Mathematics

2026 STAAR TEST 4th GRADE ASSESSMENT – RELEASED TEST

Use for a student benchmark assessment in late January/early February 2027 for assessment of student readiness.

(Recommendation Note: **Students must not write directly on the assessment. To emulate a digital testing environment, all work must be completed on scratch paper. Students will then transfer their final answers to the provided Answer Key.)**

Answer Document – Fourth Grade Benchmark - NAME: _____

1.) _____

2.) A.) _____ , B.) _____ , C.) _____ , D.) _____

3.) _____

4.) _____

5.) _____ , _____

6.) A.) _____ , C.) _____

B.) _____ , D.) _____

7.) _____

8.) _____ , _____

9.) _____

10.) _____ , _____

11.) _____

12.) _____

13.) _____

14.) A.) _____ , B.) _____ , C.) _____ , D.) _____

15.) _____

16.) A.) _____ , B.) _____ , C.) _____

17.) _____

18.) _____

19.) A.) _____ , B.) _____

20.) _____

21.) _____

22.) A.) _____ , B.) _____

23.) _____

24.) _____

25.) _____

26.) _____

27.) _____

28.) A.) _____ ,C.) _____

B.) _____ ,D.) _____

29.) _____

30.) _____

31.) A.) _____ , B.) _____ , C.) _____

32.) _____

Answer Document – Fourth Grade Benchmark - NAME: SOLUTION SOLUTION

1.) B

2.) A.) 1,000,000 , B.) 10,000 , C.) 1,000 , D.) 0.01

3.) C

4.) D

5.) B , E

6.) A.) Acute , C.) Right

B.) Obtuse , D.) Acute

7.) C

8.) A , D

9.) C

10.) B , C

11.) D

12.) B

13.) C

14.) A.) Figure 2 , B.) Figure 3 , C.) Figure 1 , D.) Figure 4

15.) D

16.) A.) 65 , B.) 100/145 , C.) 35/80

17.) C

18.) B

19.) A.) 21 , B.) 5

20.) A

21.) B

22.) A.) $^{2}/_{3}$ or $^{4}/_{6}$, B.) $^{5}/_{9}$

23.) A

24.) Pt. Z

25.) B

26.) B

27.) D

28.) A.) *r* , C.) *s*

B.) *p* , D.) *r* or *s*

29.) B

30.) B

31.) A.) 300 , B.) 400 , C.) 700

32.) A

145 – 80 = 65

or

100 – 35 = 65

Recommendations and Guidelines for Use of Benchmark Assessment

Assembled for public school educators, this benchmark measures students' math fact fluency, mathematical processing, and problem-solving skills against the rigorous standards of the **2027 Spring STAAR assessment**. By simulating the digital testing environment, this tool provides critical data to gauge student readiness. The key attributes and instructional benefits of this benchmark are outlined below.

1.) Controlled Classroom Administration: Conducting the assessment in a proctored, live classroom setting allows educators to actively monitor student progress in real time. Because students cannot mark the test book, they are forced to track their computational thinking on scratch paper. This perfectly replicates the administrative fidelity and tracking requirements of a digital, screen-based exam. It also provides exposure to the rigor of the STAAR assessment which is key!

2.) Targeted Pedagogical Intervention: By reviewing the collected student work, educators can pinpoint precise gaps in conceptual understanding versus computational execution. This actionable data allows teachers to dynamically adjust their daily classroom pedagogy and deploy targeted remediation to rectify specific learning gaps before high-stakes testing.

3.) Proactive Stamina and Behavioral Tracking: Because this benchmark mirrors the strict constraints of the actual exam, educators can evaluate student testing stamina and identify behavioral distractions early. This timeline provides ample opportunity to implement strategic adjustments and test accommodations well ahead of the official spring STAAR administration.

4.) Targeted Digital Literacy and Tech Competency: Transitioning to a paper-based simulation allows teachers to identify gaps in basic computer proficiency that are required for the digital exam such as mouse navigation and keyboard fluency. Uncovering these non-academic technical hurdles early ensures educators can systematically address and refine these student skill competency levels well ahead of the official spring STAAR administration. These essential tech readiness areas include:

a.) Proper/Improper Fraction Entry Platform Mechanics: Students must master the specific multi-step workflow required to input proper and improper fractions into the digital testing interface. Educators should explicitly teach the following operational steps: **Activating the Tool:** Students must select the fraction icon located in the lower-left corner of the digital input bank to generate the fractional template. **Numerator Entry:** Students select numbers from the digital bank to populate the numerator. **Denominator Navigation:** Students must manually click the denominator field with the mouse to highlight it before entering the bottom value. **Error Correction:** Students must be highly proficient in utilizing the digital edit and clear functions to wipe a mistaken response and restart the input process seamlessly. **Note:** To enter a mixed number, the student types the whole number first, then follows the same steps outlined above for a proper fraction.

b.) Ensure students practice using the mouse drag tool before test day. This process is where the student selects an answer and drags the selection to a response box. Although straightforward, students must know how to clear their answers and start over—a process they should not try to learn during the live exam.

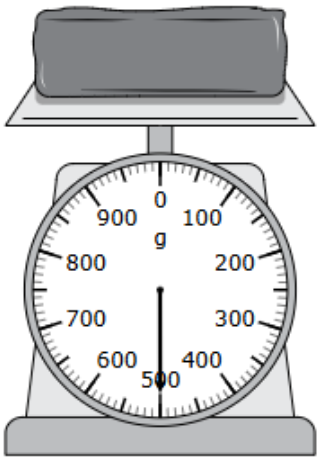
Fourth Grade Mathematics Benchmark Test

Directions: Do not write or make any marks on this test packet. Treat this exam like a computer screen and show all your work on the scratch paper provided. Transfer all final responses to the Student Answer Sheet.

1

Saul uses 5 identical pieces of clay to make a sculpture.

The mass of one of the pieces of clay is shown.



What is the total mass, in grams, of the 5 pieces of clay?

A 505 g

B 2,500 g

C 3,000 g

D 500 g

2

What is two million, forty-six thousand, and eight hundredths written in expanded notation?

Write your answer responses (**A**, **B**, **C** or **D**) on your 'Answer Document.'

Not all whole numbers and decimals provided below will be used.

0.01	100,000	100,000,000	1,000	10,000	1,000,000	100	0.1	10,000,000

(2 × Answer **A**) + (4 × Answer **B**) + (6 × Answer **C**) + (8 × Answer **D**)

Fourth Grade Mathematics Benchmark Test

3

A picture is shown.



12 in.

16 in.

What is the area of the picture in square inches?

Ⓐ 384 square inches

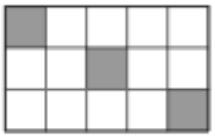
Ⓑ 28 square inches

Ⓒ 192 square inches

Ⓓ 56 square inches

4

A model is shaded to represent a fraction.



Which fraction is greater than the value represented in the model?

Ⓐ $\frac{1}{5}$

Ⓑ $\frac{3}{16}$

Ⓒ $\frac{1}{15}$

Ⓓ $\frac{2}{5}$

Fourth Grade Mathematics Benchmark Test

5

The list shows the amount of time in minutes each person in a class needed to complete an online survey.

26 12 22 10 15 18 24 26 13 26 15 22

Which representations show the same data as the list?

Select **TWO** correct answers.

A



B



C



D Time to Complete Online Survey

Stem	Leaf
1	0 2 3 5 8
2	2 4 6

2|4 means 24 min.

E Time to Complete Online Survey

Stem	Leaf
1	0 2 3 5 5 8
2	2 2 4 6 6 6

2|4 means 24 min.

Fourth Grade Mathematics Benchmark Test

6

The table lists triangles and their angle measures.

Classify each triangle as acute, obtuse, or right.

Write your answer responses (**A**, **B**, **C** or **D**) on your 'Answer Document' as either Acute, Obtuse or Right.

Each answer choice (acute, obtuse, or right) may be used more than once. Not all answers may be used.

Acute Obtuse Right

Triangle	Angle Measures	Type of Triangle
W	60°, 60°, 60°	**A**
X	40°, 100°, 40°	**B**
Y	45°, 45°, 90°	**C**
Z	85°, 44°, 51°	**D**

7

Jayden buys a bag of onions that weighs 20.04 ounces.

Which fraction represents the weight of the bag of onions?

Ⓐ $2\frac{4}{100}$ oz

Ⓑ $20\frac{4}{10}$ oz

Ⓒ $20\frac{4}{100}$ oz

Ⓓ $2\frac{4}{10}$ oz

Fourth Grade Mathematics Benchmark Test

8

A family served two whole pies for dessert. One pie was apple, and the other was peach. The table shows the fractional amount of each pie that was eaten.

Amount of Pie Eaten

Pie	Amount Eaten
Apple	$\frac{5}{8}$
Peach	$\frac{3}{6}$

Which statements are true about the fractional amount of each pie that is left?

Select **TWO** correct answers.

A There is less than $\frac{1}{2}$ of the apple pie left.

B There is less than $\frac{1}{2}$ of the peach pie left.

C There is exactly $\frac{1}{2}$ of the apple pie left.

D There is exactly $\frac{1}{2}$ of the peach pie left.

E There is more than $\frac{1}{2}$ of the apple pie left.

9

What is 754,123 rounded to the nearest hundred thousand?

Ⓐ 754,100

Ⓑ 750,000

Ⓒ 800,000

Ⓓ 700,000

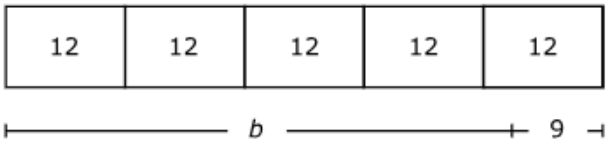
Fourth Grade Mathematics Benchmark Test

10 A baseball team has 5 boxes that each contain 12 baseballs. They also have 9 baseballs in a bag.

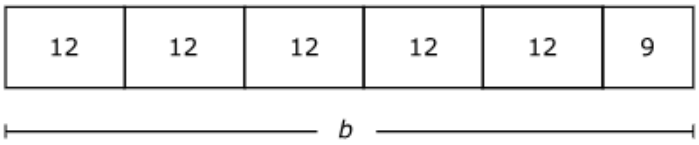
Which representations can be used to find b, the total number of baseballs the baseball team has?

Select **TWO** correct answers.

A



B



C

$5 \times 12 = 60$
$60 + 9 = b$

D

$5 + 12 = 17$
$17 \times 9 = b$

E

$5 \times 12 = 60$
$60 \times 9 = b$

11 A track coach records the times, in seconds, it takes each of her students to run a 100-meter race. The stem and leaf plot shows her data.

Race Times

Stem	Leaf
14	5 7 7
15	3 8 8 9
16	4 6 7
17	0 1

14|7 represents 14.7 seconds.

What is the difference between the shortest time and the longest time in seconds?

Ⓐ 2.4 seconds

Ⓑ 23.0 seconds

Ⓒ 31.6 seconds

Ⓓ 2.6 seconds

Fourth Grade Mathematics Benchmark Test

12

Weston moves 18 boxes. He splits the boxes into 3 equal groups and labels one group as "fragile." Each box in the fragile group has 13 items.

What is the total number of fragile items that Weston moves?

Ⓐ 156

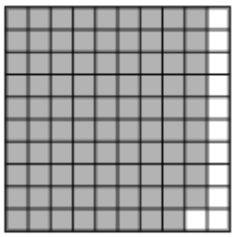
Ⓑ 78

Ⓒ 702

Ⓓ 234

13

The model shown is shaded to represent a decimal value less than 1.



What decimal has a value greater than the model shown?

Ⓐ 0.89

Ⓑ 0.81

Ⓒ 0.91

Ⓓ 0.11

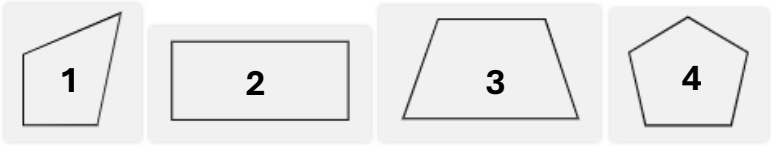
Fourth Grade Mathematics Benchmark Test

14

Katrina sorts figures into groups based on their sides.

Complete Katrina's table to classify each figure.

Write the number of each figure (1, 2, 3 or 4) on your answer document next A, B, C or D.



	At least one pair of parallel sides	No pairs of parallel sides
At least one pair of perpendicular sides	Answer **A**	Answer **C**
No pairs of perpendicular sides	Answer **B**	Answer **D**

15

The number of each kind of animal at a pet store is shown.



Which expression can be used to find the fraction of animals in the store that are dogs or cats?

Ⓐ $\frac{2}{2}+\frac{3}{3}$

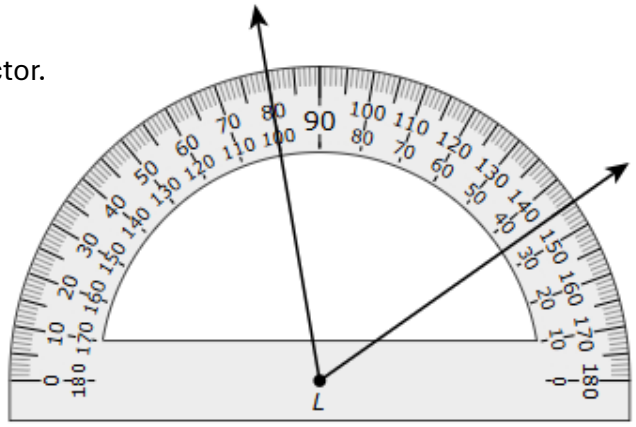
Ⓑ $\frac{2}{5}+\frac{3}{5}$

Ⓒ $\frac{2}{9}+\frac{3}{9}$

Ⓓ $\frac{2}{14}+\frac{3}{14}$

Fourth Grade Mathematics Benchmark Test

16 Angle *L* is shown on a protractor.



Complete the sentence to describe the measure of angle *L*.

Write your responses on your Answer Document. Not all answer choices will be used.

35°	55°	75°	65°	80°	100°	145°	180°	105°	40°

The measure of angle *L* is [A] because it equals [B] minus [C].

17 Dorothy records the number of pages in several books checked out from the library. Her data are shown.

141 129 121 111 153 145 124 119 118

Dorothy makes a stem and leaf plot to display her data, as shown. One data point is missing.

Pages in Books

Stem	Leaf
11	1 8
12	1 4 9
13	
14	1 5
15	3

11|8 represents 118.

What is the missing data point?

Ⓐ 151

Ⓑ 130

Ⓒ 119

Ⓓ 128

Fourth Grade Mathematics Benchmark Test

The first four values in a number pattern are shown.

4 8 12 16 . . .

Which table represents the relationship between the position of a number and the value of a number in this pattern?

18

Ⓐ

Position	Expression	Value
4	1×4	1
8	2×4	2
12	3×4	3

Ⓒ

Position	Expression	Value
1	1×4	20
2	2×4	24
3	3×4	28

Ⓑ

Position	Expression	Value
7	7×4	28
9	9×4	36
12	12×4	48

Ⓓ

Position	Expression	Value
16	16×4	20
24	24×4	28
32	32×4	36

19 Create a decimal that has the same value as $\frac{215}{10}$.

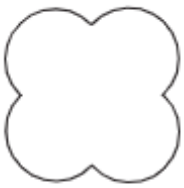
Write your responses on your Answer Document. Not all answer choices will be used.

215 0 2 15 21 5

$\frac{215}{10} =$ A · B

20 Which figure appears to have exactly 4 lines of symmetry?

Ⓐ



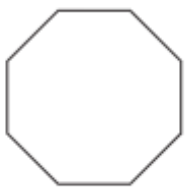
Ⓒ



Ⓑ



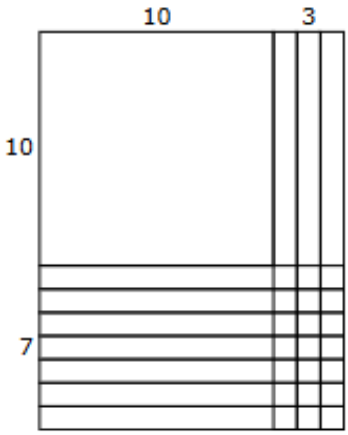
Ⓓ



Fourth Grade Mathematics Benchmark Test

21

A model is shown.



Which equation does the model represent?

Ⓐ $103 \times 107 = 11,021$

Ⓑ $13 \times 17 = 221$

Ⓒ $13 \times 7 = 91$

Ⓓ $30 \times 70 = 2,100$

22

Make a true comparison using two of the fractions.

Write your responses on your Answer Document. Not all answer choices will be used.

$\frac{2}{3}$ $\frac{5}{9}$ $\frac{4}{6}$

A > B

Fourth Grade Mathematics Benchmark Test

23

Sam buys 2 postcards each time he visits a new state. Out of his collection, he sends 3 of the postcards to his grandparents. He keeps the remaining 11 postcards for himself.

Which set of equations can be used to find how many states, s, Sam has visited?

Ⓐ $11 + 3 = 14$

$14 \div 2 = s$

Ⓑ $11 - 3 = 8$

$8 \div 2 = s$

Ⓒ $11 + 3 = 14$

$14 \times 2 = s$

Ⓓ $11 - 3 = 8$

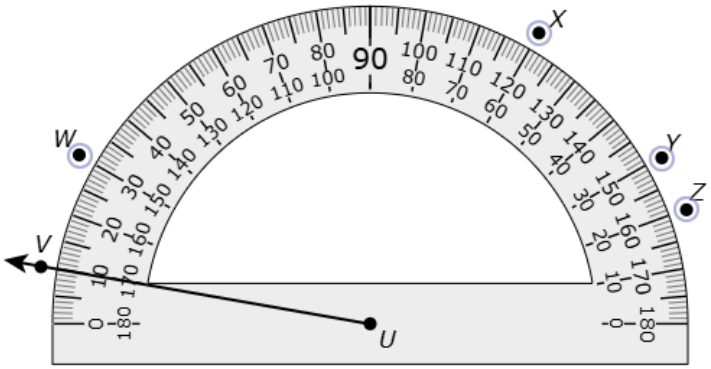
$8 \times 2 = s$

24

Tina makes a 150° angle using a protractor. First, she draws ray UV as shown. Then, she draws a second ray from point U and through another point to create the angle.

What is the other point?

Select **ONE** correct answer.



Fourth Grade Mathematics Benchmark Test

25 Harrison measures the lengths of three pieces of wood.

- Two pieces are each 4.25 feet long.
- One piece is 6.8 feet long.

What is the total length of the three pieces of wood Harrison measures?

Ⓐ 8.5 ft

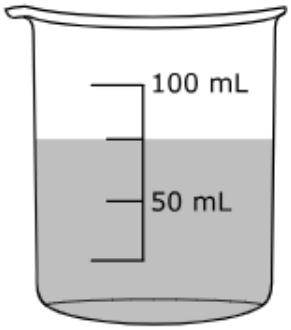
Ⓑ 15.3 ft

Ⓒ 14.3 ft

Ⓓ 11.05 ft

There are 8 students in a science class. Each of the students filled a separate beaker with vinegar to the same line, as shown in milliliters.

26



Beaker

The students then poured the vinegar from their beakers into one large container. How many milliliters of vinegar is in the larger container?

Ⓐ 24 mL

Ⓑ 600 mL

Ⓒ 800 mL

Ⓓ 75 mL

Fourth Grade Mathematics Benchmark Test

Jodie makes a table for a number pattern. The rule -5 shows the relationship between the position and the value of the numbers in the pattern.

Which table correctly shows this rule?

27

Ⓐ

Number Pattern

Position	Expression	Value
5	5 – 0	5
10	10 – 5	5
15	15 – 10	5
20	20 – 15	5

Ⓒ

Number Pattern

Position	Expression	Value
5	5 – 0	5
10	5 – 0	5
15	5 – 0	5
20	5 – 0	5

Ⓑ

Number Pattern

Position	Expression	Value
5	5 – 5	0
5	10 – 5	5
5	15 – 5	10
5	20 – 5	15

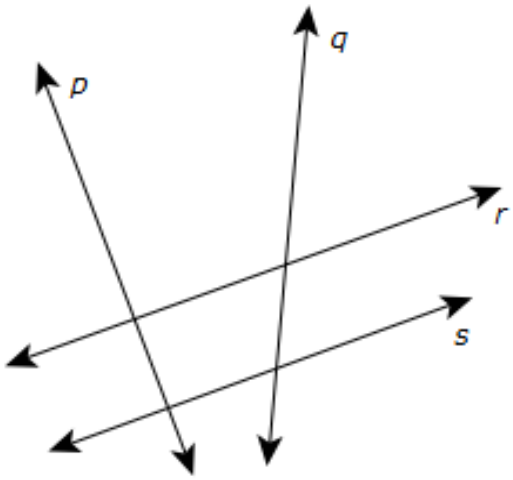
Ⓓ

Number Pattern

Position	Expression	Value
5	5 – 5	0
10	10 – 5	5
15	15 – 5	10
20	20 – 5	15

28

Four lines are shown.



Identify a pair of lines that appear to be parallel and a pair of lines that appear to be perpendicular. Write the correct answer next to the letter on your Answer Document.

Answer Choices

- ✔
- p
- q
- r
- s

Line [Answer **A**] and line [Answer **C**] appear to be parallel.

Line [Answer **B**] and line [Answer **D**] appear to be perpendicular.

*Students: All answer choices will be **lines p, q, r,** or **s***

Fourth Grade Mathematics Benchmark Test

29

Sophia has 167 colored pencils. She sorts her pencils into groups of 7 and puts the remaining pencils into a box.

How many pencils does Sophia put into the box?

A 160

B 6

C 23

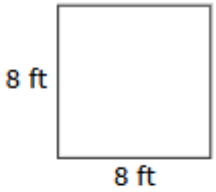
D 7

30

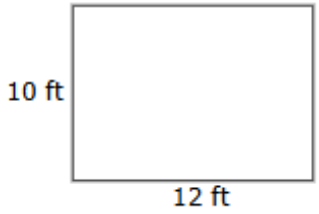
A room has a perimeter of 32 feet and a width of 6 feet.

Which rectangle has the same area as the room?

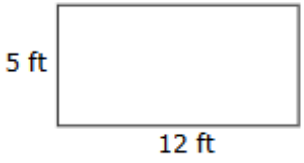
Ⓐ



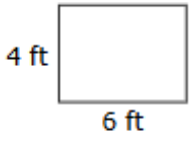
Ⓒ



Ⓑ



Ⓓ



Fourth Grade Mathematics Benchmark Test

31

The table shows the number of each kind of cookie sold by a bakery last week.

Cookies Sold

Kind of Cookie	Number Sold
Oatmeal	298
Chocolate chip	406
Sugar	345
Gingersnap	265

Complete the equation to show a way to find the best estimate of the total number of oatmeal cookies and chocolate chip cookies the bakery sold last week.

Write the correct answer next to the letter on your Answer Document. Not all answers will be used.

200 260 298 300 340 400 402 600 700

A + B = C

32

The expanded notation of a number is shown.

$$(7 \times 1,000) + (2 \times 10) + (3 \times 0.1)$$

What is the number?

A 7,020.3

B 72.3

C 723

D 7,023