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

TEKS	5.1.B	5.1.E	5.1.F	5.1.G	5.3.A (S)	5.3.H (S)	5.7.A (S)	5.9.A (S)	5.9.C (R)
Problem(s)	8	7	4–6, 9	9	1–3	1–3	4–6, 9	7	8

Problem 1

TEKS: 5.3.A, 5.3.H

4 Meeting	3 Approaching	2 Developing	1 Beginning
All correct choices and **no incorrect** choices. $\bullet \ \frac{4}{5} + \frac{1}{6}$ $\bullet \ 2\frac{1}{8} - 1\frac{1}{7}$ $\bullet \ 1\frac{1}{2} - \frac{3}{5}$	**Two correct** choices and **no incorrect** choices. **All correct** choices and **one incorrect** choice.	**One or two correct** choice and **one incorrect** choice.	**Only incorrect** choices. **Two or more incorrect** choices with **some correct** choices

Students who select . . .
- $\frac{5}{4} + \frac{1}{9}$ and/or $\frac{3}{4} + \frac{1}{3}$ may have added the fractions without determining a common denominator and may need more support with the structure of adding fractions.
- $\frac{7}{5} - \frac{1}{10}$ may have subtracted without regrouping and may need more support with calculations.

Problem 2

TEKS: 5.3.A, 5.3.H

4 Meeting	3 Approaching	2 Developing	1 Beginning
Correct response: $7\frac{14}{15}$ **or equivalent** **Sample work shown.** $\frac{1 \times 5}{3 \times 5} = \frac{5}{15}$ $\frac{3 \times 3}{5 \times 3} = \frac{9}{15}$ $3\frac{5}{15} + 4\frac{9}{15} = 7\frac{14}{15}$	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Response demonstrates conceptual understanding of adding mixed numbers but includes a calculation error.	Response shows **incomplete understanding** with significant errors. E.g., Students who write $7\frac{4}{8}$ may have added the numerators and denominators and may need more support determining a common denominator.	Response shows **limited understanding.**

Problem 3

TEKS: 5.3.A, 5.3.H

4 Meeting	**3** Approaching	**2** Developing	**1** Beginning
Correct response: $2\frac{7}{9}$ or equivalent Sample work shown. $\frac{12 \div 4}{36 \div 4} = \frac{3}{9}$ $4\frac{1}{9} - 1\frac{3}{9}$ $3\frac{10}{9} - 1\frac{3}{9} = 2\frac{7}{9}$	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Response demonstrates conceptual understanding of subtracting mixed numbers but includes a calculation error.	Response shows **incomplete understanding** with significant errors. E.g., Students who write $3\frac{8}{36}$ may have subtracted without regrouping and without determining a common denominator and may need more support with computations.	Response shows **limited understanding.**

Problems 4–6

TEKS: 5.7.A, 5.1.F

4 Meeting	**3** Approaching	**2** Developing	**1** Beginning
Correct response: 4. 0.350 meters 5. 0.012 meters 6. 190 meters	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Response demonstrates conceptual understanding of conversions but includes a calculation error.	Response shows **incomplete understanding** with significant errors. E.g., Students who shift the digits in the wrong direction or shift the digits too many or not enough places may need more support converting metric units.	Response shows **limited understanding.**

Math Process Standard: Student response demonstrates understanding of the relationships of metric units. **(5.1.F)**

Problem 7

TEKS: 5.9.A, 5.1.E

4 Meeting	**3** Approaching	**2** Developing	**1** Beginning
Sample correct response: **Board Lengths** Length (feet)	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Response demonstrates conceptual understanding of creating a line plot but includes an error plotting 1 or 2 data points.	Response shows **incomplete understanding** with significant errors. E.g., Response demonstrates conceptual understanding of creating a line plot but includes multiple errors plotting the data points and/or students may need support determining equivalent fractions.	Response shows **limited understanding.**

Math Process Standard: Students create a dot plot to represent the values and communicate the mathematical concept ordering mixed numbers. **(5.1.E)**

Problem 8

TEKS: 5.9.C, 5.1.B

4 Meeting	**3** Approaching	**2** Developing	**1** Beginning
Correct response: $1\frac{7}{8}$ ounces or equivalent **Sample work shown.** heaviest = $4\frac{3}{8}$ lightest = $2\frac{4}{8}$ $4\frac{3}{8} - 2\frac{4}{8} = \frac{35}{8} - \frac{20}{8} = \frac{15}{8}$ or $1\frac{7}{8}$	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students who only write $1\frac{7}{8}$ ounces 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 write $6\frac{7}{8}$ ounces may have added the heaviest and lightest plums and may need more support determining the operations needed to solve a story problem.	Response shows **limited understanding.**

Math Process Standard: Students engage in the problem-solving process by analyzing the given information to make sense of it, coming up with a plan, determining and justifying the solution, and evaluating their solution for reasonableness. **(5.1.B)**

Problem 9

TEKS: 5.7.A, 5.1.F, 5.1.G

4 Meeting	**3** Approaching	**2** Developing	**1** Beginning
Correct response: **No, she needs to drink 750 more milliliters.** **Sample work shown.** 9 × 250 = 2,250 1 liter = 1,000 milliliters 3 liters = 3,000 milliliters 3,000 − 2,250 = 750	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students who only write *No* 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 calculate the number of milliliters in 9 glasses but then multiply by 1,000 or divide by the wrong number to calculate the number of liters may need more support with conversions.	Response shows **limited understanding.**

Math Process Standards: Students justify their response by explaining the mathematical relationship of metric units needed to convert to solve for the difference. **(5.1.F, 5.1.G)**