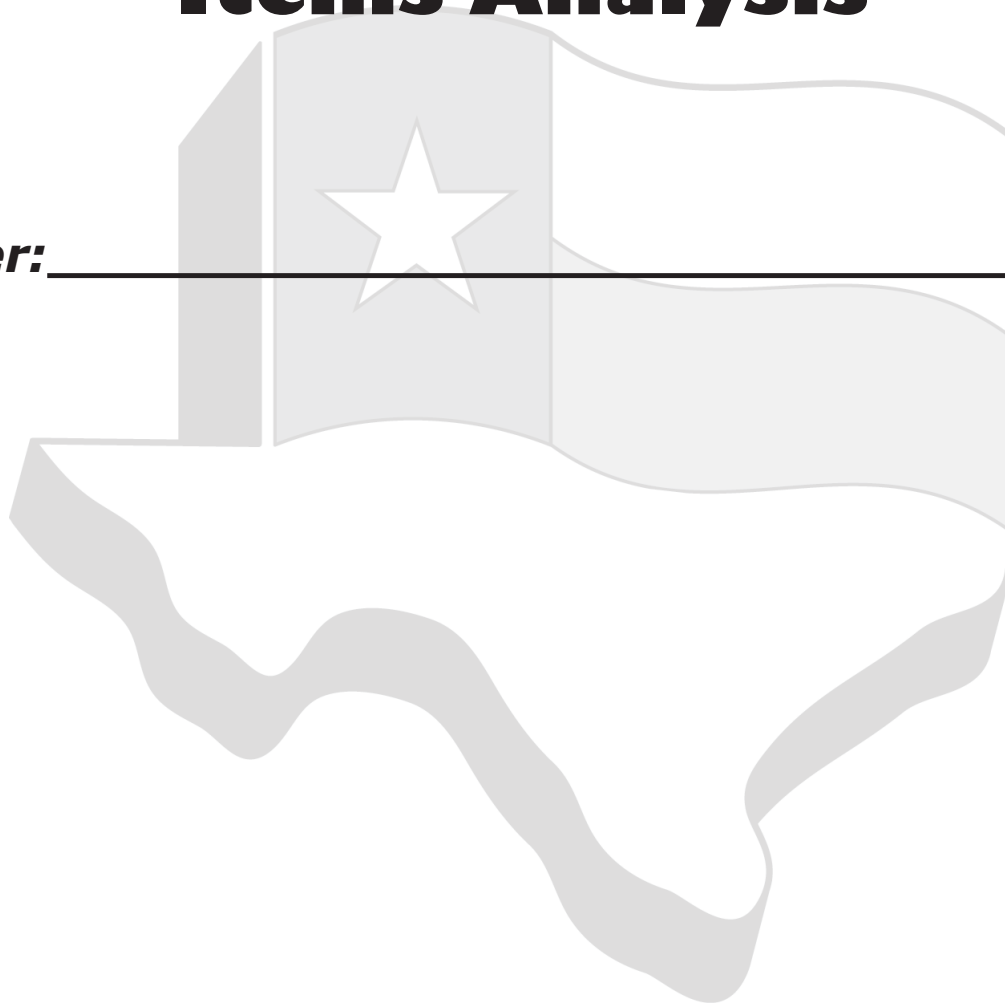


Step Up to the TEKS
by GF Educators, Inc.

Fifth Grade Mathematics

2016 Released Items Analysis

Teacher: _____



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Edition I



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5th Grade Mathematics

Released Items

Name: _____

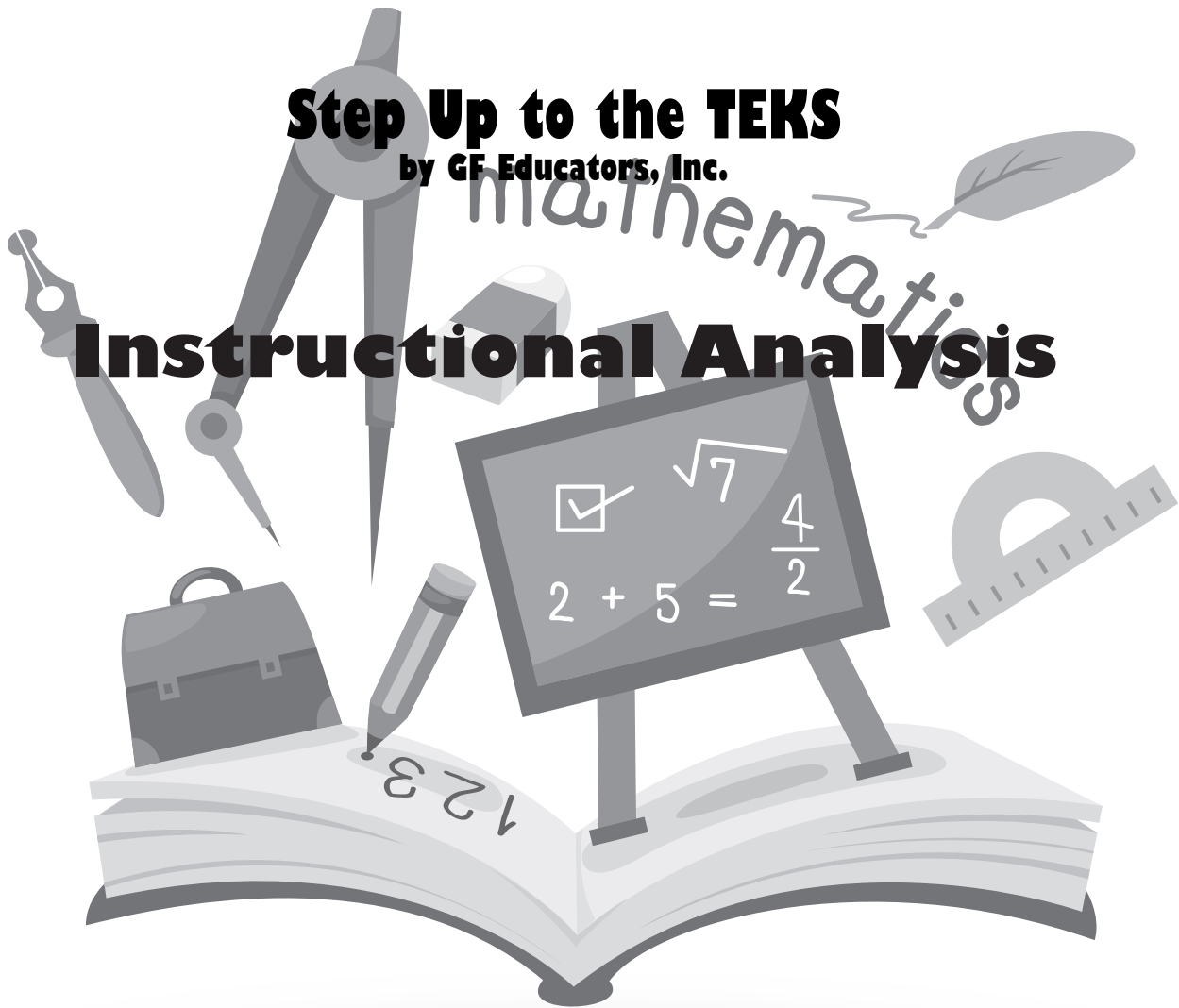
Teacher: _____

Date: _____

Step Up to the TEKS

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Instructional Analysis



TEKS 5.2A Supporting Standard
represent the value of the digit in decimals through the thousandths using expanded notation and numerals

<p>ITEM 5 A bank received a check for two thousand, six hundred nine dollars and seventy-five cents. How is this number written in expanded notation?</p> <p>A $(2 \times 1,000) + (6 \times 100) + (9 \times 10) + (7 \times 0.01) + (5 \times 0.01)$</p> <p>B $(2 \times 1,000) + (6 \times 100) + (9 \times 1) + (7 \times 0.1) + (5 \times 0.01)$</p> <p>C $(2 \times 1,000) + (6 \times 10) + (9 \times 1) + (7 \times 1) + (5 \times 1)$</p> <p>D $(2 \times 1,000) + (6 \times 100) + (9 \times 1) + (7 \times 0.01) + (5 \times 0.001)$</p>	Item Analysis	
	Verb	Represent
	Using or Including	Expanded Notation
	Concept	Value of Digits in a Decimal
	Process TEKS	5.1A, 5.1B, 5.1D, 5.1F
Notes		

TEKS 5.2B Readiness Standard
compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$

<p>ITEM 8 The table shows the time in seconds it took four swimmers to complete a race.</p> <p style="text-align: center;">Race Times</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Swimmer</td> <td style="text-align: center;">One</td> <td style="text-align: center;">Two</td> <td style="text-align: center;">Three</td> <td style="text-align: center;">Four</td> </tr> <tr> <td style="text-align: center;">Time (seconds)</td> <td style="text-align: center;">26.15</td> <td style="text-align: center;">26.5</td> <td style="text-align: center;">26.1</td> <td style="text-align: center;">26.05</td> </tr> </table> <p>Which inequality correctly compares two of these race times?</p> <p>F $26.5 > 26.05$</p> <p>G $26.15 > 26.5$</p> <p>H $26.1 < 26.05$</p> <p>J $26.15 < 26.1$</p>	Swimmer	One	Two	Three	Four	Time (seconds)	26.15	26.5	26.1	26.05	Item Analysis	
	Swimmer	One	Two	Three	Four							
	Time (seconds)	26.15	26.5	26.1	26.05							
	Verb	Compare										
	Using or Including	Symbols ($<$, $>$)										
Concept	Decimals											
Process TEKS	5.1A, 5.1B, 5.1E, 5.1F											
Notes												

TEKS 5.2B Readiness Standard

compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$

ITEM

23 Joshua compared the values of these decimals.

0.06 0.6 0.006 0.060

Which statement correctly compares two of these numbers?

- A $0.6 < 0.06$
- B $0.006 > 0.6$
- C $0.6 = 0.06$
- D $0.060 = 0.06$

Item Analysis

Verb	Compare
Using or Including	Symbols ($<$, $>$, $=$)
Concept	Decimals
Process TEKS	5.1A, 5.1B, 5.1F

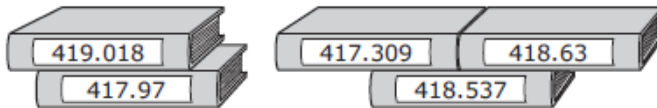
Notes

TEKS 5.2B Readiness Standard

compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$

ITEM

34 Books in a library are arranged by their Dewey decimal number. The Dewey decimal numbers for five books are shown in the picture.



Lana will put these five books in order from the least number to the greatest number. Which book will be in the fourth position?

- F 419.018
- G 417.97
- H 418.537
- J 418.63

Item Analysis

Verb	Compare Order
Using or Including	NA
Concept	Decimals
Process TEKS	5.1A, 5.1B, 5.1F

Notes

TEKS 5.2C Supporting Standard
round decimals to tenths or hundredths

<p>ITEM 1 A computer rounded the number 129.257 to the nearest hundredth. What is this number rounded to the nearest hundredth?</p> <p>A 100 B 129.30 C 130 D 129.26</p>	Item Analysis	
	Verb	Round
	Using or Including	NA
	Concept	Decimals to Hundredths
	Process TEKS	5.1A, 5.1B, 5.1F
Notes		

TEKS 5.4A Supporting Standard
identify prime and composite numbers

<p>ITEM 20 Seth’s homework assignment is to write factor pairs that contain only composite numbers. Seth wrote four factor pairs for the number 132, as shown below.</p> <p style="text-align: center;"> 6×22 11×12 3×44 2×66 </p> <p>Which of Seth’s factor pairs contains only composite numbers?</p> <p>F 6×22 G 11×12 H 3×44 J 2×66</p>	Item Analysis	
	Verb	Identify
	Using or Including	NA
	Concept	Composite Numbers
	Process TEKS	5.1A, 5.1B, 5.1F
Notes		



TEKS 5.4F Readiness Standard

simplify numerical expressions that do not involve exponents, including up to two levels of grouping

ITEM

25 At a clothing store, Zoey bought 2 shirts for \$7.25 each and 2 pairs of jeans for \$24 each. She used a coupon for \$10 off the total price of the clothes. The discounted price of the clothes Zoey bought can be found using this expression.

$$[2(7.25) + 2(24)] - 10$$

What is the discounted price in dollars and cents of the clothes Zoey bought?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

Item Analysis

Verb

Simplify

Using or Including

Two Levels of Grouping

Concept

Numerical Expression

Process TEKS

5.1A, 5.1B, 5.1F

Notes

TEKS 5.4F Readiness Standard

simplify numerical expressions that do not involve exponents, including up to two levels of grouping

ITEM

49 What is the value of this expression?

$$[45 - (6 + 3)] \times 27$$

- A** 1,134
- B** 972
- C** 198
- D** 1,206

Item Analysis

Verb

Simplify

Using or Including

Two Levels of Grouping

Concept

Numerical Expression

Process TEKS

5.1B, 5.1F

Notes

TEKS 5.3A Supporting Standard

estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division

ITEM

2 Mr. Márquez had 123 eggs in a refrigerator in his restaurant. He put 32 more cartons of eggs in the refrigerator. Each carton contained 18 eggs. Which of these is the best estimate of the number of eggs Mr. Márquez now has in his refrigerator?

- F** 600
- G** 400
- H** 700
- J** 900

Item Analysis

Verb	Estimate
Using or Including	Addition Multiplication
Concept	Real-World
Process TEKS	5.1A, 5.1B, 5.1C, 5.1F

Notes

TEKS 5.3B Supporting Standard

multiply with fluency a three-digit number by a two-digit number using the standard algorithm

ITEM

27 A company makes 625 cell phone cases each day. How many cell phone cases does the company make in 31 days?

- A** 18,375
- B** 1,490
- C** 2,500
- D** 19,375

Item Analysis

Verb	Multiply
Using or Including	Standard Algorithm
Concept	Three-Digit by a Two-Digit
Process TEKS	5.1A, 5.1B, 5.1F

Notes

TEKS 5.3C Supporting Standard

solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm

ITEM

33 Tara has a box of 908 beads for making bracelets. She wants to put 15 beads on each bracelet she makes. What is the greatest number of bracelets Tara can make with these beads?

- A 61
- B 70
- C 60
- D 68

Item Analysis

Verb	Solve
Using or Including	Strategies Standard Algorithm
Concept	Quotient of Three-Digit by Two-Digit
Process TEKS	5.1A, 5.1B, 5.1F

Notes

TEKS 5.3D Supporting Standard

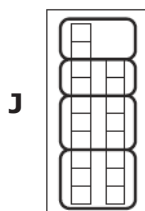
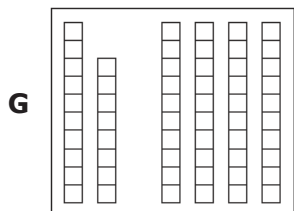
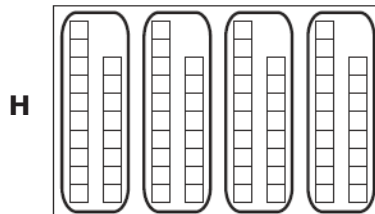
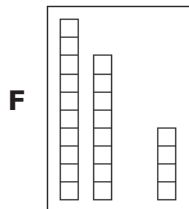
represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models

ITEM

42 Marisela used this model to represent 1 whole.



Which model represents 1.8×4 ?



Item Analysis

Verb	Represent
Using or Including	Pictorial Models
Concept	Multiplication of Decimals
Process TEKS	5.1A, 5.1B, 5.1D, 5.1F

Notes

TEKS 5.3E Readiness Standard
solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers

<p>ITEM 9 Scott drank 3.5 bottles of water yesterday. Each bottle contained 1.2 pints of water. What was the number of pints of water Scott drank yesterday?</p> <p>A 4.7 pints B 4.2 pints C 4.1 pints D 42 pints</p>	Item Analysis	
	Verb	Solve
	Using or Including	Place-Value Understanding
	Concept	Products of Decimals
	Process TEKS	5.1A, 5.1B, 5.1F
Notes		

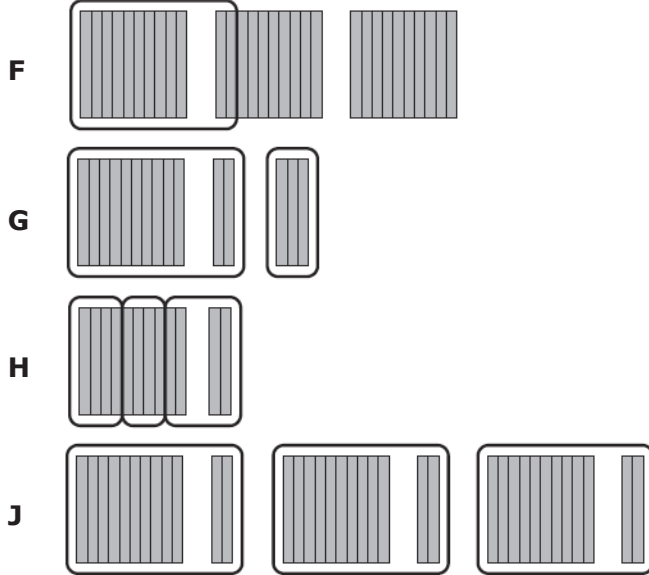
TEKS 5.3E Readiness Standard
solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers

<p>ITEM 39 Freddy exercised 2.5 hours per day on 4 days last week. He burned 330 calories per hour while exercising. How many calories did Freddy burn by exercising last week?</p> <p>A 2,640 calories B 26,400 calories C 3,300 calories D 33,000 calories</p>	Item Analysis	
	Verb	Solve
	Using or Including	Strategies
	Concept	Product of Decimals
	Process TEKS	5.1A, 5.1B, 5.1F
Notes		

TEKS 5.3F Supporting Standard
represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models

ITEM

10 Which model represents $1.2 \div 3$?



Item Analysis

Verb	Represent
Using or Including	Pictorial Models
Concept	Quotient of Decimals
Process TEKS	5.1B, 5.1D, 5.1F
Notes	

TEKS 5.3G Readiness Standard
solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm

ITEM

4 A rope was 14.35 inches long. Megan cut the rope into 7 pieces of equal length. What was the length of each piece of rope in inches?

- F** 2.5 in.
- G** 2.35 in.
- H** 2.05 in.
- J** 2.55 in.

Item Analysis

Verb	Solve
Using or Including	Strategies Standard Algorithm
Concept	Quotients of Decimals
Process TEKS	5.1A, 5.1B, 5.1F
Notes	

TEKS 5.3G Readiness Standard

solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm

ITEM

44 What is the quotient when 0.75 is divided by 5?

- F** 4.25
- G** 0.15
- H** 3.75
- J** Not here

Item Analysis

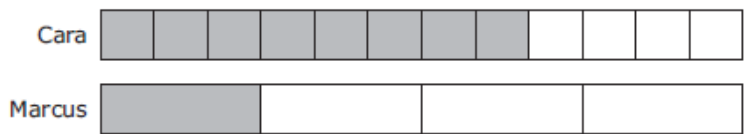
Verb	Solve
Using or Including	Strategies Standard Algorithm
Concept	Quotients of Decimals
Process TEKS	5.1B, 5.1F
Notes	

TEKS 5.3H Supporting Standard

represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations

ITEM

6 Cara and Marcus shared a candy bar. The models are shaded to show the fraction of the candy bar each of them ate.



What fraction of the candy bar did Cara and Marcus eat altogether?

- F** $\frac{11}{12}$
- G** $\frac{9}{16}$
- H** $\frac{1}{12}$
- J** $\frac{9}{24}$

Item Analysis

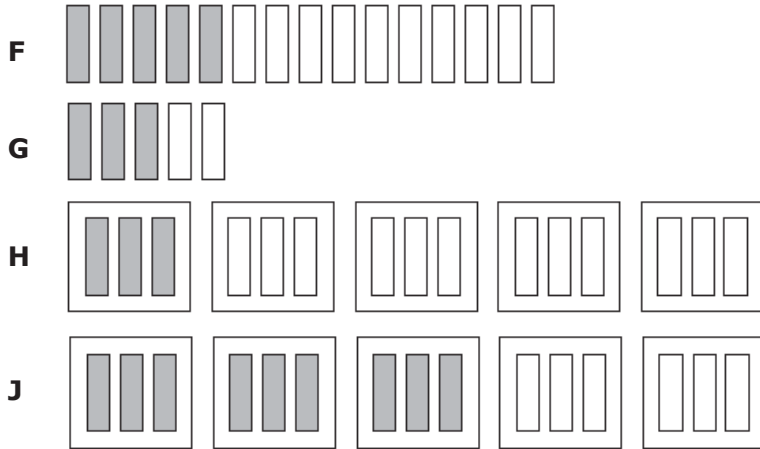
Verb	Solve
Using or Including	Pictorial Models
Concept	Addition Fractions
Process TEKS	5.1A, 5.1B, 5.1E, 5.1F
Notes	

TEKS 5.3I Supporting Standard

represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models

ITEM

50 Which model represents $\frac{3}{5}$ of 15?



Item Analysis

Verb	Represent
Using or Including	Pictorial Models
Concept	Multiplication of a Whole Number and Fraction
Process TEKS	5.1B, 5.1D, 5.1F

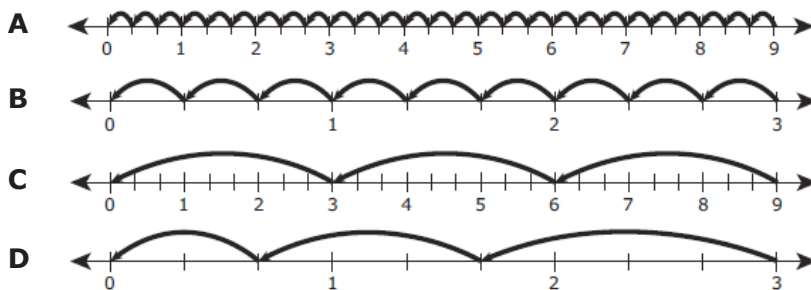
Notes

TEKS 5.3J Supporting Standard

represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models

ITEM

21 Which number line best models the expression $3 \div \frac{1}{3}$?



Item Analysis

Verb	Represent
Using or Including	Pictorial Models
Concept	Multiplication of a Whole Number and a Fraction
Process TEKS	5.1B, 5.1D, 5.1F

Notes

TEKS 5.3K Readiness Standard
add and subtract positive rational numbers fluently

ITEM 18 Last month Jim drove his car 2,718.3 miles. That brought the car's total mileage to 87,416 miles. What was the car's total mileage before last month?

F 84,697.7 mi
G 85,302.7 mi
H 89,124.3 mi
J 90,134.3 mi

Item Analysis	
Verb	Add
Using or Including	NA
Concept	Positive Rational Numbers
Process TEKS	5.1A, 5.1B, 5.1F
Notes	

TEKS 5.3K Readiness Standard
add and subtract positive rational numbers fluently

ITEM 24 The table shows the population of three Texas counties. The population of Gray County is missing.

Population	
County	Population
Anderson	58,308
Dallas	2,416,014
Brazos	197,632
Gray	

The population of Gray County is 35,553 less than the population of Anderson County. What is the combined population of these four counties?

F 2,694,709
G 2,707,507
H 2,695,209
J 2,765,815

Item Analysis	
Verb	Add
Using or Including	NA
Concept	Positive Rational Numbers
Process TEKS	5.1A, 5.1B, 5.1E, 5.1F
Notes	

TEKS 5.3K Readiness Standard
add and subtract positive rational numbers fluently

<p>ITEM 35 Marsha bought a birthday card for \$2.86 and a pen for \$1.57. She paid with a \$20 bill. How much change should Marsha have received?</p> <p>A \$15.57 B \$24.43 C \$17.77 D \$16.57</p>	Item Analysis	
	Verb	Add Subtract
	Using or Including	NA
	Concept	Positive Rational Numbers
	Process TEKS	5.1A, 5.1B, 5.1F
Notes		

TEKS 5.3L Readiness Standard
divide whole numbers by unit fractions and unit fractions by whole numbers

<p>ITEM 13 Cyril put a total of $\frac{1}{8}$ lb of gravel into 6 fish tanks. He put the same amount of gravel into each tank. How many pounds of gravel did Cyril put into each fish tank?</p> <p>A $\frac{6}{8}$ lb B $\frac{1}{6}$ lb C $\frac{1}{48}$ lb D $\frac{6}{48}$ lb</p>	Item Analysis	
	Verb	Divide
	Using or Including	NA
	Concept	Fraction by a Whole Number
	Process TEKS	5.1A, 5.1B, 5.1F
Notes		

TEKS 5.3L Readiness Standard
divide whole numbers by unit fractions and unit fractions by whole numbers

<p>ITEM</p> <p>37 Amy cut 32 feet of chain into pieces that were each $\frac{1}{4}$ ft long. How many of these pieces did Amy have after cutting the chain?</p> <p>Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.</p>	Item Analysis	
	Verb	Divide
	Using or Including	NA
	Concept	Whole Number by a Fraction
	Process TEKS	5.1A, 5.1B, 5.1F
Notes		

TEKS 5.4B Readiness Standard
represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity

<p>ITEM</p> <p>14 Mr. Anderson had 185 pieces of wood. He sold 25 pieces of wood to his neighbor and stacked the rest of the wood into piles around his house. Each pile of wood contained 40 pieces of wood. Which equation can be used to find p, the number of piles of wood Mr. Anderson made?</p> <p>F $p = (185 + 25) + 40$ G $p = (185 - 25) - 40$ H $p = (185 + 25) \times 40$ J $p = (185 - 25) \div 40$</p>	Item Analysis	
	Verb	Represent
	Using or Including	Equation
	Concept	Multi-Step Letter Unknown
	Process TEKS	5.1A, 5.1B, 5.1D, 5.1F
Notes		

TEKS 5.4B Readiness Standard

represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity

ITEM

30 The table shows the number of hats made at a factory during three weeks in February. The number of hats made in Week 4 is represented by n .

Hats

Week	Number of Hats
1	562,937
2	607,822
3	492,375
4	n

The total number of hats made at the factory in February was 2,148,431. Which equation represents this situation?

- F** $2,148,431 = (562,937 + 607,822 + 492,375) + n$
- G** $2,148,431 = (562,937 + 607,822 + 492,375) - n$
- H** $2,148,431 = (562,937 + 607,822 + 492,375) \times n$
- J** $2,148,431 = (562,937 + 607,822 + 492,375) \div n$

Item Analysis

Verb	Represent
Using or Including	Equations
Concept	Multi-Step Letter Unknown
Process TEKS	5.1A, 5.1B, 5.1E, 5.1F

Notes

TEKS 5.4B Readiness Standard

represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity

ITEM

41 This equation can be used to find b , the number of dollars Mrs. Colton earned as a sales bonus last week.

$$b = 429 (39 \times 9)$$

What was the amount of Mrs. Colton's bonus?

- A** \$20
- B** \$78
- C** \$158
- D** \$138

Item Analysis

Verb	Solve
Using or Including	Equations
Concept	Multi-Step Problems
Process TEKS	5.1A, 5.1B, 5.1F

Notes

TEKS 5.4C Readiness Standard

generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph

ITEM

16 Which table could represent the equation $y = 0.1x$?

F

x	y
5	50
10	100
15	150
20	400
40	400

H

x	y
5	5.1
10	10.1
15	15.1
20	20.1
40	40.1

G

x	y
5	0.5
10	1.0
15	1.5
20	2.0
40	4.0

J

x	y
5	0.5
10	0.6
15	0.7
20	0.8
40	1.2

Item Analysis

Verb	Generate
Using or Including	Given a rule $y = ax$
Concept	Numerical Pattern
Process TEKS	5.1B, 5.1D, 5.1F

Notes

TEKS 5.4C Readiness Standard

generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph

32 Customers at a gift shop receive free stickers for every T-shirt they buy. The graph shows the relationship between x , the number of T-shirts customers buy, and y , the number of stickers customers receive.



Which table also represents this relationship?

F

Gift Shop	
Number of T-Shirts Bought	Number of Free Stickers
6	6
7	7
8	8
9	9

H

Gift Shop	
Number of T-Shirts Bought	Number of Free Stickers
6	3
10	5
14	7
18	9

G

Gift Shop	
Number of T-Shirts Bought	Number of Free Stickers
6	12
7	14
8	16
9	18

J

Gift Shop	
Number of T-Shirts Bought	Number of Free Stickers
6	18
10	30
14	42
18	54

Item Analysis

Verb	Generate
Using or Including	Graph
Concept	Numerical Pattern
Process TEKS	5.1A, 5.1B, 5.1D, 5.1F

Notes

TEKS 5.4C Readiness Standard

generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph

ITEM

48 Students earned extra points on a science test for correctly answering a bonus question. The relationship between the students' original test score and their final test score, including the extra points, can be represented by the equation $y = x + 25$. Which table could represent this relationship?

Science Test

F

Original Test Score, x	Final Test Score, y
65	90
70	95
78	103
85	110

Science Test

H

Original Test Score, x	Final Test Score, y
72	97
80	105
83	98
91	106

Science Test

G

Original Test Score, x	Final Test Score, y
70	45
79	54
81	56
85	60

Science Test

J

Original Test Score, x	Final Test Score, y
70	25
80	50
90	75
100	100

Item Analysis

Verb	Generate
Using or Including	Given a Rule $y = x + a$
Concept	Numerical Pattern
Process TEKS	5.1A, 5.1B, 5.1D, 5.1F

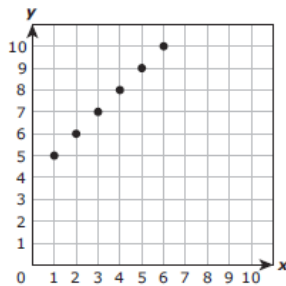
Notes

TEKS 5.4D Supporting Standard

recognize the difference between additive and multiplicative numerical patterns given in a table or graph

ITEM

46 The points on the graph represent a numerical pattern.



Which statement about the pattern represented on the graph is true?

- F** It is a multiplicative pattern because each y -coordinate has a higher value than the corresponding x -coordinate.
- G** It is a multiplicative pattern because each x -coordinate is multiplied by 5 to create the corresponding y -coordinate.
- H** It is an additive pattern because each y -coordinate has a higher value than the corresponding x -coordinate.
- J** It is an additive pattern because each x -coordinate is increased by 4 to create the corresponding y -coordinate.

Item Analysis

Verb	Recognize
Using or Including	Graph
Concept	Numerical Patterns Additive & Multiplicative
Process TEKS	5.1B, 5.1E, 5.1G

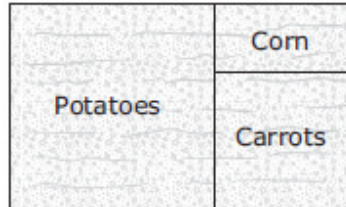
Notes

TEKS 5.4H Readiness Standard

represent and solve problems related to perimeter and/or area and related to volume

ITEM

17 Phoebe divided her rectangular vegetable garden into three sections, as shown in the drawing below.



- The potato section is a square with a side length of 7 meters.
- The carrot section is a square with a side length of 5 meters.

What is the area, in square meters, of the corn section of Phoebe's garden?

- A** 10 square meters
- B** 14 square meters
- C** 84 square meters
- D** 35 square meters

Item Analysis

Verb	Solve
Using or Including	NA
Concept	Area
Process TEKS	5.1A, 5.1B, 5.1C, 5.1E, 5.1F

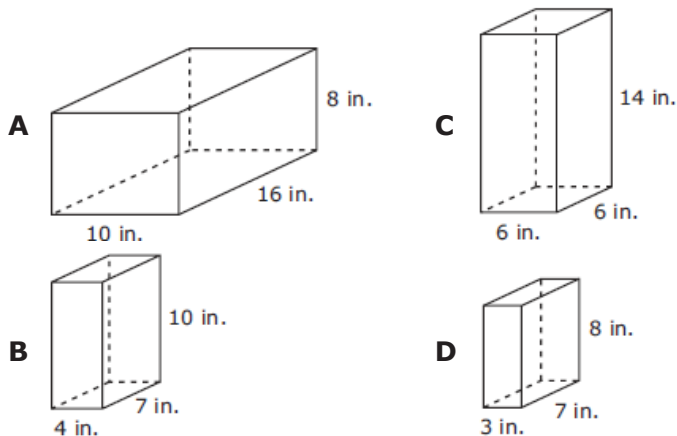
Notes

TEKS 5.4H Readiness Standard

represent and solve problems related to perimeter and/or area and related to volume

ITEM

31 Duane packed some books in a box shaped like a rectangular prism. The volume of the box is 168 cubic inches. Which model could represent Duane's box?



Item Analysis

Verb	Represent
Using or Including	NA
Concept	Volume
Process TEKS	5.1A, 5.1B, 5.1C, 5.1E, 5.1F

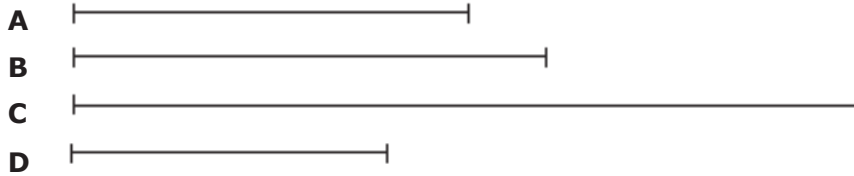
Notes

TEKS 5.4H Readiness Standard

represent and solve problems related to perimeter and/or area and related to volume

ITEM

43 A square has a perimeter of 20 centimeters and an area of 25 square centimeters. Use the ruler provided to measure the line segments below to the nearest centimeter. Which line segment could represent a side of this square?



Item Analysis

Verb	Solve
Using or Including	NA
Concept	Perimeter Area
Process TEKS	5.1B, 5.1C, 5.1E, 5.1F

Notes








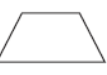
TEKS 5.5A Readiness Standard

classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties

ITEM

28 Rachel classified shapes based on the types of angles they had. The table shows her classifications.

Angle Types

Right Angles Only	Acute Angles Only	Obtuse Angles Only	Both Acute and Obtuse Angles
 Shape 1	 Shape 3	 Shape 5	 Shape 7
 Shape 2	 Shape 4	 Shape 6	 Shape 8

Which shape was **not** classified correctly?

- F** Shape 4
- G** Shape 5
- H** Shape 7
- J** Shape 8

Item Analysis

Verb	Classify
Using or Including	Graphic Organizer
Concept	Two-Dimensional Figures
Process TEKS	5.1A, 5.1B, 5.1E, 5.1F

Notes

TEKS 5.5A Readiness Standard

classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties

ITEM

47 In which table are the check marks placed in all the correct boxes?

	Quadrilateral	Rhombus	Polygon
A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	Quadrilateral	Rhombus	Polygon
B	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	Quadrilateral	Rhombus	Polygon
C	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Quadrilateral	Rhombus	Polygon
D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Item Analysis

Verb	Classify
Using or Including	Graphic Organizer
Concept	Two-Dimensional Figures
Process TEKS	5.1B, 5.1E, 5.1F

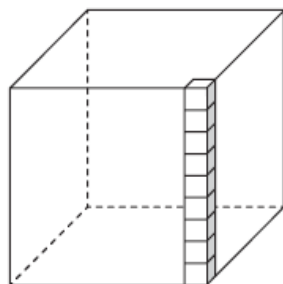
Notes

TEKS 5.6A Supporting Standard

recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible

ITEM

3 Rebekah is filling a cube-shaped box with small cubes. The volume of each of these cubes is 1 cubic centimeter. She has already put some of these cubes into the box, as shown in the model.



= 1 cubic centimeter

What is the total number of small cubes that will fit in the box?

- A** 729
- B** 81
- C** 36
- D** 27

Item Analysis

Verb	Recognize
Using or Including	Unit Cube
Concept	Volume
Process TEKS	5.1A, 5.1B, 5.1C, 5.1E, 5.1F

Notes

TEKS 5.6B Supporting Standard

determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base

ITEM

12 Raymond used 42 cubes to build the first layer of a rectangular prism. The edge length of each cube was 1 inch. The finished prism had a total of 7 layers. What is the volume of Raymond's prism in cubic inches?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

Item Analysis

Verb	Determine
Using or Including	Rectangular Prism Whole Number Sides
Concept	Volume
Process TEKS	5.1A, 5.1B, 5.1C, 5.1F

Notes

TEKS 5.7A Supporting Standard

solve problems by calculating conversions within a measurement system, customary or metric

ITEM

7 The lengths of two insects are given below.

- Ladybug: 10 millimeters
- Walking stick: 30 centimeters

What is the difference in length of these two insects in millimeters?

- A** 70 mm
- B** 20 mm
- C** 290 mm
- D** 2,990 mm

Item Analysis

Verb	Solve
Using or Including	Metric Measurement System
Concept	Calculating Conversions
Process TEKS	5.1A, 5.1B, 5.1C, 5.1F

Notes

TEKS 5.8A Supporting Standard

describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0, 0); the x-coordinate, the first number in an ordered pair, indicates movement parallel to the x-axis starting at the origin; and the y-coordinate, the second number, indicates movement parallel to the y-axis starting at the origin

ITEM

40 A student graphs a point that is represented by the ordered pair (3, 0). In this ordered pair, what does the number 3 indicate?

- F** The point is 3 units above 0 on the x-axis.
- G** The point is 3 units above 0 on the y-axis.
- H** The point is 3 units to the right of 0 on the y-axis.
- J** The point is 3 units to the right of 0 on the x-axis.

Item Analysis

Verb	Describe
Using or Including	Coordinate Plane
Concept	Graphing an Ordered Pair
Process TEKS	5.1A, 5.1B, 5.1G

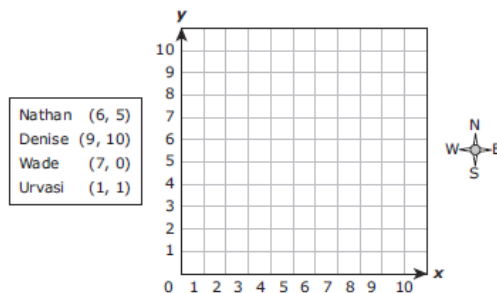
Notes

TEKS 5.8C Readiness Standard

graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table

ITEM

15 The ordered pairs below represent the location of four people.



Paula is located at (7, 7). Based on this information, which statement is true?

- A** Paula is located 1 unit south and 2 units east from Nathan.
- B** Paula is located 7 units east from Wade.
- C** Paula is located 3 units south and 2 units west from Denise.
- D** Paula is located 6 units west from Urvasi.

Item Analysis

Verb	Graph
Using or Including	Real-World
Concept	Ordered Pair
Process TEKS	5.1A, 5.1B, 5.1E, 5.1G

Notes

TEKS 5.8C Readiness Standard

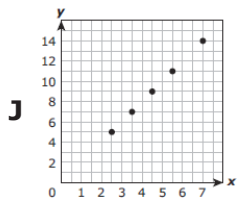
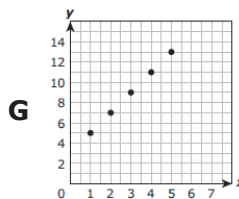
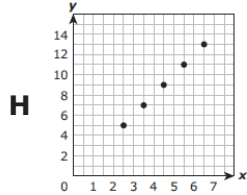
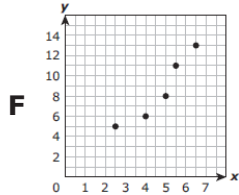
graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table

ITEM

26 A table of ordered pairs is shown.

x	$2\frac{1}{2}$	$3\frac{1}{2}$	$4\frac{1}{2}$	$5\frac{1}{2}$	$6\frac{1}{2}$
y	5	7	9	11	13

Which graph represents these ordered pairs?



Item Analysis

Verb	Graph
Using or Including	Input-Output Table
Concept	Ordered Pair
Process TEKS	5.1B, 5.1D, 5.1F

Notes

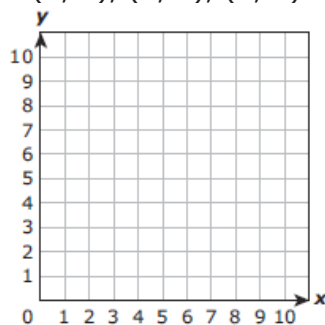
TEKS 5.8C Readiness Standard

graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table

ITEM

36 The ordered pairs below represent three vertices of a rhombus.

(4, 9), (6, 7), (4, 5)



Which ordered pair could represent the fourth vertex of this rhombus?

- F** (7, 2)
- G** (9, 7)
- H** (2, 9)
- J** (2, 7)

Item Analysis

Verb	Graph
Using or Including	Real-World
Concept	Ordered Pair
Process TEKS	5.1B, 5.1E, 5.1F

Notes

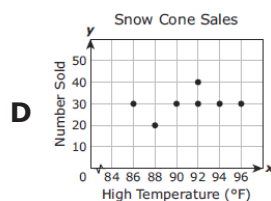
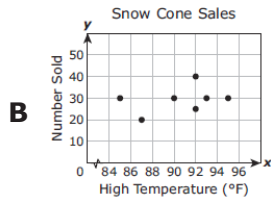
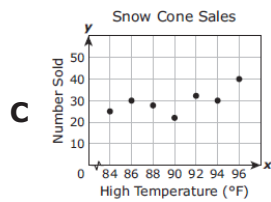
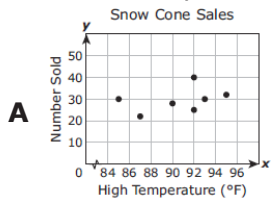
TEKS 5.9B Supporting Standard
represent discrete paired data on a scatterplot

11 The table shows the high temperatures and the numbers of snow cones sold at a snack bar on seven days.

Snow Cone Sales

High Temperature (°F)	Number Sold
92	25
85	30
90	28
87	22
95	32
93	30
92	40

Which scatterplot best represents the data in the table?



Item Analysis

Verb	Represent
Using or Including	NA
Concept	Scatterplot
Process TEKS	5.1A, 5.1B, 5.1D, 5.1F

Notes

TEKS 5.9C Readiness Standard

solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot

ITEM

19 The stem and leaf plot shows the scores of eight people at a dance contest.

Dance Contest Scores

Stem	Leaf
6	8 9 9
7	5
8	2 7
9	5 7

6|8 means 6.8.

What is the difference between the highest score and the lowest score?

- A** 2.8
- B** 2.7
- C** 2.9
- D** 2.6

Item Analysis

Verb	Solve
Using or Including	Stem-Leaf Plot
Concept	One-Step Problem Using Data
Process TEKS	5.1A, 5.1B, 5.1E, 5.1F

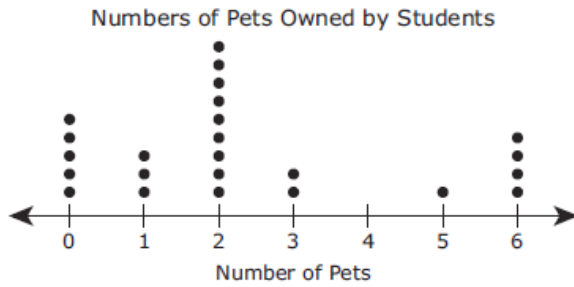
Notes

TEKS 5.9C Readiness Standard

solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot

ITEM

29 The dot plot shows the numbers of pets that the students in a class own.



What fraction of the students in this class have two or more pets?

- A $\frac{1}{3}$
- B $\frac{7}{24}$
- C $\frac{2}{3}$
- D $\frac{3}{8}$

Item Analysis

Verb	Solve
Using or Including	Dot Plot
Concept	One-Step Problem Using Data
Process TEKS	5.1A, 5.1B, 5.1E, 5.1F

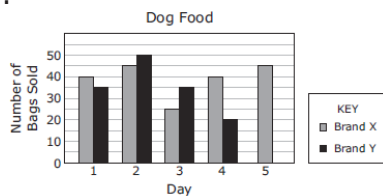
Notes

TEKS 5.9C Readiness Standard

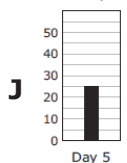
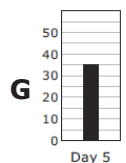
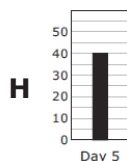
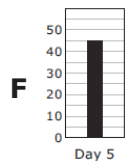
solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot

ITEM

38 The bar graph shows the numbers of bags of two brands of dog food that were sold at a store. One bar for Day 5 is missing from the graph.



The number of bags of Brand Y dog food sold on these five days was 175. Which bar represents the data for Day 5 for Brand Y?



Item Analysis

Verb	Solve
Using or Including	Bar Graph
Concept	One-Step Problem
Process TEKS	5.1A, 5.1B, 5.1E, 5.1F

Notes

TEKS 5.10A Supporting Standard
define income tax, payroll tax, sales tax, and property tax

ITEM 45 A definition of a financial term is shown in the box.

A tax on retail products based on a set percentage of retail cost

Which term best fits this definition?

A Income tax
B Payroll tax
C Property tax
D Sales tax

Item Analysis	
Verb	Define
Using or Including	NA
Concept	Sales Tax
Process TEKS	5.1G
Notes	

TEKS 5.10F Supporting Standard
balance a simple budget

ITEM 22 So far this month Nancy has the expenses and income shown in the chart.

Nancy's Current Budget

<u>Expenses</u>	<u>Income</u>
Clothes\$40	Lawn mowing\$30
Food\$60	Babysitting\$50
Movie tickets\$30	Car washing\$25
	Garage sale\$35

Nancy wants to buy some music online but also have a balanced budget. Based on Nancy's current budget, what is the greatest amount of money she can spend on music?

F \$10
G \$35
H \$140
J \$5

Item Analysis	
Verb	Balance
Using or Including	NA
Concept	Simple Budget
Process TEKS	5.1A, 5.1B, 5.1E, 5.1F
Notes	

Category 1
Numerical Representations and Relationships
8 Total Questions

TEKS	Item	Correct Answer	Process TEKS
5.2A represent the value of the digit in decimals through the thousandths using expanded notation and numerals	5	B	5.1A, 5.1B, 5.1D, 5.1F
5.2B compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$	8	F	5.1A, 5.1B, 5.1E, 5.1F
	23	D	5.1A, 5.1B, 5.1F
	34	J	5.1A, 5.1B, 5.1F
5.2C round decimals to tenths or hundredths	1	D	5.1A, 5.1B, 5.1F
5.4A identify prime and composite numbers	20	F	5.1A, 5.1B, 5.1F
5.4E describe the meaning of parentheses and brackets in a numeric expression	NT		
5.4F simplify numerical expressions that do not involve exponents, including up to two levels of grouping	25	52.5	5.1A, 5.1B, 5.1F
	49	B	5.1B, 5.1F

Shaded - Readiness TEKS, NT - Not Tested
 Readiness TEKS - 5/8 questions

Category 2
Computations and Algebraic Relationships
24 Total Questions

TEKS	Item	Correct Answer	Process TEKS
5.3A estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division	2	H	5.1A, 5.1B, 5.1C, 5.1F
5.3B multiply with fluency a three-digit number by a two-digit number using the standard algorithm	27	D	5.1A, 5.1B, 5.1F
5.3C solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm	33	C	5.1A, 5.1B, 5.1F
5.3D represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models	42	H	5.1A, 5.1B, 5.1D, 5.1F
5.3E solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers	9	B	5.1A, 5.1B, 5.1F
	39	C	5.1A, 5.1B, 5.1F
5.3F represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models	10	H	5.1B, 5.1D, 5.1F
5.3G solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm	4	H	5.1A, 5.1B, 5.1F
	44	G	5.1B, 5.1F
5.3H represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations	6	F	5.1A, 5.1B, 5.1E, 5.1F
5.3I represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models	50	J	5.1B, 5.1D, 5.1F
5.3J represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as $1/3 \div 7$ and $7 \div 1/3$ using objects and pictorial models, including area models	21	B	5.1B, 5.1D, 5.1F
5.3K add and subtract positive rational numbers fluently	18	F	5.1A, 5.1B, 5.1F
	24	F	5.1A, 5.1B, 5.1E, 5.1F
	35	A	5.1A, 5.1B, 5.1F
5.3L divide whole numbers by unit fractions and unit fractions by whole numbers	13	C	5.1A, 5.1B, 5.1F
	37	128	5.1A, 5.1B, 5.1F
5.4B represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity	14	J	5.1A, 5.1B, 5.1D, 5.1F
	30	F	5.1A, 5.1B, 5.1E, 5.1F
	41	B	5.1A, 5.1B, 5.1F
5.4C generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph	16	G	5.1B, 5.1D, 5.1F
	32	G	5.1A, 5.1B, 5.1D, 5.1F
	48	F	5.1A, 5.1B, 5.1D, 5.1F
5.4D recognize the difference between additive and multiplicative numerical patterns given in a table or graph	46	J	5.1B, 5.1E, 5.1G

Shaded - Readiness TEKS, NT - Not Tested

Readiness TEKS - 15/24 questions

Category 3
Geometry and Measurement
12 Total Questions

TEKS	Item	Correct Answer	Process TEKS
5.4H represent and solve problems related to perimeter and/or area and related to volume	17	A	5.1A, 5.1B, 5.1C, 5.1E, 5.1F
	31	D	5.1A, 5.1B, 5.1C, 5.1E, 5.1F
	43	A	5.1B, 5.1C, 5.1E, 5.1F
5.5A classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties	28	F	5.1A, 5.1B, 5.1E, 5.1F
	47	B	5.1B, 5.1E, 5.1F
5.6A recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible	3	A	5.1A, 5.1B, 5.1C, 5.1E, 5.1F
5.6B determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base	12	294	5.1A, 5.1B, 5.1C, 5.1F
5.7A solve problems by calculating conversions within a measurement system, customary or metric	7	C	5.1A, 5.1B, 5.1C, 5.1F
5.8A describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0, 0); the x-coordinate, the first number in an ordered pair, indicates movement parallel to the x-axis starting at the origin; and the y-coordinate, the second number, indicates movement parallel to the y-axis starting at the origin	40	J	5.1A, 5.1B, 5.1G
5.8B describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane	NT		
5.8C graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table	15	C	5.1A, 5.1B, 5.1E, 5.1G
	26	H	5.1B, 5.1D, 5.1F
	36	J	5.1B, 5.1E, 5.1F

Shaded - Readiness TEKS, NT - Not Tested
 Readiness TEKS - 8/12 questions

Category 4
Data Analysis and Personal Finance
6 Total Questions

TEKS	Item	Correct Answer	Process TEKS
5.9A represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots	NT		
5.9B represent discrete paired data on a scatterplot	11	A	5.1A, 5.1B, 5.1D, 5.1F
5.9C solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot	19	C	5.1A, 5.1B, 5.1E, 5.1F
	29	C	5.1A, 5.1B, 5.1E, 5.1F
	38	G	5.1A, 5.1B, 5.1E, 5.1F
5.10A define income tax, payroll tax, sales tax, and property tax	45	D	5.1G
5.10B explain the difference between gross income and net income	NT		
5.10E describe actions that might be taken to balance a budget when expenses exceed income	NT		
5.10F balance a simple budget	22	F	5.1A, 5.1B, 5.1E, 5.1F

Shaded - Readiness TEKS, NT - Not Tested
 Readiness TEKS - 3/6 questions