



Diagnostic and Placement Tests

Grade K-Algebra 2

Diagnostic and Placement Tests for Grades K through 8,
Algebra 1, Geometry, and Algebra 2

Scoring Guide



simplify placement
decisions

Diagnostic Chart



suggestions for intervention
and remediation


Intervention/Remediation



suggested materials

Placement Test

Scoring Guide **4**



Student Name _____

For each part, mark the box under the number of correctly answered questions.

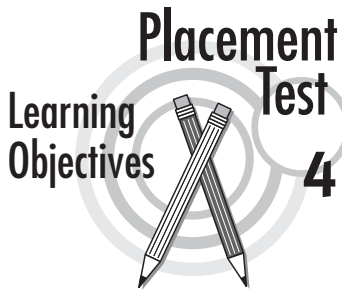
	0	1	2	3	4	5	6	7	8	9	10
Number and Operations in Base Ten											
Number and Operations-Fractions											
Operations and Algebraic Thinking											
Measurement and Data											
Geometry											

Mark the total number correct below.

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Total																															

Key: Consider this student for...

- Math Triumphs*
- Grade 4 Strategic Intervention—See page 45 for materials list.
- My Math, Grade 4*



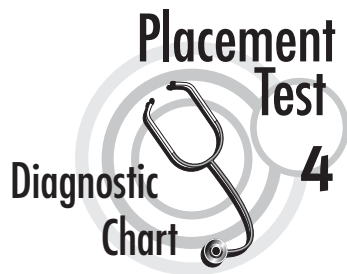
Student Name _____

In the column on the left, mark the questions that the student answered *incorrectly*.

Domain	Question Number	Objective
Number and Operations in Base Ten	<input type="checkbox"/> 1	Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
	<input type="checkbox"/> 2	Use place value understanding to round multi-digit whole numbers to any place.
	<input type="checkbox"/> 3	Multiply a whole number of up to four digits by a one-digit whole number using strategies based on place value and the properties of operations.
	<input type="checkbox"/> 4	Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
	<input type="checkbox"/> 5	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.
Number and Operations – Fractions	<input type="checkbox"/> 6	Compare two fractions with different numerators and different denominators.
	<input type="checkbox"/> 7	Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{(n \times a)}{(n \times b)}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.
	<input type="checkbox"/> 8	Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{(n \times a)}{(n \times b)}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.
	<input type="checkbox"/> 9	Compare two decimals to hundredths by reasoning about their size.
	<input type="checkbox"/> 10	Use decimal notation for fractions with denominators 10 or 100.
	<input type="checkbox"/> 11	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
	<input type="checkbox"/> 12	Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$.

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Domain	Question Number	Objective
Operations and Algebraic Thinking	<input type="checkbox"/> 13	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations.
	<input type="checkbox"/> 14	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations.
	<input type="checkbox"/> 15	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	<input type="checkbox"/> 16	Represent verbal statements of multiplicative comparisons as multiplication equations.
	<input type="checkbox"/> 17	Generate a number or shape pattern that follows a given rule.
	<input type="checkbox"/> 18	Generate a number or shape pattern that follows a given rule.
	<input type="checkbox"/> 19	Find all factor pairs for a whole number in the range 1–100.
	<input type="checkbox"/> 20	Generate a number or shape pattern that follows a given rule.
	<input type="checkbox"/> 21	Generate a number or shape pattern that follows a given rule.
Measurement and Data	<input type="checkbox"/> 22	Use the four operations to solve word problems involving money.
	<input type="checkbox"/> 23	Know relative sizes of measurement units within one system of units including km, m, cm.
	<input type="checkbox"/> 24	Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
	<input type="checkbox"/> 25	Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
	<input type="checkbox"/> 26	Use the four operations to solve word problems involving intervals of time.
Geometry	<input type="checkbox"/> 27	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts.
	<input type="checkbox"/> 28	Identify angles (right, acute, obtuse) in two-dimensional figures.
	<input type="checkbox"/> 29	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines.
	<input type="checkbox"/> 30	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.



Student Performance Level	Number of Questions Correct	Suggestions for Intervention and Remediation
Intensive Intervention	0–17	Use <i>Math Triumphs</i> to accelerate the achievement of students who are two or more years below grade level. Students should follow a personalized remediation plan. A variety of materials and instructional methods are recommended. For example, instruction and practice should be provided in print, technology, and hands-on lessons.
Strategic Intervention	18–23	Use the additional Intervention and Remediation materials listed on the next page. This list of materials can provide helpful resources for students who struggle in the traditional mathematics program. Strategic intervention allows students to continue to remain in the <i>My Math</i> program, while receiving the differentiated instruction they need. Teaching Tips and other resources are also listed in the Teacher Edition.
Grade 4	24 or more	Use <i>My Math</i> . This student does not require overall intervention. However, based on the student’s performance on the different sections, intervention may be required. For example, a student who missed 2 or more questions in the Measurement and Data section may require extra assistance as you cover these skills throughout the year.

A Special Note About Intervention

When using diagnostic tests, teachers should always question the reason behind the students’ scores. Students can struggle with mathematics concepts for a variety of reasons. Personalized instruction is recommended for English language learners, students with specific learning disabilities, students with certain medical conditions, or for those who struggle with traditional instructional practice. Teachers should always consider the needs of the individual student when determining the best approach for instruction and program placement.

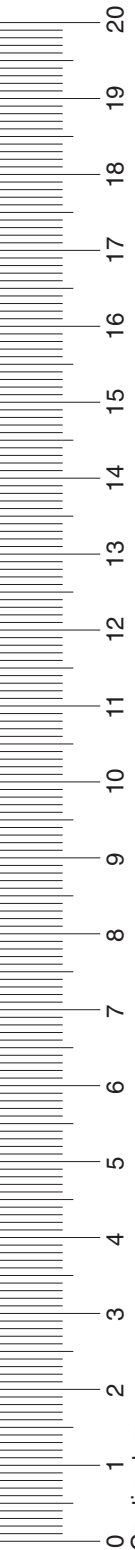
Intervention/Remediation Materials Grade 4



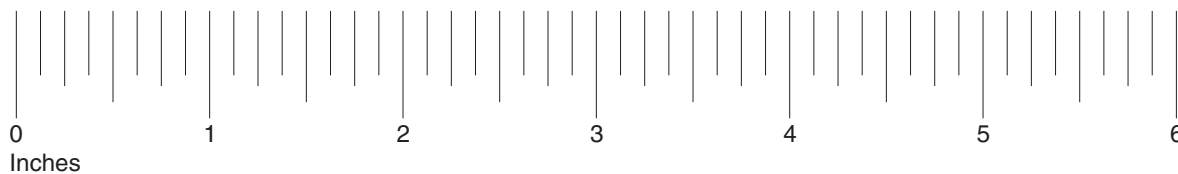
Find these materials at www.connectED.mcgraw-hill.com.

Reteach Masters	A brief explanation, along with examples and exercises, for every lesson in the Student Edition (Two pages for Problem-Solving Lessons and one page per lesson for all other lessons) and included in the Chapter Resource Masters
Self-Check Quizzes	Students can check their understanding for each lesson and email their results to the teacher
Chapter Readiness Quizzes	Online assessment to use at the beginning of each chapter in the Student Edition
Personal Tutor	Online instructions for step-by-step solutions for the examples of each lesson in the student textbook
Math Songs	Collections of songs, raps, and chants
Strategic Intervention Guide	Additional assessment with follow-up suggestions and activities for remediation
Additional Technology	
ExamView® Assessment Suite	Networkable software includes a Worksheet Builder to make worksheets and tests, a Student Module to take tests on-screen, and a Management System to keep student records

Mathematics Chart



<p>LENGTH</p> <p>Metric</p> <p>1 meter = 100 centimeters</p> <p>1 centimeter = 10 millimeters</p> <p>Customary</p> <p>1 yard = 3 feet</p> <p>1 foot = 12 inches</p>	<p>TIME</p> <p>1 year = 365 days</p> <p>1 year = 12 months</p> <p>1 year = 52 weeks</p> <p>1 week = 7 days</p> <p>1 day = 24 hours</p> <p>1 hour = 60 minutes</p> <p>1 minute = 60 seconds</p>
<p>Perimeter</p> <p>square $P = 4s$</p> <p>rectangle $P = 2\ell + 2w$ or</p> <p>$P = 2(\ell + w)$</p>	<p>Area</p> <p>rectangle $A = \ell w$ or</p> <p>$A = bh$</p>



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Diagnostic and Placement

Grade 4

Name _____

Date _____

This test contains 30 multiple-choice questions. Work each problem in the space on this page. Select the best answer. Write the letter of the answer on the blank at the right.

1 Which set of numbers is in order from least to greatest? **1** _____

- A** 4324, 4432, 4243, 4234 **C** 4243, 4234, 4324, 4432
B 4432, 4324, 4243, 4234 **D** 4234, 4243, 4324, 4432

2 To enter a dog show, Tehya must weigh her Great Dane and record his weight rounded to the nearest ten pounds. Tehya's Great Dane weighs 123 pounds. Which weight should Tehya record for the dog show? **2** _____

- F** 100 pounds **H** 125 pounds
G 120 pounds **J** 130 pounds

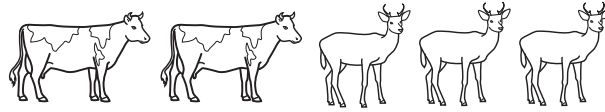
3 Find the unknown. **3** _____

$$458 \times 7 = x$$

- A** 465 **C** 3,204
B 2,856 **D** 3,206

7 What fraction is not equivalent to the fraction of cows in the group of animals?

7 _____

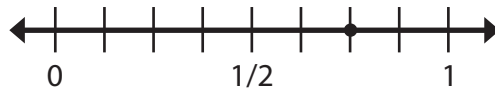


- A** $\frac{2}{5}$
B $\frac{4}{10}$

- C** $\frac{6}{15}$
D $\frac{4}{5}$

8 Identify a fraction equivalent to the fraction shown on the number line.

8 _____



- F** $\frac{1}{3}$
G $\frac{4}{6}$

- H** $\frac{3}{4}$
J $\frac{7}{8}$

9 Which of the following numbers is the greatest?

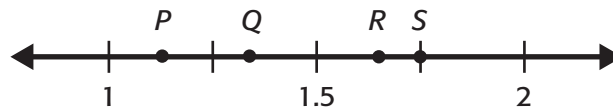
9 _____

- A** 11.6
B 2.09

- C** 4.63
D 1.17

10 Which point could represent 1.65?

10 _____



- F** Point P **G** Point Q **H** Point R **J** Point S

11 On Field Day, Camille hopped on one foot around $\frac{2}{5}$ of the track. Payton hopped on one foot around $\frac{1}{5}$ of the track. Together, how far did they hop around the track on one foot?

A $\frac{1}{5}$

B $\frac{2}{5}$

C $\frac{3}{5}$

D $\frac{4}{5}$

11 _____

12 Which of the following number sentences is true about $\frac{8}{5}$?

F $\frac{1}{8} + \frac{1}{5} = \frac{8}{5}$

H $\frac{1}{5} \times \frac{1}{8} = \frac{8}{5}$

G $5 \times \frac{1}{8} = \frac{8}{5}$

J $8 \times \frac{1}{5} = \frac{8}{5}$

12 _____

13 Jordan buys twenty-four gumballs at the candy store. On the way home, he chews six gumballs and gives three to his sister. How many gumballs does Jordan have left when he gets home?

A 13

B 14

C 15

D 16

13 _____

14 Which signs go in the boxes to make the number sentence true?

$$42 \square 7 \square 5 = 11$$

F $\div; +$

G $-; +$

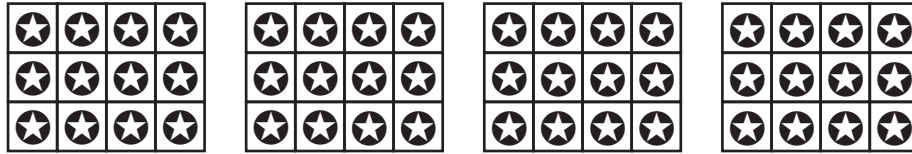
H $\div; \times$

J $-; \times$

14 _____

- 15** Drew owns 4 sheets of stickers. Each sheet has 12 stickers. Which number sentence does not show how to find the total number of stickers Drew owns?

15 _____



- A** $12 + 4 = \square$ **C** $12 \times 4 = \square$
B $12 + 12 + 12 + 12 = \square$ **D** $4 \times 12 = \square$

- 16** Heather and Matt both collect rocks. Heather says that she has thirty-two rocks in her collection. Matt says that he has three times as many rocks as Heather does. Which number sentence could Heather use to find the number of rocks in Matt's collection?

16 _____

- F** $32 + 3$ **H** 32×3
G $32 - 3$ **J** $32 \div 3$

- 17** The table below shows the number of crayons in each box. If every box has the same number of crayons, how many crayons will be in 8 boxes?

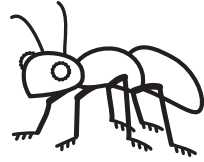
17 _____

Number of Boxes	Number of Crayons
1	8
2	16
3	24

- A** 8 **B** 32 **C** 64 **D** 72

- 18** A line of ants is moving across Denise's picnic blanket. She counts 6 legs on the first ant, 12 legs on the first two ants, and 18 legs on the first three ants. If Denise continues to count, how many legs will she count on the first 12 ants?

18 _____



- F** 24 legs **G** 56 legs **H** 60 legs **J** 72 legs

- 19** Which factor pair does not belong to 36?

19 _____

- A** 1, 36 **C** 6, 6
B 2, 12 **D** 4, 9

- 20** Hector saves \$5.00 of his allowance every week. After 12 weeks he has \$60.00 saved. Which table could he use to show the amount of money he will save after 20 weeks?

20 _____

F

Week	Money Saved
15	\$65.00
16	\$70.00
17	\$75.00
18	\$80.00
19	\$85.00
20	\$90.00

H

Week	Money Saved
15	\$75.00
16	\$80.00
17	\$85.00
18	\$90.00
19	\$95.00
20	\$100.00

G

Week	Money Saved
15	\$70.00
16	\$75.00
17	\$80.00
18	\$85.00
19	\$90.00
20	\$95.00

J

Week	Money Saved
15	\$80.00
16	\$85.00
17	\$90.00
18	\$95.00
19	\$100.00
20	\$105.00

- 21** Bianca is building a tower with wooden blocks. She counts the number of blocks on each level and records it in the chart below.

21 _____

Level	1	2	3	4	5
Blocks	20	16	12	8	4

Which statement describes the number of blocks on each level of her tower?

- A** Bianca adds 4 blocks with every level of the tower.
 - B** Bianca adds 6 blocks with every level of the tower.
 - C** Bianca subtracts 6 blocks with every level of the tower.
 - D** Bianca subtracts 4 blocks with every level of the tower.
- 22** Kiyoshi has three quarters, five dimes, and one nickel in her piggy bank. Identify Kiyoshi's total amount of money and the operation used to calculate it.

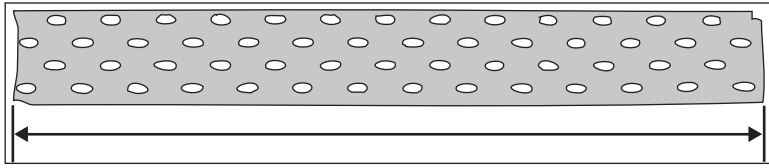
22 _____



- F** \$1.10, addition
- G** \$1.10, subtraction
- H** \$1.30, addition
- J** \$1.30, subtraction

- 23** Measure the length of the ribbon in centimeters.
About how long is the ribbon?

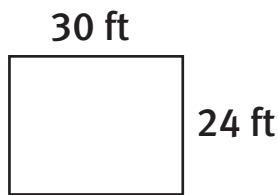
23 _____



- A** 8 centimeters **C** 10 centimeters
B 9 centimeters **D** 11 centimeters

- 24** A classroom is shaped like a rectangle with a length of 30 feet and a width of 24 feet.

24 _____

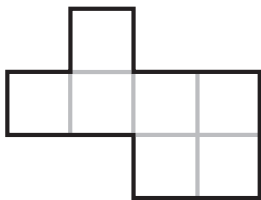



What is the perimeter in feet of the classroom?

- F** 54 feet **G** 84 feet **H** 108 feet **J** 720 feet

- 25** What is the area of this figure?

25 _____

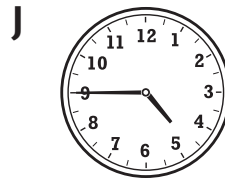
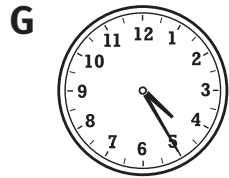
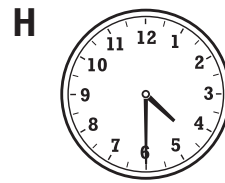
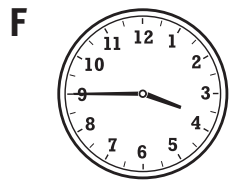


 = 1 square unit

- A** 4 square units **C** 7 square units
B 6 square units **D** 8 square units

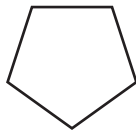
26 Sam's baseball practice starts at 3:15. His practice is $1\frac{1}{2}$ hours long. What time does his practice end?

26 _____



27 How many lines of symmetry are there in the figure below?

27 _____



A 0

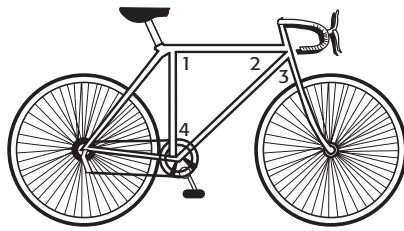
B 1

C 5

D 10

- 28** Look at the four angles marked on the picture of a bicycle.

28 _____

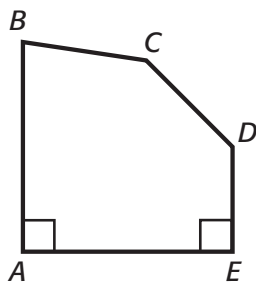


Which angle appears to be a right angle?

- F** angle 1 **H** angle 3
G angle 2 **J** angle 4

- 29** The polygon below has two right angles.

29 _____



Which side of the polygon is parallel to side \overline{AB} ?

- A** \overline{BC} **C** \overline{DE}
B \overline{CD} **D** \overline{EA}

- 30** Bella drew an angle that measured 105° .
What type of angle did she draw?

30 _____

- F** right **H** obtuse
G acute **J** straight

Answers (Grade 4)

Diagnostic and Placement Grade 4

Name _____
Date _____

This test contains 30 multiple-choice questions. Work each problem in the space on this page. Select the best answer. Write the letter of the answer on the blank at the right.

1 Which set of numbers is in order from least to greatest? **1** _____ **D** _____

- A** 4324, 4432, 4243, 4234 **C** 4243, 4234, 4324, 4432
B 4432, 4324, 4243, 4234 **D** 4234, 4243, 4324, 4432

2 To enter a dog show, Tehya must weigh her Great Dane and record his weight rounded to the nearest ten pounds. Tehya's Great Dane weighs 123 pounds. Which weight should Tehya record for the dog show? **2** _____ **G** _____

F 100 pounds **H** 125 pounds
G 120 pounds **J** 130 pounds

3 Find the unknown. **3** _____ **D** _____

$$458 \times 7 = x$$

- A** 465 **C** 3,204
B 2,856 **D** 3,206

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Diagnostic and Placement Tests

4 Which symbol makes the number sentence true? **4** _____ **F** _____

$$27,543 \square 27,343$$

F $>$ **G** $<$ **H** $=$ **J** $+$

5 Find the unknown. **5** _____ **A** _____

$$328 \div 6 = y$$

- A** 54 R4 **C** 56
B 54 R2 **D** 56 R4

6 Marley makes an apple pie and a blueberry pie to serve at Thanksgiving dinner. After dessert, she notices that $\frac{3}{8}$ of the apple pie remains and $\frac{1}{4}$ of the blueberry pie remains. Which statement is TRUE concerning Marley's observation? **6** _____ **F** _____


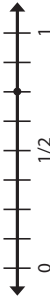
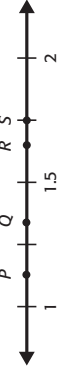


- F** More apple pie remained than blueberry pie because $\frac{3}{8} > \frac{1}{4}$.
G More blueberry pie remained than apple pie because $\frac{3}{8} > \frac{1}{4}$.
H More apple pie was eaten than blueberry pie because $\frac{3}{8} < \frac{1}{4}$.
J Both pies had the same amount remaining because $\frac{3}{8} = \frac{1}{4}$.

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Diagnostic and Placement Tests

Answers (Grade 4)

<p>7 What fraction is not equivalent to the fraction of cows in the group of animals?</p>  <p>A $\frac{2}{5}$ C $\frac{6}{15}$ B $\frac{4}{10}$ D $\frac{4}{5}$</p> <p>8 Identify a fraction equivalent to the fraction shown on the number line.</p>  <p>F $\frac{1}{3}$ H $\frac{3}{4}$ G $\frac{4}{6}$ J $\frac{7}{8}$</p> <p>9 Which of the following numbers is the greatest? A 11.6 C 4.63 B 2.09 D 1.17</p>	<p>11 On Field Day, Camille hopped on one foot around $\frac{2}{5}$ of the track. Payton hopped on one foot around $\frac{1}{5}$ of the track. Together, how far did they hop around the track on one foot? A $\frac{1}{5}$ B $\frac{2}{5}$ C $\frac{3}{5}$ D $\frac{4}{5}$</p> <p>12 Which of the following number sentences is true about $\frac{8}{5}$? F $\frac{1}{8} + \frac{1}{5} = \frac{8}{5}$ H $\frac{1}{5} \times \frac{1}{8} = \frac{8}{5}$ G $5 \times \frac{1}{8} = \frac{8}{5}$ J $8 \times \frac{1}{5} = \frac{8}{5}$</p> <p>13 Jordan buys twenty-four gumballs at the candy store. On the way home, he chews six gumballs and gives three to his sister. How many gumballs does Jordan have left when he gets home? A 13 B 14 C 15 D 16</p>
<p>7 _____ D _____</p> <p>8 _____ H _____</p> <p>9 _____ A _____</p> <p>10 Which point could represent 1.65?</p>  <p>F Point P G Point Q H Point R J Point S</p>	<p>11 _____ C _____</p> <p>12 _____ J _____</p> <p>13 _____ C _____</p> <p>14 Which signs go in the boxes to make the number sentence true? $42 \square 7 \square 5 = 11$ F ÷; + G -; + H ÷; × J -; ×</p> <p>14 Which signs go in the boxes to make the number sentence true? F _____ C _____</p>

Answers (Grade 4)

15 Drew owns 4 sheets of stickers. Each sheet has 12 stickers. Which number sentence does not show how to find the total number of stickers Drew owns?



- A** $12 + 4 = \square$ **C** $12 \times 4 = \square$
B $12 + 12 + 12 + 12 = \square$ **D** $4 \times 12 = \square$

16 Heather and Matt both collect rocks. Heather says that she has thirty-two rocks in her collection. Matt says that he has three times as many rocks as Heather does. Which number sentence could Heather use to find the number of rocks in Matt's collection?

- F** $32 + 3$ **H** 32×3
G $32 - 3$ **J** $32 \div 3$

17 The table below shows the number of crayons in each box. If every box has the same number of crayons, how many crayons will be in 8 boxes?

Number of Boxes	Number of Crayons
1	8
2	16
3	24

- A** 8 **B** 32 **C** 64 **D** 72

18 A line of ants is moving across Denise's picnic blanket. She counts 6 legs on the first ant, 12 legs on the first two ants, and 18 legs on the first three ants. If Denise continues to count, how many legs will she count on the first 12 ants?



- F** 24 legs **G** 56 legs **H** 60 legs **J** 72 legs

19 Which factor pair does not belong to 36?

- A** 1, 36 **C** 6, 6
B 2, 12 **D** 4, 9

20 Hector saves \$5.00 of his allowance every week. After 12 weeks he has \$60.00 saved. Which table could he use to show the amount of money he will save after 20 weeks?

F

Week	Money Saved
15	\$65.00
16	\$70.00
17	\$75.00
18	\$80.00
19	\$85.00
20	\$90.00

H

Week	Money Saved
15	\$75.00
16	\$80.00
17	\$85.00
18	\$90.00
19	\$95.00
20	\$100.00

G

Week	Money Saved
15	\$70.00
16	\$75.00
17	\$80.00
18	\$85.00
19	\$90.00
20	\$95.00

J


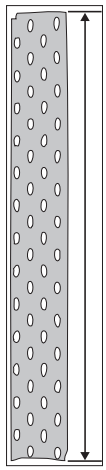

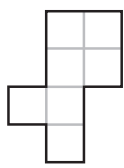
Week	Money Saved
15	\$80.00
16	\$85.00
17	\$90.00
18	\$95.00
19	\$100.00
20	\$105.00

18 — J —






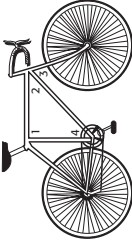
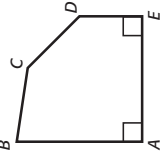
19 — B —

20 — H —

Answers (Grade 4)

<p>21 Bianca is building a tower with wooden blocks. She counts the number of blocks on each level and records it in the chart below.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 5px;">Level</td> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> <tr> <td style="padding: 2px 5px;">Blocks</td> <td style="padding: 2px 5px;">20</td> <td style="padding: 2px 5px;">16</td> <td style="padding: 2px 5px;">12</td> <td style="padding: 2px 5px;">8</td> <td style="padding: 2px 5px;">4</td> </tr> </table> <p>Which statement describes the number of blocks on each level of her tower?</p> <p>A Bianca adds 4 blocks with every level of the tower. B Bianca adds 6 blocks with every level of the tower. C Bianca subtracts 6 blocks with every level of the tower. D Bianca subtracts 4 blocks with every level of the tower.</p> <p>22 Kiyoshi has three quarters, five dimes, and one nickel in her piggy bank. Identify Kiyoshi's total amount of money and the operation used to calculate it.</p> <div style="text-align: center;">  </div> <p>F \$1.10, addition G \$1.10, subtraction H \$1.30, addition J \$1.30, subtraction</p>	Level	1	2	3	4	5	Blocks	20	16	12	8	4	<p>23 Measure the length of the ribbon in centimeters. About how long is the ribbon?</p> <div style="text-align: center;">  </div> <p>A 8 centimeters C 10 centimeters B 9 centimeters D 11 centimeters</p> <p>24 A classroom is shaped like a rectangle with a length of 30 feet and a width of 24 feet.</p> <div style="text-align: center;">  </div> <p>What is the perimeter in feet of the classroom?</p> <p>F 54 feet G 84 feet H 108 feet J 720 feet</p> <p>25 What is the area of this figure?</p> <div style="text-align: center;">  <p style="margin-left: 100px;">□ = 1 square unit</p> </div> <p>A 4 square units C 7 square units B 6 square units D 8 square units</p>
Level	1	2	3	4	5								
Blocks	20	16	12	8	4								

Answers (Grade 4)

<p>26 Sam's baseball practice starts at 3:15. His practice is $1\frac{1}{2}$ hours long. What time does his practice end?</p> <p>F </p> <p>H </p> <p>G </p> <p>J </p>	<p>26 <u> </u> J <u> </u></p> <p>27 How many lines of symmetry are there in the figure below?</p> <p></p> <p>A 0 C 5 B 1 D 10</p> <p>27 <u> </u> C <u> </u></p>
<p>28 Look at the four angles marked on the picture of a bicycle.</p> <p></p> <p>Which angle appears to be a right angle?</p> <p>F angle 1 H angle 3 G angle 2 J angle 4</p>	<p>28 <u> </u> F <u> </u></p> <p>29 The polygon below has two right angles.</p> <p></p> <p>Which side of the polygon is parallel to side \overline{AB}?</p> <p>A \overline{BC} C \overline{DE} B \overline{CD} D \overline{EA}</p> <p>29 <u> </u> C <u> </u></p> <p>30 Bella drew an angle that measured 105°. What type of angle did she draw?</p> <p>F right H obtuse G acute J straight</p> <p>30 <u> </u> H <u> </u></p>