

#Republic of the Philippines

#Department of Education

##Region: _____

##Schools Division Office: _____

##District: _____

##School: _____

#MATATAG Curriculum Term Examination

##Grade 5 Mathematics

##Term 1, Week 7 to Week 10

##School Year 2026-2027

Name: _____ **Grade and Section:** _____

Date: _____ **Score:** _____

Total Number of Items: 40

Item Type: Multiple Choice

Time Allotment: 60 minutes

#Table of Specifications

No.	Learning Competencies	No. of Days Taught	Percentage (%)	No. of Items	Remembering Easy (30%)	Understanding Easy (30%)	Applying Average (60%)	Analyzing Average (60%)	Evaluating Difficult (10%)	Creating Difficult (10%)
1	Estimate the areas of triangles and quadrilaterals such as parallel ogram, rhombus, and trapezoid using grids	4	20%	8	1	2	3,4	5,6	7	8

2	Divide fractions using models	4	20%	8	9	10,11	12,13	14,15	16	-
3	Divide a fraction by a fraction	4	20%	8	17	18	19,20,21	22,23	-	24
4	Solve multi-step problems involving division of fractions that may or may not involve other operations with fractions	4	20%	8	25	26,27	28,29	30,31,32	-	-
5	Determine the place value to thousands of a digit in a given decimal number ; determine	4	20%	8	33	34	35,36,37	38,39,40	-	-

	ne the value of a digit; determi ne the digit of a number given its place value; read and write decima l number s with decima l parts to thousa ndths									
Total	5	20	100%	40	5	7	12	12	2	2
	Learni ng Compe tencie s									

#Summary of Cognitive Level Distribution

Bloom's Taxonomy Level	Difficulty Level	Number of Items	Percentage
Remembering	Easy	5	12.5%
Understanding	Easy	7	17.5%
Easy Total		12	30%
Applying	Average	12	30%

Analyzing	Average	12	30%
Average Total		24	60%
Evaluating	Difficult	2	5%
Creating	Difficult	2	5%
Difficult Total		4	10%
Grand Total		40	100%

#Directions

For each item, the letter of the correct answer is placed on the blank before the number. All figures and grid descriptions are not drawn to scale unless stated.

#Term Examination

_____ 1. In estimating area using a grid, what does one complete grid square usually represent?

- A. 1 square unit
- B. 1 cubic unit
- C. 1 meter only
- D. 1 line segment

_____ 2. A triangle is drawn inside a rectangle that is 6 squares long and 4 squares wide. The triangle covers exactly half of the rectangle. What is the estimated area of the triangle?

- A. 10 square units
- B. 12 square units
- C. 20 square units
- D. 24 square units

_____ 3. A parallelogram on a grid has a base of 6 squares and a height of 5 squares. What is its estimated area?

- A. 11 square units
- B. 15 square units

- C. 30 square units
- D. 35 square units

_____ 4. A rhombus on a grid has diagonals measuring 6 squares and 4 squares. Using the area estimate based on half the product of the diagonals, what is the area?

- A. 10 square units
- B. 12 square units
- C. 20 square units
- D. 24 square units

_____ 5. A trapezoid on a grid has bases of 8 squares and 4 squares, and a height of 3 squares. What is the estimated area?

- A. 12 square units
- B. 15 square units
- C. 18 square units
- D. 24 square units

_____ 6. A triangle drawn on a grid covers 10 whole squares and 6 half-squares. What is its estimated area?

- A. 13 square units
- B. 16 square units
- C. 22 square units
- D. 26 square units

_____ 7. A shape drawn on a grid covers 15 whole squares and 8 half-squares. Which estimate is most reasonable for its area?

- A. 16 square units
- B. 19 square units
- C. 23 square units
- D. 30 square units

_____ 8. Which grid figure would have an estimated area of 12 square units?

- A. A triangle that covers half of a 6-by-4 rectangle
- B. A parallelogram with base 7 squares and height 3 squares
- C. A trapezoid with bases 10 and 6 squares and height 2 squares
- D. A rhombus with diagonals 8 and 4 squares

_____ 9. What does the expression $\frac{3}{4} \div \frac{1}{4}$ ask?

- A. How many one-fourths are in three-fourths

- B. How many fourths are in one whole only
- C. How many wholes are in one-fourth
- D. How many thirds are in four-fourths

_____ **10.** A number line from 0 to 1 is divided into sixths. The part from 0 to $\frac{2}{3}$ is shaded. How many groups of $\frac{1}{6}$ are in $\frac{2}{3}$?

- A. 2
- B. 3
- C. 4
- D. 6

_____ **11.** A rectangle is divided into 4 equal parts. Two parts are shaded to show $\frac{1}{2}$. The shaded part is grouped into sections of $\frac{1}{4}$. How many groups of $\frac{1}{4}$ are in $\frac{1}{2}$?

- A. 1
- B. 2
- C. 3
- D. 4

_____ **12.** A strip shows $\frac{3}{5}$ shaded. Each group is $\frac{1}{10}$ of the whole strip. How many groups of $\frac{1}{10}$ are in $\frac{3}{5}$?

- A. 3
- B. 5
- C. 6
- D. 10

_____ **13.** A model shows $\frac{2}{3}$ of a whole divided into groups of $\frac{1}{3}$. How many groups are formed?

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

_____ **14.** A diagram shows $\frac{3}{4}$ of a bar. The shaded part is separated into pieces, each equal to $\frac{1}{8}$ of the whole. What division sentence matches the model?

- A. $\frac{3}{4} \div \frac{1}{8} = 6$
- B. $\frac{3}{4} \div \frac{1}{4} = 8$
- C. $\frac{1}{8} \div \frac{3}{4} = 6$
- D. $\frac{3}{4} \times \frac{1}{8} = 6$

_____ **15.** A model for $\frac{4}{5} \div \frac{1}{10}$ should show which situation?

- A. $\frac{4}{5}$ of a whole divided into tenths to count how many tenths fit
- B. $\frac{1}{10}$ of a whole divided into fifths to count how many fifths fit
- C. $\frac{4}{5}$ added to $\frac{1}{10}$
- D. $\frac{4}{5}$ multiplied by $\frac{1}{10}$

_____ **16.** Which model best represents $\frac{3}{4} \div \frac{1}{8}$?

- A. A whole divided into eighths, with 6 eighths shaded and counted
- B. A whole divided into fourths, with 1 part shaded only
- C. A whole divided into thirds, with 8 parts shaded
- D. A whole divided into halves, with 3 halves shaded

_____ **17.** What is the rule for dividing by a fraction?

- A. Multiply by its reciprocal
- B. Add the denominator
- C. Subtract the numerator
- D. Divide both numerators only

_____ **18.** What is $\frac{2}{3} \div \frac{1}{6}$?

- A. 2
- B. 3
- C. 4
- D. 6

_____ **19.** What is $\frac{3}{4} \div \frac{1}{2}$?

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

_____ **20.** What is $\frac{5}{6} \div \frac{2}{3}$ in simplest form?

- A. $\frac{5}{9}$
- B. $1 \frac{1}{4}$
- C. $1 \frac{1}{2}$
- D. $2 \frac{1}{3}$

_____ **21.** What is $1 \frac{1}{2} \div \frac{1}{4}$?

- A. 3
- B. 4

C. 5

D. 6

_____ **22.** What is $\frac{3}{5} \div 1\frac{1}{5}$?

A. $\frac{1}{2}$

B. $\frac{3}{5}$

C. 1

D. 2

_____ **23.** What is $2\frac{1}{4} \div \frac{3}{8}$?

A. 3

B. 4

C. 6

D. 8

_____ **24.** Which expression has a quotient of 8?

A. $2 \div \frac{1}{4}$

B. $\frac{3}{4} \div \frac{1}{2}$

C. $\frac{5}{6} \div \frac{1}{3}$

D. $1\frac{1}{2} \div \frac{3}{4}$

_____ **25.** Which operation is needed to find how many $\frac{1}{4}$ -meter ribbons can be cut from 3 meters of ribbon?

A. Addition

B. Subtraction

C. Multiplication

D. Division

_____ **26.** A baker has $\frac{3}{4}$ kg of flour. Each small cake uses $\frac{1}{8}$ kg of flour. What does $\frac{3}{4} \div \frac{1}{8}$ represent?

A. The number of cakes that can be made

B. The amount of flour used in one cake

C. The total cost of the flour

D. The number of kilograms left after one cake

_____ **27.** A pitcher has $2\frac{1}{4}$ liters of juice. Each glass holds $\frac{3}{8}$ liter. How many glasses can be filled?

A. 4

B. 5

C. 6

D. 8

_____ **28.** A ribbon is $4\frac{1}{2}$ meters long. Each bookmark needs $\frac{3}{4}$ meter of ribbon. After making as many bookmarks as possible, 2 bookmarks are sold. How many bookmarks remain?

A. 3

B. 4

C. 5

D. 6

_____ **29.** A sack has $5\frac{1}{3}$ kilograms of rice. Each pack contains $\frac{2}{3}$ kilogram. After packing the rice, 3 more packs are added from another sack. How many packs are there in all?

A. 8

B. 9

C. 10

D. 11

_____ **30.** Two bottles each contain $\frac{3}{4}$ liter of water. Each cup holds $\frac{1}{8}$ liter. How many cups can be filled from both bottles?

A. 6

B. 9

C. 12

D. 16

_____ **31.** A cook has $\frac{7}{8}$ kg of nuts. Each pack needs $\frac{1}{8}$ kg. After making the packs, 3 packs are used. How many packs are left?

A. 3

B. 4

C. 5

D. 7

_____ **32.** A class has $3\frac{1}{2}$ meters of cloth. Each costume needs $\frac{1}{2}$ meter. The class needs 9 costumes. How many more costumes are needed after using all the cloth?

A. 1

B. 2

C. 7

D. 9

_____ **33.** In the decimal number 4.386, which digit is in the thousandths place?

A. 3

B. 6

C. 8

D. 4

_____ **34.** What is the value of 7 in 5.732?

A. 7

B. 0.7

C. 0.07

D. 0.007

_____ **35.** What digit is in the hundredths place in 8.245?

A. 2

B. 4

C. 5

D. 8

_____ **36.** How is “six and thirty-five thousandths” written as a decimal?

A. 6.35

B. 6.305

C. 6.035

D. 6.0035

_____ **37.** How is 9.608 read?

A. Nine and sixty-eight tenths

B. Nine and six hundred eight thousandths

C. Nine and six hundred eight hundredths

D. Nine thousand six hundred eight

_____ **38.** In 12.409, what digit is in the thousandths place?

A. 0

B. 4

C. 9

D. 12

_____ **39.** Which statement is correct?

A. In 0.560, the digit 6 is in the hundredths place; in 0.506, the digit 6 is in the

thousandths place.

B. In 0.560, the digit 6 is in the tenths place; in 0.506, the digit 6 is in the hundredths place.

C. In 0.560 and 0.506, the digit 6 has the same value.

D. In 0.560 and 0.506, the digit 6 is in the ones place.

_____ **40.** What decimal number has 5 in the ones place, 3 in the tenths place, 0 in the hundredths place, and 8 in the thousandths place?

A. 5.038

B. 5.308

C. 5.803

D. 8.305

#Answer Key

Item	Answer	Item	Answer	Item	Answer	Item	Answer
1	A	11	B	21	D	31	B
2	B	12	C	22	A	32	B
3	C	13	B	23	C	33	B
4	B	14	A	24	A	34	B
5	C	15	A	25	D	35	B
6	A	16	A	26	A	36	C
7	B	17	A	27	C	37	B
8	A	18	C	28	B	38	C
9	A	19	C	29	D	39	A
10	C	20	B	30	C	40	B