The purpose of these practice test materials is to orient teachers and students to the types of questions on paper-based FSA tests. By using these materials, students will become familiar with the types of items and response formats they may see on a paper-based test. The practice questions and answers are not intended to demonstrate the length of the actual test, nor should student responses be used as an indicator of student performance on the actual test. The practice test is not intended to guide classroom instruction.

**Directions for Answering the Mathematics Practice Test Questions**

If you don’t know how to work a problem, ask your teacher to explain it to you. Your teacher has the answers to the practice test questions.

Use the space in your Mathematics Practice Test Questions booklet to do your work.
Directions for Completing the Response Grids

1. Work the problem and find an answer.
2. Write your answer in the answer boxes at the top of the grid.
   - Write your answer with the first digit in the left answer box OR with the last digit in the right answer box.
   - Write only one digit or symbol in each answer box. Do NOT leave a blank answer box in the middle of an answer.
   - Be sure to write a fraction bar in the answer box if it is a part of the answer.
3. Fill in a bubble under each box in which you wrote your answer.
   - Fill in one and ONLY one bubble for each answer box. Do NOT fill in a bubble under an unused answer box.
   - Fill in each bubble by making a solid mark that completely fills the circle.
   - You MUST fill in the bubbles accurately to receive credit for your answer.
When a percent is required to answer a question, do NOT convert the percent to its fractional equivalent. Grid in the percent value without the % symbol. Do the same with dollar amounts.

Do NOT write a mixed number, such as $13 \frac{1}{4}$, in the answer boxes. Change the mixed number to an equivalent fraction, such as $\frac{53}{4}$. Do not try to fill in $13 \frac{1}{4}$, as it would be read as $\frac{131}{4}$ and would be counted wrong.
Session 1
1. What is the value of the unknown number in the equation $6 \times 3 = \square$?

A  3
B  9
C  18
D  63
Match each number to the value of the number rounded to the nearest 10.

<table>
<thead>
<tr>
<th></th>
<th>180</th>
<th>190</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>181</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>186</td>
<td>D</td>
<td>E</td>
<td>F</td>
</tr>
<tr>
<td>194</td>
<td>G</td>
<td>H</td>
<td>I</td>
</tr>
</tbody>
</table>
3. Maurice and Gina each have a container of water, as shown.

What is the difference, in liters (L), between the amounts of water in their containers?
4. Select all the situations that can be represented by $35 \div 5$.

- A Heidi has 35 apples after picking the same number of apples each day for 5 days.
- B Heidi has 35 apples and places an equal number of apples into 5 baskets.
- C Heidi has 5 apples and needs more apples to deliver to a customer.
- D Heidi has 35 apples, and her friend gives her 5 more.
- E Heidi has 35 apples and gives 5 of them to a friend.

5. Find the quotients to complete the table.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Quotient</th>
</tr>
</thead>
<tbody>
<tr>
<td>$64 \div 8$</td>
<td></td>
</tr>
<tr>
<td>$63 \div 9$</td>
<td></td>
</tr>
<tr>
<td>$30 \div 6$</td>
<td></td>
</tr>
</tbody>
</table>
6. A set of shapes is shown.

Describe the geometric attributes that all the shapes have in common.
7. The model of a park is shown.

Create an expression that can be used to find the area of the park.
8. Select all the fractions that are equivalent to a whole number.

A \[ \frac{3}{3} \]

B \[ \frac{5}{10} \]

C \[ \frac{8}{2} \]

D \[ \frac{15}{7} \]

E \[ \frac{1}{6} \]

9. Martez has to plant 36 flower seeds in a garden. He will plant the seeds in rows. Each row must have the same number of seeds.

Complete the table to show three different garden designs Martez could plant.

<table>
<thead>
<tr>
<th>Number of Rows</th>
<th>Number of Seeds in Each Row</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design 1</td>
<td></td>
</tr>
<tr>
<td>Design 2</td>
<td></td>
</tr>
<tr>
<td>Design 3</td>
<td></td>
</tr>
</tbody>
</table>
This is the end of Session 1.
GO ON TO THE NEXT PAGE.
10. A multiplication table is shown.

Which statement correctly describes how to find the multiples of 6 in the multiplication table?

A. Find all the numbers that end with 6.
B. Find all the numbers that start with 6.
C. Find all the shaded numbers that would meet at an unshaded 6.
D. Find all the numbers in the same row or the same column as a shaded 6.
11. Alex goes to the grocery store at the time shown.  

At what time does Alex go to the grocery store?

- A  7:52
- B  10:07
- C  10:37
- D  11:23
12. Select all the expressions that are equal to 324.

- A 372 – 48
- B 660 – 346
- C 119 + 215
- D 728 – 404
- E 216 + 108

13. Nina has 32 baseball cards. She wants to sort the cards into 8 equal groups.

Create a multiplication equation that shows how Nina can sort 32 cards into 8 equal groups.
14. Alaysia counts all the tiles on her floor. Each of the floor tiles is a square.

What measurement does Alaysia find by counting all the floor tiles?

A  the cost of one tile  
B  the width of one tile  
C  the area of the floor  
D  the perimeter of the floor

15. On Monday, a bookstore sold 75 books. On Tuesday, the bookstore sold 125 books. The bookstore must sell 500 books by Friday.

How many more books must the bookstore sell by Friday?

A  200  
B  300  
C  375  
D  425

How many markers does Ms. Yost have in total?

17. Which expression is equivalent to $7 \times (2 + 3)$?

A  $(7 \times 2) + (7 \times 3)$

B  $(7 + 2) \times (7 + 3)$

C  $(7 \times 2) \times (7 \times 3)$

D  $(7 + 2) \times 3$
This is the end of Session 2.