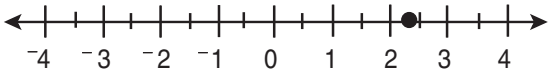
D S

CSM02265

15 **Which point on the number line *best* represents 1.35?**



A



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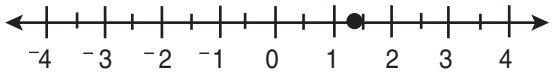
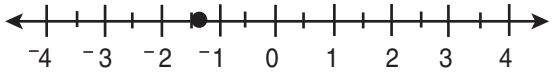


C

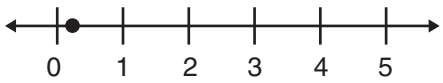


D

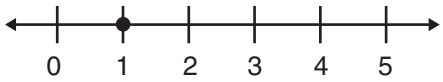
CSM11065

16 **Which number line appears to show the dot placed at $\frac{1}{5}$?**

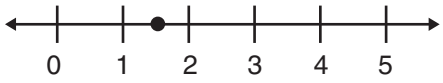
A



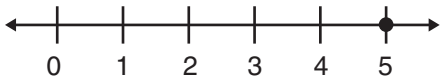
B



C



D



CSM20882

17 $11.3 \times 2.7 =$

A 29.31

B 29.51

C 30.31

D 30.51

CSM02247

18 **Javier bought 9 pounds of ground beef. He saved $8.37 by using a store coupon. How much did he save per pound of ground beef?**

A $0.89

B $0.93

C $1.08

D $75.33

CSM11157

19 **Veronica can type 28 words per minute. At this rate, how many words can Veronica type in 5.5 minutes?**

A 154

B 157

C 159

D 162

CSM10756

20 **Tony had a rope 8.35 meters long. He cut off 2.6 meters. How long was the piece of rope that was left?**

A 5.65 meters

B 5.75 meters

C 6.65 meters

D 6.75 meters

CSM00221

21

$$\begin{array}{r} 39.06 \\ \times \quad 0.3 \\ \hline \end{array}$$

A 9.708

B 9.718

C 11.608

D 11.718

CSM11156

22 **Robert wants to buy 3 notebooks that cost $1.25 each. How much do the notebooks cost all together, without tax?**

A $1.28

B $2.40

C $3.75

D $4.25

CSM20831

23 **Maria has $7.50 to buy lunch. If she buys a turkey sandwich that costs $2.75, how much money will she have left?**

A $4.75

B $5.25

C $5.75

D $10.25

CSM20834

24 $15.12 \div 2.4 =$

A 0.513

B 0.63

C 5.13

D 6.3

CSM02031

25 $35,705 \div 37 =$

A 89

B 843

C 925

D 965

CSM01263

26 **At a school, there are 704 desks to place into 22 classrooms. If the same number of desks is placed in each classroom, how many desks will be in each room?**

A 32

B 34

C 42

D 44

CSM21094

27 **What is the answer to this division problem?**

$$12\overline{)246}$$

A 2.05

B 2.5

C 20.5

D 25

CSM02020

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28 **Maurice talked on the telephone to two friends. He talked to Sherry for $\frac{1}{4}$ hour, and to Gabriel for $\frac{1}{3}$ hour. How much time did Maurice spend on the telephone?**

A $\frac{1}{6}$ hour

B $\frac{2}{7}$ hour

C $\frac{5}{12}$ hour

D $\frac{7}{12}$ hour

CSM02011

29 $2\frac{1}{3} + 4\frac{1}{2} =$

A $6\frac{1}{6}$

B $6\frac{1}{5}$

C $6\frac{2}{5}$

D $6\frac{5}{6}$

CSM11147

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30 **It takes Suzanne $\frac{1}{6}$ hour to walk to the playground and $\frac{1}{3}$ hour to walk from the playground to school. How much time does it take Suzanne to walk to the playground and then to school?**

A $\frac{2}{9}$ hour

B $\frac{1}{3}$ hour

C $\frac{1}{2}$ hour

D $\frac{2}{3}$ hour

CSM20960

31 $4\frac{3}{4} - 2\frac{1}{2} =$

A $1\frac{1}{4}$

B $1\frac{3}{4}$

C $2\frac{1}{4}$

D $2\frac{3}{4}$

CSM02013

32 **Hector can throw a ball $50\frac{3}{5}$ feet. Lee can throw the same ball $48\frac{1}{3}$ feet. How much farther can Hector throw the ball than Lee?**

A $2\frac{2}{15}$ feet

B $2\frac{4}{15}$ feet

C $2\frac{3}{5}$ feet

D $2\frac{4}{5}$ feet

CSM20953

33 $\frac{3}{4} \div \frac{3}{5} =$

A $\frac{9}{20}$

B $\frac{4}{5}$

C $1\frac{1}{4}$

D $2\frac{2}{9}$

CSM00753

34 $12 \div \frac{3}{4} =$

A 9

B $9\frac{1}{4}$

C $12\frac{3}{4}$

D 16

CSM11154

35 $\frac{1}{5} \bullet \frac{1}{6} =$

A $\frac{1}{11}$

B $\frac{2}{11}$

C $\frac{1}{30}$

D $\frac{2}{30}$

CSM01729

36 $c + 2\frac{1}{2}$

Which situation could be described by the expression above?

A Lia jogged c miles yesterday, and $2\frac{1}{2}$ miles farther today.

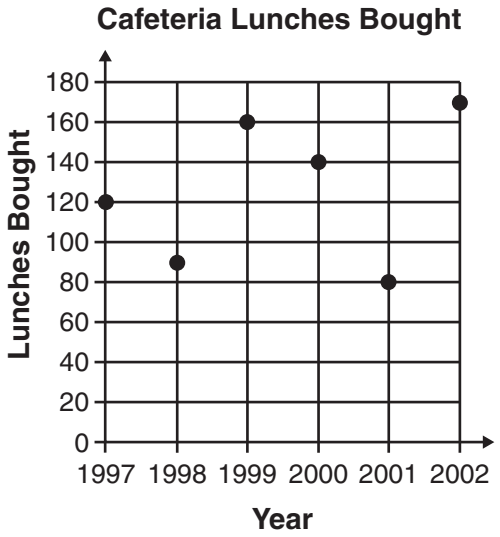
B Lia jogged c miles yesterday, and $2\frac{1}{2}$ miles fewer today.

C Lia jogged $2\frac{1}{2}$ miles yesterday, and c miles fewer today.

D Lia jogged $2\frac{1}{2}$ miles yesterday, and c times as far today.

CSM00715

37 **The table below shows the average number of lunches bought in a cafeteria each day over a period of years.**



The greatest decrease in the number of lunches bought occurred between which two years?

A from 1998 to 1999

B from 1999 to 2000

C from 2000 to 2001

D from 2001 to 2002

CSM21192

38 **If $N = 4$, what is the value of $6 \times N - 3$?**

A 6

B 9

C 18

D 21

CSM02010

39 If $k = 6$, what is the value of $7k - 2$?

A 30

B 40

C 54

D 65

CSM11096

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40 If $n = 31$, what is the value of $6 - n$?

A $^{-}37$

B $^{-}25$

C 25

D 37

CSM00225

---

41 Which expression represents the product of n and 25?

A $25n$

B $25 - n$

C $25 + n$

D $25 \div n$

CSM21225

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42 If $z = 3$, what is $5 \times (6 - z)$?

A 10

B 15

C 27

D 53

CSM11106

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43 Sophie caught twice as many fish as her dad. If her dad caught F fish, how many fish did Sophie catch?

A $F + 2$

B $F - 2$

C $F \times 2$

D $F \div 2$

CSM01719

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44 Ahn has 64 crayons. This number is 18 more crayons than Bill has. Which equation should be used to find b, the number of crayons Bill has?

A $b = 64 - 18$

B $b = \frac{64}{18}$

C $b = 64 + 18$

D $b = 64 \times 18$

CSM11113

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45 What value for z makes this equation true?

$$8 \times 37 = (8 \times 30) + (8 \times z)$$

A 7

B 8

C 30

D 37

CSM02040

46 **What value for w makes this equation true?**

$5 \times w = (5 \times 20) + (5 \times 3)$

A 3

B 20

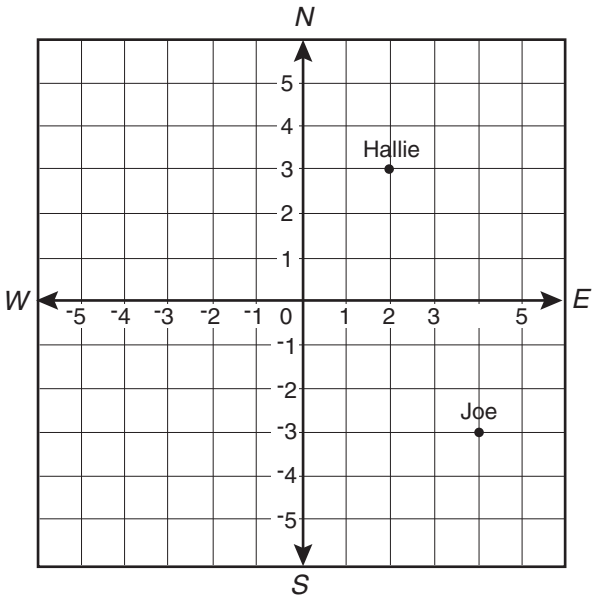
C 23

D 203

CSM00743

47 **The map below shows the starting positions of two scientists studying plants in a rain forest.**

Scientists in Rain Forest



Which ordered pair *best* names Joe's location?

A $(3, -4)$

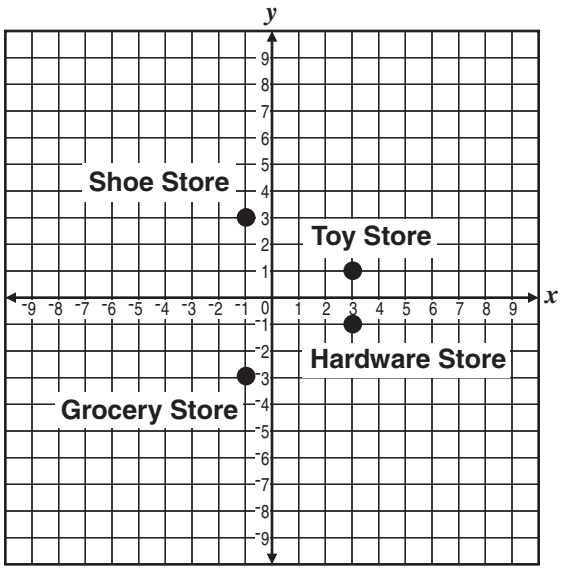
B $(-3, 4)$

C $(4, -3)$

D $(-4, 3)$

CSM02036

48 **The map below shows the location of 4 different stores.**



Which store is at the point $(3, -1)$?

A Hardware Store

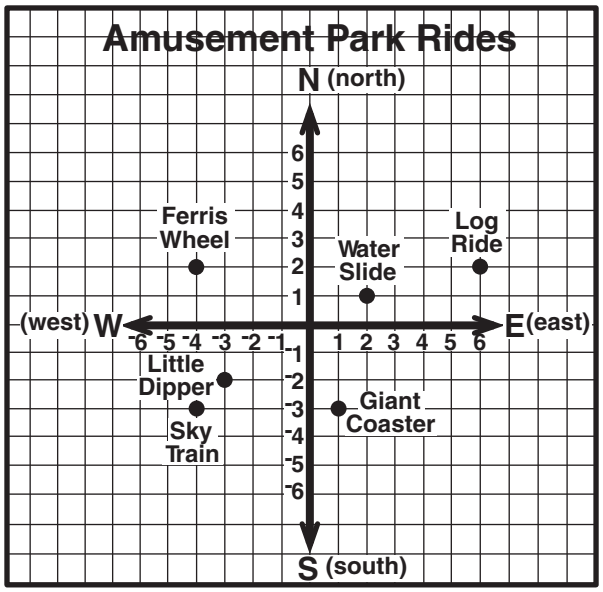
B Grocery Store

C Shoe Store

D Toy Store

CSM11115

49 **The map below shows the locations of rides at an amusement park. Maria was at the point $(-1, -4)$.**



She walked 2 units west and 2 units north. Which ride did she walk to?

A Giant Coaster

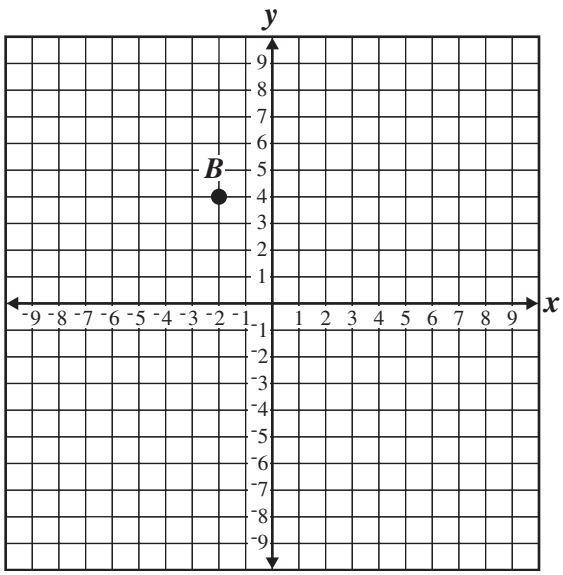
B Little Dipper

C Sky Train

D Ferris Wheel

CSM02025

50 **What is the ordered pair for point *B*?**



A $(-4, 2)$

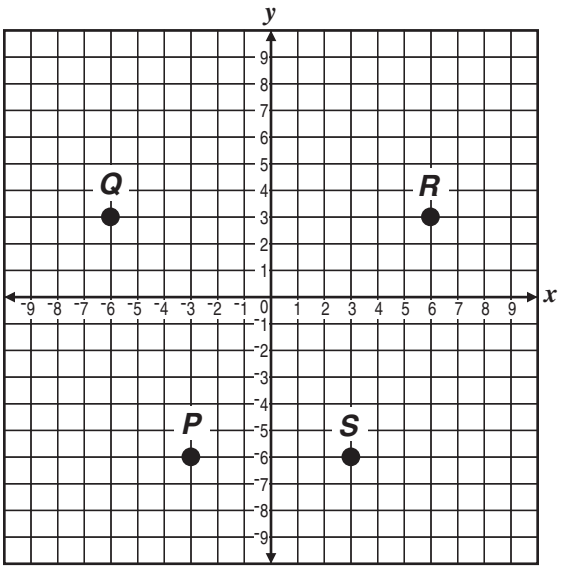
B $(-2, 4)$

C $(2, -4)$

D $(2, 4)$

CSM10393

51 **Which point represents $(3, -6)$?**



A point *P*

B point *Q*

C point *R*

D point *S*

CSM11117

52 **Which equation could have been used to create this function table?**

x	*y*
−9	−5
−2	2
4	8
11	15

A $y = \frac{x}{2}$

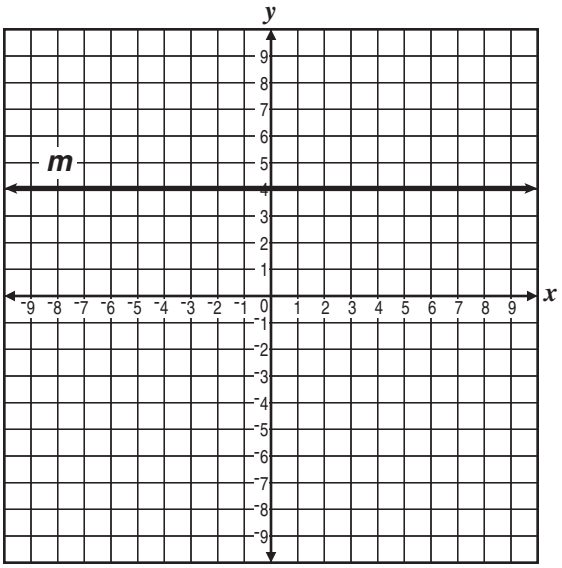
B $y = 2x$

C $y = x - 4$

D $y = x + 4$

CSM01204

53 **Line m is represented by the equation $y = 4$.**



Which ordered pair is located on line m?

A (1, 4)

B (0, 0)

C (4, 1)

D (4, 0)

CSM10934

54 **Which table represents values of x and y such that $y = x + 5$?**

A

x	y
$^-1$	4
0	5

B

x	y
$^-1$	$^-6$
0	$^-5$

C

x	y
2	5
5	0

D

x	y
2	3
3	0

CSM11121

55 **Which equation shows the relationship of all the values in the table below?**

x	y
$^-2$	$^-6$
$^-1$	$^-3$
0	0
1	3
2	6

A $y = 3x$

B $x = y + 3$

C $y = x + 3$

D $x = 3y$

CSM11120

56 **Joaquin charges $4.00 per hour to baby-sit. What equation could Joaquin use to find the number of hours (h) he needs to baby-sit in order to earn $50.00?**

A $4h = 50$

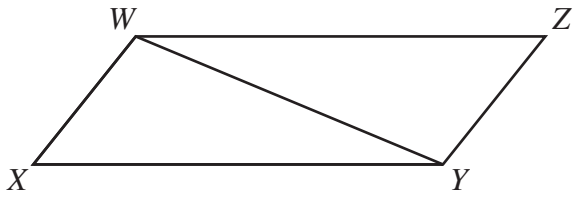
B $\frac{h}{4} = 50$

C $h - 4 = 50$

D $4 + h = 50$

CSM21381

57 **In the figure below, *WXYZ* is a parallelogram.**



If the area of triangle *WXY* is 22 square inches, what is the area of *WXYZ*?

A 11 square inches

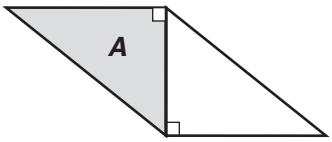
B 22 square inches

C 33 square inches

D 44 square inches

CSM01750

58 **In this parallelogram, triangle *A* has an area of 37 square feet.**



What is the area, in square feet, of the parallelogram?

A 18.5

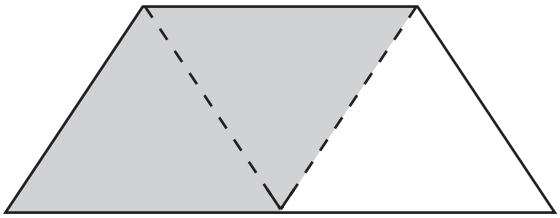
B 37

C 55.5

D 74

CSM10326

59 **The trapezoid below can be divided into 3 identical triangles.**



If the area of the shaded parallelogram is 16 cm^2, what is the area of the trapezoid?

A 8 cm^2

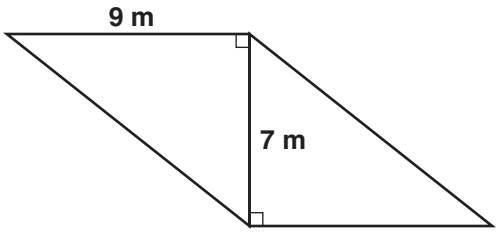
B 24 cm^2

C 32 cm^2

D 48 cm^2

CSM20550

60 **What is the area, in square meters, of the parallelogram below?**



A 31.5

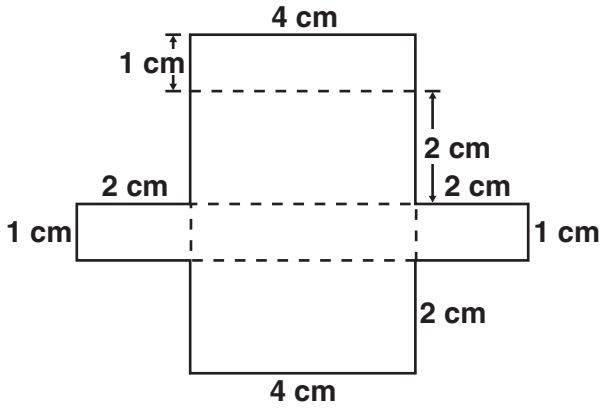
B 54

C 63

D 70.6

CSM10329

61 **What is the surface area of the box formed by the pattern below?**



A 28 cm^2

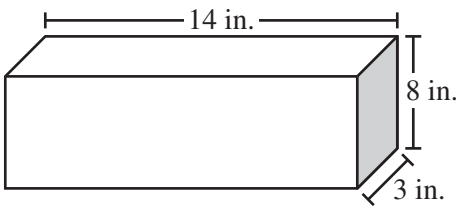
B 24 cm^2

C 14 cm^2

D 8 cm^2

CSM10941

62



This rectangular prism has a length of 14 inches, a height of 8 inches, and a width of 3 inches. What is the volume?

A 25 cu in.

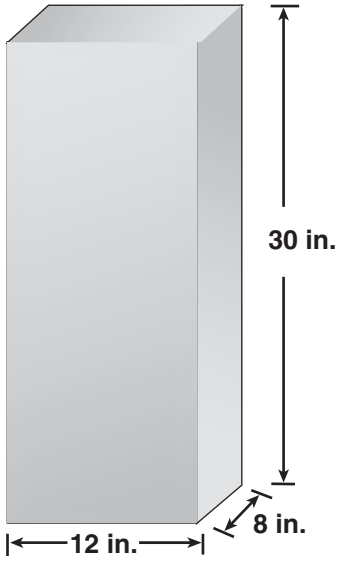
B 42 cu in.

C 112 cu in.

D 336 cu in.

CSM02273

63 **What is the volume, in cubic inches, of the school locker below?**



A 2880

B 2580

C 390

D 360

CSM10332

64 **What is the volume of a cube that measures 10 inches on each edge?**

A 10 cubic inches

B 100 cubic inches

C 1000 cubic inches

D 10,000 cubic inches

CSM00232

65 **A store has a rectangular parking lot that is 100 feet by 120 feet. What is the perimeter of the parking lot?**

A 220 feet

B 440 feet

C 1200 square feet

D 12,000 square feet

CSM21284

66 **The area of a backyard would *most* likely be measured in**

A square inches.

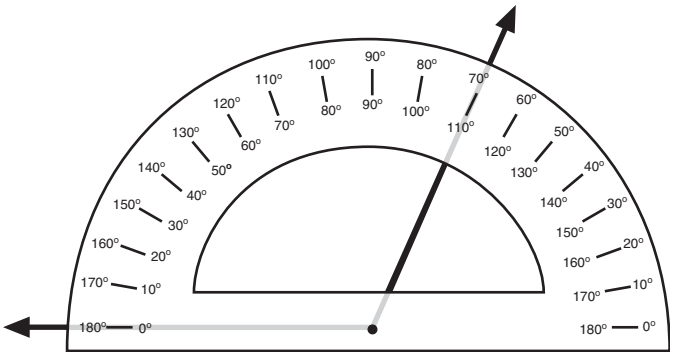
B cubic inches.

C cubic feet.

D square feet.

CSM11123

67 **Which is *closest* to the measure of the angle shown below?**



A 70°

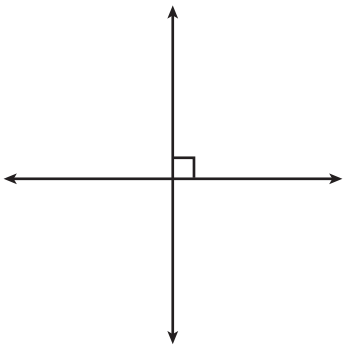
B 80°

C 100°

D 110°

CSM01234

68 **Which of the following *best* describes the figure below?**



A acute angles

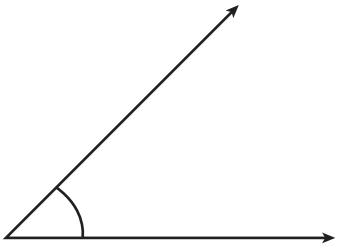
B obtuse angles

C parallel lines

D perpendicular lines

CSM21238

69 **What is the approximate measure of this angle in degrees?**



A 20°

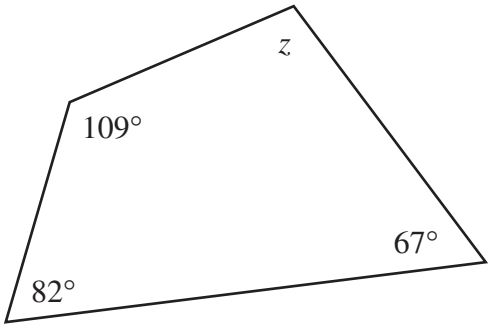
B 45°

C 110°

D 135°

CSM21197

70



What is the measure of angle *z* in the figure above?

A 12°

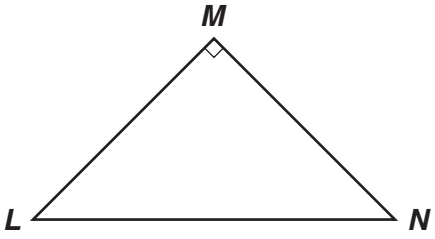
B 102°

C 122°

D 180°

CSM01264

71



Triangle *LMN* is a right triangle, and angles *L* and *N* are equal. What is the measure of angle *L*?

A 25°

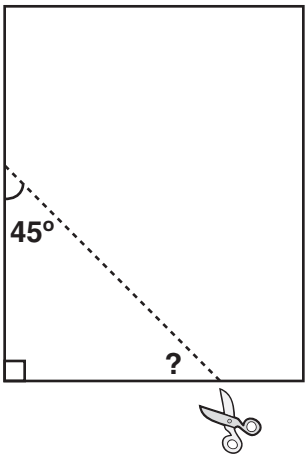
B 45°

C 70°

D 90°

CSM10346

72 **Nina made a triangle by cutting the corner off a sheet of paper.**



One angle is 45°. What is the measure of the third angle of Nina's triangle?

A 30°

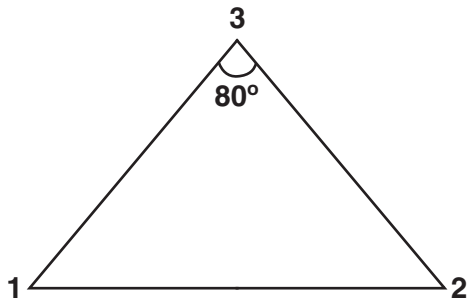
B 45°

C 55°

D 60°

CSM21243

73 **Andrew constructed a triangle so that ∠1 and ∠2 were the same size and ∠3 measured 80°.**



What is the measure of ∠1?

A 50°

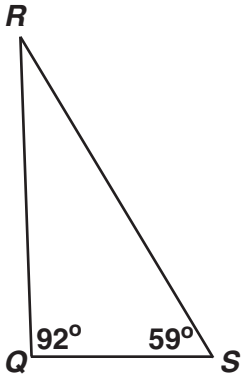
B 60°

C 80°

D 100°

CSM21239

74 **What is the measure of angle *R*?**



A 17°

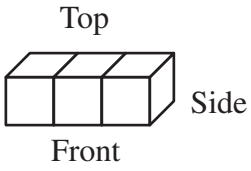
B 29°

C 31°

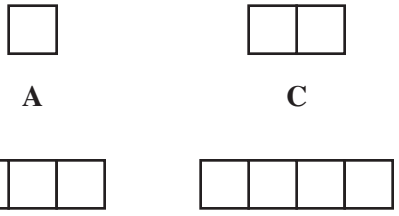
D 39°

CSM10344

75 **The figure below is made of 3 small cubes.**



Which *best* shows the side view of the figure?



A **C**

B **D**

CSM02033

76 **Sharice scored the following numbers of points in 5 dart games.**

88, 96, 112, 135, 144

What is the median of these numbers?

A 56

B 88

C 112

D 115

CSN00266

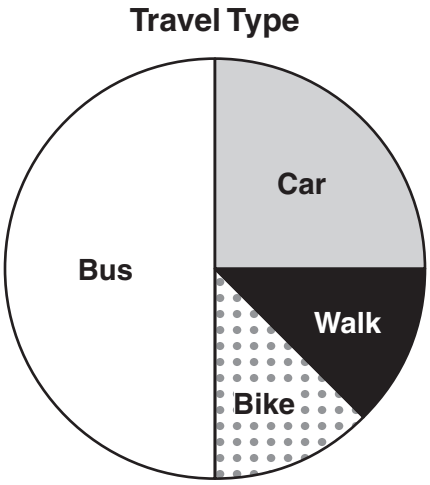
77 **Students were asked how they traveled to school each day. The table below shows these results.**

Travel to School

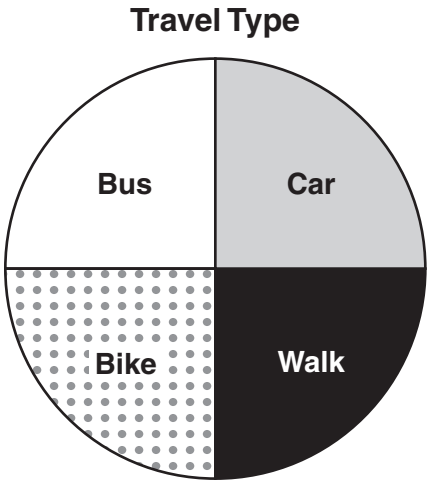
Type of Travel	Percentage
Bus	50%
Car	30%
Walk	15%
Bike	5%

Which graphic correctly displays these data?

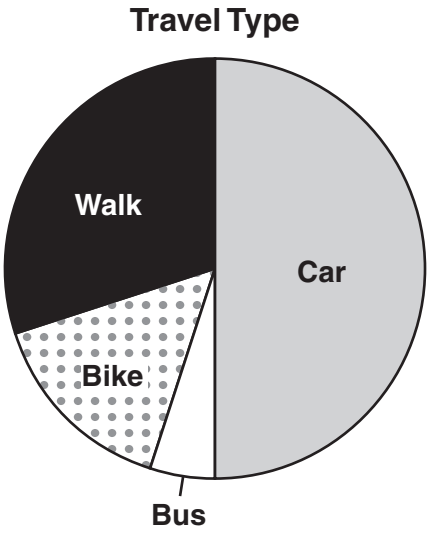
A



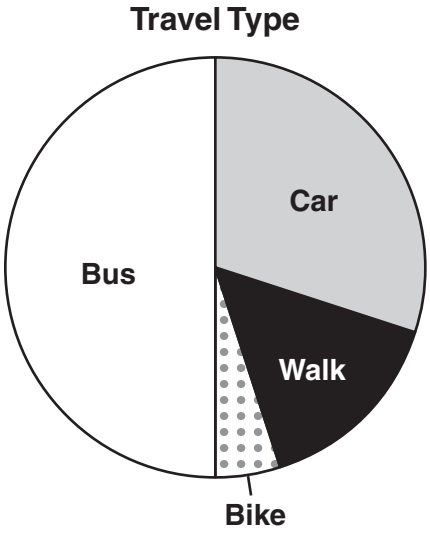
C



B



D



CSM30131

78 **A group of people went fishing for four days. Together, they caught 20 pounds of fish each day.**

Day 1

Fish	Part of Total Pounds
Tuna	$\frac{5}{20}$
Snapper	$\frac{3}{20}$
Flounder	$\frac{8}{20}$
Mackerel	$\frac{4}{20}$

Day 3

Fish	Part of Total Pounds
Tuna	$\frac{6}{20}$
Snapper	$\frac{6}{20}$
Flounder	$\frac{5}{20}$
Mackerel	$\frac{3}{20}$

Day 2

Fish	Part of Total Pounds
Tuna	$\frac{10}{20}$
Snapper	$\frac{1}{20}$
Flounder	$\frac{4}{20}$
Mackerel	$\frac{5}{20}$

Day 4

Fish	Part of Total Pounds
Tuna	$\frac{4}{20}$
Snapper	$\frac{5}{20}$
Flounder	$\frac{3}{20}$
Mackerel	$\frac{8}{20}$

On which day was tuna 50% of the total catch?

A Day 1

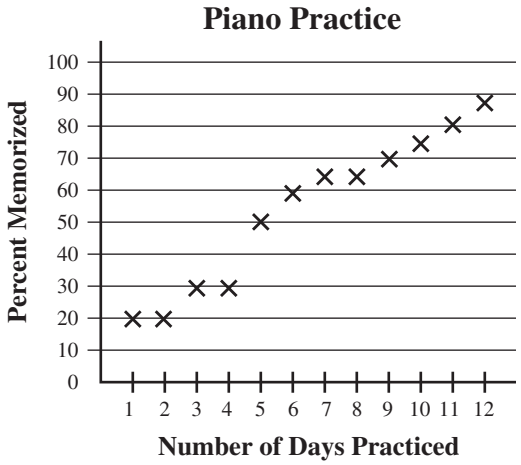
B Day 2

C Day 3

D Day 4

CSM10918

79 **Regina's piano teacher kept this record of Regina's progress on a song she is memorizing.**



How many days of practice did it take for Regina to memorize half of the song?

A 4

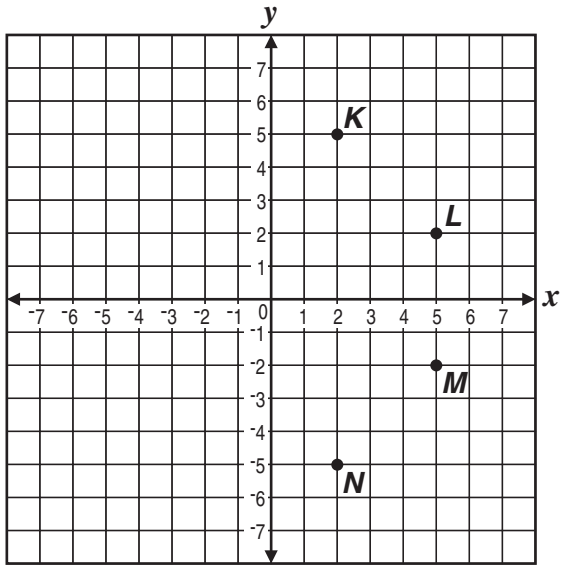
B 5

C 6

D 8

CSN00180

80 **Which point represents (5, 2) on this graph?**



A point *K*

B point *L*

C point *M*

D point *N*

CSM21199

Question Number	Correct Answer	Standard	Year of Release
1	*A*	5NS1.1	2004
2	*B*	5NS1.1	2005
3	*B*	5NS1.2	2003
4	*C*	5NS1.2	2004
5	*D*	5NS1.2	2005
6	*A*	5NS1.2	2005
7	*D*	5NS1.2	2006
8	*C*	5NS1.2	2007
9	*A*	5NS1.3	2003
10	*B*	5NS1.4	2003
11	*A*	5NS1.4	2004
12	*A*	5NS1.4	2006
13	*D*	5NS1.4	2007
14	*A*	5NS1.5	2003
15	*C*	5NS1.5	2004
16	*A*	5NS1.5	2007
17	*D*	5NS2.1	2003
18	*B*	5NS2.1	2004
19	*A*	5NS2.1	2005
20	*B*	5NS2.1	2005
21	*D*	5NS2.1	2005
22	*C*	5NS2.1	2007
23	*A*	5NS2.1	2007
24	*D*	5NS2.2	2003
25	*D*	5NS2.2	2004
26	*A*	5NS2.2	2006
27	*C*	5NS2.2	2007
28	*D*	5NS2.3	2003
29	*D*	5NS2.3	2004
30	*C*	5NS2.3	2005
31	*C*	5NS2.3	2005
32	*B*	5NS2.3	2006
33	*C*	5NS2.4	2003
34	*D*	5NS2.4	2007
35	*C*	5NS2.5	2004

Question Number	Correct Answer	Standard	Year of Release
36	*A*	5AF1.1	2004
37	*C*	5AF1.1	2007
38	*D*	5AF1.2	2003
39	*B*	5AF1.2	2004
40	*B*	5AF1.2	2005
41	*A*	5AF1.2	2005
42	*B*	5AF1.2	2006
43	*C*	5AF1.2	2006
44	*A*	5AF1.2	2007
45	*A*	5AF1.3	2003
46	*C*	5AF1.3	2007
47	*C*	5AF1.4	2003
48	*A*	5AF1.4	2004
49	*B*	5AF1.4	2006
50	*B*	5AF1.4	2006
51	*D*	5AF1.4	2007
52	*D*	5AF1.5	2003
53	*A*	5AF1.5	2004
54	*A*	5AF1.5	2005
55	*A*	5AF1.5	2005
56	*A*	5AF1.5	2006
57	*D*	5MG1.1	2003
58	*D*	5MG1.1	2006
59	*B*	5MG1.1	2007
60	*C*	5MG1.1	2007
61	*A*	5MG1.2	2004
62	*D*	5MG1.3	2003
63	*A*	5MG1.3	2006
64	*C*	5MG1.3	2006
65	*B*	5MG1.4	2006
66	*D*	5MG1.4	2007
67	*D*	5MG2.1	2004
68	*D*	5MG2.1	2005
69	*B*	5MG2.1	2005
70	*B*	5MG2.2	2003

Question Number	Correct Answer	Standard	Year of Release
71	*B*	5MG2.2	2004
72	*B*	5MG2.2	2005
73	*A*	5MG2.2	2006
74	*B*	5MG2.2	2007
75	*A*	5MG2.3	2006
76	*C*	5PS1.1	2004
77	*D*	5PS1.2	2006
78	*B*	5PS1.3	2007
79	*B*	5PS1.4	2003
80	*B*	5PS1.5	2005