TEKS	1.1.A	1.1.D	1.1.F	1.2.B	1.2.C	1.2.E	1.2.F	1.2.G	1.5.E	1.9.A	1.9.B	1.9.C	1.9.D
Problem(s)	10, 13	1–4	5–9	1–4	1–4	5, 6	9	7, 8	7, 8	10	10	11	12, 13

Problems 1–4

TEKS: 1.2.B, 1.2.C, 1.1.D

4 Exceeding	3 Meeting	2 Approaching	1 Beginning
Correct responses: 1. 34 2. 61 3. 48 4. 22	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students who answer 3 of the 4 problems correctly may understand the concept of place value but made a minor counting error and may need support with accurately attending to all parts of the problem.	Response shows **incomplete understanding** with significant errors. E.g., Students who answer 2 of the 4 problems correctly may understand the concept of tens and ones but made counting errors and may need support with accurately attending to all parts of the problem. or Students who answer 43 or 16 to the first 2 problems may have understood the concept of combining the values but need support attending to the place value order of tens and ones.	**Three or more incorrect** answers.

Math Process Standards: Responses demonstrate an understanding of multiple representations for two-digit numbers. **(1.1.D)**

Problem 5

TEKS: 1.2.E, 1.1.F

4 Exceeding	3 Meeting	2 Approaching	1 Beginning
Both correct choices and **no incorrect** choices. 3 + 50 50 + 3	**One correct** choice and **no incorrect** choices.	**One correct** choice and **one incorrect** choice.	**Only incorrect** choices.
	Students who select . . . • Only 1 of the 2 correct choices may have partially understood the problem but may need support in recognizing that both correct expressions are possible ways to represent the value. • One correct expression but also an incorrect choice may need help in distinguishing between valid and invalid expressions for representing the value.		

Math Process Standards: Responses analyze mathematical relationships to represent the value of a digit in a two-digit number in multiple equations. **(1.1.F)**

Problem 6

TEKS: 1.2.E, 1.1.F

4 Exceeding	3 Meeting	2 Approaching	1 Beginning
Correct response: 97	Some responses may show more understanding than others. Consider assigning Meeting or Approaching based on what you can determine about the student's understanding, when applicable.		Response shows **limited understanding.**
	Students who write . . . • 77 understand place value and may have successfully subtracted but need more support in recognizing and understanding the meaning of the plus sign. • 88 may have successfully added 1 but need more support in understanding place value positions for adding 10.		

Math Process Standards: Responses analyze mathematical relationships and use knowledge of place value to solve an equation seeking to find 10 more. **(1.1.F)**

Problem 7

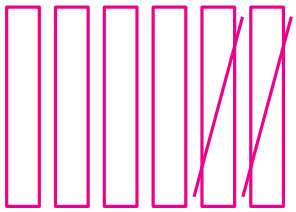
TEKS: 1.2.G, 1.5.E, 1.1.F

4 Exceeding	3 Meeting	2 Approaching	1 Beginning
Correct response: 54 Sample work shown. 24, 34, 44, 54	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students who write 44 or 64 may understand the concept of place value but made a calculation error when adding multiples of 10.	Response shows **incomplete understanding** with significant errors. E.g., Students who write 27 may have successfully added 3 but need more support in recognizing values, such as 30, and understanding place value positions.	Response shows **limited understanding.**

Math Process Standards: Responses analyze mathematical relationships and use knowledge of place value to solve an equation with multiples of 10. **(1.1.F)**

Problem 8

TEKS: 1.2.G, 1.5.E, 1.1.F

4 Exceeding	3 Meeting	2 Approaching	1 Beginning
Correct response: 40 Sample work shown. 	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students who write 50 or 30 may understand the concept of subtracting multiples of 10 but made a calculation error.	Response shows **incomplete understanding** with significant errors. E.g., Students who write 80 may have successfully added 20 but need more support in recognizing the minus sign and subtracting.	Response shows **limited understanding.**

Math Process Standards: Responses analyze mathematical relationships and use knowledge of place value to solve an equation with multiples of 10. **(1.1.F)**

Problem 9

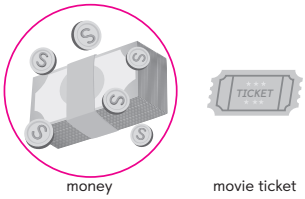
TEKS: 1.2.F, 1.1.F

4 Exceeding	3 Meeting	2 Approaching	1 Beginning
Correct response: 82, 74, 36, 5	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students who write 5, 36, 74, 82 may understand how to compare and order numbers but need support reading the directions carefully.	Response shows **incomplete understanding** with significant errors. E.g., Students who write 36, 5, 74, 82 may have been attending solely to the numbers in the ones places and may need support with evaluating the place values of all digits when ordering.	Response shows **limited understanding.**

Math Process Standards: Responses analyze mathematical relationships and use knowledge of place value to compare and order two-digit numbers. **(1.1.F)**

Problem 10

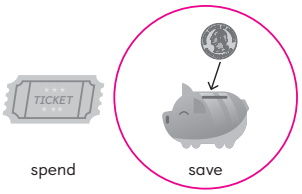
TEKS: 1.9.A, 1.9.B, 1.1.A

4 Exceeding	3 Meeting	2 Approaching	1 Beginning
Correct response: money  	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students who cross out the movie ticket may understand the meaning of *income* and may need support reading the directions.	Response shows **incomplete understanding** with significant errors. E.g., Students who circle the movie ticket may need support distinguishing between *income* and *spending*.	Response shows **limited understanding.**

Math Process Standards: Students classify real-world statements involving money to distinguish between earning income and spending. **(1.1.A)**

Problem 11

TEKS: 1.9.C, 1.1.A

4 Exceeding	3 Meeting	2 Approaching	1 Beginning
Sample correct response: save  I would save the money so that I would have more money to buy things in the future.	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students who only circle *save* may need more support with writing an explanation to show their thinking.	Response shows **incomplete understanding** with significant errors. E.g., Students who circle *spend* with an explanation that suggests that their total amount of money will increase may need support understanding that when using money to buy something, that is *spending*. So, the total amount of money decreases. When keeping money for the future, that is *saving*.	Response shows **limited understanding.**

Math Process Standards: Students classify real-world statements involving money to distinguish between spending and saving. **(1.1.A)**

Problem 12

TEKS: 1.9.D, 1.1.A

4 Exceeding	3 Meeting	2 Approaching	1 Beginning
Both correct choices and **no incorrect** choices. giving money giving food	**One correct** choice and **no incorrect** choices.	**One correct** choice and **one incorrect** choice.	**Only incorrect** choices.
	Students who select . . . • Only 1 of the 2 correct choices may have partially understood the problem but may need support in recognizing that both correct answers are possible ways to donate to charity. • One correct choice but also include an incorrect choice may need help in distinguishing between valid methods of charitable giving.		

Math Process Standards: Students consider real-world statements to classify charitable giving. **(1.1.A)**

Problem 13

TEKS: 1.9.D, 1.1.A

4 Exceeding	3 Meeting	2 Approaching	1 Beginning
Sample correct response: Donating helps people with less money get their needs met.	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students who write a short statement, such as *Donating is good*, may need more support explaining how charitable giving helps the community.	Response shows **incomplete understanding** with significant errors. E.g., Students who write about an increase in personal income may need more support understanding that charitable giving involves a decrease in personal money to support others in the community.	Response shows **limited understanding.**

Math Process Standards: Students consider real-world statements to classify charitable giving. **(1.1.A)**