



# Assess and Respond

Support, strengthen, and stretch learning by assigning these digital resources that adjust to each student's current level of skill and understanding: • **Boost Personalized Learning**  
• Fluency Practice • Math Adventures

## End-of-Unit Assessment

Independent | 45 min

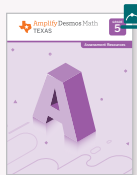
**Facilitation:** Assign the End-of-Unit Assessment to learn about your students' understanding of concepts and skills in this unit. There are two forms of the End-of-Unit Assessment: Forms A and B.

**TEKS**  
(S) = Supporting standard  
(R) = Readiness standard

### Item Analysis, Forms A and B

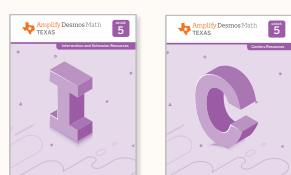
Problem	Concept or skill	Addressed in	DOK	TEKS
1	Multiplying multi-digit whole numbers fluently using the standard algorithm	Lesson 5	1	5.3.B (S)
2	Determining whole number quotients of up to four-digit dividends and two-digit divisors	Lesson 9	1	5.3.C (S)
3	Estimating to solve whole number quotients of up to four-digit dividends and two-digit divisors	Lesson 13	1	5.3.A (S) 5.1.C
4	Writing equations using parentheses to represent multi-step story problems	Lesson 11	2	5.3.B (S)
5	Determining quotients in area contexts	Lesson 9	2	5.3.C (S), 5.4.H (R)
6	Identifying types of taxes	Lesson 14	1	5.10.A (S)
7	Balancing a budget by adding and subtracting decimals	Lesson 15	2	5.10.F (S) 5.1.A
<b>Extended Response</b>				
8	Explaining the difference between gross income and net income	Lesson 14	1	5.10.B (S)
9	Balancing a budget by adding and subtracting decimals	Lesson 15	2	5.10.E (S), 5.10.F (S) 5.1.A
10	Identifying the advantages and disadvantages of different methods of payment	Lesson 17	1	5.10.C 5.1.G

#### Assessment Resources



- Student Print Assessments (Forms A and B)
- Answer Keys and Rubrics

#### Differentiation Resources



#### Intervention and Extension Resources includes:

- Mini-Lessons
- Extensions

#### Centers Resources includes:

- Centers

#### Practice

If students need further review or practice with concepts or skills from Unit 3, consider the following resources:

- Lesson Practice (Print and Digital)
- Item Bank (Digital)

Name \_\_\_\_\_ Date \_\_\_\_\_

End-of-Unit Assessment

Unit 5.3

1 Determine the product  $375 \times 47$  using the standard algorithm.

Show your thinking.

Sample work shown.

$$\begin{array}{r} 32 \\ 53 \\ 375 \\ \times 47 \\ \hline 2,625 \\ + 15,000 \\ \hline 17,625 \end{array}$$

answer: 17,625

2 Determine the quotient  $1,530 \div 34$ .

Show your thinking.

Sample work shown.

$$\begin{array}{r} 34 \overline{)1530} \\ - 680 \quad 20 \\ \hline 850 \\ - 680 \quad 20 \\ \hline 170 \\ - 170 \quad 5 \\ \hline 0 \end{array}$$

answer: 45

3 Select the number that is closest to the quotient  $8,745 \div 3$ .

- A. 30
- B. 300
- C. 3,000
- D. 30,000

Form A

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Name \_\_\_\_\_ Date \_\_\_\_\_

End-of-Unit Assessment (continued)

4 A school ordered 18 boxes of textbooks. There were 26 textbooks in each box. 36 textbooks were distributed to each classroom. Which equation can be used to solve for  $c$ , the number of classrooms that received textbooks?

- A.  $c = (18 + 26) \div 36$
- B.  $c = 36 \div (18 \times 26)$
- C.  $c = (18 \times 26) - 36$
- D.  $c = (18 \times 26) \div 36$

5 The area of a rectangular yard is 5,664 square feet and its length is 48 feet. What is its width in feet? **Sample work shown.**

Show your thinking.

$$\begin{array}{r} 8 \\ 10 \\ 100 \\ 48 \overline{)5664} \\ - 4800 \\ \hline 864 \\ - 480 \\ \hline 384 \\ - 384 \\ \hline 0 \end{array}$$

answer: 118 feet

6 Complete the sentence by selecting **ONE** correct answer to make the statement about taxes true.

- A. Income tax
- B. Payroll tax
- C. Property tax
- D. Sales tax

is money that people pay to the local government

based on the value of their home or land.

Form A

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Name \_\_\_\_\_ Date \_\_\_\_\_

End-of-Unit Assessment (continued)

Unit 5.3

7 Clare's net income for the month of October is \$3,542.88. The table below shows an incomplete budget.

Expense	Amount
rent	\$850.71
food	\$1,061.43
entertainment	\$789.25
medical	\$125.67
savings	

How much should Clare put in savings for the month of October to keep a balanced budget?

\$715.82

8 What is the difference between net income and gross income?

Sample response shown.

**Gross income is the full amount you receive before taxes, and net income is what you get to keep after paying taxes and other costs.**

Form A

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Name \_\_\_\_\_ Date \_\_\_\_\_

End-of-Unit Assessment (continued)

Unit 5.3

For Problems 9 and 10, you can use this rubric to help you. Place a check mark as you complete each part.

- Analyze the given information.
- Justify your solution, using math language from the unit.
- Come up with a plan.
- Read your response. Does your solution make sense?
- Determine your solution.

Diego started a new job and is deciding how to balance his budget. His net income for the month of December is \$2,465.76.

9 What changes should he make to balance his budget?

Sample response shown.

Diego's expenses are \$200 more than his net income.

He can reduce gifts and savings by \$100 each to balance his budget.

Expense	Amount
rent	\$975.63
utilities	\$612.79
food	\$587.63
gifts	\$239.71
savings	\$250.00

10 Diego has \$200 in savings. He is planning to use a credit card to purchase a bike for \$100. His friend Han says that he should use a debit card instead of a credit card. Why might Han think he should use a debit card instead? **Sample response shown.**

**Han might think Diego should use a debit card instead of a credit card so he will not pay interest on the bike purchase. Diego has enough money in his savings to be able to purchase the bike using a debit card.**

Form A

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Name \_\_\_\_\_ Date \_\_\_\_\_

## End-of-Unit Assessment

Unit 5.3

- 1 Determine the product  $485 \times 36$  using the standard algorithm.

**i** Show your thinking.

Sample work shown.

$$\begin{array}{r} 485 \\ \times 36 \\ \hline 2,910 \\ + 14,550 \\ \hline 17,460 \end{array}$$

answer: 17,460

- 2 Determine the quotient  $1,375 \div 25$ .

**i** Show your thinking.

Sample work shown.

$$\begin{array}{r} 55 \\ 25 \overline{)1375} \\ \underline{- 1250} \quad 50 \\ \quad \underline{125} \quad 5 \\ \quad \underline{- 125} \quad 5 \\ \quad \quad \underline{0} \end{array}$$

answer: 55

- 3 Select the number that is closest to the quotient  $6,145 \div 3$ .

- A. 20  
**C.** 2,000  
 B. 200  
 D. 20,000

Form B

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Name \_\_\_\_\_ Date \_\_\_\_\_

## End-of-Unit Assessment (continued)

 Unit 3  
 End-of-Unit  
 Assessment

- 4 A school ordered 19 boxes of pencils. There were 37 pencils in each box. 24 pencils were distributed to each classroom. Which equation can be used to solve for  $c$ , the number of classrooms that received pencils?

- A.**  $c = (19 \times 37) \div 24$   
 B.  $c = (19 \times 37) - 24$   
 C.  $c = 24 \div (19 \times 37)$   
 D.  $c = (19 + 37) \div 24$

- 5 The area of a rectangular yard is 4,032 square feet and its length is 36 feet. What is its width in feet? **Sample work shown.**

**i** Show your thinking.

$$\begin{array}{r} 2 \\ 10 \quad 100 + 10 + 2 = 112 \\ 100 \\ 36 \overline{)4032} \\ \underline{- 3600} \\ \quad \underline{432} \\ \quad \underline{- 360} \\ \quad \quad \underline{72} \\ \quad \quad \underline{- 72} \\ \quad \quad \quad \underline{0} \end{array}$$

answer: 112 feet

- 6 Complete the sentence by selecting **ONE** correct answer to make the statement about taxes true.

- A. Income tax  
 B. Payroll tax  
 C. Property tax  
**D.** Sales tax
- \_\_\_\_\_ is a tax on goods and services.

Form B

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Name \_\_\_\_\_ Date \_\_\_\_\_

## End-of-Unit Assessment (continued)

Unit 5.3

For Problems 9 and 10, you can use this rubric to help you.  
 Place a check mark as you complete each part.

- Analyze the given information.  
 Come up with a plan.  
 Determine your solution.  
 Justify your solution, using math language from the unit.  
 Read your response. Does your solution make sense?

Jada started a new job and is deciding how to balance her budget.  
 Her net income for the month of December is \$2,474.89.

- 9 What changes should she make to balance her budget?

Sample response shown.

Jada's expenses are \$400

more than her net income.

She can reduce shopping

and savings by \$200 each

to balance her budget.

Expense	Amount
rent	\$884.54
utilities	\$721.86
food	\$479.74
shopping	\$338.75
savings	\$450.00

- 10 Jada has \$300 in savings. She is planning to use a credit card to purchase a video game for \$150. Her friend Han says that she should use a debit card instead of a credit card. Why might Han think she should use a debit card instead? **Sample response shown.**

Han might think Jada should use a debit card instead of a credit card so she will not pay interest on the video game purchase. Jada has enough money in her savings to be able to purchase the game using a debit card.

Form B

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# D Differentiation (End-of-Unit Assessment)

To **Strengthen** and **Stretch** students' learning, refer to the differentiation resources suggested throughout this Unit.

Sub-Unit Goal(s)	Problem(s)	Respond to Student Thinking
<b>Sub-Unit 1:</b> Multiply multi-digit whole numbers using the standard algorithm.	1	<p><b>Support</b></p> <ul style="list-style-type: none"> <li>• <b>Mini-Lesson:</b> <i>Multi-Digit Multiplication Fluency</i> (ML 3.05)</li> <li>• <b>Center:</b> <i>Equation Challenge, Multi-Digit Factors</i></li> <li>• <b>Teacher Move:</b> Consider inviting students to review the problem and then provide additional opportunities for students to solve problems using the standard algorithm.</li> </ul>
<b>Sub-Unit 2:</b> Divide multi-digit whole numbers using strategies based on place value and the relationship between multiplication and division.	2	<p><b>Support</b></p> <ul style="list-style-type: none"> <li>• <b>Mini-Lesson:</b> <i>Dividing Four-Digit Dividends by Two-Digit Divisors Without Remainders</i> (ML 3.09)</li> <li>• <b>Center:</b> <i>Watch Your Remainder, Two-digit Divisors</i></li> <li>• <b>Teacher Move:</b> Consider inviting students to review the problem and then provide additional opportunities for students to solve problems using the standard algorithm.</li> </ul>
	3	<p><b>Support</b></p> <ul style="list-style-type: none"> <li>• <b>Mini-Lesson:</b> <i>Using Partial Quotients To Divide By Place</i> (ML 3.08)</li> <li>• <b>Center:</b> <i>Watch Your Remainder, One-digit Divisors</i></li> <li>• <b>Teacher Move:</b> Have students review the problem by justifying their response to a partner.</li> </ul>
	5	<p><b>Support</b></p> <ul style="list-style-type: none"> <li>• <b>Mini-Lesson:</b> <i>Using Partial Quotients To Divide By Place</i> (ML 3.08)</li> <li>• <b>Center:</b> <i>Watch Your Remainder, One-digit Divisors</i></li> <li>• <b>Teacher Move:</b> Have students review the problem and then provide additional opportunities for students to determine the width of a rectangle given its area and length.</li> </ul>
<p><b>Sub-Unit 3:</b></p> <ul style="list-style-type: none"> <li>• Represent multi-step story problems by identifying and writing equations with a letter standing for the unknown quantity.</li> <li>• Interpret and compare written and numerical equations without evaluating them.</li> </ul>	4	<p><b>Support</b></p> <ul style="list-style-type: none"> <li>• <b>Mini-Lesson:</b> <i>Selecting Equations With Parentheses to Represent Multi-Step Story Problems</i> (ML 3.11)</li> <li>• <b>EB Emergent Bilinguals:</b> Invite students to use colored pencils to color-code each value with where they see it represented in the text to help them make connections to the equations. <b>ELPS 3.E, 3.F</b></li> </ul>
<b>Sub-Unit 4:</b>	6, 8	<p><b>Support</b></p> <ul style="list-style-type: none"> <li>• <b>Mini-Lesson:</b> <i>Identifying Types of Income and Taxes</i> (ML 3.14)</li> <li>• <b>Teacher Move:</b> Consider inviting students to review the problem and then provide additional opportunities for students to identify the type of tax and ask them to justify their response.</li> </ul>
	7, 9	<p><b>Support</b></p> <ul style="list-style-type: none"> <li>• <b>Mini-Lesson:</b> <i>Balancing a Budget</i> (ML 3.15)</li> <li>• <b>Teacher Move:</b> Consider revisiting Lesson 15.</li> </ul>
	10	<p><b>Support</b></p> <ul style="list-style-type: none"> <li>• <b>Mini-Lesson:</b> <i>Analyzing Payment Methods</i> (ML 3.17)</li> <li>• <b>Teacher Move:</b> Consider revisiting Lesson 17.</li> <li>• <b>EB Emergent Bilinguals:</b> Invite students to review the problem with a partner. Ask them to write a revised draft of their explanations using their primary language and then write a second draft in English. Consider pairing students who speak the same primary language. <b>ELPS 4.C, 4.D, 4.E, 4.F</b></li> </ul>
<ul style="list-style-type: none"> <li>• Calculate gross income and net income.</li> <li>• Identify income tax, payroll tax, sales tax and property tax.</li> <li>• Balance a budget by adding and subtracting decimals.</li> <li>• Create and use a financial record.</li> </ul>		