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

TEKS	5.1.A	5.1.C	5.1.G	5.3.A *(S)*	5.3.B *(S)*	5.3.C *(S)*	5.4.B *(R)*	5.4.H *(R)*	5.10.A *(S)*	5.10.B *(S)*	5.10.C *(NT)*	5.10.E *(S)*	5.10.F *(S)*
Problem(s)	7, 9	3	10	3	1	2, 5	4	4	6	8	10	9	7

Problem 1

TEKS: 5.3.B

4 Meeting	3 Approaching	2 Developing	1 Beginning
Correct response: 17,460 Sample work shown. 485 × 36 2,910 + 14,550 17,460	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Response includes an attempt to multiply using the standard algorithm but has a calculation error.	Response shows **incomplete understanding** with significant errors. E.g., Students who attempt to solve using the standard algorithm may need support with the calculation steps.	Response shows **limited understanding**.

Problem 2

TEKS: 5.3.C

4 Meeting	3 Approaching	2 Developing	1 Beginning
Correct response: 55 Sample work shown. 55 25)1375 - 1250 (50) 125 - 125 (5) 0 50 + 5 = 55	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Response includes an attempt to divide using the standard algorithm but has a calculation error.	Response shows **incomplete understanding** with significant errors. E.g., Students who attempt to solve using the standard algorithm may need support with the calculation steps.	Response shows **limited understanding**.

Problem 3

TEKS: 5.3.A, 5.1.C

4 Meeting	3 Approaching	2 Developing	1 Beginning
Correct response: 2,000	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.		Response shows **limited understanding**.
	Students who select . . . • 200 or 20 may have estimated to divide and may need more support with place value.		

Math Process Standards: Students use estimation, and number sense, as appropriate, to solve problems. **(5.1.C)**

Problem 4

TEKS: 5.4.B

4 Meeting	3 Approaching	2 Developing	1 Beginning
Correct response: $c = (19 \times 37) \div 24$	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.		Response shows **limited understanding**.
	Students who select . . . • $c = (19 \times 37) - 24$ may have solved for the total number of books and then subtracted how many each class would receive and may need more support determining the correct operation. • $c = 24 \div (19 \times 37)$ may have inverted the division in the equation and may need more support writing division equations.		

Problem 5

TEKS: 5.3.C, 5.4.H

4 Meeting	3 Approaching	2 Developing	1 Beginning
Correct response: 112 feet **Sample work shown.** 2 10 100 + 10 + 2 = 112 100 36)4032 - 3600 432 - 360 72 - 72 0	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students who only include the correct value may need more support documenting their work or writing an explanation to show their thinking. or Response demonstrates conceptual understanding of dividing to solve for the width but includes a calculation error.	Response shows **incomplete understanding** with significant errors. E.g., Students who respond 100 may have forgotten to add the partial quotients and may need support with calculations using the standard algorithm.	Response shows **limited understanding**.

Problem 6

TX: 5.10.A

4 Meeting	3 Approaching	2 Developing	1 Beginning
Correct response: Sales tax	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.		Response shows **limited understanding**.
	Students who do not select the correct answer may need support with financial literacy tax terms and definitions.		

Problem 7

TEKS: 5.10.F, 5.1.A

4 Meeting	3 Approaching	2 Developing	1 Beginning
Correct response: $841.58	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Response includes an attempt to balance the budget but has a calculation error.	Response shows **incomplete understanding** with significant errors. E.g., Students who write $2,591.09 may have added all expenses and may need support solving how to balance the budget given the net income.	Response shows **limited understanding.**

Math Process Standards: Students apply the concept of balancing a budget in everyday life. **(5.1.A)**

Problem 8

TEKS: 5.10.B

4 Meeting	3 Approaching	2 Developing	1 Beginning
Sample correct response: Gross income is the full amount you receive before taxes, and net income is what you get to keep after paying taxes and other costs.	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students who write both correct definitions but misidentify the terms may need more support with the vocabulary.	Response shows **incomplete understanding** with significant errors. E.g., Students who write 1 definition may need more support explaining the difference between the terms.	Response shows **limited understanding.**

Problem 9

TEKS: 5.10.E, 5.10.F, 5.1.A

4 Meeting	3 Approaching	2 Developing	1 Beginning
Sample correct response: Jada's expenses are $400 more than her net income. She can reduce shopping and savings by $200 each to balance her budget.	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Response demonstrates conceptual understanding of balancing a budget but includes a calculation error.	Response shows **incomplete understanding** with significant errors. E.g., Students who write *Her expenses are more than her net income* may need more support providing a complete explanation of changes needed to balance her budget.	Response shows **limited understanding.**

Math Process Standards: Students apply the concept of balancing a budget in everyday life. **(5.1.A)**

Problem 10

TEKS: 5.10.C, 5.1.G

4 Meeting	3 Approaching	2 Developing	1 Beginning
Sample correct response: **Han might think Jada should use a debit card instead of a credit card so she will not pay interest on the video game purchase. Jada has enough money in her savings to be able to purchase the game using a debit card.**	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students who write *Credit cards include interest* may need more support explaining their thinking.	Response shows **incomplete understanding** with significant errors. E.g., Students who write *She has enough money in her savings* may need more support explaining the difference between a credit card and debit card.	Response shows **limited understanding.**

Math Process Standards: Response includes a clear explanation of why Han might think Jada should use a debit card using mathematical language. **(5.1.G)**