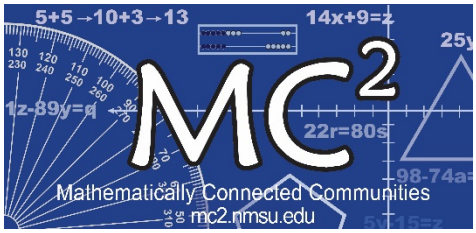
Mathematically Connected Communities



PARCC Practice Test Items
Grade 5 Mathematics

Excerpted 10/2016 from

PARCC Paper-Based and Computer-Based Practice Tests

https://parcc.pearson.com/practice-tests/math/

Mathematical Practice Questions for MC^2 Thinking Protocol

Use the MC^2 Thinking Protocol and follow the process below in working with the PARCC practice test items found in this packet:

1. Choose items from this packet that relate to math concepts studied in the current or previous curriculum units during your math instruction. Each item may be used as a practice item worksheet.
2. Choose a set of **Thinking/Writing Prompts** below based on the math practice the class is working to develop.
3. Add the prompts to the practice item worksheet or display the prompts for the students to respond to.
4. Continue using the same set of prompts for an extended period of time so children develop competence and confidence in describing their mathematical thinking related to the math practice.

The questions below were intentionally not included on each MC^2 PARCC practice test item worksheet in this packet. These are intended to help students move beyond "answer getting" to fully making sense of test item questions and their own mathematical thinking.

Thinking/Writing Prompts to Promote Mathematical Practices

Math Practice 1: **Make sense of problems and persevere in solving them.**

1. What do you know about the problem?
2. What questions do you have?
3. Explain your reasoning or thinking in solving the problem.

Math Practice 3: **Construct viable arguments and critique the reasoning of others.**

1. What are the assumptions, definitions, and previous knowledge to help in thinking about this problem?
2. What are some possible conjectures that you have about the problem?
3. Explain your mathematical argument so that somebody else can make sense of your thinking.

Math Practice 4: **Model with mathematics.**

1. What are the important quantities in the problem that are needed to solve it?
2. What mathematical operation(s) or representation(s) will you use to solve the problem?
3. Explain how you know your answer makes sense in the context of the situation.

Math Practice 6: **Attend to precision.**

1. What are the important units in the problem? (What are we measuring or counting?)
2. What relationship between the units/quantities do you need to know in order to solve the problem?
3. Use appropriate and precise mathematical language, units, labels and computations to clearly describe your mathematical reasoning.

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5th Grade PARCC Unit 1 Practice Test Item #1 (Non-Calculator): Standard 5.OA.3

1. Which statement about the corresponding terms in both Pattern A and Pattern B is always true?

Pattern A: 0, 5, 10, 15, 20, 25, 30

Pattern B: 0, 10, 20, 30, 40, 50, 60

A. Each term in Pattern A is 2 times the corresponding term in Pattern B.

B. Each term in Pattern A is $\frac{1}{2}$ times the corresponding term in Pattern B.

C. Each term in Pattern A is 5 less than the corresponding term in Pattern B.

D. Each term in Pattern A is 10 less than the corresponding term in Pattern B.

5th Grade PARCC Unit 1 Practice Test Item #2 (Non-Calculator): Standard 5.NF.1-1

2. An expression is shown.

$$\frac{5}{6} + \frac{3}{12}$$

Which expressions have like denominators that could be used as a next step to add the two fractions?

Select the **two** correct answers.

A. $\frac{5}{6} + \frac{1}{4}$

B. $\frac{5}{6} + \frac{3}{6}$

C. $\frac{10}{12} + \frac{3}{12}$

D. $\frac{5}{12} + \frac{6}{12}$

E. $\frac{5}{12} + \frac{6}{24}$

F. $\frac{20}{24} + \frac{6}{24}$

5th Grade PARCC Unit 1 Practice Test Item #3 (Non-Calculator): Standard 5.NBT.7-1

3. Enter your answer in the box.

$5.63 + 14.37 =$

5th Grade PARCC Unit 1 Practice Test Item #4 (Non-Calculator): Standards 5.D.2, 4.MD.3

Use the information provided to answer Part A through Part C for question 4.

Shannon is building a rectangular garden that is 18 feet wide and 27 feet long.

4. Part A

Write an equation that represents the area of Shannon's garden. In your equation, let *g* represent the area of Shannon's garden. Then solve your equation.

Enter your equation and your solution in the space provided.

Part B

Shannon is putting a fence around the garden, except where there is a gate that is 3 feet wide.

One foot of the fence costs $43. The cost of the gate is $128.

Write an expression that represents the total cost of the fence and the gate.

Explain how you determined your expression.

Enter your expression and your explanation in the space provided.

Part C

Use your expression from Part B to find the total cost, in dollars, of the fence and the gate.

Enter your answer in the space provided.

5th Grade PARCC Unit 1 Practice Test Item #5 (Non-Calculator): Standard 5.NBT.1

5. Which statement correctly compares two values?

A. The value of the 6 in 26.495 is $\frac{1}{10}$ the value of the 6 in 17.64.

B. The value of the 6 in 26.495 is 10 times the value of the 6 in 17.64.

C. The value of the 6 in 26.495 is $\frac{1}{100}$ the value of the 6 in 17.64.

D. The value of the 6 in 26.495 is 100 times the value of the 6 in 17.64.

5th Grade PARCC Unit 1 Practice Test Item #6 (Non-Calculator): Standard 5.G.1

6. Select the **three** statements that correctly describe the coordinate system.

A. The *x*- and *y*-axes intersect at 10.

B. The *x*- and *y*-axes intersect at the origin.

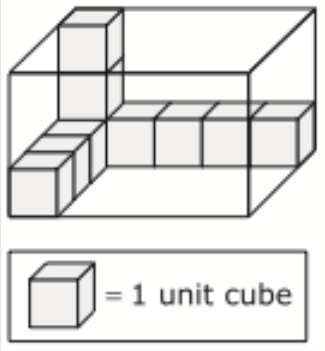
C. The *x*- and *y*-axes are parallel number lines.

D. The *x*- and *y*-axes are perpendicular number lines.

E. The *x*- and *y*-coordinates are used to locate points on a coordinate plane.

5th Grade PARCC Unit 1 Practice Test Item #7 (Non-Calculator): Standard 5.MD.3

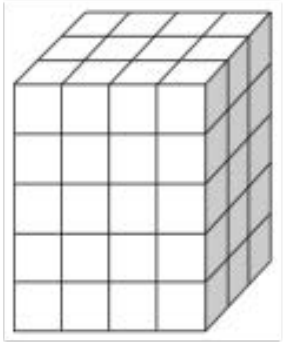
7. What is the volume of the rectangular prism in cubic units?



Enter your answer in the box.

5th Grade PARCC Unit 1 Practice Test Item #8 (Non-Calculator): Standards 5.C.1-3, 5.MD.5a

8. In this right rectangular prism, each small cube measures 1 unit on each side.



- What is the volume of the prism?
- Explain how you found the volume. You may show your work in your explanation.
- What would be the dimensions of a new right rectangular prism that has 20 fewer unit cubes than the original prism?
- Explain how you determined the dimensions of the new right rectangular prism.

Enter your answers and your explanations in the space provided.

5th Grade PARCC Unit 1 Practice Test Item #9 (Non-Calculator): Standard 5.NF.5a

9. Select the **two** correct statements.

A. The product of $\frac{3}{5}$ and 4 is greater than 4.

B. The product of $\frac{3}{5}$ and 4 is less than $\frac{3}{5}$.

C. The product of $1\frac{1}{2}$ and 2 is greater than $1\frac{1}{2}$.

D. The product of $1\frac{1}{2}$ and 2 is less than 2.

E. The product of $\frac{13}{4}$ and $\frac{5}{2}$ is greater than $\frac{13}{4}$.

F. The product of $\frac{13}{4}$ and $\frac{5}{2}$ is less than $\frac{5}{2}$.

5th Grade PARCC Unit 1 Practice Test Item #10 (Non-Calculator): Standard 5.NF.2-1

10. Isabel lives $\frac{3}{4}$ mile from school. Janet lives $\frac{2}{3}$ mile from school. How much farther, in miles, does Isabel live from school than Janet?

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

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

C. $\frac{1}{7}$

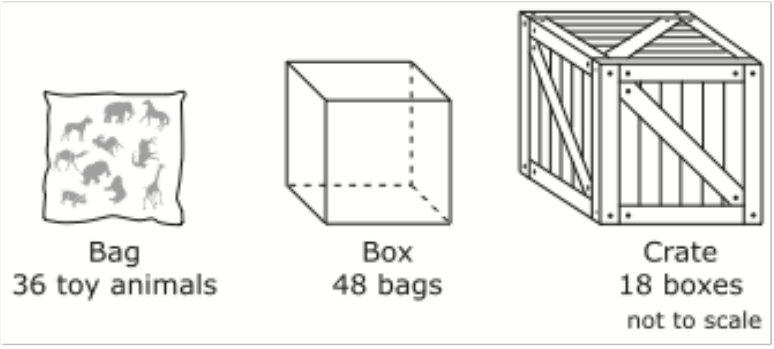
D. $\frac{1}{12}$

5th Grade PARCC Unit 1 Practice Test Item #11 (Non-Calculator): Standard 5.Int.2

Use the information provided to answer Part A and Part B for question 11.

This table shows the three different ways that toy animals are packaged at a factory.

Package Type	Amount in the Package
Bag	36 toy animals
Box	48 bags
Crate	18 boxes



11. Part A

What is the total number of toy animals in one crate?

Enter your answer in the box.

Part B

One bag of toy animals weighs 12 ounces. What is the total weight, in ounces, of the bags of toy animals in one crate?

Enter your answer in the box.

5th Grade PARCC Unit 1 Practice Test Item #12 (Non-Calculator): Standard 5.G.4

12. Which figure is always a rectangle?

A. square

B. rhombus

C. quadrilateral

D. parallelogram

5th Grade PARCC Unit 2 Practice Test Item #13 (Non-Calculator): Standard 5.OA.2-1

13. Which expression matches the statement, "the sum of 2 and 4 subtracted from 9"?

A. $2 + 9 - 4$

B. $9 - 2 + 4$

C. $9 - (2 + 4)$

D. $(2 + 4) - 9$

5th Grade PARCC Unit 2 Practice Test Item #14 (Non-Calculator): Standard 5.NF.A.Int.1

Use the information provided to answer Part A and Part B for question 14.

Diana works at a clothing store. She sold $\frac{1}{5}$ of the total number of green shirts on Monday and $\frac{3}{12}$ of the total number of green shirts on Tuesday.

14. Part A

What fraction of green shirts did Diana sell on Monday and Tuesday?

A. $\frac{8}{13}$

B. $\frac{4}{17}$

C. $\frac{5}{36}$

D. $\frac{27}{60}$

Part B

Diana sold $\frac{2}{15}$ of the total number of green shirts on Wednesday. What is the difference in the fraction of the total number of green shirts that were sold on Tuesday and Wednesday?

A. $\frac{7}{60}$

B. $\frac{5}{27}$

C. $\frac{1}{3}$

D. $\frac{1}{12}$

5th Grade PARCC Unit 2 Practice Test Item #15 (Non-Calculator): Standards 5.D.1, 5.NBT.5

15. Greg is volunteering at a track meet. He is in charge of providing the bottled water. Greg knows these facts:

- The track meet will last 3 days.
- There will be 117 athletes, 7 coaches, and 4 judges attending the track meet.
- One case of bottled water contains 24 bottles.

The table shows the number of bottles of water each athlete, coach, and judge will get for each day of the track meet.

Bottled Water for Track Meet

Person Attending	Number of Bottles
Athlete	4
Coach	3
Judge	2

What is the **fewest** number of cases of bottled water Greg will need to provide for all the athletes, coaches, and judges at the track meet? Show your work or explain how you found your answer using equations.

Enter your answer and your work or explanation in the space provided.

5th Grade PARCC Unit 2 Practice Test Item #16 (Non-Calculator): Standard 5.NBT.3a

16. Which of these are equal to 83.041?

Select the **two** correct answers.

A. eighty-three and forty-one tenths

B. $8 \times 10 + 3 \times 1 + 4 \times \frac{1}{10} + 1 \times \frac{1}{100}$

C. eighty-three and forty-one hundredths

D. $8 \times 10 + 3 \times 1 + 4 \times \frac{1}{100} + 1 \times \frac{1}{1{,}000}$

E. eighty-three and forty-one thousandths

5th Grade PARCC Unit 2 Practice Test Item #17 (Non-Calculator): Standard 5.NF.2-2

17. Len walks $\frac{3}{10}$ mile in the morning to school. He walks $\frac{2}{5}$ mile in the afternoon to a friend's house.

Len says that he walks a total of $\frac{5}{15}$ mile in the morning and afternoon.

Which **two** statements are true?

A. Since $\frac{3}{10}$ plus $\frac{2}{5}$ is $\frac{5}{15}$, the total of $\frac{5}{15}$ is reasonable.

B. Since $\frac{5}{15}$ is less than $\frac{2}{5}$, the total of $\frac{5}{15}$ is not reasonable.

C. The fractions $\frac{5}{15}$, $\frac{3}{10}$, and $\frac{2}{5}$ are all less than $\frac{1}{2}$, so the total of $\frac{5}{15}$ is reasonable.

D. The fraction $\frac{5}{15}$ is $\frac{1}{3}$, and $\frac{1}{3}$ is greater than $\frac{3}{10}$. Since $\frac{5}{15}$ is greater than one of the addends, the total of $\frac{5}{15}$ is reasonable.

E. The fractions $\frac{3}{10}$ and $\frac{2}{5}$ are each greater than $\frac{1}{4}$, so the total must be greater than $\frac{1}{2}$. The fraction $\frac{5}{15}$ is less than $\frac{1}{2}$, so the total of $\frac{5}{15}$ is not reasonable.

5th Grade PARCC Unit 2 Practice Test Item #18 (Non-Calculator): Standard 5.MD.5c

Use the information provided to answer Part A and Part B for question 18.

There are two tanks at the aquarium, Tank A and Tank B. Each tank has two sections.

18. Part A

The volume of one section of Tank A is 24 cubic feet. The volume of the other section of Tank A is 96 cubic feet.

What is the total volume, in cubic feet, of Tank A?

A. 4

B. 72

C. 120

D. 2,304

Part B

Tank B has the same volume as Tank A.

The volume of one section of Tank B is 45 cubic feet. What is the volume, in cubic feet, of the other section of Tank B?

Enter your answer in the box.

5th Grade PARCC Unit 2 Practice Test Item #19 (Non-Calculator): Standard 5.NBT.5

19. Enter your answer in the box.

$625 \times 847 =$

5th Grade PARCC Unit 2 Practice Test Item #20 (Non-Calculator): Standard 5.NF.3-1

20. Which expression is equal to $\frac{7}{8}$?

A. $8 - 7$

B. 7×8

C. $\frac{8}{7}$

D. $7 \div 8$

5th Grade PARCC Unit 2 Practice Test Item #21 (Non-Calculator): Standard 5.NF.4b-1

21. Kurt drew a rectangular maze with a length of $\frac{3}{4}$ foot and a width of $\frac{5}{12}$ foot. What is the area, in square feet, of Kurt's maze?

A. $\frac{15}{48}$

B. $\frac{8}{16}$

C. $\frac{20}{36}$

D. $\frac{15}{16}$

5th Grade PARCC Unit 3 Practice Test Item #22 (Non-Calculator): Standard 5.NF.3-2

Use the information provided to answer Part A and Part B for question 22.

For a family gathering, Brittany made 5 meat loaves using 9 pounds of ground beef. She also made 14 hamburgers using 4 pounds of ground beef.

22. Part A

Each meat loaf was made with the same amount of ground beef.

Which of these is closest to the amount of ground beef in each meat loaf?

A. $\frac{1}{2}$ pound

B. 1 pound

C. $1\frac{1}{2}$ pounds

D. 2 pounds

Part B

Each hamburger was made with the same amount of ground beef.

Which of these is closest to the amount of ground beef in each hamburger?

A. $\frac{1}{2}$ pound

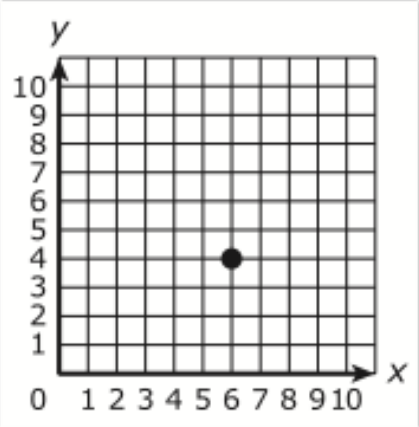
B. $\frac{1}{4}$ pound

C. $\frac{3}{4}$ pound

D. 1 pound

5th Grade PARCC Unit 3 Practice Test Item #23 (Non-Calculator): Standard 5.G.1

23. Select the **three** statements that correctly describe the point plotted on the coordinate plane.



A. The point is located at the ordered pair (4, 6).

B. The point is located at the ordered pair (6, 4).

C. The *x*-coordinate is 6 and the *y*-coordinate is 4.

D. The *x*-coordinate is 4 and the *y*-coordinate is 6.

E. The point is 4 units to the right of the origin on the *x*-axis and 6 units up from the origin on the *y*-axis.

F. The point is 6 units to the right of the origin on the *x*-axis and 4 units up from the origin on the *y*-axis.

5th Grade PARCC Unit 3 Practice Test Item #24 (Non-Calculator): Standards 5.D.1, 5.NF.4, 5.NF.6

24. An egg farm packages 264 total cartons of eggs each month. The farm has 3 different sizes of cartons.

- The small carton holds 8 eggs, and $\frac{1}{6}$ of the total cartons are small.
- The medium carton holds 12 eggs, and $\frac{2}{3}$ of the total cartons are medium.
- The large carton holds 18 eggs, and the rest of the total cartons are large.

Determine how many of each size of carton is needed each month. Then determine how many eggs are needed to fill the 264 cartons. Show your work or explain your answers.

Enter your answers and your work or explanations in the space provided.

5th Grade PARCC Unit 3 Practice Test Item #25 (Non-Calculator): Standard 5.NBT.Int.1

25. Part A

Select the **two** equations that are correct when the number 20 is entered in the box.

A. $\square \times 85 = 1{,}700$

B. $\square \div 4 = 50$

C. $1{,}500 \div \square = 75$

D. $120 \times 6 = \square$

E. $\square \times 50 = 100$

Part B

Select the **two** equations that are correct when the number 200 is entered in the box.

A. $\square \times 85 = 17{,}000$

B. $\square \div 40 = 50$

C. $15{,}000 \div \square = 75$

D. $1{,}200 \times 6 = \square$

E. $\square \times 50 = 1{,}000$

5th Grade PARCC Unit 3 Practice Test Item #26 (Non-Calculator): Standard 5.NF.1-3

26. Solve.

$$\frac{3}{4} + \frac{4}{5} - \frac{7}{10} =$$

A. $\frac{7}{20}$

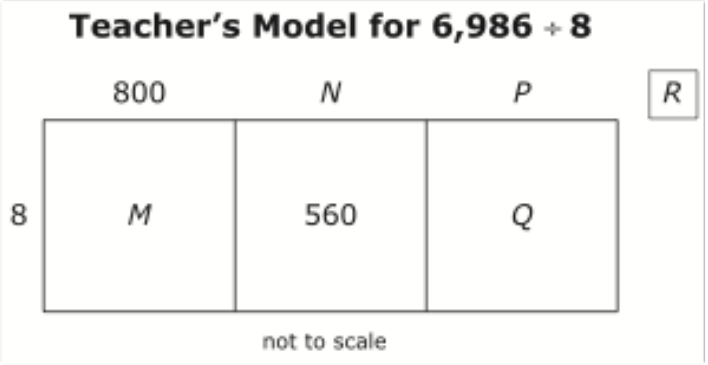
B. $\frac{14}{20}$

C. $\frac{17}{20}$

D. $\frac{21}{20}$

5th Grade PARCC Unit 3 Practice Test Item #27 (Non-Calculator): Standards 5.C.4-3, 5.NBT.6

27. A teacher drew an area model to find the value of 6,986 ÷ 8.



- Determine the number that each letter in the model represents and explain each of your answers.
- Write the quotient and remainder for 6,986 ÷ 8.
- Explain how to use multiplication to check that the quotient is correct. You may show your work in your explanation.

Enter your answers and your explanations in the space provided.

5th Grade PARCC Unit 4 Practice Test Item #28 (Non-Calculator): Standard 5.NBT.7-3

28. Enter your answer in the box.

$0.35 \times 1.5 =$

5th Grade PARCC Unit 4 Practice Test Item #29 (Non-Calculator): Standard 5.NF.7c

29. Jim uses ribbon to make bookmarks. Jim has 9 feet of ribbon. He uses $\frac{1}{3}$ foot of ribbon to make each bookmark.

What is the total number of bookmarks Jim makes with all 9 feet of ribbon?

Enter your answer in the box.

5th Grade PARCC Unit 4 Practice Test Item #30 (Non-Calculator): Standard 5.G.2

Use the information provided to answer Part A and Part B for question 30.

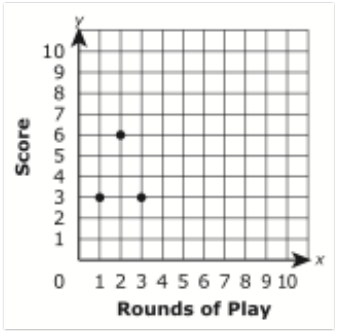
Mia is playing several rounds of a word game. Each coordinate pair shows the number of a round and Mia's score for that round. She is keeping track of these coordinate pairs on a coordinate plane.

- Round 1: (1, 3)
- Round 2: (2, 6)
- Round 3: (3, 3)

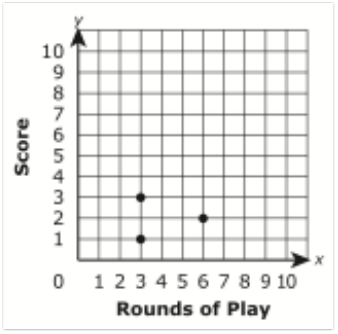
30. Part A

Which coordinate plane correctly shows Mia's scores for the first three rounds of play?

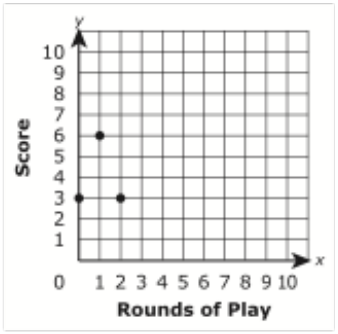
A.



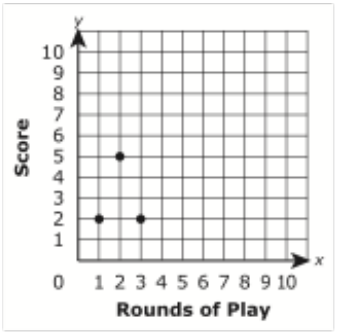
B.



C.



D.



Part B

In round 4, Mia scores the same number of points as in rounds 2 and 3 combined.

What is the coordinate pair that represents Mia's score for round 4?

A. (4, 5)

B. (9, 4)

C. (5, 4)

D. (4, 9)

31. Enter your answer in the box.

1,534 ÷ 26 =

5th Grade PARCC Unit 4 Practice Test Item #32 (Non-Calculator): Standard 5.MD.1-1

32. Which **two** conversions are correct?

A. 7 mm = 70 cm

B. 7 cm = 0.07 m

C. 7,000 m = 7 km

D. 0.7 cm = 70 mm

E. 7 m = 7,000 km

5th Grade PARCC Unit 4 Practice Test Item #33 (Non-Calculator): Standards 5.C.7-4, 4.NF.2

Use the information provided to answer Part A and Part B for question 33.

Nick measured two crickets in science class. The lengths of the two crickets are shown.

- Cricket A: $\frac{3}{8}$ inch
- Cricket B: $\frac{5}{8}$ inch

The science teacher asked Nick to compare the length of each cricket to $\frac{1}{2}$ inch.

33. Part A

Nick claims that the length of each cricket is greater than $\frac{1}{2}$ because the numerator of each cricket length is greater than the numerator in $\frac{1}{2}$.

Compare $\frac{1}{2}$ inch to the length of each cricket using the >, <, or = symbol. Then explain whether Nick's reasoning is correct.

Enter your comparisons and your explanation in the space provided.

Part B

Nick recorded the distance each cricket jumped.

- Distance for cricket A: $1\frac{3}{4}$ feet
- Distance for cricket B: $3\frac{2}{4}$ feet

Nick claims that cricket B jumped $2\frac{1}{4}$ feet farther than cricket A because the difference between the whole numbers is 2 and the difference between the numerators is 1.

- Explain why Nick's reasoning is incorrect.
- What is the correct difference, in feet, between the distance cricket A jumped and the distance cricket B jumped?

Enter your explanation and your answer in the space provided.

5th Grade PARCC Unit 4 Practice Test Item #34 (Non-Calculator): Standard 5.NF.4a-2

34. Solve.

$$\frac{5}{6} \times \frac{9}{10} =$$

A. $\frac{14}{16}$

B. $\frac{15}{30}$

C. $\frac{45}{60}$

D. $\frac{50}{54}$

5th Grade PARCC Unit 4 Practice Test Item #35 (Non-Calculator): Standard 5.MD.5b

35. A cereal box has a height of 32 centimeters. It has a base with an area of 160 square centimeters.

What is the volume, in cubic centimeters, of the cereal box?

Enter your answer in the box.

5th Grade PARCC Unit 4 Practice Test Item #36 (Non-Calculator): Standards 5.C.5-1, 5.NF.2

36. On Saturday, Craig rode his bike $\frac{5}{8}$ of a mile. On Sunday, he rode his bike $\frac{1}{2}$ of a mile. Craig added $\frac{5}{8}$ and $\frac{1}{2}$ to find the total distance, in miles, he rode his bike on the two days. Craig said $\frac{5}{8} + \frac{1}{2} = \frac{6}{10}$ and plotted $\frac{6}{10}$ on this number line.

- Explain why Craig's answer is not reasonable.
- Find the total distance, in miles, Craig rode on his bike on Saturday and Sunday.
- Explain how to use the number line to show your answer is correct.

Enter your answer and explanations in the space provided.

5th Grade PARCC Unit 4 Practice Test Item #37 (Non-Calculator): Standard 5.NF.6-1

37. Jen makes a rectangular banner. It is $\frac{3}{4}$ yard long and $\frac{1}{4}$ yard wide. What is the area, in square yards, of the banner?

A. $\frac{3}{16}$

B. $\frac{3}{8}$

C. 1

D. 3

5th Grade PARCC Unit 4 Practice Test Item #38 (Non-Calculator): Standard 5.G.3

38. Which explanation about figures is correct?

A. All rhombuses are parallelograms. Parallelograms have 2 pairs of parallel sides.
Therefore, all rhombuses have 2 pairs of parallel sides.

B. All rhombuses are parallelograms. Parallelograms have exactly 1 pair of parallel sides.
Therefore, all rhombuses have exactly 1 pair of parallel sides.

C. Only some rhombuses are parallelograms. Parallelograms have 2 pairs of parallel sides.
Therefore, only some rhombuses have 2 pairs of parallel sides.

D. Only some rhombuses are parallelograms. Parallelograms have exactly 1 pair of parallel sides.
Therefore, only some rhombuses have exactly 1 pair of parallel sides.

5th Grade PARCC Unit 4 Practice Test Item #39 (Non-Calculator): Standard 5.NBT.4

39. Which **two** statements about rounding decimals are correct?

A. The number 5.066 rounded to the nearest hundredth is 5.07.

B. The number 5.074 rounded to the nearest hundredth is 5.08.

C. The number 5.117 rounded to the nearest hundredth is 5.10.

D. The number 5.108 rounded to the nearest hundredth is 5.11.

E. The number 5.025 rounded to the nearest hundredth is 5.02.

5th Grade PARCC Unit 4 Practice Test Item #40 (Non-Calculator): Standard 5.MD.1-2

Use the information provided to answer Part A and Part B for question 40.

Tom has a water tank that holds 5 gallons of water.

40. Part A

Tom uses water from a full tank to fill 6 bottles that each hold 16 ounces and a pitcher that holds $\frac{1}{2}$ gallon.

How many ounces of water are left in the water tank?

Enter your answer in the box.

Part B

Tom drinks 4 pints of water a day.

How many full tanks of water will he drink in 30 days?

Enter your answer in the box.

5th Grade PARCC COMPUTER-BASED Unit 1 (Non-calculator) Sample Test Item #2: Standard 5.NF.1-1

What fraction completes the equation using a like denominator when adding $\frac{1}{3} + \frac{3}{6}$?

Drag and drop each correct number into the appropriate box.

$$\frac{1}{3} + \frac{3}{6} = \frac{\square}{\square} + \frac{3}{6}$$

1	2	4	6	12	18

5th Grade PARCC COMPUTER-BASED Unit 1 (Non-calculator) Sample Test Item #5: Standard 5.NBT.1

For each sentence, select the option from the drop-down menu that correctly compares the values.

The value of the 6 in 26.495 is Choose... the value of the 6 in 17.64.

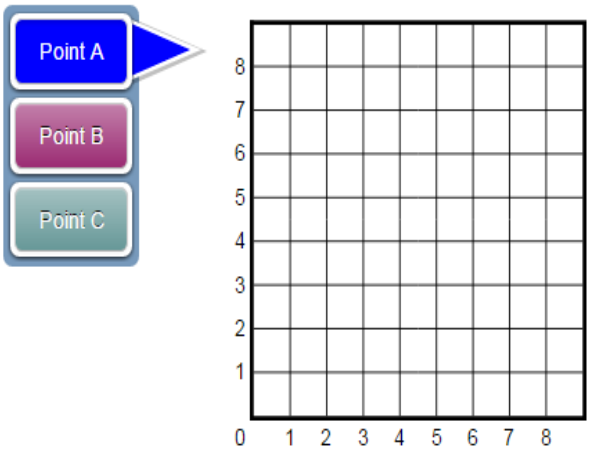
1/10
10 times
1/100
100 times

The value of the 3 in 0.931 is Choose... the value of the 3 in 0.384.

1/10
10 times
1/100
100 times

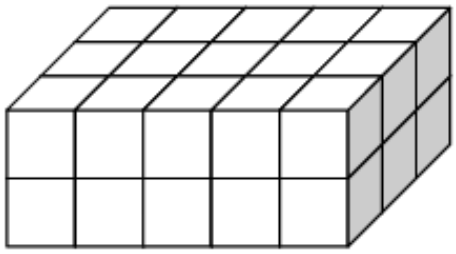
5th Grade PARCC COMPUTER-BASED Unit 1 (Non-calculator) Sample Test Item #6: Standard 5.G.1

Graph points *A*, *B*, and *C* on the coordinate plane. Point *A* should be located at $(4,6)$, point *B* should be located at $(6,4)$, and point *C* should be located at $(3,0)$. Select the "Point A" button and plot the point. Select the "Point B" button and plot the point. Select the "Point C" button and plot the point. Be sure to graph all **three** points.



5th Grade PARCC COMPUTER-BASED Unit 1 (Non-calculator) Sample Test Item #7: Standard 5.MD.4

The right rectangular prism shown is made from cubes. Each cube is 1 cubic unit.



What is the volume, in cubic units, of the right rectangular prism?

Enter your answer in the box.

_____ cubic units

5th Grade PARCC COMPUTER-BASED Unit 1 (Non-calculator) Sample Test Item #9: Standard 5.NF.5a

Select a phrase from each drop-down menu to correctly complete each sentence.

The product of $\frac{3}{5}$ and 4 is [Choose...] 4.

less than
equal to
greater than

The product of $1\frac{1}{2}$ and 2 is [Choose...] 2.

less than
equal to
greater than

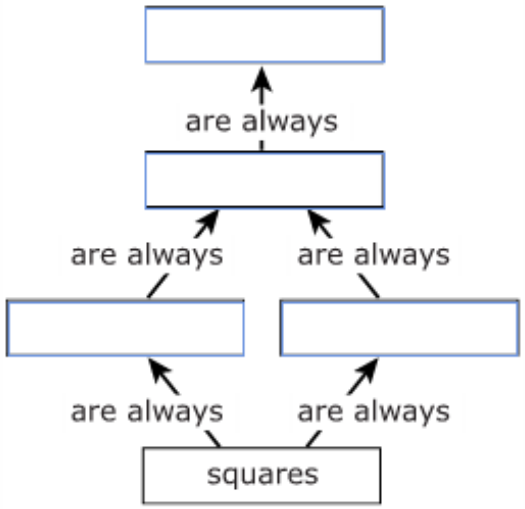
The product of $\frac{5}{2}$ and $\frac{13}{4}$ is [Choose...] $\frac{13}{4}$.

less than
equal to
greater than

5th Grade PARCC COMPUTER-BASED Unit 1 (Non-calculator) Sample Test Item #12: Standard 5.G.4

Drag and drop the names to complete the diagram that shows the relationship among the figures listed. Each category will be used only once.

rhombuses	rectangles
parallelograms	quadrilaterals



5th Grade PARCC COMPUTER-BASED Unit 2 (Non-calculator) Sample Test Item #1: Standard 5.OA.2-1

Drag and drop the expression that matches each statement into the correct box. Each expression may be used more than once or not at all.

2 + 4 - 9 | 9 - 2 + 4 | 9 - (2 + 4)

the sum of 2 and 4 subtracted from 9	add 2 and 4, then subtract 9	subtract 2 from 9, then add 4

5th Grade PARCC COMPUTER-BASED Unit 2 (Non-calculator) Sample Test Item #4: Standard 5.NBT.3b

Select from the drop-down menus to correctly complete each comparison.

4.408 Choose... four and forty-eight thousandths

<
=
>

six hundred ninety-one and five hundredths Choose...

$6 \times 100 + 9 \times 10 + 1 \times 1 + 8 \times \frac{1}{1{,}000}$

<
=
>

5th Grade PARCC COMPUTER-BASED Unit 3 (Non-calculator) Sample Test Item #1: Standard 5.NF.3-2

Emma has a board that is 5 feet long. She cuts the board into 6 equal pieces.

Which equation shows how to find the length, in feet, of each piece of the board?

A. $5 \times 6 = 30$

B. $6 - 5 = 1$

C. $6 \div 5 = 1\frac{1}{5}$

D. $5 \div 6 = \frac{5}{6}$

5th Grade PARCC COMPUTER-BASED Unit 3 (Non-calculator) Sample Test Item #4: Standard 5.NBT.Int.1

Part A

Enter your answer in the box.

$6.3 \times 0.1 =$ ☐

Part B

Enter your answer in the box.

$6.3 \div 0.1 =$ ☐

5th Grade PARCC COMPUTER-BASED Unit 4 (Non-calculator) Sample Test Item #5: Standard 5.MD.1-1

Complete each conversion by dragging and dropping the correct number into each box.

0.07	0.7	70	700	7,000

7 mm = ☐ cm

7 cm = ☐ m

☐ m = 7 km