



# 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(s)	Concept or skill	Addressed in	DOK	TEKS
1	Comparing decimals to the thousandths	Lesson 6	1	5.2.B (R) 5.1.F
2	Rounding decimals	Lesson 7	1	5.2.C (S) 5.1.F
3, 4	Adding and subtracting decimals to the hundredths	Lesson 9	1	5.3.K (R) 5.1.G
5	Writing a decimal in expanded form	Lesson 4	1	5.2.A (S) 5.1.E
6	Representing multiplying decimals using pictorial models	Lesson 12	1	5.3.D (S), 5.3.E (R)
7	Multiplying decimals	Lesson 13	1	5.3.D (S), 5.3.E (R) 5.1.C, 5.1.E
8	Dividing decimals	Lesson 17	1	5.3.A (S), 5.3.G (R) 5.1.B
9	Representing decimal division with models	Lesson 14	1	5.3.A (S), 5.3.G (R)
Extended Response				
10, 11	Solving multi-step problems with decimal operations	Lesson 11	2	5.3.E (R), 5.3.K (R) 5.1.A, 5.1.B

### Assessment Resources



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

### Differentiation Resources



- Intervention and Extension Resources include:**
- Mini-Lessons • Extensions
- Centers Resources includes:**
- Centers

### Practice

If students need further review or practice with concepts or skills from Unit 4, consider the following resources:

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



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

## End-of-Unit Assessment

Unit 5.4

- 1 Select
- THREE**
- comparison statements that are true.

A.  $1.000 = 1$       B.  $0.99 > 1$       C.  $1.53 < 1.62$   
 D.  $813.8 > 388.1$       E.  $0.001 = 0.01$       F.  $0.208 > 0.45$

- 2 Round 1.357 to the nearest tenth.

1.4

For Problems 3 and 4, determine the value of the expression.

Sample work shown.

i Show your thinking.

- 3
- $613.5 + 7.68$

$$\begin{array}{r} 11 \\ 613.50 \\ + 7.68 \\ \hline 621.18 \end{array}$$

answer: 621.18

- 4
- $64.38 - 17.9$

$$\begin{array}{r} 5 \ 13 \ 13 \\ 64.38 \\ - 17.90 \\ \hline 46.48 \end{array}$$

answer: 46.48

- 5 Write 6.203 in expanded form. Sample response shown.

$$(6 \times 1) + (2 \times 0.1) + (3 \times 0.001)$$

Form A

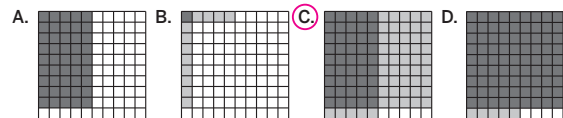
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Name \_\_\_\_\_ Date \_\_\_\_\_

## End-of-Unit Assessment (continued)

- 6 Which model represents the equation
- $0.9 \times 0.5 = 0.45$
- ?



- 7 Determine the value of the expression
- $3.5 \times 0.7$
- . Sample work shown.

i Show your thinking.

$$\begin{array}{r} 3 \quad 0.5 \\ 0 \quad 0 \quad 0 \\ 0.7 \quad 2.1 \quad 0.35 \\ \hline 2.45 \end{array} \qquad \begin{array}{r} 2 \ 10 \\ + 0 \ 35 \\ \hline 2 \ 45 \end{array}$$

answer: 2.45

- 8 Estimate the quotient. Then use the standard algorithm to determine the quotient. Sample estimate and work shown.

$$74.25 \div 15$$

i Show your thinking.

estimate:  $75 \div 15 = 5$

$$\begin{array}{r} 4.95 \\ 15 \overline{) 74.25} \\ \underline{- 60} \phantom{00} \\ 142 \phantom{00} \\ \underline{- 135} \phantom{00} \\ 75 \phantom{00} \\ \underline{- 75} \phantom{00} \\ 0 \end{array}$$

answer: 4.95

Form A

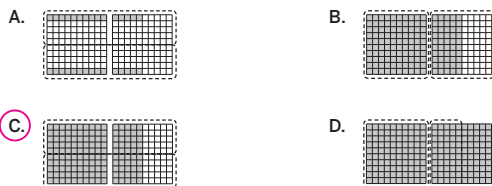
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## End-of-Unit Assessment (continued)

Unit 5.4

- 9 The local pizza shop uses 1.5 cups of cheese when making 2 pizzas. Which model shows how much cheese is on each pizza?

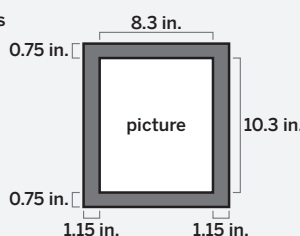


For Problems 10 and 11, you can use this rubric to help you. Place a check mark as you complete each part.

- |   |  |
|---|--|
| <input type="checkbox"/> Analyze the given information. | <input type="checkbox"/> Justify your solution, using math language from the unit. |
| <input type="checkbox"/> Come up with a plan.           | <input type="checkbox"/> Read your response. Does your solution make sense?        |
| <input type="checkbox"/> Determine your solution.       |  |

A rectangular picture frame contains a picture inside the frame. Use the image for Problems 11 and 12.

Sample work shown.



Form A

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

## End-of-Unit Assessment (continued)

Unit 5.4

- 10 What is the area of the picture only?

i Show your thinking.

Sample work shown.

$$\begin{aligned} 10.3 \times 8.3 \\ = \frac{103}{10} \times \frac{83}{10} = \frac{8,549}{100} \\ = 85.49 \end{aligned}$$

answer: 85.49 square inches

- 11 What is the area of the frame around the picture? Sample work shown.

i Show or explain your thinking.

First, I found the length of the frame:  $1.15 + 1.15 + 8.3 = 10.6$ . Next, I found the width of the frame:  $10.3 + 0.75 + 0.75 = 11.8$ . Then I used the length and width to determine the area of the frame:  $10.6 \times 11.8 = 125.08$ . Lastly, I subtracted the area of the picture:  $125.08 - 85.49 = 39.59$ .

answer: 39.59 square inches

Form A

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

## End-of-Unit Assessment

Unit 5.4

- 1 Select **THREE** comparison statements that are true.
- A.  $2.000 = 2$  B.  $924.8 > 499.2$  C.  $0.002 = 0.02$   
D.  $0.88 > 1$  E.  $0.42 < 0.51$  F.  $0.309 > 0.56$

- 2 Round 1.468 to the nearest tenth.

**1.5**

For Problems 3 and 4, determine the value of the expression.  
**Sample work shown.**

3 Show your thinking.

3  $724.6 + 8.79$

$$\begin{array}{r} 11 \\ 724.60 \\ + 8.79 \\ \hline 733.39 \end{array}$$

answer: **733.39**

4  $75.49 - 18.9$

$$\begin{array}{r} 6\ 14\ 14 \\ 75.49 \\ - 18.90 \\ \hline 56.59 \end{array}$$

answer: **56.59**

- 5 Write 7.304 in expanded form. **Sample response shown.**

**$(7 \times 1) + (3 \times 0.1) + (4 \times 0.001)$**

Form B

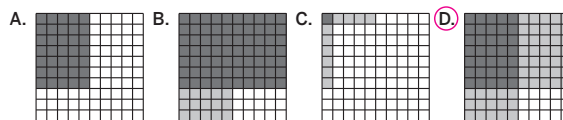
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## End-of-Unit Assessment (continued)

- 6 Which model represents the equation  $0.7 \times 0.5 = 0.35$ ?



- 7 Determine the value of the expression  $4.5 \times 0.6$ . **Sample work shown.**

8 Show your thinking.

$$\begin{array}{r} 4\ 0.5 \\ 0\ 0\ 0 \\ 0.6\ 2.4\ 0.30 \\ \hline 2.70 \end{array}$$

answer: **2.70**

- 8 Estimate the quotient. Then use the standard algorithm to determine the quotient. **Sample estimate and work shown.**

$80.74 \div 22$

9 Show your thinking.

estimate:  **$80 \div 20 = 4$**

$$\begin{array}{r} 3.67 \\ 22 \overline{) 80.74} \\ \underline{- 66} \phantom{00} \\ 147 \phantom{00} \\ \underline{- 132} \phantom{00} \\ 154 \phantom{00} \\ \underline{- 154} \phantom{00} \\ 0 \end{array}$$

answer: **3.67**

Form B

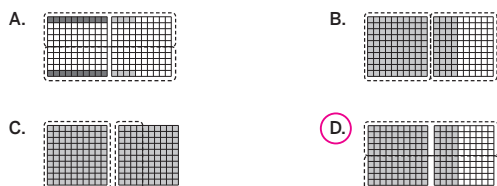
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## End-of-Unit Assessment (continued)

Unit 5.4

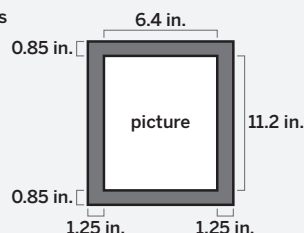
- 9 The local pizza shop uses 1.4 cups of sauce when making 2 pizzas. Which model shows how much sauce is on each pizza?



For Problems 10 and 11, 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.

A rectangular picture frame contains a picture inside the frame. Use the image for Problems 11 and 12.  
**Sample work shown.**



Form B

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

## End-of-Unit Assessment (continued)

Unit 5.4

- 10 What is the area of the picture only?

11 Show your thinking.

**Sample work shown.**

$$\begin{aligned} 11.2 \times 6.4 \\ = \frac{112}{10} \times \frac{64}{10} = \frac{7,168}{100} \\ = 71.68 \end{aligned}$$

answer: **71.68 square inches**

- 11 What is the area of the frame around the picture? **Sample work shown.**












12 Show or explain your thinking.

**First, I found the length of the frame:  $1.25 + 1.25 + 6.4 = 8.9$ . Next, I found the width of the frame:  $11.2 + 0.85 + 0.85 = 12.9$ . Then I used the length and width to determine the area of the frame:  $12.9 \times 8.9 = 114.81$ . Lastly, I subtracted the area of the picture:  $114.81 - 71.68 = 43.13$ .**

answer: **43.13 square inches**

Form B

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Sub-Unit Goal(s)	Problem(s)	Respond to Student Thinking
<b>Sub-Unit 1:</b> <ul style="list-style-type: none"> <li>Read, write, and represent decimals to the thousandths, including in expanded form and expanded notation.</li> <li>Compare and order two decimals to the thousandths using the symbols <math>&gt;</math>, <math>&lt;</math>, or <math>=</math>.</li> <li>Round decimals to tenths or hundredths.</li> <li>Add and subtract decimals to the hundredths using strategies based on place value.</li> </ul>	1	<b> Support</b> <ul style="list-style-type: none"> <li><b>Mini-Lesson:</b> <i>Comparing Decimals to the Thousandths</i> (ML 4.06)</li> <li><b>Center:</b> <i>Greatest of Them All, Decimals</i></li> <li><b>Teacher Move:</b> Consider revisiting Lesson 6.</li> </ul>
	2	<b> Support</b> <ul style="list-style-type: none"> <li><b>Mini-Lesson:</b> <i>Rounding Decimals</i> (ML 4.07)</li> <li><b>Center:</b> <i>Mystery Number, Rounding Decimals</i></li> </ul>
	3, 4	<b> Support</b> <ul style="list-style-type: none"> <li><b>Mini-Lesson:</b> <i>Solving Real-World Problems Involving Adding and Subtracting Decimals</i> (ML 4.09)</li> <li><b>Center:</b> <i>Jump the Line, Add and Subtract Tenths and Hundredths</i></li> </ul>
	5	<b> Support</b> <ul style="list-style-type: none"> <li><b>Teacher Move:</b> Invite students to review the problem and then provide additional opportunities to represent the value in expanded form.</li> <li><b> Emergent Bilinguals</b> Consider allowing students to use a place value chart to represent the value and then orally explain their response.</li> <li><b> ELPS 3.E, 3.F</b></li> </ul>
<b>Sub-Unit 2:</b> Multiply decimals with products resulting in the hundredths using place value reasoning and properties of operations.	6, 7	<b> Support</b> <ul style="list-style-type: none"> <li><b>Mini-Lessons:</b> <ul style="list-style-type: none"> <li><i>Multiplying Decimals Less Than 1</i> (ML 4.12)</li> <li><i>Multiplying Two Decimals</i> (ML 4.13)</li> </ul> </li> <li><b>Center:</b> <i>Mystery Number, Decimals</i></li> <li><b>Teacher Moves:</b> <ul style="list-style-type: none"> <li>For Problem 6, review the problem by using the hundredths models. Then provide additional opportunities for students to determine the value of a multiplication expression with 2 decimals.</li> <li>For Problem 7, consider revisiting Lesson 13.</li> </ul> </li> <li><b> Emergent Bilinguals</b> For Problem 6, invite students to use colored pencils to color-code the 2 factors to help make connections to the model.</li> <li><b> ELPS 3.E, 3.F</b></li> </ul>
	10, 11	<b> Support</b> <ul style="list-style-type: none"> <li><b>Mini-Lesson:</b> <i>Multiplying Two Decimals</i> (ML 4.13)</li> <li><b>Teacher Move:</b> Review the formula to solve for the area. Then provide additional opportunities for students to solve by multiplying 2 decimal sides.</li> </ul>
<b>Sub-Unit 3:</b> Divide decimals of up to 4 digit dividends with quotients resulting in the hundredths using place value reasoning and properties of operations using objects, area models, and the standard algorithm.	8, 9	<b> Support</b> <ul style="list-style-type: none"> <li><b>Teacher Moves:</b> <ul style="list-style-type: none"> <li>For Problem 8, consider revisiting Lessons 16 and 17.</li> <li>For Problem 9, consider revisiting Lesson 14.</li> </ul> </li> </ul>