Count each individual answer as a separate point except in Student Activity Twelve where only the numbers in the boxes, not the circled numbers, are counted. The total for the test is 100 points. The student should achieve a score of 70 or more points to be ready to begin second grade. Be sure to note the areas of weakness even for those who score over 70 points.

1. Write the numbers.
   - 452 has a 2 in the ones' place.
   - 918 has a 9 in the hundreds' place.
   - 763 has a 6 in the tens' place.

2. Write the numbers.
   - $495 = 400 + 90 + 5$
   - $817 = 800 + 10 + 7$

3. Write the correct time.
   - 5:00
   - 6:45
   - 3:30
   - 10:15

4. Write the value of each coin.
   - 10¢
   - 25¢
   - 25¢
   - 5¢
   - 1¢
   - 10¢

5. Add.
   - $29 + 35 = 64$
   - $44 + 13 = 57$
   - $18 + 59 = 77$
   - $37 + 33 = 70$
   - $53 + 29 = 82$
   - $87 + 12 = 99$
   - $102 + 8 = 108$

6. Write = or ≠ between each set.
   - $3 + 7 = 10$
   - $7 + 9 = 16$
   - $5 + 9 = 13$
   - $4 + 9 ≠ 12$
   - $5 + 3 ≠ 9$
   - $6 + 8 = 14$

7. Draw a line to match the shape to its name.

8. Subtract.
   - 11 - 9 = 2
   - 16 - 8 = 8
   - 17 - 7 = 10
   - 12 - 6 = 6
   - 15 - 8 = 7
   - 13 - 7 = 6
   - 11 - 3 = 8
   - 13 - 6 = 7

9. Write the fractional part that is shaded.
   - $\frac{1}{3}$
   - $\frac{1}{6}$
   - $\frac{1}{5}$
   - $\frac{1}{4}$
   - $\frac{1}{2}$
   - $\frac{1}{8}$

10. How many eggs are in a dozen? 12

11. Write < or > between each set.
    - $135 < 144$
    - $116 < 173$
    - $173 > 167$
    - $183 < 200$

12. Circle every third number after 7.
    - $7, 8, 9, 10, 11, 12, 13, 14, 15$
    - $16, 17, 18, 19, 20, 21, 22, 23, 24$
    - $25, 26, 27, 28, 29, 30, 31, 32, 33$

13. Write the value of each set of coins.
    - $48¢$
    - $56¢$
    - $42¢$
    - $87¢$
Count each individual answer as a separate point. The total for the test is 70 points. The student should achieve a score of 50 or more points to be ready to begin third grade. Be sure to note the areas of weakness even for those who score over 50 points.

5. Name the shape. Draw a line of symmetry for each shape.

   - square
   - hexagon
   - triangle
   - oval
   - rectangle
   - circle
   - octagon
   - diamond

6. Write < or >.

7. Circle the next picture in sequence.

8. Find the sum and difference.

   \[
   \begin{align*}
   5,145 & + 3,664 = 8,809 \\
   4,573 & + 8,922 = 13,495 \\
   8,031 & - 9,731 = -1,699 \\
   5,614 & - 8,652 = -3,038 \\
   \end{align*}
   \]

11. Find the product.

   \[
   \begin{align*}
   3 \times 3 & = 9 \\
   6 \times 6 & = 36 \\
   7 \times 7 & = 49 \\
   8 \times 9 & = 72 \\
   \end{align*}
   \]

12. Write the name of the solid.

   - sphere
   - cone
   - cube
   - pyramid
   - cylinder

13. Write the Arabic numbers.

   - CCCXCIX = 399
   - LXXXIV = 84
   - DCCCLXXIX = 879
   - DCCCLXXXVII = 887
   - DCCCLXLI = 861

15. In the rose garden, there were seven hundred forty-seven red rose buds. There were five hundred eighty-three yellow rose buds. How many more red rose buds were there than yellow? 164

   Mr. Nelson asked his mother to buy 15 bunches of carrots for $4.63 each. Mother bought 12 heads of lettuce for $0.36 each. Junior asked his mother to buy tomatoes for $2.62 each. How much would mother's bill be for the three items? $15.81

   10. Write what the shaded fractional part of the whole equals.

   - 1 of 12 = \frac{1}{12}
   - 2 of 12 = \frac{2}{12}
Count each individual answer as a separate point. The total for the test is 102 points. The student should achieve a score of 72 or more points to be ready to begin fourth grade. Be sure to note the areas of weakness even for those who score over 72 points.

1. \[ \frac{32}{7,861} + \frac{4,267}{86} = \frac{736}{2,815} \]
   \[ \frac{504}{8,397} + \frac{351}{4,704} = \frac{49}{3,600} \]

2. \[ \frac{3}{3} \frac{4}{5} \frac{6}{4} \frac{3}{5} \frac{5}{8} \]
   (answers can vary)

3. \[ 3,814 \ 3,734 \ 3,559 \ 3,086 \ 4,503 \ 3,119 \ 1,553 \]

4. \[ < \ > \ > \ < \ < \ > \]

5. \[ \frac{4,310}{71,000} = \frac{0}{5,400} \frac{258,000}{12,780} = \frac{36,900}{0} \]

6. \[ 2 \ 3 \ r \ 3 \ 7 \ r \ 3 \ 8 \ r \ 1 \ 3 \ r \ 2 \ 5 \ r \ 6 \ 3 \ r \ 6 \]

7. \[ 4:58 \ 1:13 \ 7:32 \ 11:27 \ 9:46 \]

8. \[ = = \neq \neq \]

9. \[ 190 \ 4,240 \ 80 \ 23,500 \]

10. \[ 2,400 \ 500 \ 71,300 \ 484,000 \]

11. \[ 8 : 3 \ 6 : 5 \ 22 \ 5 : 22 \]

12. tens
    hundred thousands
    thousands
    hundreds
    ones
    millions
    ten millions

13. \[ 2 \frac{1}{4} \ 3 \frac{3}{4} \ 4 \frac{3}{5} \]

14. \[ n = 6; \ n = 14; \ n = 24; \ n = 16 \]
Count each individual answer as a separate point. The total for the test is 81 points. The student should achieve a score of 57 or more points to be ready to begin fifth grade. Be sure to note the areas of weakness even for those who score over 57 points.

1. $6.02; $1.19; $7.89; $2.37; $5.18
2. 70; 90; 10; 20; 40
3. Tami
4. 1. j
   2. i
   3. b
   4. h
   5. m
   6. g
   7. c
   8. l
   9. d
10. a
11. k
12. o
13. e
14. f
15. n
5. 1. ∠RXS, ∠SXQ
   2. ∠RXQ, ∠RXP
   3. PQ and AB
   4. AB and CD or PQ and RX
6. 1. Circle X
   2. 2 cm
   3. 2 cm
   4. CD
   5. 8 cm
7. [Diagram]
8. Figure A – perimeter 60 in; area 200 in²
   Figure B – 24 cm³
9. 27; 42; 48; 81
10. \(\frac{3}{3} = 1\); \(\frac{4}{10} = \frac{2}{5}\); \(\frac{6}{12} = \frac{1}{2}\)
   \(\frac{6}{7}\); \(\frac{13}{14}\); \(\frac{13}{9} = \frac{4}{3}\)
11. \(\frac{4}{8} = \frac{1}{2}\); \(\frac{10}{15} = \frac{2}{3}\); \(\frac{8}{10} = \frac{4}{5}\)
   \(\frac{8}{12} = \frac{2}{3}\); \(\frac{9}{12} = \frac{3}{4}\); \(\frac{11}{15}\)
12. \(\frac{8}{3/6} = \frac{1}{2}; \frac{28}{5/7}; \frac{3}{6} = \frac{1}{2}\); \(\frac{10}{4/12} = \frac{10}{1/3}\); 16
13. > = < =
14. 53.244; 698.022; 1.132; 6.82
15. 89.0; 7,889
   0.587; 85,400
   656,000; 700.1
Count each individual answer as a separate point. The total for the test is 83 points. The student should achieve a score of 59 or more points to be ready to begin sixth grade. Be sure to note the areas of weakness even for those who score over 59 points.

1. 1. Rhombus
2. Square
3. Equilateral Triangle
4. Scalene
5. Isosceles
6. Pentagon
7. Hexagon
8. Chord
9. Octagon
10. Prism

2. 1. 18 cm²
2. 12 cm²
3. Front 18 cm² x 2 = 36 cm²
   Top 24 cm² x 2 = 48 cm²
   Side 12 cm² x 2 = 24 cm²
   Total 108 cm²

3. \( \frac{15}{16} \) \( \frac{2}{5} \) \( \frac{6}{9} \) \( \frac{8}{9} \) \( \frac{14}{24} \)
   \( \frac{26}{21} = 21 \frac{5}{21} \)
   \( 17 \frac{10}{8} = 18 \frac{2}{8} = 18 \frac{1}{4} \)
   \( 102 \frac{67}{40} = 103 \frac{27}{40} \)
   \( 128 \frac{12}{9} = 129 \frac{3}{9} = 129 \frac{1}{3} \)

4. 21 9 20 36

5. \( \frac{12}{35} \) \( \frac{25}{96} \) \( \frac{28}{27} = 1 \frac{1}{27} \)
   \( \frac{55}{8} = 6 \frac{7}{8} \)
   \( \frac{7}{12} \) \( \frac{6}{5} = 1 \frac{1}{5} \) \( \frac{18}{2} = 9 \) \( \frac{4}{45} \)

6. 1. \( \overline{XY} \)
2. \( \overline{AB} \)
3. \( \overline{TX} \) or \( \overline{TY} \)
4. 3 cm

7. | Name of Figure | Triangular prism | Hexagonal pyramid | Cube |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faces</td>
<td>5</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Edges</td>
<td>9</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Vertices</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

8. 

9. 53.4 2.43 0.66 54.18 30.66

10. 29.13 116.11 31.56 24.475

11. | Fraction | Decimal | Percent |
    |----------|---------|---------|
    | \( \frac{14}{100} \) | 0.14 | 14% |
    | \( \frac{62}{100} \) | 0.62 | 62% |
    | \( \frac{3}{100} \) | 0.03 | 8% |
    | \( \frac{19}{100} \) | 0.19 | 19% |
    | \( \frac{38}{100} \) | 0.38 | 80% |
    | \( \frac{75}{100} \) | 0.75 | 75% |

12. 20 9 7 15

13. range = 73
    mean = 35
    mode = 11