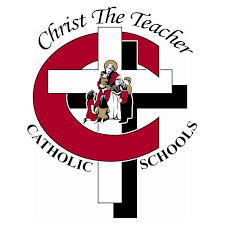
Christ the Teacher Grade 5 Screener E1 Name Key



How do you feel about Math? Circle one

Recall: We can represent a number several ways

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| Standard Form | Expanded form | Word form |
| 6 458 | 6000 + 400 + 50 + 8 | six thousand four hundred fifty-eight |

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| 1) Write **6 902** in word form. Six thousand nine hundred two | | |
| N4.1*Representing Number* | | |
| 2) Write **700 + 60 + 2**  in standard form.  762 | 3) Write the number **nine hundred thirty-seven**in standard form.  **937** | |
| N3.1 *Representing Number* | N3.1 *Representing Number* | |
| 4) Write the number **nine thousand twenty-eight**in standard form.  9 028 (if students don’t leave a space, its still correct) | 5) Write the value of the underlined digit.    **526** Five hundred or 5 hundred  If a student writes “500” ask them to say the number and/or write it out in words | |
| N4.1 *Representing Number* | N3.1*Place value* | |
| 6) Write the value of the underlined  digit.  **4 904**  Four thousand or 4 thousand | 7) Write a number greater than **3 450** and less  than **4 000**.  Anything from 3 451 – 3 999 | |
| N4.1 *Place value* | N4.1 *Place value* | |
| 8) Write the number **9 067** in expanded form.  9000 + 60 + 7 (if a student includes 000 for the hundreds place, have a conversation but you can score the item correct) | | |
| N3.1 N4.1 *Representing Number* | | |
| 9) Fill in the blanks to continue the counting pattern:  **997 , 998 ,** 999, 1000, 1001 | | |
| N 4.1 *Representing Number, Place Value* | | |
| 10) What whole number is represented here? 364  https://www.teacherfiles.com/clipart/place_value/PV-01A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-01A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-01A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-01A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-10A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-10A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-10A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-10A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-10A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-10A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-100.jpghttps://www.teacherfiles.com/clipart/place_value/PV-100.jpghttps://www.teacherfiles.com/clipart/place_value/PV-100.jpg  Note:  https://www.teacherfiles.com/clipart/place_value/PV-01A.jpg = 1 whole | | |
| N 3.1 *Representing Number* | | |
| 11) What whole number is represented here? 2 347  https://www.teacherfiles.com/clipart/place_value/PV-10A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-10A.jpg  Note:  https://www.teacherfiles.com/clipart/place_value/PV-01A.jpg = 1 whole  https://www.teacherfiles.com/clipart/place_value/PV-100.jpghttps://www.teacherfiles.com/clipart/place_value/PV-100.jpghttps://www.teacherfiles.com/clipart/place_value/PV-1000.jpghttps://www.teacherfiles.com/clipart/place_value/PV-1000.jpghttps://www.teacherfiles.com/clipart/place_value/PV-100.jpghttps://www.teacherfiles.com/clipart/place_value/PV-10A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-10A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-01A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-01A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-01A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-01A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-01A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-01A.jpghttps://www.teacherfiles.com/clipart/place_value/PV-01A.jpg | | |
| N 4.1 *Representing Number* | | |
| 12) Order these numbers from **least to greatest.**  **8 104**  **738**  **8 279**  **5 951**  738 5 951 8 104 8 279 | | |
| N 4.1*Place Value* | | |
| 13) Fill in the blanks (Continue the pattern)  **754, 764, 774, 784, 794, 804, 814** | | |
| N3.1, N4.1 *Place Value* | | |
| 14) How much money? $1.95 or a dollar ninety-five  quarterdimenickel  nickelnickel  looniequarterdime  dime | | |
| N3.1 *Whole numbers (money)* , N4.1 *Decimals to hundredths (money)* | | |
| 15) Skip count by 3.  \_\_3\_\_ 6 9 12 15 | | 16) Skip count by 10 starting at 22.  \_\_22­­\_ \_32\_\_ \_42\_\_ \_\_52\_\_\_ \_\_62\_\_\_ 72 |
| N3.1 *Whole numbers* | | N3.1 *Whole numbers* |
| 17) Estimate the sum of the following.  Show your strategy.  **795  + 112**  800 + 100 = 900  Students can be prompted to use an algorithm but it will be interesting to note if they know to do that or if they have other strategies | | 18) Add. **5 341 + 3 201 =**  8 542 |
| N3.2 N4.2*Estimation* | | N4.2 *Add (no regrouping)* |

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| 19) Add.    7 803 | 20) Subtract.      4 111 |
| N4.2 *Add (regrouping)* | N4.2 *Subtract (No regrouping)* |
| 21) Subtract. Students can be prompted to use an algorithm but it will be interesting to note if they know to do that or if they have other strategies  **4 634  − 2 581 =**  1 053 | 22) Rewrite 3+3+3+3 as a multiplication sentence.  \_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_  3 x 4 = 12 or 4 x 3 = 12 |
| N4.1 *Subtract (Regrouping)* | N 3.3 Multiplication as repeated addition |

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| 23) **5 X 2 = 10**  Write the related division sentence.  **\_\_\_\_\_\_ ÷\_\_\_\_\_ = ­­­\_\_\_\_\_**  10 5 = 2 or 10 2 = 5 | 24) Divide.  **20 ÷ 5 =**  4 | 25) Multiply.  **9 X 6=**  54 |
| N 3.3 *Relating multiplication and division* | N3.3 *Division* | N4.3 *Multiplication facts* |
| 26) Multiply.  **5 X 7=** 35 | 27) Multiply.  **3 x 15 =** 45 | |
| N4.3 *Multiplication facts* | N4.3 *Multiplication* | |
| 28) What multiplication sentence could represent this array?  5 x 4 = 20 or 4 x 5 = 20 | 29) What division sentence does this array represent?    18 3 = 6 or 18 6 = 3 | |
| N 3.3 N4.4 *Representing Multiplication, array* | N4.5 *Representing Division, array* | |
| 30) There are 22 crayons to be shared equally by 4 students. How many crayons can each student get? Are there any left over?    Everyone gets 5 with 2 left over | | |
| N4.5 *Division with remainder using model* | | |

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| 31) Multiply.  **4 × 675 =** 2 700 | 32) Multiply.  **400 x 7 =** 2 800 |
| N4.4 *Multiply 3 digit by 1 digit* | N4.4 *Multiply 3 digit by 1 digit* |
| 33) Divide.  **72 ÷ 9 =** 8 | 34) Divide. Students can be prompted to use an algorithm but it will be interesting to note if they know to do that or if they have other strategies  **37 ÷ 3 =** 12 r1 |
| N 4.5 *Divide* | N 4.5 *Divide with remainder* |

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| 35)  **Estimate.**  **623 - 196**  600 - 200 = 400 | 36) Name the fraction. | 37) There are 16 triangles. Circle . Any seven, even individually circled is correct |
| N4.4 *Estimate sums* | N 3.4 *Representing fraction* | N3.4 *Fraction* |

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| 38) Shade of this chocolate bar | 39)  **3**  **8**  Draw a picture to show . |
| N 4.6 *Fraction* | N 4.6 *Fraction* |

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| 40) Insert either **<** , **>**, or  **=** between these two fractions.  **3**  **9**  **7**  **9**  <  < | | 41) Circle the larger fraction.  **3**  **6**  **3**  **4** |
| N3.4 *Fraction, compare* | | N4.6 *Fraction, compare* |
| 42) What fraction of these items is ball gloves? | 43) This *hundredths* grid represents **one whole**.  Express the shaded part as a decimal.    0.32 | |
| N4.6 *Fraction of a set* | N4.7 *Decimals to hundredths* | |
| 44) State the value of the underlined digit  **6.47** four tenths or 4 tenths or 4/10  If a student just says “tenths”, prompt them to state how many tenths | 45) Put <, >, or = in the box  **8.64 < 8.9** | |
| N4.7 *Decimals to hundredths* | N4.7 *Understanding decimal* | |
| 46) Put <, >, or = in the box  **3.9 = 3.90** | 47)  **7**  **10**  Write as a decimal. 0.7 | |
| N4.7 *Understanding decimal* | N4.4 *Decimals* | |

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| 48) Add.  **5.63 + 2.8**  Again, if students are stuck or  have no strategies, they can be  prompted to use an algorithm | 49) Add. 23.28  **$10.72**  **+$12.56** | |
| N4.8 *Decimals to hundredths, add* | N4.8 *Decimals to hundredths, add (with regrouping)* | |
| 50) Subtract. 2.73  **4.8 – 2.43** | 51) What number does the triangle represent? 8  **6 + = 14** |
| N4.8 *Decimals to hundredths, subtract* | P3.2 *Equations* |

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| 52) Extend the chart for the pattern of blocks.  Chart  9  7 | | | |
| P4.1 *Patterns, Missing elements in a chart*  For all equation questions, if students simply report an answer, like “6” or ‘the number is 6”, prompt them to write the equation. If they are unable, then the item is incorrect | | | |
| 53) Write an equation with a variable to show  **five groups of a number is 30.**  5*n*=30 or 5 x *n* = 30 | | 54) Write an equation with a variable to show **a number is 4 less than 25.** *x* = 25 – 4 or  25 – 4 = *x* | |
| P4.2 *Equations* | | P4.2 *Equations* | |
| 55) Four friends each bought a package of game cards. All together they have 32 cards. **Write an equation using the variable *x* to represent how many cards are in each package.**  4*x*=32 or 4 x *x*=32 | | 56) Write an equation with a variable for **7 more than a number is 18.**  7 + *x*=18 or 18= 7 + *x* | |
| P4.2 *Equations* | | P4.2 *Equations* | |
| 57) Find the **perimeter** of the garden:  P = 22 m  **8m**  Flower Clipart - Free vector graphic on PixabayFlower Clipart - Free vector graphic on PixabayFlower Clipart - Free vector graphic on PixabayFlower Clipart - Free vector graphic on PixabayFlower Clipart - Free vector graphic on PixabayFlower Clipart - Free vector graphic on Pixabay  **3m**  **8m**  **3m** | | 58)  What is the **area** of this rectangle?  A = 15 cm2  **3cm**  **5cm** | |
| SS3.3 *Perimeter (rectangle)* | | SS4.2 *Area (rectangle)* | |
| 59) The area of this rectangle is 24m2, what could the length and width be? | 60) What time is it? 9:13 (or close to that) | | 61) How many people chose comedy as their favorite type of movie? 4 people |
| SS4.2 *Area (rectangle)* | SS *4.1 Time* | | SP3.1 SP4.1 *Bar Graph* |