

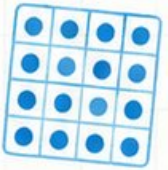
10

$$7 \times 8 = 56$$

$$\begin{array}{r} 32 \\ \times 6 \\ \hline 192 \end{array}$$



$$\frac{3}{4}$$



Georgia



Milestones



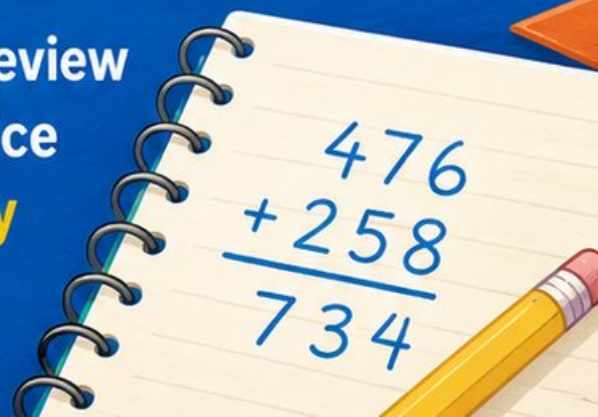
GRADE 4



MATH

PRACTICE TESTS

Standards-Aligned Review
with Mixed Practice
and **Answer Key**



10 Georgia Milestones Grade 4 Math Practice Tests

Standards-Aligned Review with Mixed Practice and Answer Key



Ten complete 30-question Grade 4 practice rounds for Milestones, built around peach orchards, city lights, and patient problem solving, with answer keys and clear explanations for every item.

Jay Daie and Reza Nazari



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Welcome, Georgia Math Explorer!

Ten steady rounds on the Peach State math route

This book gives you ten full Grade 4 practice tests for Milestones. Each round uses peach orchards, city lights, and patient problem solving to keep practice memorable while you read carefully, choose a strategy, show work, and check the answer.

Georgia Practice Promise

I will slow down for the question, circle what matters, solve one step at a time, and use mistakes as clues for getting stronger.

Read

Plan

Check

How to Use This Book

A ten-session routine for Georgia Milestones review

1. **Preview the skills.** Read the quick review pages before the first test.
2. **Take one test at a time.** Treat each round like a stop on the Peach State math route.
3. **Mark your confidence.** Put a small star beside problems you solved with a strong plan.
4. **Check, then retry.** For missed questions, try the problem again before reading the explanation.
5. **Track your next move.** Use the growth log to name one habit and one skill for the next test.

Good rhythm: Test one day, correct carefully the next day, then return for the next round when your corrections feel clear.



What Is Inside?

Ten tests, 300 questions, and a full Milestones review path

Part	What You Will Practice
Tests 1–3	Warm-up rounds for reading carefully, choosing operations, and using models.
Tests 4–6	Skill-building rounds with fractions, measurement, area, data, and two-step problems.
Tests 7–9	Stamina rounds for mixed review, neat work, and flexible strategies.
Test 10	Final round to show growth across the whole Georgia book.
Answer Pages	Compact keys and explanations that show why each answer works.

The tests are mixed on purpose. Real test readiness means recognizing the skill even when the next question changes topic.



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1) In 78,401, what is the value of the digit 8?

2) Rename $5 \times \frac{1}{4}$ as a mixed number.

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

B. $1\frac{1}{5}$

C. $2\frac{1}{4}$

D. $\frac{5}{4}$

3) Mia mixed $2\frac{1}{3}$ cups of flour with $1\frac{1}{3}$ cups of sugar. What is the total amount?

A. $3\frac{1}{3}$ cups

B. $3\frac{2}{3}$ cups

C. 4 cups

D. $2\frac{2}{3}$ cups

4) Look at the place-value chart. What is the total value of all the digits shown?

Thousands	Hundreds	Tens	Ones
3	5	2	6

A. 2,356

B. 3,625

C. 5,326

D. 3,526

5) An angle is divided into 27 one-degree angles. What is the measure of the angle?

A. 27°

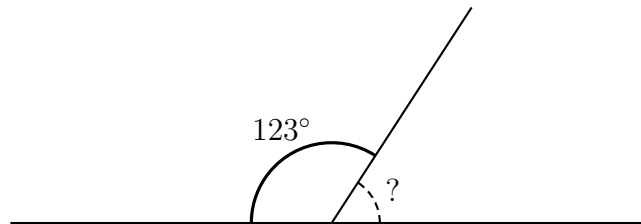
B. 13.5°

C. 54°

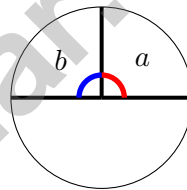
D. 270°



- 6) A straight line is marked at a point. On one side of the point, an angle measures 123° . What is the measure of the angle on the other side of the point?



- A. 123° C. 180°
 B. 57° D. 90°
- 7) What is 8×425 ?
- A. 3200 C. 3300
 B. 3500 D. 3400



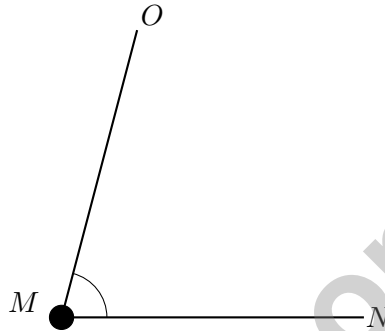
- 8) Angles a and b are marked in the diagram. What is the sum $a + b$?
- A. 90° C. 270°
 B. 180° D. 360°
- 9) A factory starts with 200 toy cars. They sell 50 cars. Then they pack the remaining cars into boxes of 6. How many complete boxes can they fill?
- A. 24 C. 26
 B. 33 D. 25



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10) How many endpoints does a line segment have?

11)



The angle $\angle NMO$ is shown. How would you name this angle differently?

A. $\angle NOM$

C. $\angle OMN$

B. $\angle ONM$

D. $\angle MOM$

12) A student drew an angle and measured it. She read 115 degrees on the outer scale. Is this reasonable?

A. No, because 115 is less than 90 degrees

C. No, because you cannot measure angles larger than 100 degrees

B. Yes, because 115 is between 90 and 180 degrees

D. Yes, only if the angle opens to the left



1) Which decimal represents $\frac{7}{10}$?

A. 0.07

B. 0.7

C. 7.0

D. 0.77

2) What is $6 \times \frac{1}{3}$?

A. $\frac{1}{18}$

B. $\frac{6}{3}$

C. $\frac{2}{3}$

D. $\frac{3}{6}$

3) A pattern rule is “multiply by 3 then subtract 2.” If the input is 5, what is the output?

A. 10

B. 17

C. 15

D. 13

4) An obtuse angle has an opening that is:

A. smaller than a right angle

B. the same as a right angle

C. larger than a right angle but smaller than a straight angle

D. equal to a straight angle

5) What is $7 \times \frac{1}{3}$ as a fraction?



6) What is 4×328 ?

A. 1200

C. 1312

B. 1400

D. 1496

7) Sam found a mistake in his work. He wrote: $2 \times \frac{3}{5} = \frac{2}{3}$. What is the correct answer?

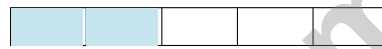
A. $\frac{2}{3}$

C. $\frac{6}{5}$ or $1\frac{1}{5}$

B. $\frac{5}{6}$

D. $\frac{2}{15}$

8) Look at the fraction bar divided into 5 equal parts. How many unit fractions of $\frac{1}{5}$ are shaded?



Shaded parts

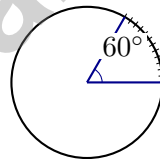
A. 2 unit fractions

C. 4 unit fractions

B. 3 unit fractions

D. 5 unit fractions

9)



Mia's angle measures 60 degrees. How many one-degree angle units make up this angle?

A. 6 units

C. 60 units

B. 30 units

D. 120 units



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1) A garden hose is 50 feet long. How many whole yards is this?

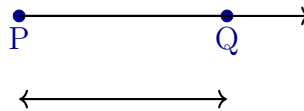
A. 15

C. 17

B. 16

D. 18

2) Point P is an endpoint. Point Q must be part of:



A. A line

C. A ray or a line segment

B. Only a ray

D. A point only

3) Gia has 27 stickers. Her friend gives her 18 more. They share all stickers equally. If they split into 3 groups, how many stickers are in each group?

A. 12

C. 18

B. 13

D. 15

4) Which pair shows factors of 24?

A. 3 and 8

B. 4 and 5

C. 5 and 5

D. 2 and 10



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5) In the number 8,888, the value of the digit 8 in the thousands place is how many times the value of the digit 8 in the tens place?

- A. 100
 B. 10 times greater
 C. 100 times greater
 D. 10 times less

6) Three friends shared a candy bar. Alex ate $\frac{1}{3}$, Blake ate $\frac{2}{5}$, and Chloe ate $\frac{1}{4}$. Who ate the most?

- A. Alex
 B. Blake
 C. Chloe
 D. Alex and Blake ate the same

7) If the pattern “subtract 6” starts at 80, what is the 4th term?

- A. 56
 B. 74
 C. 68
 D. 62

8) If an angle of 99° is divided equally into three parts, what is the measure of each part?

- A. 33°
 B. 50°
 C. 66°
 D. 99°

9)



This tile represents $\frac{1}{4}$ meter. How many meters do you have with 6 of these tiles?



Practice Test Answer Keys

How to use this section with a Grade 4 student:

1. check the answer first
2. mark questions to try again
3. rework the problem before reading the full explanation

A calm correction routine turns every missed item into useful practice.

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Practice Test Answers and Explanations

Practice Test 1 Answers and Explanations

- 1) **The correct answer is 8,000.** (4.NR.1.1) The digit 8 occupies the thousands place. Its value: $8 \times 1,000 = 8,000$ ✓
- 2) **Choice A is correct.** (4.NR.2.3) Five fourths: $5 \times \frac{1}{4} = \frac{5}{4}$. As a mixed number, that's $1\frac{1}{4}$ (one whole and one fourth).
- 3) **Choice B is correct.** (4.NR.4.4) Add the wholes: $2 + 1 = 3$. Add the fractions: $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$. The total is $3\frac{2}{3}$ cups.
- 4) **Choice D is correct.** (4.NR.1.2) From the chart, read the digits left to right: thousands 3, hundreds 5, tens 2, ones 6. This forms **3,526**. ✓
- 5) **Choice A is correct.** (4.GSR.7.1) An angle made of 27 one-degree angles has a measure of **27°** .
- 6) **Choice B is correct.** (4.GSR.7.1) On a straight line, angles on both sides add to 180° . Subtract to find the other: $180^\circ - 123^\circ = 57^\circ$.
- 7) **Choice D is correct.** (4.NR.2.3) Break 425 into parts: $8 \times (400 + 20 + 5) = 3200 + 160 + 40 = 3400$.
- 8) **Choice B is correct.** (4.GSR.7.1) The diagram shows two right angles: angle a is 90° (right to up), and angle b is 90° (up to left). Together: $90^\circ + 90^\circ = 180^\circ$.
- 9) **Choice D is correct.** (4.NR.2.5) Two steps! Step 1: cars left after selling: $200 - 50 = 150$. Step 2: pack into boxes of 6: $150 \div 6 = 25$ complete boxes (no remainder).
- 10) **The correct answer is 2.** (4.GSR.8.1) A line segment has exactly two endpoints — where it starts and where it ends.
- 11) **Choice C is correct.** (4.GSR.7.1) An angle can be named in reverse order, but the vertex must stay in the middle. Since M is the vertex, $\angle NMO$ and $\angle OMN$ name the same angle.
- 12) **Choice B is correct.** (4.GSR.7.1) 115° is absolutely a reasonable angle measure because it's between 90° and 180° —this makes it obtuse, not acute. The student's reading is correct. The answer is yes, because 115 is between 90 and 180 degrees.
- 13) **Choice D is correct.** (4.GSR.8.1) A regular pentagon with 5 equal sides has five lines of symmetry. Each line passes through one corner (vertex) and the middle of the opposite side. The answer is **5** lines of symmetry.
- 14) **The correct answer is A, D.** (4.NR.4.2) Simplify $\frac{2}{4}$: divide both by 2 to get $\frac{1}{2}$ (option A) ✓ Also, $\frac{2}{4} = \frac{2 \times 2}{4 \times 2} = \frac{4}{8}$ (option D) ✓ The other options (B, C, E) are not equivalent—they don't equal $\frac{1}{2}$.
- 15) **Choice C is correct.** (4.MDR.6.1) Check each option. A: 2 km = 2,000 m, not 200 m. B: 4 m = 400 cm, not 4,000 cm. C: 5 cm = $5 \times 10 = 50$ mm. Correct! D: 6 m = 6,000 mm, not 600 mm. The answer is **C**.
- 16) **Choice D is correct.** (4.PAR.3.3) Double each term: 2, 4, 8, 16, 32, 64, **128**. The 7th term is **128**.
- 17) **The correct answer is $2\frac{1}{4}$.** (4.NR.2.3) Triple means multiply by 3. We take 3 copies of $\frac{3}{4}$: $3 \times \frac{3}{4} = \frac{9}{4} = 2\frac{1}{4}$. The answer is **$2\frac{1}{4}$** .
- 18) **Choice C is correct.** (4.NR.2.2) "3 times as many" is a multiplication clue. Make 3 groups of the 5 green marbles: $5 \times 3 = 15$ red marbles. Choice C is the equation that shows this.
- 19) **Choice C is correct.** (4.MDR.6.3) The smallest measurement is $\frac{2}{8}$ and the largest is $\frac{6}{8}$. The range is $\frac{6}{8} - \frac{2}{8} = \frac{4}{8}$.
- 20) **Choice A is correct.** (4.NR.4.4) One whole ($\frac{4}{4}$) as unit fractions means four pieces of $\frac{1}{4}$: $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{4}{4}$ ✓.
- 21) **Choice A is correct.** (4.NR.4.4) The garden bed is divided into sections shown in the picture. Step 1: Add the vegetables and flowers: $\frac{3}{10} + \frac{4}{10} = \frac{7}{10}$. Step 2: The rest is herbs: $\frac{10}{10} - \frac{7}{10} = \frac{3}{10}$.
- 22) **Choice C is correct.** (4.MDR.6.1) Step 1: Add the fruit: $2\frac{1}{2} + 1\frac{1}{2} = 4$ kg. Step 2: Add the container: $5 + 4 = 9$ kg. The total mass is **9** kilograms.
- 23) **Choice D is correct.** (4.NR.2.1) Subtract by place value. No regrouping is needed. The answer is **4,444**.
- 24) **Choice C is correct.** (4.GSR.8.2) A rhombus has four equal sides and two pairs of parallel sides, but does not require right angles. The figure shows equal sides marked on all four sides with no right angles, which defines a rhombus. The answer is **C**.
- 25) **Choice C is correct.** (4.NR.5.1) To convert $\frac{3}{10}$ meter to hundredths of a meter, multiply by $\frac{10}{10}$: $\frac{3}{10} = \frac{3 \times 10}{10 \times 10} = \frac{30}{100}$ meter.
- 26) **Choice A is correct.** (4.NR.4.2) Same denominator, so compare numerators. Since $6 < 9$, we have $\frac{6}{12} < \frac{9}{12}$.
- 27) **Choice A is correct.** (4.NR.4.4) The bar is divided into 10 equal parts. The light coral shows $\frac{9}{10}$ and the dark red shows $\frac{1}{10}$. Together: $9 + 1 = 10$ tenths = **1** whole.



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If you want to share something or ask a question, please email me at jay@testinar.com.

Jay Daie

Your Math Coach

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This **Grade 4 Math Practice Tests** book is designed to help students build strong math skills, boost confidence, and succeed in the classroom and beyond. With 10 full-length practice tests that reflect real test formats, students get the targeted practice they need to master key concepts, improve problem-solving abilities, and achieve their goals.

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