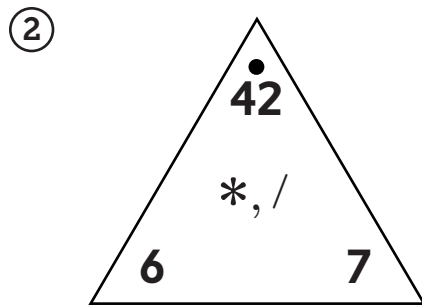




## Unit 6 Cumulative Assessment

- ① a. 72 is 8 times as many as \_\_\_\_\_.
- b. 48 is \_\_\_\_\_ times as many as 8.
- c. Record Problem 1b as an equation. \_\_\_\_\_



Use the fact triangle to record two multiplicative comparison statements.

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- ③ Tony skated for 4 minutes. Sonali skated 6 times as many minutes.  
How many minutes did Sonali skate?

Number model with unknown: \_\_\_\_\_

Answer: \_\_\_\_\_ minutes

- ④ a. Find all the factor pairs for 81. \_\_\_\_\_
- b. Is 81 prime or composite? \_\_\_\_\_

- ⑤ The length of the rectangle is 6 times as much as the width.  
Find the perimeter and the area.



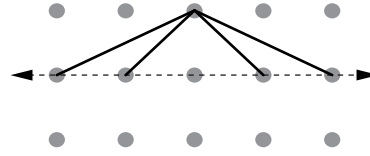
Perimeter: \_\_\_\_\_ feet

Area: \_\_\_\_\_ square feet



## Unit 6 Cumulative Assessment (continued)

- ⑥ Will created the design at the right. Explain how you know what is on the other side of the line of symmetry. Then draw the other side.



- ⑦ Nelson ate  $\frac{3}{5}$  of a small pizza. Eddie ate  $\frac{6}{10}$  of a small pizza. Who ate more? Explain how you compared the fractions.

- ⑧ Cross out all the names that do not belong in the name-collection box. Then add two more names.

$\frac{3}{12}$
$\frac{1}{4}$
$\frac{3}{6}$
$\frac{1}{12} + \frac{2}{12}$
$\frac{5}{14}$

- ⑨ Use  $<$ ,  $>$ , or  $=$ .

a.  $\frac{3}{8}$  \_\_\_\_\_  $\frac{4}{6}$

c.  $\frac{4}{4}$  \_\_\_\_\_  $\frac{9}{10}$

b.  $\frac{2}{5}$  \_\_\_\_\_  $\frac{4}{10}$

d.  $\frac{7}{12}$  \_\_\_\_\_  $\frac{1}{2}$



## Unit 6 Cumulative Assessment (continued)

- 10 a. Order these fractions from least to greatest:  $\frac{6}{5}$ ,  $\frac{5}{8}$ ,  $\frac{6}{10}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$

\_\_\_\_\_

- b. Explain how you ordered the fractions.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 11 Represent  $\frac{9}{100}$  as a decimal using words, numbers, base-10 shorthand, and a grid.

Words: \_\_\_\_\_

Numbers: \_\_\_\_\_

Base-10:

Grid:


- 12 Write each fraction as a decimal. Write each decimal as a fraction.

a.  $\frac{45}{100} =$  \_\_\_\_\_

b.  $\frac{6}{10} =$  \_\_\_\_\_

c. \_\_\_\_\_ = 0.02

d. \_\_\_\_\_ = 0.79



## Unit 6 Cumulative Assessment (continued)

13 Compare the following decimals using  $<$ ,  $>$ , or  $=$ .

a.  $0.23$  \_\_\_\_\_  $0.32$

b.  $0.5$  \_\_\_\_\_  $0.4$

c.  $0.01$  \_\_\_\_\_  $0.1$

d.  $7.09$  \_\_\_\_\_  $7.9$

14 a. Order the decimals from least to greatest

0.3

2.03

0.78

0.07

2.30

0.03

\_\_\_\_\_

b. Explain how you ordered the decimals.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

15 Solve.

a. \_\_\_\_\_ mm = 6 cm

b. 5 hours = \_\_\_\_\_ minutes

c. 9 L = \_\_\_\_\_ mL

d. \_\_\_\_\_ seconds = 14 minutes

e. 7 m = \_\_\_\_\_ cm

16 Three different kinds of punch were offered at the high school graduation. Each punch bowl held 12 liters of punch. The berry punch was filled 8 times, the fruit punch was filled 7 times, and the melon punch was filled 6 times. How many milliliters is that?

Answer: \_\_\_\_\_ mL



## Unit 6 Cumulative Assessment (continued)

17 Use a straightedge to draw each type of angle.

right angle

acute angle

obtuse angle

18 Match the angle to the correct measurement.

right

$90^\circ$  to  $180^\circ$

obtuse

$0^\circ$  to  $90^\circ$

acute

$90^\circ$

19 Solve.

a. 60 is \_\_\_\_\_ times as much as 6.

b. 800 is \_\_\_\_\_ times as much as 8.

c. 5,000 is \_\_\_\_\_ times as much as 50.

d. 60,000 is \_\_\_\_\_ times as much as 600.

20 Use U.S. traditional addition or subtraction to solve.

a.  $78,331 + 56,809 =$  \_\_\_\_\_

b.  $43,000 - 34,642 =$  \_\_\_\_\_

c. Explain how you solved Problem 20b.

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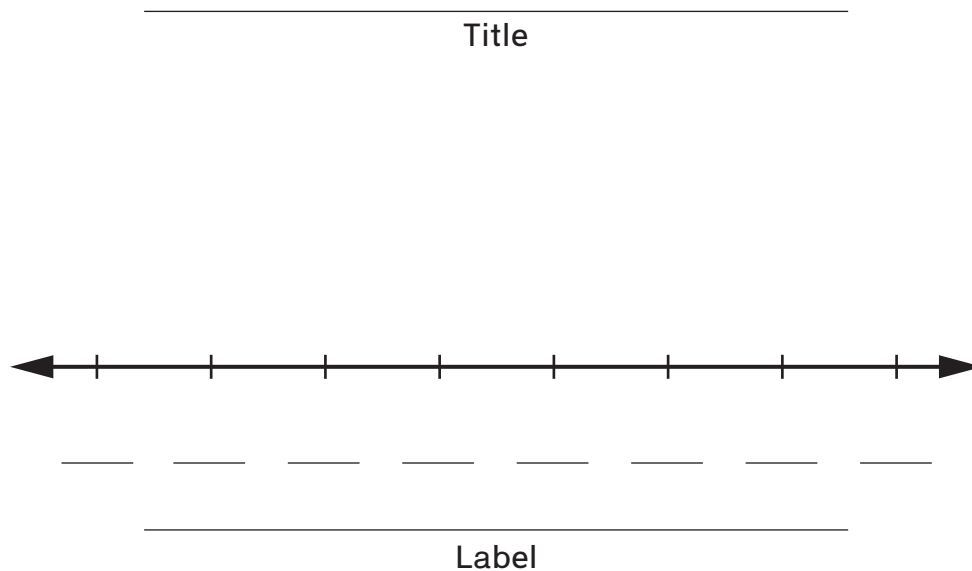
## Unit 6 Cumulative Assessment (continued)

- 21 Use your Geometry Template to draw 2 shapes with line symmetry. Now draw two shapes that do not have line symmetry.

- 22 Ms. Ross's fourth-grade class wrote reports on animals and their habitats. The lengths of the reports, to the nearest quarter page, are:

$3\frac{1}{2}$ , 3,  $4\frac{3}{4}$ , 3, 4,  $3\frac{1}{4}$ ,  $3\frac{1}{2}$ ,  $3\frac{3}{4}$ , 4,  $3\frac{1}{2}$ ,  $3\frac{3}{4}$ ,  $3\frac{1}{2}$ ,  $3\frac{1}{2}$ ,  $3\frac{3}{4}$ , 4,  $4\frac{1}{4}$ ,  $3\frac{1}{4}$ ,  $4\frac{1}{4}$ , 3,  $4\frac{3}{4}$

- a. Plot the data on the line plot.



- b. How many reports were more than 4 pages? \_\_\_\_\_ report(s)
- c. How many pages all together are the reports that are longer than 4 pages?  
\_\_\_\_\_ page(s)
- d. How much longer is the longest report than the shortest report? \_\_\_\_\_ page(s)