



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.

All trademarks and trade names found in this publication are the property of their respective owners and are not associated with the publishers of this publication.

## 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.

	/	/	/	/	/		
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

} Answer boxes

} Fraction bar

} Number bubbles

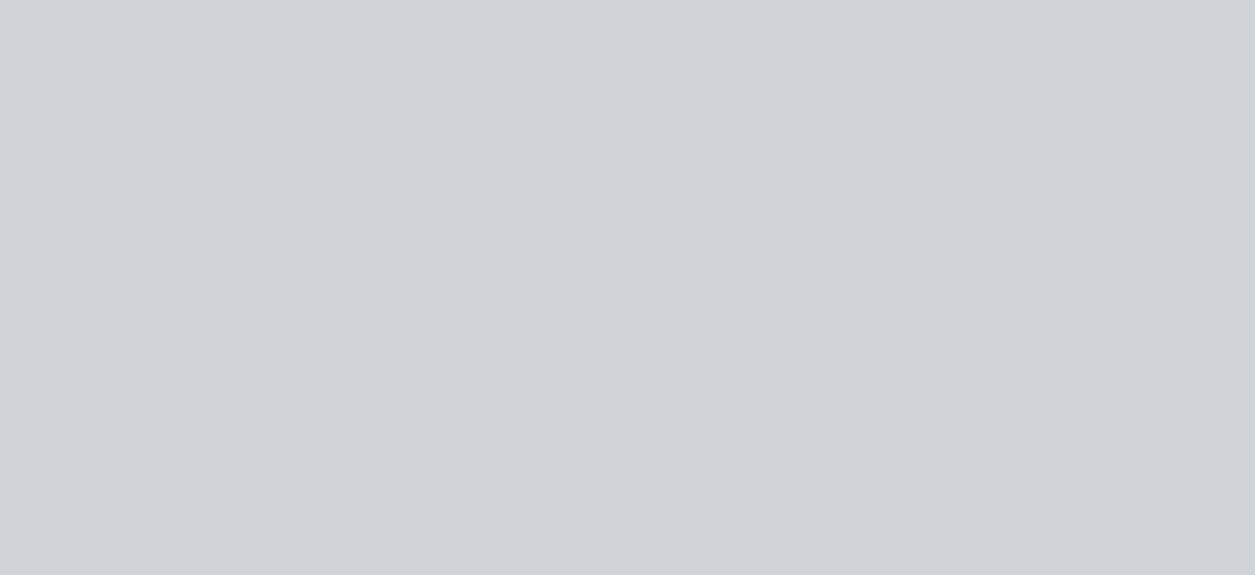
Do NOT write a mixed number, such as  $13\frac{1}{4}$ , in the answer boxes. Change the mixed number to an equivalent fraction, such as  $\frac{53}{4}$ . Do not try to fill in  $13\frac{1}{4}$ , as it would be read as  $\frac{131}{4}$  and would be counted wrong.

**CORRECT**

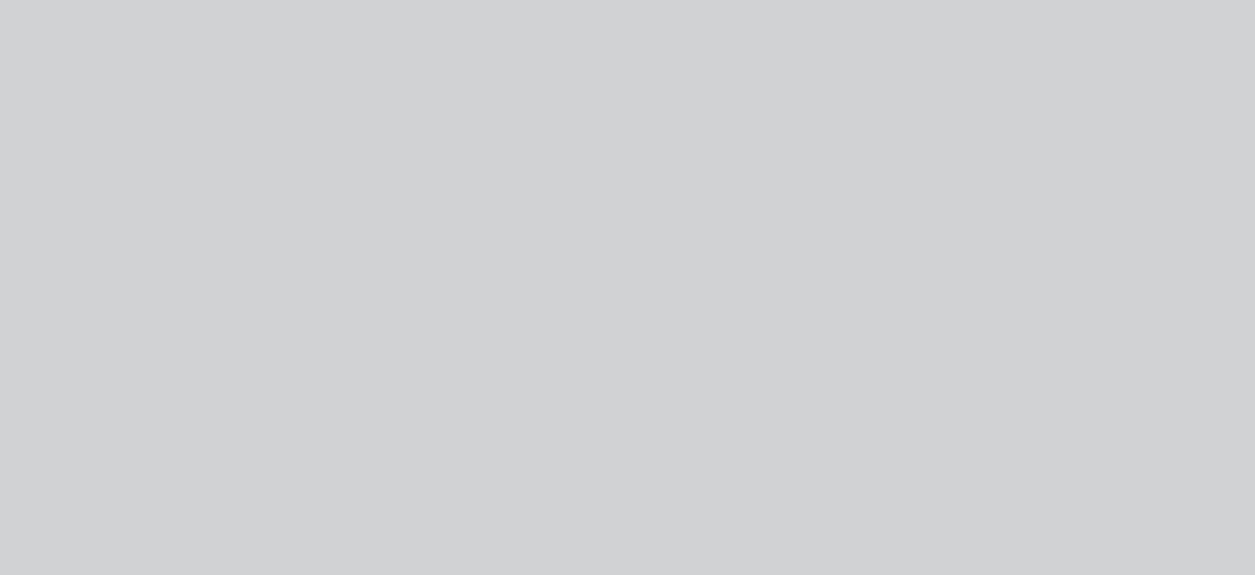
5	3	/	4		
	/	●	/	/	/
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	●	3	3	3	3
4	4	4	●	4	4
●	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**INCORRECT**

1	3	1	/	4	
	/	●	/	/	/
0	0	0	0	0	0
●	1	●	1	1	1
2	2	2	2	2	2
3	●	3	3	3	3
4	4	4	4	●	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



**Session 1**

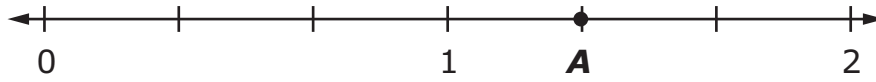


**Use the space in this booklet to do your work. For multiple-choice items, fill in one bubble for the correct answer. For matching items and multiselect items, fill in the bubbles for all of the correct answers. For items with response grids, refer to the Directions for Completing the Response Grids on pages 3 and 4. If you change your answer, be sure to erase completely. Calculators are **NOT** permitted for Session 1 of this practice test.**

**1.** What is the value of the unknown number in the equation  $6 \times 3 = \square$  ?

- Ⓐ 3
- Ⓑ 9
- Ⓒ 18
- Ⓓ 63

2. What fraction is represented by point A on the number line shown?



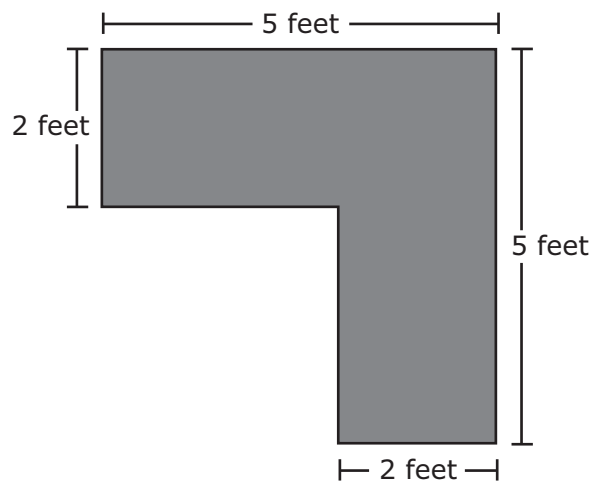
	/	/	/	/	/	
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

3. Match each number to the value of the number rounded to the nearest 10.

	<b>180</b>	<b>190</b>	<b>200</b>
<b>181</b>	(A)	(B)	(C)
<b>186</b>	(D)	(E)	(F)
<b>194</b>	(G)	(H)	(I)



4. A drawing of the top of a desk is shown.

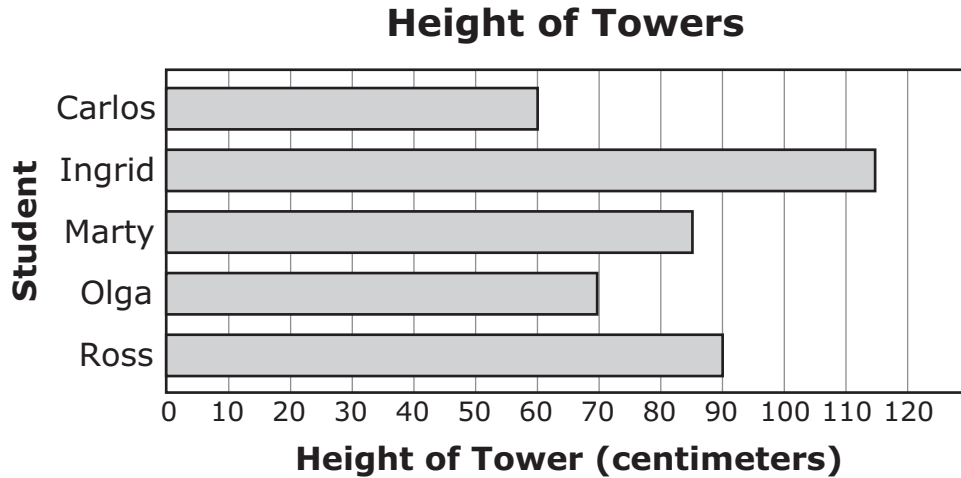


What is the area of the top of the desk?

- (A) 14 square feet
- (B) 16 square feet
- (C) 20 square feet
- (D) 25 square feet

5. Select all the situations that can be represented by  $35 \div 5$ .
- Ⓐ Heidi has 35 apples after picking the same number of apples each day for 5 days.
  - Ⓑ Heidi has 35 apples and places an equal number of apples into 5 baskets.
  - Ⓒ Heidi has 5 apples and needs more apples to deliver to a customer.
  - Ⓓ Heidi has 35 apples, and her friend gives her 5 more.
  - Ⓔ Heidi has 35 apples and gives 5 of them to a friend.

6. The graph shows the height of each tower that five students built for a social studies project.



How many centimeters taller is the tower that Ross built than the tower that Carlos built?

- (A) 20  
(B) 30  
(C) 90  
(D) 150

7. The perimeter of a rectangular field is 74 yards. The length of the field is 27 yards.

What is the width, in yards, of the field?

	/	/	/	/	/	
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

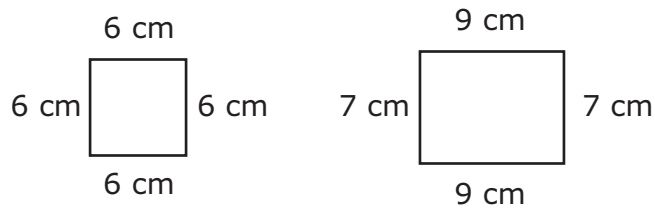
8. A. What number multiplied by 7 equals 42?

	/	/	/	/	/	
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

B. The number 42 divided by what number equals 7?

	/	/	/	/	/	
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

9. The two figures shown are measured in centimeters (cm).



Complete the statement about the two figures. For each blank, fill in the circle **before** the word or phrase that is correct.

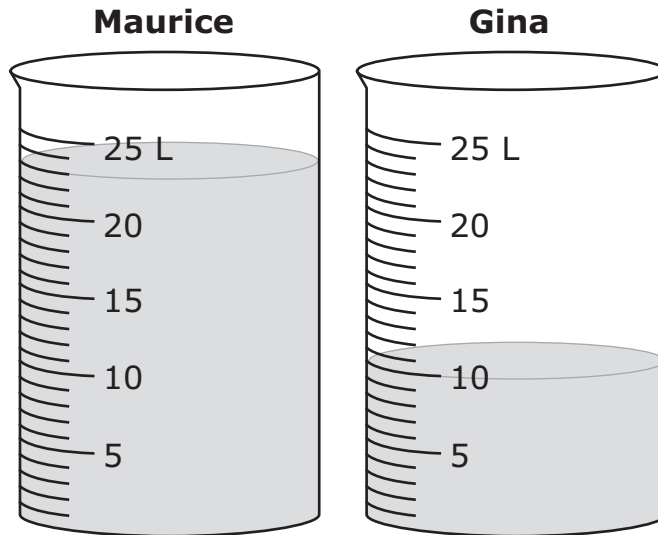
The shapes are both

<input type="radio"/> (A) squares
<input type="radio"/> (B) trapezoids
<input type="radio"/> (C) rectangles

because

<input type="radio"/> (A) all the angles in each shape are right angles.
<input type="radio"/> (B) all the sides of each shape have the same length.
<input type="radio"/> (C) all the sides of each shape are made of straight lines.

10. 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?

	/	/	/	/	/	
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

**11.** 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)  $\frac{1}{6}$

**12.** At the beach in Key Largo, Diana saw 10 dolphins each day for 7 days.

Which of the following could be used to find the total number of dolphins Diana saw?

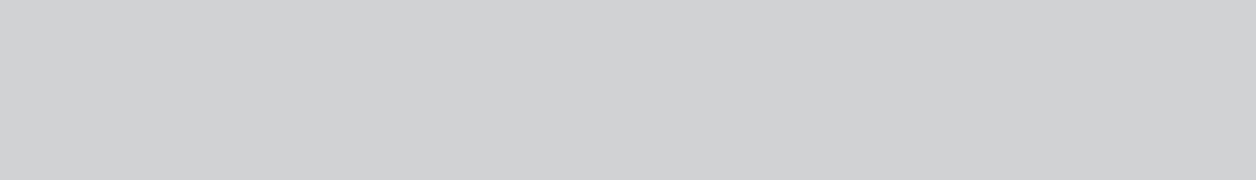
(A)  $10 + 7$

(B)  $10 - 7$

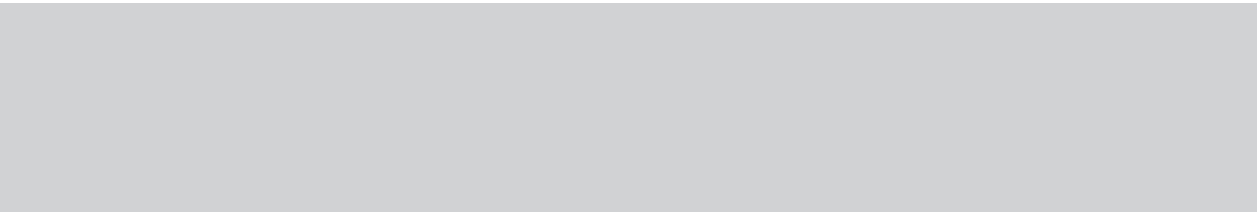
(C)  $10 \times 7$

(D)  $10 \div 7$



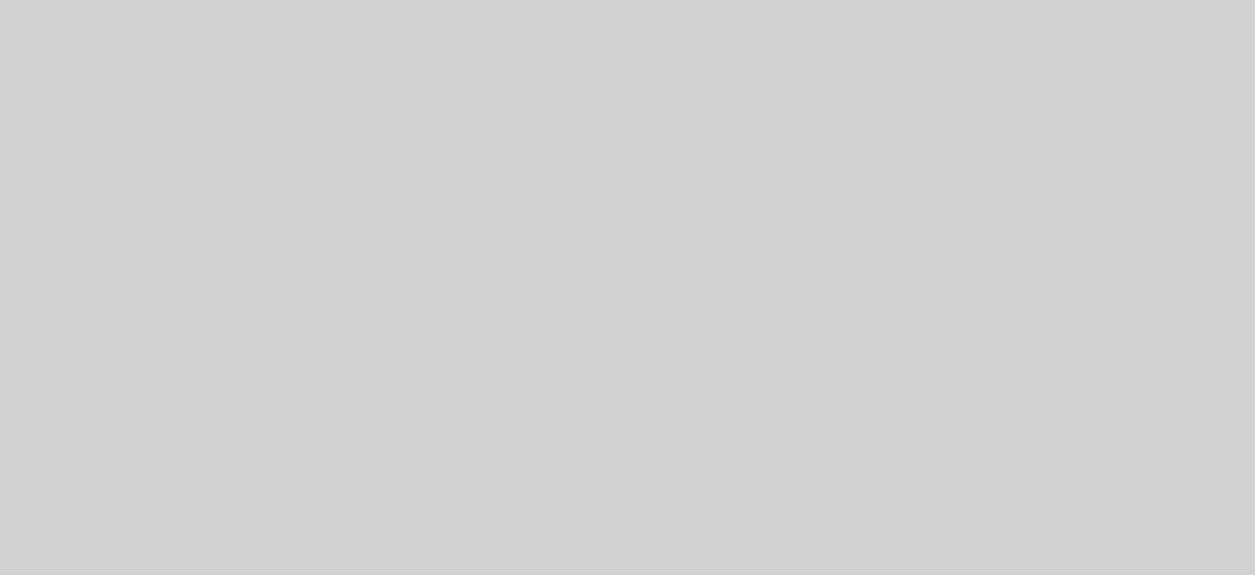


**This is the end of Session 1.**

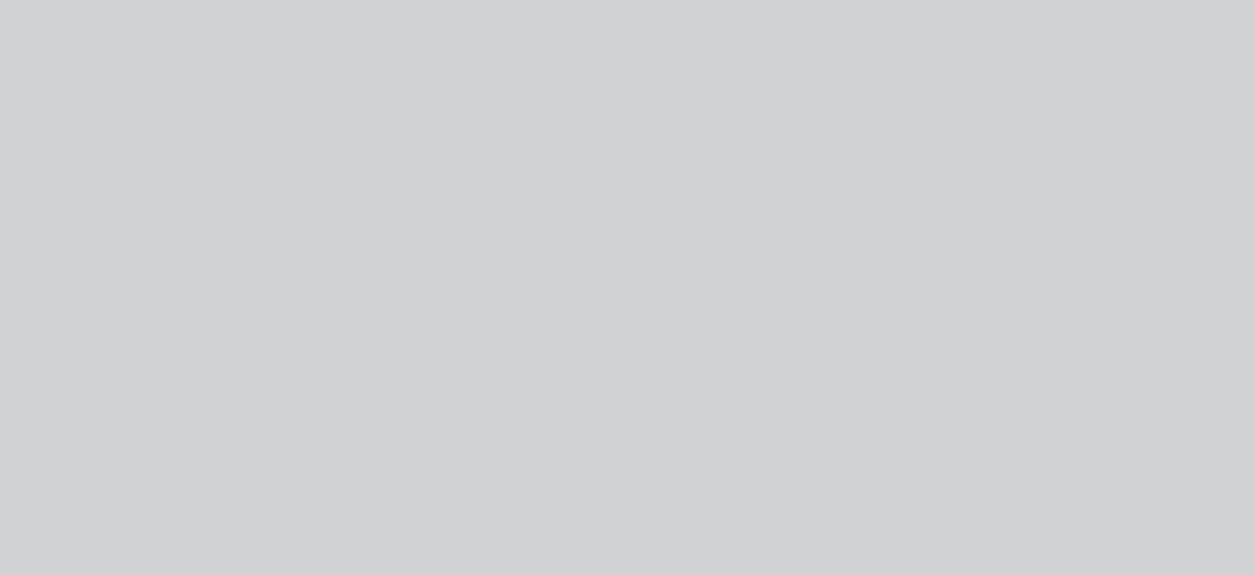


GO ON  
TO THE  
NEXT PAGE.





**Session 2**

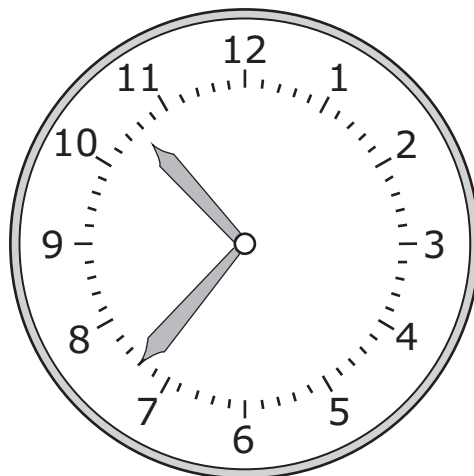


Use the space in this booklet to do your work. For multiple-choice items, fill in one bubble for the correct answer. For matching items and multiselect items, fill in the bubbles for all of the correct answers. For items with response grids, refer to the Directions for Completing the Response Grids on pages 3 and 4. If you change your answer, be sure to erase completely. Calculators are NOT permitted for Session 2 of this practice test.

13. Which is a way to find the value of  $48 \div 8$ ?

- Ⓐ find the number that when added to 8 equals 48
- Ⓑ find the number that when divided by 8 equals 48
- Ⓒ find the number that when multiplied by 8 equals 48
- Ⓓ find the number that when subtracted from 8 equals 48

14. 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

15. Ms. Yost has 20 boxes of markers. Each box contains 5 markers.

How many markers does Ms. Yost have in total?

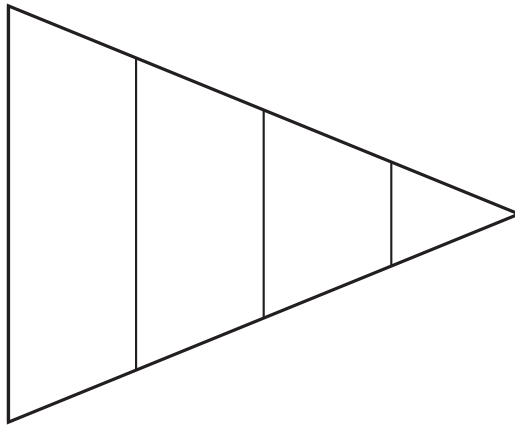
	/	/	/	/	/	
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

16. 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

17. A triangle representing one whole is shown.



Complete the sentences to make true statements about the triangle. For each blank, fill in the circle **before** the word or phrase that is correct.

The parts of the triangle have  (A) equal  (B) unequal areas since

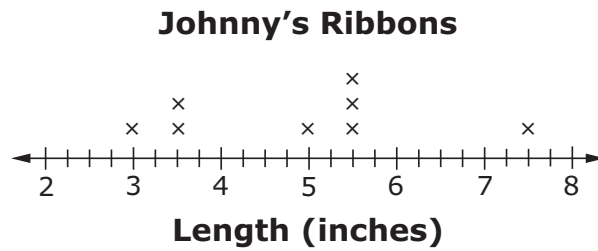
they are  (A) the same size.  (B) different sizes.

The area of each part is  (A) one-fourth.  (B) unknown.

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

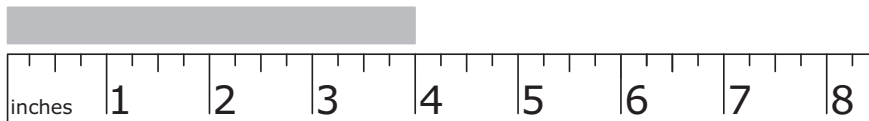
- (A)  $(7 \times 2) + (7 \times 3)$
- (B)  $(7 + 2) \times (7 + 3)$
- (C)  $(7 \times 2) \times (7 \times 3)$
- (D)  $(7 + 2) \times 3$

19. The line plot shown displays the lengths of pieces of ribbon that Johnny measured.

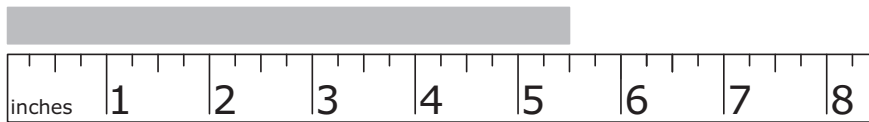


Which could be one of the ribbons that Johnny measured?

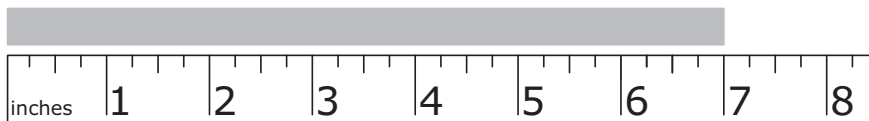
(A)



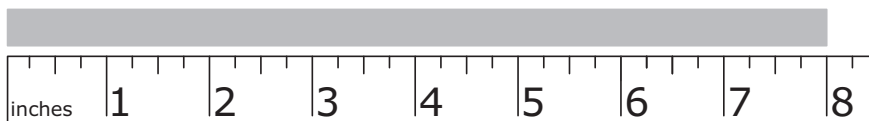
(B)



(C)



(D)





20. Mr. Soto gave a total of 54 fire-safety posters to 9 schools. He gave the same number of posters to each school.

What is the total number of posters that Mr. Soto gave to each school?

	/	/	/	/	/	
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

**21.** This question has **two** parts.

A third-grade class is collecting plastic bottles for an art project. On the first day of collecting bottles, 2 students each bring in 8 bottles. By the end of the week, 127 bottles are added to the amount brought in on the first day.

**Part A.** Which equation can be used to find the total number of plastic bottles,  $p$ , that the third-grade class collected by the end of the week?

- Ⓐ  $8 + 2 + 127 = p$
- Ⓑ  $8 - 2 + 127 = p$
- Ⓒ  $8 \times 2 + 127 = p$
- Ⓓ  $8 \div 2 + 127 = p$

**Part B.** What is the total number of plastic bottles the third-grade class has by the end of the week?

- Ⓐ 131
- Ⓑ 133
- Ⓒ 137
- Ⓓ 143



---

22. Select all the expressions that are equal to 324.

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

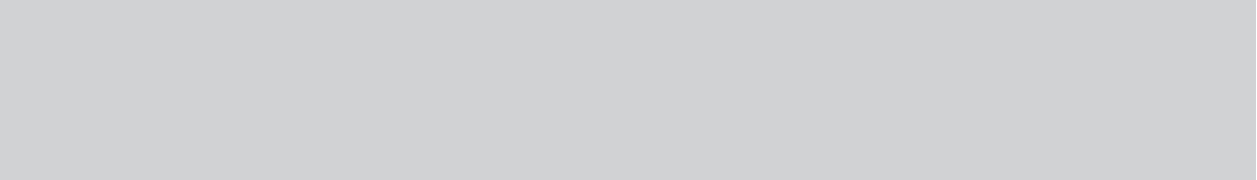
23. A multiplication table is shown.

x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

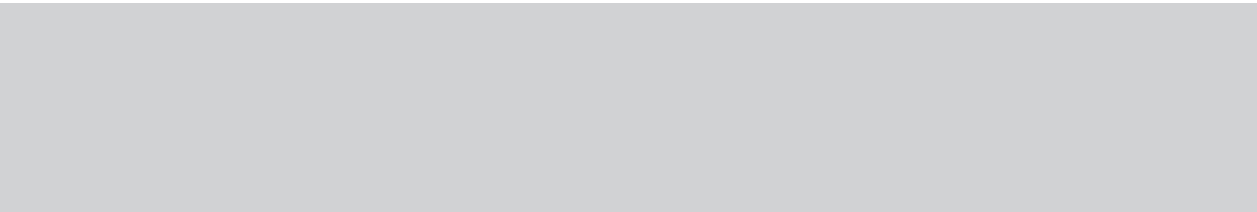
Key	
	Shaded
	Unshaded

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.



**This is the end of Session 2.**





Office of Assessment  
Florida Department of Education, Tallahassee, Florida  
Copyright © 2018 State of Florida, Department of State