



# 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

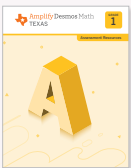
## End-of-Unit Assessment

Independent | 45 min

**Facilitation:** Assign the End-of-Unit Assessment to learn about your students' understanding of concepts and skills in this unit. Read aloud the problems to students as needed.

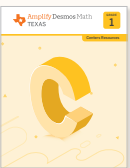
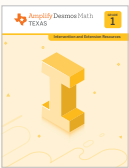
Item Analysis				
Problem(s)	Concept or skill	Addressed in	DOK	TEKS
1, 2	Using expanded and standard forms to represent numbers up to 120	Lesson 7	2	1.2.C, 1.5.G
3, 4	Using pictures to represent numbers up to 120	Lesson 6	1	1.2.B
5, 6	Representing the comparison of 2 numbers to 100 using the symbols $>$ , $<$ , or $=$	Lesson 11	1	1.2.G 1.1.D
7	Generating a number that is greater than or less than a given number up to 120	Lesson 12	1	1.2.D
8	Ordering numbers up to 120 using an understanding of place value and open number lines	Lesson 13	2	1.2.F 1.1.E
9	Using place value to compare whole numbers up to 120 using comparative language	Lesson 11	2	1.2.E 1.1.G
10	Finding the value of a group of coins	Lesson 3	2	1.4.A, 1.4.B 1.1.A
11	Using skip counting to find the value of a group of coins	Lesson 4	2	1.4.A, 1.4.B, 1.4.C 1.1.A

### Assessment Resources



- Student Print Assessments
- 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 5, consider the following resources:

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

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

## End-of-Unit Assessment

Unit 1.5

For Problems 1–4, write the three-digit number that matches the representation.

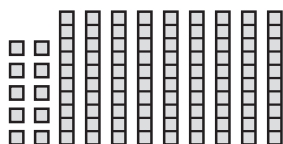
1  $100 + 10 + 8$

answer: 118

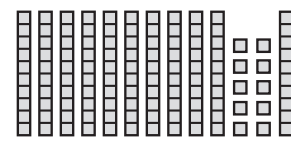
2  $100 + 7$

answer: 107

3

answer: 100

4

answer: 120

For Problems 5 and 6, write  $>$ ,  $<$ , or  $=$  to make the statement true.

5

99  $>$  97

6

85  $<$  88

201

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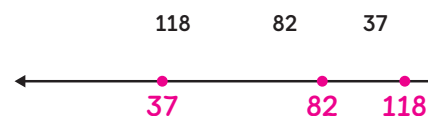
Name \_\_\_\_\_ Date \_\_\_\_\_

## End-of-Unit Assessment (continued)

Unit 1.5

7 What is a number greater than 114? 115

8 Plot the numbers in order on the open number line.



9 Diego purchased 111 plastic army figurines. Jada purchased 101 plastic army figurines. Who purchased more figurines and how do you know?

Sample response shown.

Diego

Jada

I know Diego purchased more because 111 and 101 both have 1 hundred and 1 one but 111 has a 1 in the tens place and 101 has a 0 in the tens place, so 111 is 10 more than 101.

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

## End-of-Unit Assessment (continued)

Unit 1.5

10 Han gave Jada 1 quarter, 2 dimes, and 3 pennies. How much money did Han give Jada? Sample work shown.

Show your thinking.

total value: 48¢

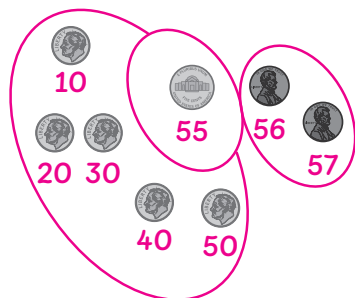
$25 + 10 = 35$

$35 + 10 = 45$








$45 + 3 = 48$

11 Jada used pennies, nickels, and dimes from her piggy bank to pay for the army figurines. Use skip counting to find the total value of Jada's coins. Sample work shown.

Show your thinking.

total value: 57¢

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Sub-Unit Goals	Problem(s)	Respond to Student Thinking
<b>Sub-Unit 1:</b> Describe the relationship among the coins when counting a collection of pennies, nickels, and dimes.	10, 11	<p> <b>Support</b></p> <ul style="list-style-type: none"> <li>• <b>Mini-Lesson:</b> <i>Finding the Value of a Group of Pennies, Nickels, and Dimes</i> (ML 5.03)</li> <li>• <b>Teacher Move:</b> Invite students to review the problem and then provide additional opportunities for students to record the value of each coin to aid in skip counting.</li> <li>• <b>Teacher Move:</b> Consider revisiting Lesson 2, Activity 2 to review identifying coins, if needed.</li> <li>•  <b>Emergent Bilinguals:</b> Invite students to use colored pencils to color code keywords, such as quarters, dimes, nickels and pennies, to help make connections. <b>ELPS 3.E, 3.F</b></li> </ul>
<b>Sub-Unit 2:</b> Use objects and pictorial models to compose and decompose numbers up to 120 as so many hundreds, so many tens, and so many ones.	1–4	<p> <b>Support</b></p> <ul style="list-style-type: none"> <li>• <b>Mini-Lesson:</b> <i>Representing the Same Number in Different Ways</i> (ML 5.09)</li> <li>• <b>Teacher Move:</b> Invite students to review the problem and then identify the different representations with language like <i>expanded form</i>, <i>standard form</i> or <i>drawing</i>.</li> <li>• <b>Teacher Move:</b> Consider revisiting Lesson 7, Activity 1.</li> </ul>
<b>Sub-Unit 3:</b> Generate a number that is greater than or less than a given number up to 120.	7	<p> <b>Support</b></p> <ul style="list-style-type: none"> <li>• <b>Center:</b> <i>Get Your Numbers in Order, Two-digit Numbers</i></li> <li>• <b>Teacher Move:</b> Invite students to review the problem and then share their strategies for generating greater or lesser numbers using place value.</li> </ul>
<b>Sub-Unit 3:</b> Compare numbers up to 120 using an understanding of place value, comparative language, and the symbols $>$ , $<$ , or $=$ .	5, 6, 9	<p> <b>Support</b></p> <ul style="list-style-type: none"> <li>• <b>Mini-Lesson:</b> <i>Comparing Numbers Shown in Different Ways</i> (ML 5.11)</li> <li>• <b>Center:</b> <i>Greatest of Them All, Two-digit Numbers</i></li> <li>• <b>Teacher Move:</b> Invite students to review the problems and then provide additional opportunities for students to compare numbers using symbols and language.</li> <li>•  <b>Emergent Bilinguals:</b> For Problem 9, 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>
<b>Sub-Unit 3:</b> Order numbers up to 120 using an understanding of place value and open number lines.	8	<p> <b>Support</b></p> <ul style="list-style-type: none"> <li>• <b>Mini-Lesson:</b> <ul style="list-style-type: none"> <li>• <i>Finding Numbers Greater Than or Less Than a Given Number</i> (ML 5.12)</li> <li>• <i>Using Open Number Lines to Order Numbers</i> (ML 5.13)</li> </ul> </li> <li>• <b>Center:</b> <i>Get Your Numbers in Order, Two-digit Numbers</i></li> <li>• <b>Teacher Move:</b> Consider revisiting Lesson 13, Activity 1.</li> </ul>



Notes: