TEKS	1.1.E	1.1.G	1.2.A	1.3.D	1.3.F	1.5.E	1.8.B	1.8.C
Problem(s)	9	5, 10	6, 7	1–4	8	5, 8	9	6–8, 10

Problems 1–4

TEKS: 1.3.D

4 Exceeding	3 Meeting	2 Approaching	1 Beginning
Correct responses: 1. 10 2. 6 3. 7 4. 7	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Responses demonstrate conceptual understanding of addition and subtraction but include a calculation error.	Response shows **incomplete understanding** with significant errors. E.g., Students who perform operations but add when needing to subtract, or subtract when needing to add, may need support with mathematical symbols.	Response shows **limited understanding.**

Problem 5

TEKS: 1.5.E, 1.1.G

4 Exceeding	3 Meeting	2 Approaching	1 Beginning
Correct response: True Sample work shown.  or The equation is true. If you start with 1 and count on 5 more, or start with 5 and count on 1 more, you still get the same number.	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students circle that the equation is true but may need more support documenting their work or writing an explanation to show their thinking.	Response shows **incomplete understanding** with significant errors. E.g., Students who circle that the equation is false may need more support in understanding the meaning of the equal sign or how to interpret the expressions on either side of the equal sign.	Response shows **limited understanding.**

Math Process Standards: Response includes a clear explanation of the meaning of the equal sign, using mathematical language, e.g., sum or equation. **(1.1.G)**

Problem 6

TEKS: 1.2.A, 1.8.C

4 Exceeding	3 Meeting	2 Approaching	1 Beginning
Correct response: 5	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students who write 3 or 6 recorded the amount of triangles or circles and may need support in reading the problem carefully.	Response shows **incomplete understanding** with significant errors. E.g., Students who write 4 may need more support using the scales and labels to read a bar graph.	Response shows **limited understanding.**

Problem 7

TEKS: 1.2.A, 1.3.D, 1.8.C

4 Exceeding	3 Meeting	2 Approaching	1 Beginning
Correct response: 9	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students who write 11 added the number of triangles and squares but may need more support in reading the problem carefully.	Response shows **incomplete understanding** with significant errors. E.g., Students who write 3 or 6 may have found the amount of 1 of the shapes but may need support with multi-step problems or addition operations.	Response shows **limited understanding.**

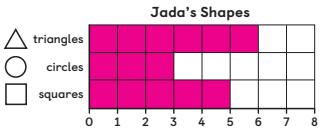
Problem 8

TEKS: 1.3.F, 1.5.E, 1.8.C

4 Exceeding	3 Meeting	2 Approaching	1 Beginning
Sample correct response: 6 + 3 = 9 or 9 = 6 + 3	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Response demonstrates conceptual understanding of adding 2 values from the bar graph, but includes a calculation error, e.g., 6 + 3 = 10.	Response shows **incomplete understanding** with significant errors. E.g., Students who write 6 – 3 = 3 may need more support with mathematical vocabulary, e.g., *addition* and *sum*.	Response shows **limited understanding.**

Problem 9

TEKS: 1.8.B, 1.1.E

4 Exceeding	3 Meeting	2 Approaching	1 Beginning
Correct response:  	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students represent the data by shading the quantity of each shape in the bar graph, but their representation shows 1 or more missing shapes.	Response shows **incomplete understanding** with significant errors. E.g., Students shaded the bar graph but may need support counting the exact quantities for each shape.	Response shows **limited understanding.**

Math Process Standards: Students create a bar graph to organize and record their mathematical findings. **(1.1.E)**

Problem 10

TEKS: 1.8.C, 1.1.G

4 Exceeding	3 Meeting	2 Approaching	1 Beginning
Correct response: No Sample explanation shown. This question cannot be answered because the data does not show which shape is Han's favorite.	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students circle *no*, but may need more support writing an explanation to show their thinking.	Response shows **incomplete understanding** with significant errors. E.g., Students who circle *yes* may need more support interpreting data representations.	Response shows **limited understanding.**

Math Process Standards: Response includes a clear understanding of the data representation to justify what the information can and cannot relay. **(1.1.G)**