

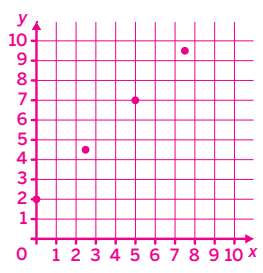
TEKS: (S) = Supporting standard (R) = Readiness standard (NT) = Not tested

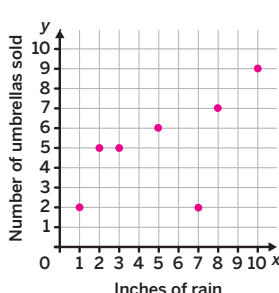
TEKS	5.1.D	5.1.E	5.1.G	5.4.C (R)	5.5.A (R)	5.8.A (S)	5.8.B (S)	5.9.B (S)
Problem(s)	4, 5	3, 6	7, 8	3–5	1, 2	7	8	6

Problems 1, 2				TEKS: 5.5.A
4 Meeting	3 Approaching	2 Developing	1 Beginning	
<b>Correct response:</b> <b>1. Sometimes</b> <b>2. Always</b>	Some responses may show more understanding than others. Consider assigning Approaching or Developing based on what you can determine about the student's understanding, when applicable.		Response shows <b>limited understanding</b> .	
	Students who select . . . <ul style="list-style-type: none"> <li>Never may need support with attributes of shapes within a hierarchy.</li> </ul>			

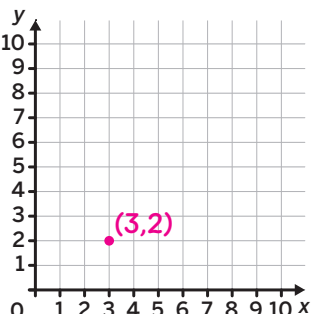
Problem 3		TEKS: 5.4.C, 5.1.E											
4 Meeting	3 Approaching	2 Developing	1 Beginning										
<p>Correct response:</p> <table><tr><th>Amount (x)</th><th>Cost (y)</th></tr><tr><td>1</td><td>5.25</td></tr><tr><td>2</td><td>10.50</td></tr><tr><td>3</td><td>15.75</td></tr><tr><td>4</td><td>21</td></tr></table>	Amount (x)	Cost (y)	1	5.25	2	10.50	3	15.75	4	21	<p>Response shows <b>conceptual understanding</b> with minor errors, omissions, and/or incomplete reasoning.</p> <p>E.g., Response includes an attempt to complete the pattern but has a calculation error.</p>	<p>Response shows <b>incomplete understanding</b> with significant errors.</p> <p>E.g., Students who write 7.25, 8.25, 9.25 may have added and may need support identifying additive and multiplicative patterns given a rule.</p>	<p>Response shows <b>limited understanding</b>.</p>
Amount (x)	Cost (y)												
1	5.25												
2	10.50												
3	15.75												
4	21												
<p><b>Math Process Standard:</b> Students complete a table to represent and communicate the mathematical concept of a given rule. (5.1.E)</p>													

Problem 4				TEKS: 5.4.C, 5.1.D
4 Meeting	3 Approaching	2 Developing	1 Beginning	
<b>Both correct</b> choices and <b>no incorrect</b> choices.  <ul style="list-style-type: none"> <li>• <b>multiplicative</b></li> <li>• <b>times the x-values</b></li> </ul>	<b>One correct</b> choice and <b>no incorrect</b> choices.  Students who select . . . <ul style="list-style-type: none"> <li>• <i>additive</i> may need support identifying additive and multiplicative patterns given a graph.</li> <li>• <i>more than the x-values</i> may need support determining and describing the relationship between the x- and y-values.</li> </ul>	<b>One correct</b> choice and <b>one incorrect</b> choice.	<b>Only incorrect</b> choices.	
<b>Math Process Standard:</b> Students demonstrate an understanding of additive and multiplicative patterns to describe graphs. (5.1.D)				

Problem 5				TEKS: 5.4.C, 5.1.D
4 Meeting	3 Approaching	2 Developing	1 Beginning	
<b>Correct response:</b>  	Some responses may show more understanding than others. Consider assigning Approaching or Developing based on what you can determine about the student's understanding, when applicable.  Students who select . . . <ul style="list-style-type: none"> <li>• The graph that represents <math>y = 2x</math> may need support determining which graph represents a given rule when presented in the form <math>y = x + a</math>.</li> </ul>		Response shows <b>limited understanding</b> .	
<b>Math Process Standard:</b> Student demonstrates an understanding of the relationship between a graph and a rule written as $y = x + a$ . (5.1.D)				

Problem 6				TEKS: 5.9.B, 5.1.E
4 Meeting	3 Approaching	2 Developing	1 Beginning	
<b>Correct response:</b>  	Response shows <b>conceptual understanding</b> with minor errors, omissions, and/or incomplete reasoning.  E.g., Students who correctly graph most of the ordered pairs and may need additional support creating a scatterplot.	Response shows <b>incomplete understanding</b> with significant errors.  E.g., Students who invert the ordered pairs may need support graphing data to create a scatterplot.	Response shows <b>limited understanding</b> .	
<b>Math Process Standard:</b> Students create a scatterplot to represent and communicate the mathematical concept of data from a table. (5.1.E)				

Problem 7				TEKS: 5.8.A, 5.1.G
4 Meeting	3 Approaching	2 Developing	1 Beginning	
<p><b>Sample correct response:</b>                      The x-axis is a horizontal line that is perpendicular to the vertical y-axis and the axes intersect at the origin. Any point on the grid can be described using an ordered pair <math>(x, y)</math>.</p>	<p>Response shows <b>conceptual understanding</b> with minor errors, omissions, and/or incomplete reasoning.</p> <p>E.g., Students who describe the coordinate grid as containing the words from the word bank may need more support describing the attributes of a coordinate grid.</p>	<p>Response shows <b>incomplete understanding</b> with significant errors.</p> <p>E.g., Students who label the parts on the coordinate grid may need support describing the attributes of a coordinate grid.</p>	<p>Response shows <b>limited understanding</b>.</p>	
<p><b>Math Process Standard:</b> Student response includes a clear explanation of the attributes of a coordinate grid. (5.1.G)</p>				

Problem 8				TEKS: 5.8.B, 5.1.G
4 Meeting	3 Approaching	2 Developing	1 Beginning	
<p><b>Sample correct response:</b>                      I graphed the ordered pair <math>(3, 2)</math>. I started at the origin and went over 3 units to the right along the x-axis and then up 2 units.</p> 	<p>Response shows <b>conceptual understanding</b> with minor errors, omissions, and/or incomplete reasoning.</p> <p>E.g., Students who write <i>I went over 3 and up 2</i> understand how to graph an ordered pair and may need more support writing a detailed explanation.</p>	<p>Response shows <b>incomplete understanding</b> with significant errors.</p> <p>E.g., Students who write <i>I went over 2 and up 3</i> may have inverted the ordered pair and may need more support graphing data and writing a detailed explanation.</p>	<p>Response shows <b>limited understanding</b>.</p>	
<p><b>Math Process Standard:</b> Student response includes a clear description of how to graph an ordered pair. (5.1.G)</p>				