


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

| TEKS | 5.1.A | 5.1.B | 5.1.C | 5.1.E | 5.1.F | 5.1.G | 5.2.A (S) | 5.2.B (R) | 5.C (S) | 5.3.A (S) | 5.3.D (S) | 5.3.E (R) | 5.3.G (R) | 5.3.K (R) | 5.2.A (S) |
|------------|--------|--------------|-------|-------|-------|-------|--------------|--------------|------------|--------------|--------------|-----------------|--------------|-----------------|--------------|
| Problem(s) | 10, 11 | 8, 10, 11 | 7 | 5, 7 | 1, 2 | 3, 4 | 5 | 1 | 2 | 8, 9 | 6, 7 | 6, 7, 10, 11 | 8, 9 | 3, 4, 10, 11 | 5 |

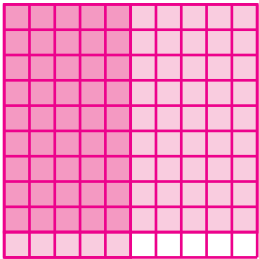
| Problem 1 | | | |  TEKS: 5.2.B, 5.1.F | |
|--|--|---|--|--|--|
| 4 Meeting | | 3 Approaching | | 2 Developing | |
| <p>All correct choices and no incorrect choices.</p> <ul style="list-style-type: none">• 1.000 = 1• 1.53 < 1.62• 813.8 > 388.1 | | <p>Two correct choices and no incorrect choices.</p> <p>All correct choices and one incorrect choice.</p> | | <p>One or two correct choices and one incorrect choice.</p> | |
| | | <p>Students who select . . .</p> <ul style="list-style-type: none">• 0.99 > 1 and/or 0.208 > 0.45 may have been compared the values as whole numbers and may need support with decimal place values.• 0.001 = 0.01 may have only looked at the digits and may need support comparing decimals. | | | |
| <p>Math Process Standards: Student response demonstrates analyzing decimal place value to compare values. (5.1.F)</p> | | | | | |

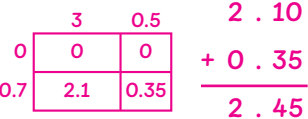
| Problem 2 | | | | TEKS: 5.2.C, 5.1.F | |
|--|---|---|---|--------------------|--|
| 4 Meeting | 3 Approaching | 2 Developing | 1 Beginning | | |
| <p>Correct response:</p> <p>1.4</p> | <p>Response shows conceptual understanding with minor errors, omissions, and/or incomplete reasoning.</p> <p>E.g., Students who write 1.38 may understand rounding decimals and may need support rounding to the correct place value.</p> | <p>Response shows incomplete understanding with significant errors.</p> <p>E.g., Students who write 1.3 may have written the value up to the tenths place and may need support rounding decimals.</p> | <p>Response shows limited understanding.</p> | | |
| <p>Math Process Standards: Student response demonstrates analyzing decimals to round values to the correct place value. (5.1.F)</p> | | | | | |

| Problem 3 | | | | TEKS: 5.3.K, 5.1.G |
|--|---|--|---|--------------------|
| 4 Meeting | 3 Approaching | 2 Developing | 1 Beginning | |
| <p>Correct response: 621.18</p> <p>Sample work shown.</p> $ \begin{array}{r} 11 \\ 613 . 50 \\ + \quad 7 . 68 \\ \hline 621 . 18 \end{array} $ | <p>Response shows conceptual understanding with minor errors, omissions, and/or incomplete reasoning.</p> <p>E.g., Response demonstrates conceptual understanding of decimal place value and adding decimals but includes a calculation error.</p> | <p>Response shows incomplete understanding with significant errors.</p> <p>E.g., Students who write the 8 under the 5 may have not aligned the digits using correct place value and may need support adding decimals.</p> | <p>Response shows limited understanding.</p> | |
| <p>Math Process Standards: Response includes a clear explanation of using place value to add decimals accurately. (5.1.G)</p> | | | | |

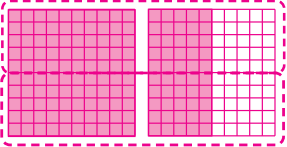
| Problem 4 | | | | TEKS: 5.3.K, 5.1.G |
|--|--|---|---|--------------------|
| 4 Meeting | 3 Approaching | 2 Developing | 1 Beginning | |
| <p>Correct response: 46.48</p> <p>Sample work shown.</p> $ \begin{array}{r} 5 \ 13 \ 13 \\ \cancel{6} \ \cancel{4} . \ \cancel{3} \ 8 \\ - \ 1 \ 7 . \ 9 \ 0 \\ \hline 4 \ 6 . \ 4 \ 8 \end{array} $ | <p>Response shows conceptual understanding with minor errors, omissions, and/or incomplete reasoning.</p> <p>E.g., Response demonstrates conceptual understanding of decimal place value and subtracting decimals but includes a calculation error.</p> | <p>Response shows incomplete understanding with significant errors.</p> <p>E.g., Students who write the 9 under the 8 may have not aligned the digits using correct place value and may need support subtracting decimals.</p> | <p>Response shows limited understanding.</p> | |
| <p>Math Process Standards: Response includes a clear explanation of using place value to subtract decimals accurately. (5.1.G)</p> | | | | |

| Problem 5 | | | | TEKS: 5.2.A, 5.1.E |
|--|---|---|---|--------------------|
| 4 Meeting | 3 Approaching | 2 Developing | 1 Beginning | |
| <p>Sample correct response:</p> $(6 \times 1) + (2 \times 0.1) + (3 \times 0.001)$ | <p>Response shows conceptual understanding with minor errors, omissions, and/or incomplete reasoning.</p> <p>E.g., Response includes an attempt to write in expanded form but has 1 place value error.</p> | <p>Response shows incomplete understanding with significant errors.</p> <p>E.g., Students who write $6 + 2 + 3$ may have only written the digits as whole numbers may need support with multiple representations of decimal values.</p> | <p>Response shows limited understanding.</p> | |
| <p>Math Process Standards: Students create an expression to represent the value in expanded form. (5.1.E)</p> | | | | |

| Problem 6 | | | | TEKS: 5.3.D, 5.3.E |
|---|---|--------------|---|--------------------|
| 4 Meeting | 3 Approaching | 2 Developing | 1 Beginning | |
| <p>Correct response:</p>  | <p>Some responses may show more understanding than others. Consider assigning Approaching or Developing based on what you can determine about the student's understanding, when applicable.</p> <p>Students who select . . .</p> <ul style="list-style-type: none"> 0.45 shaded may have selected the model of the answer and may need more support multiplying decimals with hundredths models. 0.9 or 0.05 shaded may need more support with decimal place value and multiplying decimals with hundredths models. | | <p>Response shows limited understanding.</p> | |

| Problem 7 | | | | TEKS: 5.3.D, 5.3.E, 5.1.C, 5.1.E |
|---|--|---|---|----------------------------------|
| 4 Meeting | 3 Approaching | 2 Developing | 1 Beginning | |
| <p>Correct response:</p> <p>2.45</p> <p>Sample work shown.</p>  | <p>Response shows conceptual understanding with minor errors, omissions, and/or incomplete reasoning.</p> <p>E.g., Response demonstrates conceptual understanding of multiplying decimals but includes a calculation error.</p> | <p>Response shows incomplete understanding with significant errors.</p> <p>E.g., Students who write 245 may have not included the decimal and may need support multiplying decimals.</p> | <p>Response shows limited understanding.</p> | |
| <p>Math Process Standards: Students select a strategy to create a representation of how they solved the multiplication expression. (5.1.C, 5.1.E)</p> | | | | |

| Problem 8 | | | | TEKS: 5.3.A, 5.3.G, 5.1.B |
|--|---|--|---|---------------------------|
| 4 Meeting | 3 Approaching | 2 Developing | 1 Beginning | |
| <p>Correct response: 4.95</p> <p>Sample estimate and work shown. Estimate: $75 \div 15 = 5$</p> $ \begin{array}{r} 4.95 \\ 15 \overline{) 74.25} \\ \underline{- 60} \\ 142 \\ \underline{- 135} \\ 75 \\ \underline{- 75} \\ 0 \end{array} $ | <p>Response shows conceptual understanding with minor errors, omissions, and/or incomplete reasoning.</p> <p>E.g., Response demonstrates conceptual understanding of estimation and multiplying decimals but includes a calculation error.</p> | <p>Response shows incomplete understanding with significant errors.</p> <p>E.g., Students write 495 may need support using estimation to determine whether their solution is reasonable.</p> | <p>Response shows limited understanding.</p> | |
| <p>Math Process Standards: Students use estimation to determine whether their solution is reasonable. (5.1.B)</p> | | | | |

| Problem 9 | | | | TEKS: 5.3.A, 5.3.G |
|---|--|--------------|---|--------------------|
| 4 Meeting | 3 Approaching | 2 Developing | 1 Beginning | |
| <p>Correct response:</p>  | <p>Some responses may show more understanding than others. Consider assigning Approaching or Developing based on what you can determine about the student's understanding, when applicable.</p> | | <p>Response shows limited understanding.</p> | |
| | <p>Students who select . . .</p> <ul style="list-style-type: none"> The model with 2 wholes shaded divided into 1.5 groups may have inverted the division expression and may need support determining the dividend and divisor given a story problem. | | | |

| Problem 10 | | | | TEKS: 5.3.E, 5.3.K, 5.1.A, 5.1.B |
|--|--|--|---|----------------------------------|
| 4 Meeting | 3 Approaching | 2 Developing | 1 Beginning | |
| <p>Correct response: 85.49 square inches Sample work shown.</p> 10.3×8.3 $= \frac{103}{10} \times \frac{83}{10}$ $= \frac{8,549}{100}$ $= 85.49$ | <p>Response shows conceptual understanding with minor errors, omissions, and/or incomplete reasoning.</p> <p>E.g., Response demonstrates conceptual understanding of multiplying decimals but includes a calculation error.</p> | <p>Response shows incomplete understanding with significant errors.</p> <p>E.g., Students who write 8549 may have not included the decimal and may need support multiplying decimals.</p> | <p>Response shows limited understanding.</p> | |
| <p>Math Process Standards: Students apply the concept of area to problems arising in everyday life and 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.A, 5.1.B)</p> | | | | |

| Problem 11 | | | | TEKS: 5.3.E, 5.3.K, 5.1.A, 5.1.B |
|---|---|--|---|----------------------------------|
| 4 Meeting | 3 Approaching | 2 Developing | 1 Beginning | |
| <p>Correct response: 39.59 square inches Sample work shown.</p> <p>First, I found the length of the frame: $1.15 + 1.15 + 8.3 = 10.6$.</p> <p>Next, I found the width of the frame: $10.3 + 0.75 + 0.75 = 11.8$.</p> <p>Then I used the length and width to determine the area of the frame: $10.6 \times 11.8 = 125.08$.</p> <p>Lastly, I subtracted the area of the picture: $125.08 - 85.49 = 39.59$.</p> | <p>Response shows conceptual understanding with minor errors, omissions, and/or incomplete reasoning.</p> <p>E.g., Students who write 39.59 may need more support including the unit of measure and documenting their work or writing an explanation to show their thinking.</p> | <p>Response shows incomplete understanding with significant errors.</p> <p>E.g., Students who write 125.08 may have determined the area of the frame and may need support with multi step story problems.</p> | <p>Response shows limited understanding.</p> | |
| <p>Math Process Standards: Students apply the concept of area to problems arising in everyday life and 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.A, 5.1.B)</p> | | | | |