1. Look at the 2 boxes.

John’s Box

David’s Box

John fills $\frac{1}{2}$ of his box with tennis balls. If David fills the same fraction of his box as John, what fraction of David’s box is filled?

A. $\frac{3}{4}$
B. $\frac{2}{2}$
C. $\frac{1}{4}$
* D. $\frac{2}{4}$

2. Which line segment is parallel to $MN$?

A. $WW$
B. $OP$
C. $ST$
D. $RP$

3. What is the ordered pair of the point on the graph?

A. (3, 2)
B. (1, 3)
C. (2, 3)
D. (3, 1)

4. What number belongs in the box to make the number sentence true?

$(2 + 1) + 3 = \square + (1 + 3)$

A. 1
* B. 2
C. 3
D. 6

5. Solve.

$3 \times (4 + 5) = \square$

* A. 27
B. 30
C. 36
D. 39
1. Look at the 2 boxes.

John's Box

David's Box

John fills $\frac{1}{2}$ of his box with tennis balls. If David fills the same fraction of his box as John, what fraction of David’s box is filled?

A. $\frac{3}{4}$

B. $\frac{2}{2}$

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

D. $\frac{2}{4}$

Helpful Hint
The two fractions must be equal.
2. Which line segment is parallel to $\overline{MN}$?

![Diagram of line segments]

A. $\overline{WV}$
B. $\overline{OP}$
C. $\overline{ST}$
D. $\overline{RP}$

**Helpful Hint**
Parallel lines: Lines that are the same distance apart and will never intersect.

3. What is the ordered pair of the point on the graph?

![Graph with grid]

A. (3, 2)
B. (1, 3)
C. (2, 3)
D. (3, 1)

**Helpful Hint**
$(x, y)$
4. What number belongs in the box to make the number sentence TRUE?

\[(2 + 1) + 3 = \Box + (1 + 3)\]

A. 1  
B. 2  
C. 3  
D. 6

**Helpful Hint**
Apply a mathematical property to solve the problem.

5. Solve.

\[3 \times (4 + 5) = \Box\]

A. 27  
B. 30  
C. 36  
D. 39
<table>
<thead>
<tr>
<th>Item Sequence</th>
<th>Georgia Performance Standard</th>
<th>KEY</th>
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</table>
| 1             | **Domain: Number & Operations**  
M4N6. Students will further develop their understanding of the meaning of decimal fractions and common fractions and use them in computations.  
a. Understand representations of equivalent fractions and/or decimal fractions. | D   |
| 2             | **Domain: Geometry**  
M4G2. Students will understand fundamental solid figures.  
b. Describe parallel and perpendicular lines and planes in connection with the rectangular prism. | A   |
| 3             | **Domain: Geometry**  
M4G3. Students will use the coordinate system.  
b. Locate a point in the first quadrant in the coordinate plane and name the ordered pair. | C   |
| 4             | **Domain: Number and Operations**  
M4N7. Students will explain and use properties of the four arithmetic operations to solve and check problems.  
c. Compute using the commutative, associative, and distributive properties. | B   |
| 5             | **Domain: Number and Operations**  
M4N7. Students will explain and use properties of the four arithmetic operations to solve and check problems.  
b. Compute using the order of operations, including parentheses. | A   |
<table>
<thead>
<tr>
<th>Item Sequence</th>
<th>Commentary</th>
</tr>
</thead>
</table>
| All           | • The font size was increased on all items.  
• Geometric figures and other graphic images were enlarged.  
• The line spacing between items was increased. |
| 1             | A helpful hint was added to remind the student that the fractions must be equal. |
| 2             | • The term parallel was boldfaced to help the student focus on critical information.  
• A helpful hint box was added with the definition of parallel lines to help the student focus on applying the concept being assessed. |
| 3             | A helpful hint was added to show how an ordered pair is represented to reduce the cognitive load. |
| 4             | A helpful hint was added to focus the student on applying a mathematical property to solve the problem. |
| 5             | No changes have been made. |