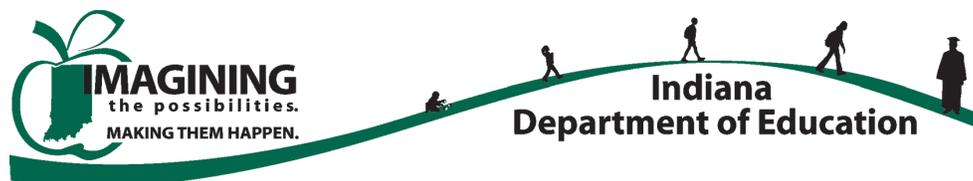


# ***ISTEP+*** Spring 2014

Indiana Statewide Testing for Educational Progress Plus

Mathematics • English/Language Arts • Social Studies  
**Grade 5**

Web Version



Use only a Number 2 pencil to respond to the questions in this book. Responses written in pen CANNOT be scored.

**Acknowledgments:** CTB is indebted to the following for permission to use material in this book.

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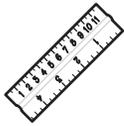
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**DO  
NOT  
MARK  
ON THIS  
PAGE**

DO NOT WRITE HERE ↑



If you see this symbol, use your ruler as a straightedge or to solve the problem.



If you see this symbol, use your protractor to solve the problem.

DO NOT WRITE HERE ↓



**NOTE:** A correct answer **CANNOT** receive full credit if no work is shown.

Since you may receive partial credit for all problems in this test, it is important to show ALL work in the spaces provided in this book. When you see the words **Show All Work**, be sure to

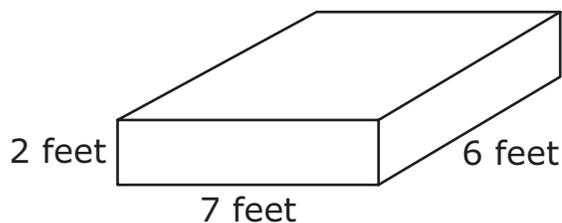
- **show all the steps needed to solve the problem**
- **make your handwriting clear and easy to read**
- **write the answer on the answer line**

**As you complete each problem, remember to**

- READ** the problem carefully
- PLAN** how to solve the problem
- SOLVE** the problem showing all steps
- CHECK** your work

## Session 1: Mathematics

- 1 Ms. Smith bought a sandbox that is shaped like a rectangular prism. A diagram of the sandbox is shown below.



Each bag of sand Ms. Smith buys to fill the sandbox contains 3 cubic feet of sand.

How many bags of sand will Ms. Smith need to buy to fill the sandbox HALFWAY?

$$\begin{aligned}\text{Volume of rectangular prism} &= lwh \\ &= \text{length} \times \text{width} \times \text{height}\end{aligned}$$

**Show All Work**

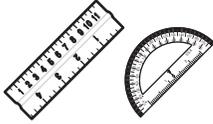
**Answer** \_\_\_\_\_ bags

Go On



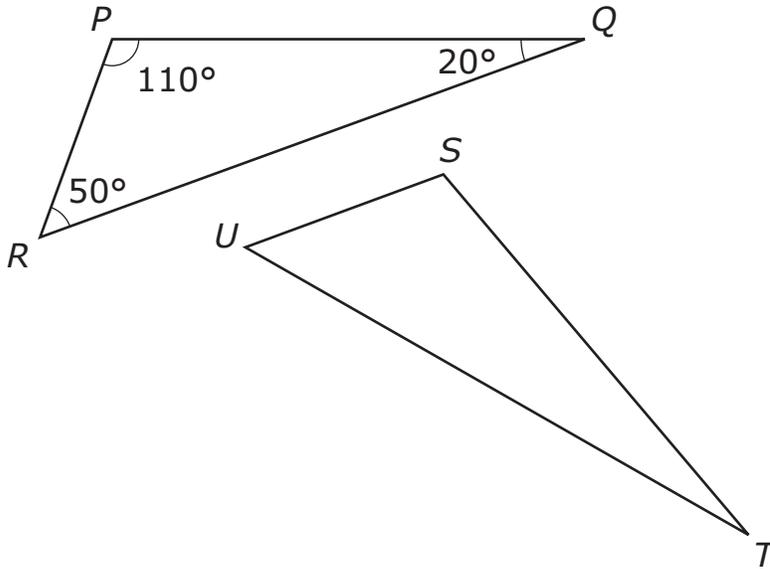
# Session 1

2



Use your ruler and protractor to solve this problem.

Triangle  $STU$  is congruent to triangle  $PQR$ .



What is the measure of each angle of triangle  $STU$ ?

**Angle  $S$**  \_\_\_\_\_ **Angle  $T$**  \_\_\_\_\_ **Angle  $U$**  \_\_\_\_\_

On the lines below, use words, numbers, and/or symbols to explain a way to prove that the two triangles are congruent without measuring the angles.

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- 3** Jenny's family ordered 4 medium pizzas. They ate only 2.5 pizzas. How many pizzas were left over? Write your answer as a fraction or as a mixed number.

**Show All Work**

**Answer** \_\_\_\_\_ pizzas

Go On



# Session 1

Plot a point on the number line below showing the number of pizzas they had left over. Label the point "P."



Point X on the number line shows the number of pizzas eaten by Jenny. Write this number in DECIMAL form.

**Answer** \_\_\_\_\_

- 4** Mel, Nick, and Luke bought lunch at a sandwich shop. The menu is shown below.

**Sandwich Shop Menu**

<b>Food</b>	<b>Cost</b>
Sandwich	\$4.69
Salad	\$4.25
Juice	\$1.08
Yogurt	\$0.79

Mel ordered one of each item on the menu. How much did he pay?

**Show All Work**

**Answer** \$ \_\_\_\_\_

**Go On**



# Session 1

Nick paid \$20.00 for 2 sandwiches and 2 yogurts. He received \$9.04 in change.

On the lines below, use words, numbers, and/or symbols to explain whether Nick received the correct amount of change.

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Luke spent \$6.56 on 3 items, including a sandwich.

What did Luke order with his sandwich?

**Show All Work**

**Answer** \_\_\_\_\_, \_\_\_\_\_



**ATTENTION!** Please do not leave your punchouts in this book.

**STOP!** - - - - **STOP!**



**ATTENTION!**

**Do NOT go on  
until you are  
told to do so.**



**ATTENTION!**

**Do NOT go on  
until you are  
told to do so.**





Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

DO NOT WRITE HERE



# Session 2: English/Language Arts

## 1

### Hidden Treasure

Read the writing prompt below and complete the writing activity.

Lisa loved the old house that her grandma had bought. There were rooms and corners never explored. Today, she decided to explore a closet. Lisa started pushing on bricks in the wall when, suddenly, one pushed in and the wall opened. Inside was a small space containing two objects: a map and a key.

The map shows the location of a box with a keyhole. What does Lisa do with the map? What adventures does she have along the way? When she finds the box, what does she see inside?

Write a story about using a map and a key to find and open a mysterious box. Write about what Lisa sees, what Lisa does, and what events happen.

Be sure to include

- the main character
- what the character does
- what events happen
- details that make your original story interesting
- a beginning, a middle, and an end to your story

## Session 2

Use the blank Prewriting/Planning space below for notes, lists, webs, outlines, or anything else that might help you plan your writing. If you need additional paper for planning, raise your hand and your teacher will give you more paper. **You must write your final draft on the lines beginning at the top of the next page.**

### Prewriting/Planning

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Now check your writing using this Editing Checklist.

## Editing Checklist

- 1** Check your capitalization and punctuation.
- 2** Spell all words correctly.
- 3** Check for sentence fragments or run-on sentences.
- 4** Keep verb tense consistent.
- 5** Make sure subject and verb agree.
- 6** Use words according to the rules of Standard English.
- 7** Remember to paragraph correctly.



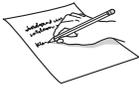
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**ATTENTION!**

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until you are  
told to do so.**



# Session 3: English/Language Arts



Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

## Directions

Now you will read a story called “Egg Drop Soup” and complete Numbers 1 through 3. You may look back at the story as often as you like. Then you will complete a writing activity.

Go On



# Egg Drop Soup

by Heather Tomasello

illustrated by Elizabeth O. Dulemba

“OK, everybody. It’s that time of year,” said my science teacher, Mr. Beal. “This Friday we’ll have the annual Egg Drop Challenge.”

A couple of my classmates groaned, but no one was at all surprised. Mr. Beal’s fifth-grade Egg Drop Challenge was a tradition at my school. The goal of the Challenge was simple—you had to build a protective container to keep an egg from breaking when dropped over the stadium wall.

“Bring your containers to class on Friday,” Mr. Beal said. “By the way, this year we’re going to try something different. You can work alone or with a partner.”

My best friend, Cassie, and I grinned at each other. We always worked on projects together. She’s brainy; I’m creative. We’re the perfect combination. Like peanut butter and marshmallow cream. (Which happens to be my favorite kind of sandwich.)

I made my favorite sandwich that afternoon while waiting for Cassie to come over and work on the container. Spreading the fluffy marshmallow cream gave me an idea.

“I have a brilliant design for our egg container!” I said when Cassie arrived.

“What?” Cassie asked eagerly.

“We can cushion it with some marshmallow cream.”

“Huh?”

“You know, to absorb the shock of the impact,” I explained.

“You’ve got to be kidding, Laura.”

“You have a better idea?”



Cassie pointed to a sketch in her notebook. "Actually, I do. We put the egg in a basket with a parachute attached. It will simply float to safety."

"It's too easy for something to go wrong. It will never work!" I said.

"And marshmallow cream will?" Cassie rolled her eyes. "The parachute is better than *that* silly idea."

I couldn't believe it. Of course we'd had our little fights in the past, but this was different. She'd never called any of my ideas "silly" before.

"Oh yeah?" I said.

"Yeah!"

"Then I'll build mine and you build yours, and we'll just see whose is better."

"Fine!" Cassie shoved her notebook into her backpack and stormed out.

And just like that, our friendship was smashed. Like an egg dropped from the top of a stadium without marshmallow cream to protect it.

When Friday finally rolled around, I had to admit that Cassie's *Egg Force One* looked pretty good. She had used a handkerchief to create a small parachute. It was tied to a basket that held Styrofoam® packing peanuts and, in the center of it all, her egg.

My *Egg-cellent Egg Cream* didn't look quite so scientific. I had lined the sides and bottom of a small box with rice cakes. Then I'd added a layer of marshmallow cream, the egg, and a layer of Jell-O™.

This is how the competition worked: All the kids in my class carried their egg containers up three stadium steps and dropped them over the side wall. If your egg broke, you were out. If the egg survived, you had to walk up three more steps and drop it again. This went on until the last egg broke.

By the fourth launch, only Cassie and I were left.

"OK," Mr. Beal yelled. "Let 'em go on the count of three."

"Good luck, Laura," Cassie said, turning to me. "You're going to need it."

I didn't respond. I figured winning would be even sweeter.

The class called, "One, two, three!" I let go of my box.

"Ew," I heard someone say after a minute. Had my egg broken? I raced down the steps, trying to get to the bottom before Cassie did.

Go On



The sidewalk was already dotted with egg shells from previous failed drops. I finally found my brave little *Egg-cellent Egg Cream*. I didn't even have to open the box to see the results. Yolk and egg white mixed with yellow Jell-O seeped from the corner.

"That looks like egg drop soup, Laura," Cassie said. She was holding her *Egg Force One*. My heart raced. Had she won? I looked at her basket. Empty.

"My egg bounced out," she explained, pointing to a broken shell in the grass.

"I guess the pilot had an egg-jector seat," I offered.

Cassie looked at me, and her glare softened. I could see it in the corners of her eyes. She was trying not to smile. I grinned. She giggled.

"Egg-jector seat," she said.

"Egg drop soup," I said, laughing until I had tears in my eyes.

"A tie," Mr. Beal said, shaking his head.

But Cassie and I knew we'd won something more important than the Egg Drop Challenge. Maybe some friendships aren't like eggs after all. They can survive a little bouncing.

- 1 Describe Laura's MAIN problem in the story. How does she solve it? Support your answer with details from the story.

Handwriting lines for the student's response.

DO NOT WRITE HERE

**2** In what ways are Laura and Cassie DIFFERENT? Support your answer with details from the story.

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**3** One of the themes in "Egg Drop Soup" is friendship. Explain what Laura and Cassie learn about friendship. Support your answer with details from the story.

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Go On 

4 Read this story. Then complete the writing activity that follows.

**Nick’s Big Moment**

Nick peered through a narrow crack in the giant velvet curtain. Lee had just finished her song on the piano and was standing to take a bow. As the audience clapped loudly, Nick started to get a sick feeling in his stomach. He noticed that the entire room was filled with people. In fact, some people were even standing in the back to watch the concert.

Nick wiped his sweaty hands on his pants and gripped his guitar again. His heart seemed to be banging loudly enough for everyone to hear it. He looked around, but no one was staring at him. Just then, a voice echoed over the speakers. “Next we have Nick Jones playing music he wrote himself. He’ll be playing the guitar.” Nick took a deep breath and tried to move toward the stage, but his feet felt like heavy stones.

Finish the story. Describe what Nick does in this situation. Be sure to include details to support your writing. You do NOT need to rewrite the beginning of the story.



Use the blank Prewriting/Planning space below for notes, lists, webs, outlines, or anything else that might help you plan your writing. If you need additional paper for planning, raise your hand and your teacher will give you more paper. **You must write your final draft on the lines beginning at the top of the next page.**

Prewriting/Planning

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Go On





Use the Editing Checklist on page 30. Check your story for correct grammar, spelling, punctuation, and capitalization. **Remember, your story should be well organized.**

Lined writing area with 20 horizontal lines.

DO NOT WRITE HERE

Lined writing area with 15 horizontal lines.

Now check your writing using this Editing Checklist.

### Editing Checklist

- 1 Check your capitalization and punctuation.
- 2 Spell all words correctly.
- 3 Check for sentence fragments or run-on sentences.
- 4 Keep verb tense consistent.
- 5 Make sure subject and verb agree.
- 6 Use words according to the rules of Standard English.
- 7 Remember to paragraph correctly.



STOP! STOP! STOP! STOP! STOP!

**ATTENTION!**

**Do NOT go on  
until you are  
told to do so.**



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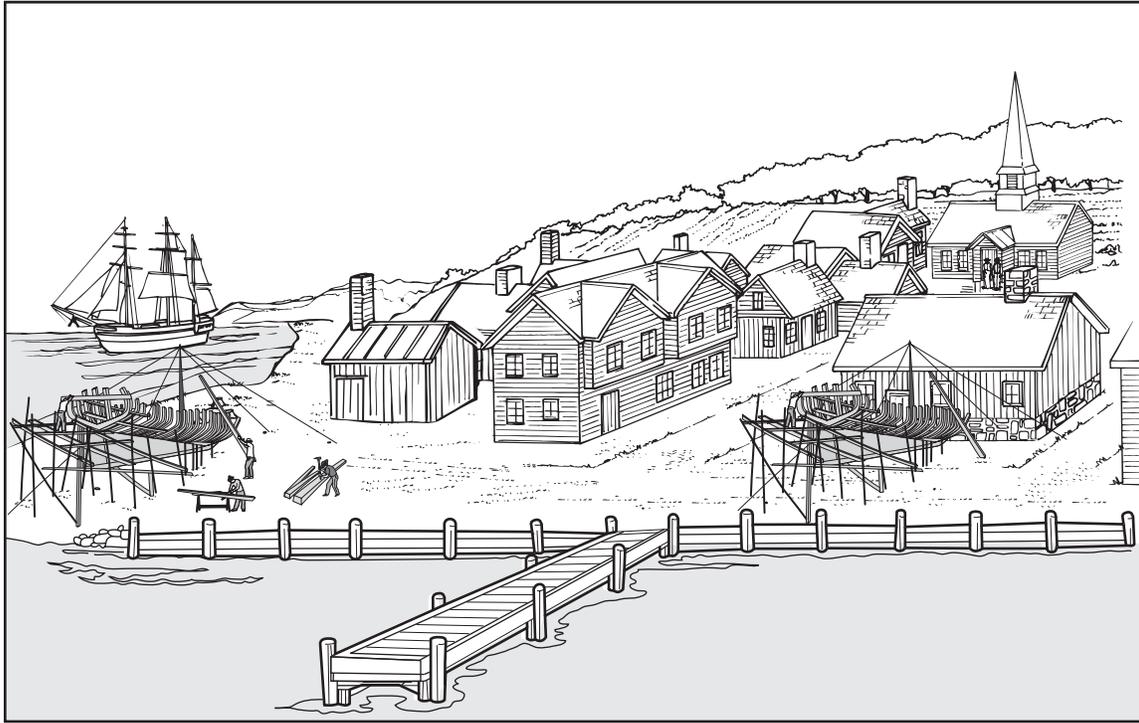
**Do NOT go on  
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told to do so.**



# Session 4: Social Studies

1 Look at the drawing below.

**A New England Community—1700**



Using information from the drawing and what you have learned, give TWO different ways British colonists in New England changed the land.

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_

**2** Read the information below.

The town of Pineville is considering tearing down a historic building to make room for a new hotel. Many people in the town are against this idea. They argue that the building is part of the town's history and should be maintained. These concerned citizens want other people in the community to be aware of this issue.

Give TWO different ways the citizens of Pineville could voice their opinion on this issue.

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_

DO NOT WRITE HERE ↑

DO NOT WRITE HERE ↓

**Go On** 

## Session 4

3

The journal entry below is from Christopher Columbus's first voyage to the Americas. His voyage was paid for by the king and queen of Spain.

October 17, 1492

At noon [we] set sail from the village where we had anchored and watered. . . . My intention was to follow the coast of the island to the southeast as it runs in the direction, being informed by the [Native American] Indians I have on board . . . that in such a course I should meet with the island which they call Samoet, where gold is found. . . . I assure your Highnesses that these lands are the most fertile, temperate<sup>1</sup>, level, and beautiful countries in the world.

<sup>1</sup>**temperate:** having mild temperatures

Based on the journal entry, explain how Spain could benefit from Columbus's exploration.

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Using the journal entry and what you have learned, describe ONE way that Columbus's explorations impacted the Native American Indians.

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**4** Read the newspaper article.

**Daily Herald**  
April 2, 2012

Due to recent cold weather, strawberry fields across the state have frozen. This will reduce the amount of strawberries available to Jelly Jams, a local company that makes a very popular strawberry jam.

Describe TWO different economic effects that the strawberry shortage described in the article might have on Jelly Jams' customers.

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_

Describe TWO different actions that Jelly Jams could take to meet the demand for its product.

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_

**STOP!** - - - **STOP!** - - - **STOP!** - - - **STOP!** - - - **STOP!**



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## Applied Skills Assessment

Mathematics • English/Language Arts • Social Studies

### Grade 5

