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by GF Educators, Inc.

Fifth Grade Mathematics

2017 Released Items Analysis

Teacher: _____

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Edition I

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5th Grade Mathematics

Released Items

Name: _____

Teacher: _____

Date: _____

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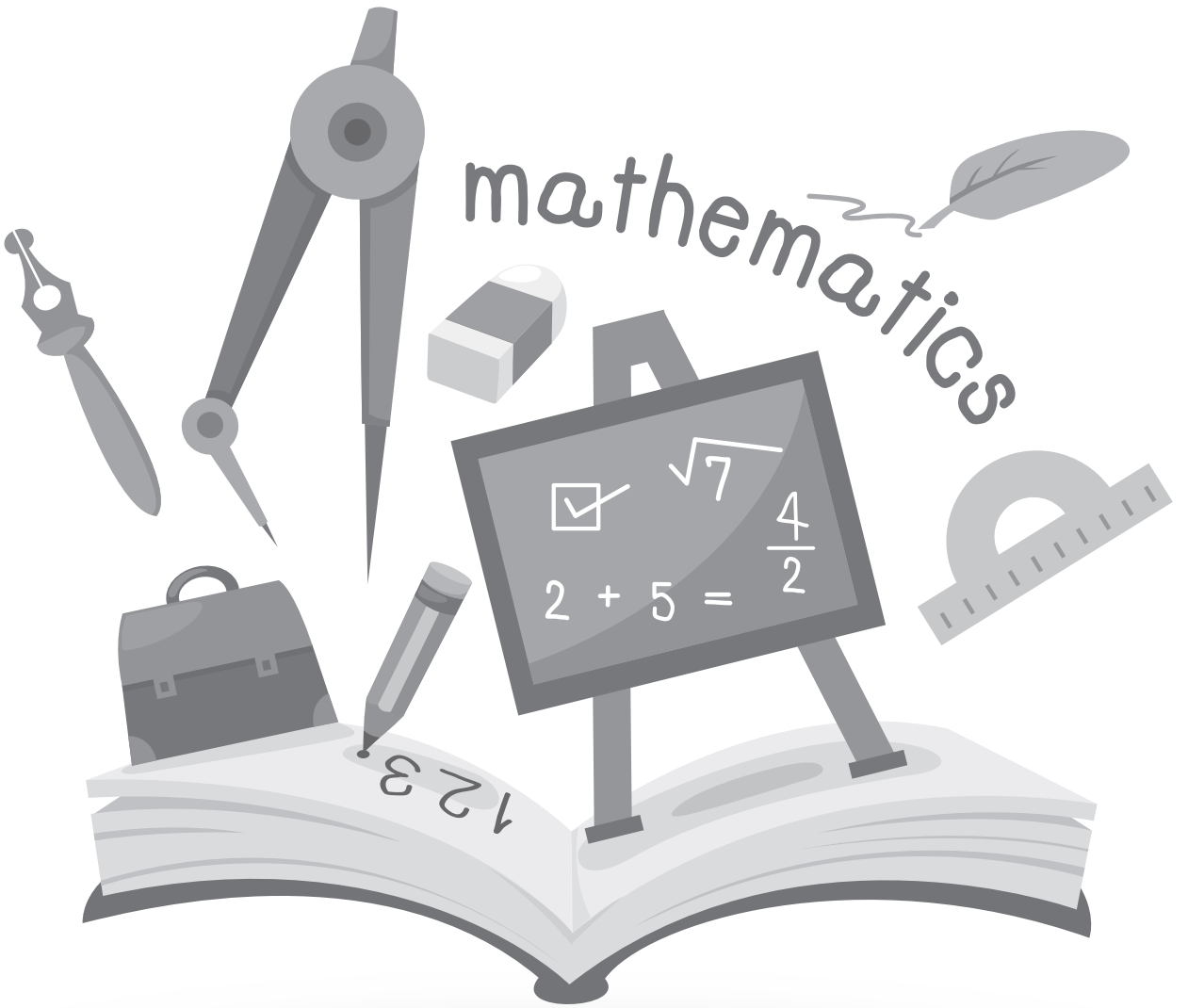
Instructional Analysis
2017 Released Test



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

ITEM
2 A scientist compared these two measurements.

13.068 kg ☐ 13.608 kg

Which symbol makes this comparison true?

F >
G <
H =
J +

Item Analysis	
Verb	Compare
Using or Including	Symbols
Concept	Decimals to Thousandths Place
Process TEKS	**5.1A, 5.1B, 5.1F**

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

ITEM
25 Which list shows the numbers NOT in order from least to greatest?

A 4.036 < 4.08 < 4.2 < 4.201
B 3.09 < 3.1 < 3.607 < 3.9
C 6.4 < 6.51 < 6.387 < 6.995
D 7.315 < 7.38 < 7.406 < 7.5

Item Analysis	
Verb	Compare and Order
Using or Including	Symbols
Concept	Decimals to Thousandths Place
Process TEKS	**5.1B, 5.1F**

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TEKS 5.2C Supporting Standard
round decimals to tenths or hundredths

ITEM

18 Mr. Ávalos has 9.375 liters of paint. What is this number rounded to the nearest hundredth?

F 9.40
G 9.38
H 9.37
J 9.47

Item Analysis	
Verb	Round
Using or Including	Hundredths
Concept	Decimals
Process TEKS	**5.1A, 5.1B, 5.1F**

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TEKS 5.4A Supporting Standard
identify prime and composite numbers

ITEM

13 Brenda said that the number 2 is prime because it has only two factors. Carla said that the number 2 is composite because it is even, and all even numbers are composite. Who is correct?

A Brenda is correct.
B Carla is correct.
C Both of them are correct.
D Neither of them is correct.

Item Analysis	
Verb	Identify
Using or Including	NA
Concept	Prime and Composite
Process TEKS	**5.1A, 5.1B, 5.1G**

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TEKS 5.4F Readiness Standard
simplify numerical expressions that do not involve exponents, including up to two levels of grouping

ITEM

16 Margaret opened a new case of lightbulbs.

- The case contained 3 boxes of lightbulbs with 8 lightbulbs in each box.
- Margaret threw 2 of these lightbulbs in the trash because they were damaged.
- Then she took 7 of the lightbulbs out of the case.

Which expression can be used to show that there are 15 lightbulbs still in the case?

F $3 \times 8 - 2 + 7$
G $3(8) - 2(7)$
H $3 \times 8 - (2 + 7)$
J $3 + 8 - 2 + 7$

Item Analysis	
Verb	Simplify
Using or Including	Two Levels of Grouping
Concept	Numerical Expressions
Process TEKS	**5.1A, 5.1B, 5.1F**

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TEKS 5.4F Readiness Standard
simplify numerical expressions that do not involve exponents, including up to two levels of grouping

ITEM

32 An expression is shown.

$$8 \times (3.8 + 13.2) - 6$$

What value is equivalent to the expression?

F 37.6
G 61.4
H 130
J 88

Item Analysis	
Verb	Simplify
Using or Including	Two Levels of Grouping
Concept	Numerical Expressions
Process TEKS	**5.1B, 5.1F**

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TEKS 5.3A Supporting Standard
estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division

ITEM

31 The list shows the length of a day on two different planets.

- Neptune: 16.11 hours
- Venus: 5,832.40 hours

Which statement is best supported by this information?

A A day on Venus is about 40 times as long as a day on Neptune.
B A day on Venus is about 400 times as long as a day on Neptune.
C A day on Venus is about 50 times as long as a day on Neptune.
D A day on Venus is about 500 times as long as a day on Neptune.

Item Analysis	
Verb	Estimate
Using or Including	Multiplication
Concept	Determine Solutions
Process TEKS	**5.1A, 5.1B, 5.1C, 5.1G**

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TEKS 5.3B Supporting Standard
multiply with fluency a three-digit number by a two-digit number using the standard algorithm

ITEM

12 Aspen added 14 to the product of 224 and 16. What is this sum?

F 3,478
G 3,598
H 3,808
J 3,584

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

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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

22 In a school auditorium there are 33 seats in each row of seats. How many rows are needed for 528 students to each have a seat?

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

Item Analysis	
Verb	Solve
Using or Including	Strategies
Concept	Quotients
Process TEKS	**5.1A, 5.1B, 5.1F**

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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

ITEM

17 Mia's dog weighs 32.6 pounds. Lettie's dog weighs 3.8 times as much as Mia's dog.
What does Lettie's dog weigh in pounds?

A 36.40 lb
B 12.388 lb
C 96.48 lb
D 123.88 lb

Item Analysis	
Verb	Solve
Using or Including	Strategies
Concept	Products to the Hundredths
Process TEKS	**5.1A, 5.1B, 5.1F**

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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

ITEM

35 Mr. Roosevelt has 48 nails that each weigh 1.35 ounces. What is the weight of these nails in ounces?

A 50.4 oz
B 40.4 oz
C 64.8 oz
D 16.2 oz

Item Analysis	
Verb	Solve
Using or Including	Strategies
Concept	Products to the Hundredths
Process TEKS	**5.1A, 5.1B, 5.1F**

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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

19 The length of a piece of yarn is 19.2 units. Jesse cut the piece of yarn into 4 smaller pieces that were all the same length. Which expression represents the length of each smaller piece of yarn?

A 19.2 × 4
B 19.2 − 4
C 19.2 ÷ 4
D 19.2 + 4

Item Analysis	
Verb	Represent
Using or Including	Pictorial Model
Concept	Quotients of Decimals
Process TEKS	**5.1A, 5.1B, 5.1E, 5.1F**

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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

1 Amber saved a total of $3.20 over 5 weeks. She saved the same amount of money each week. How much money did Amber save each week?

A $1.44
B $1.56
C $0.64
D $1.80

Item Analysis	
Verb	Solve
Using or Including	Standard Algorithms
Concept	Quotients of Decimals
Process TEKS	**5.1A, 5.1B, 5.1F**

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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

33 Ms. Sikes paid a total of $95.40 for a 12-month magazine subscription. She paid the same amount each month. What amount did Ms. Sikes pay each month?

A $7.95
B $7.96
C $1,144.80
D $107.40

Item Analysis	
Verb	Solve
Using or Including	Standard Algorithms
Concept	Quotients of Decimals
Process TEKS	**5.1A, 5.1B, 5.1F**

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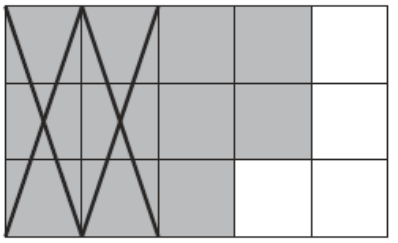
TEKS 5.3H Supporting Standard
represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations;

ITEM

4 The shaded part of the model represents a fraction. Another fraction was subtracted from the first fraction.



Which expression does the model represent?

F $\frac{11}{15} - \frac{1}{6}$
G $\frac{11}{12} - \frac{6}{12}$
H $\frac{6}{15} - \frac{11}{12}$
J $\frac{11}{15} - \frac{2}{5}$

Item Analysis	
Verb	Represent
Using or Including	Pictorial Models
Concept	Subtraction of Fractions
Process TEKS	**5.1B, 5.1E, 5.1F**

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

ITEM

10 The table shows the heights and masses of a male gorilla and a female gorilla at a zoo.

Gorillas

	Height (m)	Mass (kg)
Male	1.68	158.757
Female	1.448	95.25

Based on the table, which statement is true?

F The combined mass of the male gorilla and the female gorilla is 253.782 kg.
G The mass of the male gorilla is 63.507 kg greater than the mass of the female gorilla.
H The female gorilla is 1.28 m shorter than the male gorilla.
J The combined height of the male gorilla and the female gorilla is 2.028 m.

Item Analysis	
Verb	Add and Subtract
Using or Including	Fluently
Concept	Positive Rational Numbers
Process TEKS	**5.1A, 5.1B, 5.1E, 5.1F**

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

ITEM

21 A park bench is located $16\frac{3}{4}$ feet due north of an elm tree. A fountain is located $9\frac{1}{2}$ feet due south of the same elm tree. What is the distance in feet between the park bench and the fountain?

A $26\frac{1}{4}$ ft
B $25\frac{1}{4}$ ft
C $25\frac{2}{3}$ ft
D 26 ft

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

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

ITEM

8 The math team does practice drills that each last $\frac{1}{6}$ hour. In February the team did practice drills for a total of 24 hours. How many practice drills did the math team do in February?

F 4
G 144
H 30
J 240

Item Analysis	
Verb	Divide
Using or Including	NA
Concept	Whole Number by Unit Fraction
Process TEKS	**5.1A, 5.1B, 5.1F**

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

ITEM

29 Ms. Olsen has $\frac{1}{8}$ acre of land divided into 6 equal parts. What is the size of each part?

A $\frac{1}{2}$ acre
B $\frac{1}{14}$ acre
C $\frac{3}{4}$ acre
D $\frac{1}{48}$ acre

Item Analysis	
Verb	Divide
Using or Including	NA
Concept	Unit Fraction by Whole Number
Process TEKS	**5.1A, 5.1B, 5.1F**

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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

14 Theo earned $500 selling food at a carnival. He earned $260 selling nachos and the rest selling hot dogs for $2 each. Theo used this equation to find h, the number of hot dogs he sold at the carnival.

$$h = (500 - 260) \div 2$$

How many hot dogs did Theo sell at the carnival?

F 380
G 180
H 370
J 120

Item Analysis	
Verb	Solve
Using or Including	Equation Letter for the Unknown
Concept	Multi-Step Problem
Process TEKS	**5.1A, 5.1B, 5.1F**

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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

26 Mr. Gonzales is putting in a fence around the perimeter of a playground.

- The perimeter of the playground is 144 ft.
- Each section of the fence is 4 ft long and costs $12.

Which equation can Mr. Gonzales use to find b, the cost of the sections of fence he needs for the playground?

F $144 \div (12 \div 4) = b$
G $(12 \times 4) \times 144 = b$
H $144 \div (12 \times 4) = b$
J $(144 \div 4) \times 12 = b$

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

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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

5 The relationship between numbers in List X and List Y follows the rule $y = x + 2.05$. Which diagram shows this relationship?

F

List X	List Y
29.1	31.6
34.1	36.6
39.1	41.6
44.1	46.6

H

List X	List Y
29.1	31.15
34.1	36.15
39.1	41.15
44.1	46.15

G

List X	List Y
31.15	33.15
33.2	35.2
35.25	37.25
37.3	39.3

J

List X	List Y
31.15	29.1
36.15	34.1
41.15	39.1
46.15	44.1

Item Analysis	
Verb	Generate
Using or Including	$y = x + a$
Concept	Numerical
Process TEKS	**5.1B, 5.1D, 5.1F**

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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

24 Which table represents the equation y = 3x?

F

x	y
3	1
6	2
15	5
18	6

H

x	y
1	1
3	3
5	5
7	7

G

x	y
1	3
3	9
4	12
7	21

J

x	y
1	3
4	9
6	12
7	18

Item Analysis	
Verb	Generate
Using or Including	*y = ax*
Concept	Numerical Pattern
Process TEKS	**5.1B, 5.1D, 5.1F**

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ITEM

Item Analysis	
Verb	
Using or Including	
Concept	
Process TEKS	

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TEKS 5.4H Readiness Standard
represent and solve problems related to perimeter and/or area and related to volume

ITEM

6 A rectangular billboard is 9.35 meters wide and 6.82 meters tall. What is the perimeter of the billboard in meters?

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

Item Analysis	
Verb	Solve
Using or Including	NA
Concept	Perimeter
Process TEKS	**5.1A, 5.1B, 5.1F**

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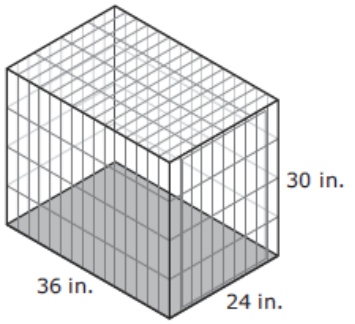
TEKS 5.4H Readiness Standard
represent and solve problems related to perimeter and/or area and related to volume

ITEM

27 Gabriel bought a dog crate shaped like a rectangular prism with the dimensions shown in the model.



What is the area in square inches of the shaded floor of the dog crate?

A 864 square inches
B 1,080 square inches
C 720 square inches
D 1,296 square inches

Item Analysis	
Verb	Solve
Using or Including	NA
Concept	Volume
Process TEKS	**5.1A, 5.1B, 5.1E, 5.1F**

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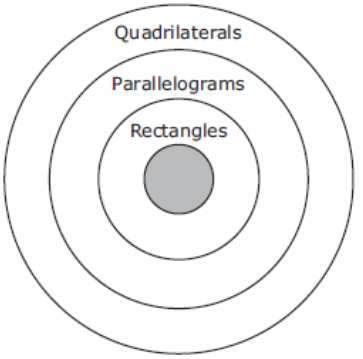
TEKS 5.5A Readiness Standard
classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties

ITEM

15 In the diagram shown each circle represents a group of polygons. If a polygon belongs in a circle, it also belongs in any larger circle.



Which kind of polygon belongs in the shaded circle?

A Trapezoids
B Squares
C Pentagons
D Rhombuses

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

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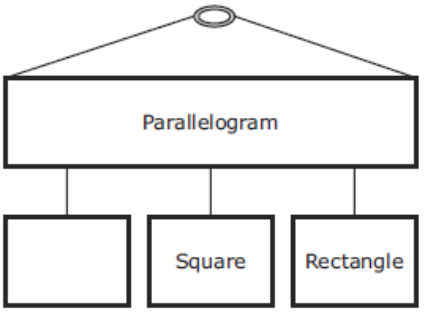
TEKS 5.5A Readiness Standard
classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties

ITEM

23 Nathan built the hanging mobile shown in the picture to show some relationships among shapes.



Which shape goes in the empty box in order to complete Nathan's mobile?

A Trapezoid
B Quadrilateral
C Rhombus
D Triangle

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

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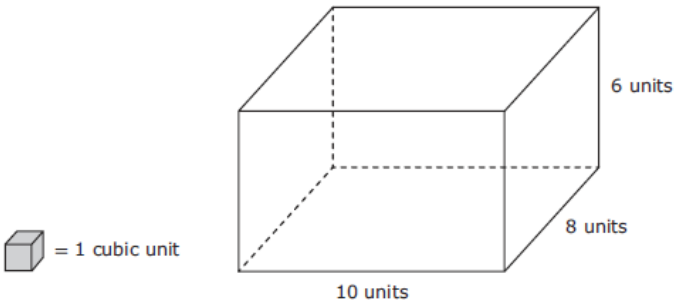
TEKS 5.6A Supporting Standard
recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible

ITEM

36 The shaded cube has a volume of 1 cubic unit. Cubes like this one will be used to completely fill a rectangular prism that has the dimensions shown.



How many of these shaded cubes will be needed to completely fill the rectangular prism?

F 48
G 80
H 160
J Not here

Item Analysis	
Verb	Recognize
Using or Including	NA
Concept	Volume
Process TEKS	**5.1B, 5.1E, 5.1F**

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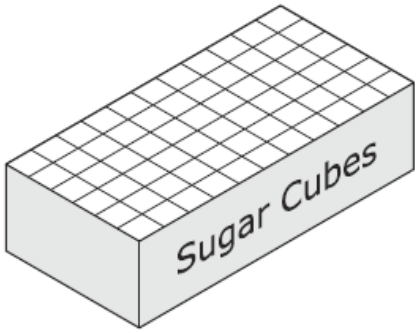
TEKS 5.6B Supporting Standard
determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base

ITEM

3 Emily has a box shaped like a rectangular prism that is full of sugar cubes.

- Each sugar cube has a volume of 1 cubic centimeter.
- The top layer has a width of 6 cm and a length of 11 cm.
- There are 3 layers of sugar cubes.



How many sugar cubes are in the box?

A 198
B 66
C 594
D 99

Item Analysis	
Verb	Determine
Using or Including	Layers times Area of Base
Concept	Volume
Process TEKS	**5.1A, 5.1B, 5.1E, 5.1F**

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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 9

What are the coordinates of the point where the *x*-axis and the *y*-axis intersect on a coordinate plane?

A (5, 5)
B (5, 0)
C (0, 5)
D (0, 0)

Item Analysis	
Verb	Describe
Using or Including	Intersection of Origin
Concept	Coordinate Plane
Process TEKS	**5.1B, 5.1F**

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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

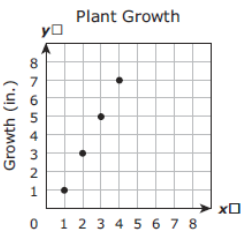
ITEM 11

Thomas planted a seed and measured the height of the stem each week for four weeks.

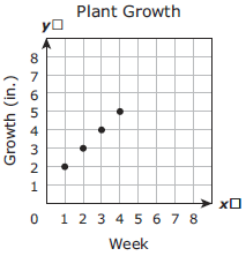
- The stem grew 1 inch in the first week.
- The stem grew 2 inches each week after the first week.

Which graph represents the growth of this plant?

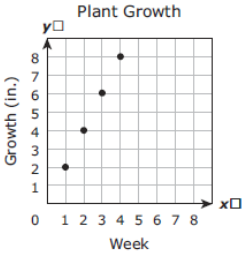
A



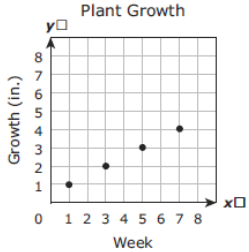
C



B



D



Item Analysis	
Verb	Graph
Using or Including	Real-World Problems
Concept	First Quadrant
Process TEKS	**5.1A, 5.1B, 5.1D, 5.1F**

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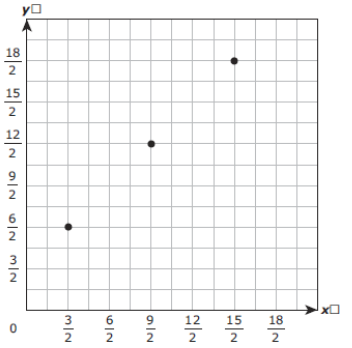
TEKS 5.8C Readiness Standard
graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table

ITEM

34 Three points are plotted on the coordinate grid.



Which table represents the data plotted in the graph?

F

x	6/2	12/2	18/2
y	3/2	9/2	15/2

G

x	3/2	9/2	15/2
y	6/2	12/2	15/2

H

x	3/2	6/2	9/2
y	6/2	12/2	18/2

J

x	3/2	9/2	15/2
y	6/2	12/2	18/2

Item Analysis	
Verb	Graph
Using or Including	Input-Output Table
Concept	First Quadrant
Process TEKS	**5.1B, 5.1D, 5.1F**

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ITEM

Item Analysis	
Verb	
Using or Including	
Concept	
Process TEKS	

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TEKS 5.9A Supporting Standard

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

ITEM

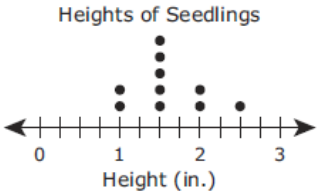
30 The table shows the heights of 10 seedlings.

Heights of Seedlings

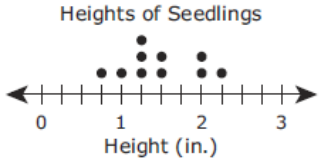
Seedling	A	B	C	D	E	F	G	H	I	J
Height (in.)	$1\frac{1}{4}$	2	$1\frac{1}{4}$	$1\frac{1}{2}$	$\frac{3}{4}$	$2\frac{1}{4}$	$1\frac{1}{2}$	$1\frac{1}{2}$	1	2

Which dot plot represents these data?

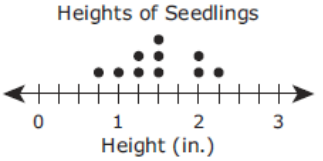
F



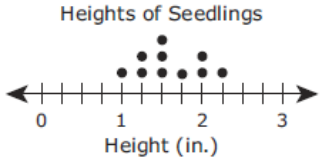
H



G



J



Item Analysis	
Verb	Represent
Using or Including	Fractions Dot Plots
Concept	Categorical Data Set
Process TEKS	**5.1A, 5.1B, 5.1D, 5.1F**

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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

7 The stem and leaf plot shows the numbers of minutes the members of a team jumped rope during practice.

Practice Times

Stem	Leaf
1	9 9
2	0 1 3
3	3 4 6 7
4	1 1 3 5 9 9
5	0 4 2
6	3 5 6

3|6 means 36 minutes.

What is the difference between the least number of minutes jumped and the greatest number of minutes jumped?

A 47
B 9
C 5
D 49

Item Analysis	
Verb	Solve
Using or Including	Stem-and-Leaf Plot
Concept	One-Step Problem
Process TEKS	**5.1A, 5.1B, 5.1D, 5.1F**

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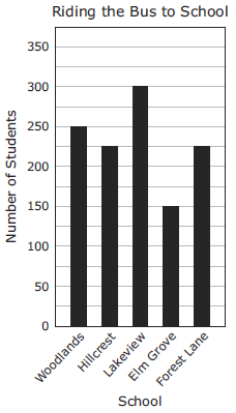
TEKS 5.9C Readiness Standard
solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot

ITEM

28 The graph shows the number of students at five schools who ride the bus to school.



Based on the graph, how many students ride the bus to the Woodlands, Hillcrest, and Lakeview schools?

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

Item Analysis	
Verb	Solve
Using or Including	Bar Graph
Concept	Problems
Process TEKS	**5.1A, 5.1B, 5.1D, 5.1F**

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

ITEM

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

> A tax that includes Social Security and Medicare taxes and is paid by an employer

Which term best fits this definition?

F Payroll tax
G Property tax
H Sales tax
J Gasoline tax

Item Analysis	
Verb	Define
Using or Including	NA
Concept	Payroll Tax
Process TEKS	**5.1F**

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Category 1
Numerical Representations and Relationships
6 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	NT		
5.2B compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =	2	G	
	25	C	
5.2C round decimals to tenths or hundredths	18	G	
5.4A identify prime and composite numbers	13	A	
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	16	H	
	32	H	

Shaded - Readiness TEKS, NT - Not Tested
Readiness TEKS - 4/6 questions

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Category 2
Computations and Algebraic Relationships
17 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	31	B	
5.3B multiply with fluency a three-digit number by a two-digit number using the standard algorithm	12	G	
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	22	16	
5.3D represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models	NT		
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	17	D	
	35	C	
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	19	C	
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	1	C	
	33	A	
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	4	J	
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	NT		
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 ÷ 7 and 7 ÷ 1/3 using objects and pictorial models, including area models	NT		
5.3K add and subtract positive rational numbers fluently	10	G	
	21	A	
5.3L divide whole numbers by unit fractions and unit fractions by whole numbers	8	G	
	29	D	
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	
	26	J	
5.4C generate a numerical pattern when given a rule in the form y = ax or y = x + a and graph	5	C	
	24	G	
5.4D recognize the difference between additive and multiplicative numerical patterns given in a table or graph	NT		

Shaded - Readiness TEKS, NT - Not Tested
Readiness TEKS - 12/17 questions

Category 3
Geometry and Measurement
9 Total Questions

TEKS	Item	Correct Answer	Process TEKS
5.4H represent and solve problems related to perimeter and/or area and related to volume	6	32.34	
	27	A	
5.5A classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties	15	B	
	23	C	
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	36	J	
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	3	A	
5.7A solve problems by calculating conversions within a measurement system, customary or metric	NT		
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	9	D	
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	11	A	
	34	J	

Shaded - Readiness TEKS, NT - Not Tested
Readiness TEKS - 6/9 questions

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Category 4
Data Analysis and Personal Finance
4 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	**30**	**G**	
5.9B represent discrete paired data on a scatterplot	**NT**		
5.9C solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot	**7**	**A**	
	28	**775**	
5.10A define income tax, payroll tax, sales tax, and property tax	**20**	**F**	
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	**NT**		

Shaded - Readiness TEKS, NT - Not Tested
Readiness TEKS - 2/4 questions

Category 1
Numerical Representations and Relationships
6 Total Questions

TEKS	Item	Correct Answer	Process TEKS
5.2B compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =	2	G	
	25	C	
5.4F simplify numerical expressions that do not involve exponents, including up to two levels of grouping	16	H	
	32	H	
5.2A represent the value of the digit in decimals through the thousandths using expanded notation and numerals	NT		
5.2C round decimals to tenths or hundredths	18	G	
5.4A identify prime and composite numbers	13	A	
5.4E describe the meaning of parentheses and brackets in a numeric expression	NT		

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Category 2
Computations and Algebraic Relationships
17 Total Questions

TEKS	Item	Correct Answer	Process TEKS
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	17	D	
	35	C	
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	1	C	
	33	A	
5.3K add and subtract positive rational numbers fluently	10	G	
	21	A	
5.3L divide whole numbers by unit fractions and unit fractions by whole numbers	8	G	
	29	D	
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	
	26	J	
5.4C generate a numerical pattern when given a rule in the form y = ax or y = x + a and graph	5	C	
	24	G	
5.3A estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division	31	B	
5.3B multiply with fluency a three-digit number by a two-digit number using the standard algorithm	12	G	
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	22	16	
5.3D represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models	NT		
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	19	C	
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	4	J	
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	NT		
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 ÷ 7 and 7 ÷ 1/3 using objects and pictorial models, including area models	NT		
5.4D recognize the difference between additive and multiplicative numerical patterns given in a table or graph	NT		

Category 3
Geometry and Measurement
9 Total Questions

TEKS	Item	Correct Answer	Process TEKS
5.4H represent and solve problems related to perimeter and/or area and related to volume	6	32.34	
	27	A	
5.5A classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties	15	B	
	23	C	
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	11	A	
	34	J	
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	36	J	
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	3	A	
5.7A solve problems by calculating conversions within a measurement system, customary or metric	NT		
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	9	D	
5.8B describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane	NT		

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Category 4
Data Analysis and Personal Finance
4 Total Questions

TEKS	Item	Correct Answer	Process TEKS
5.9C solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot	7	A	
	28	775	
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	30	G	
5.9B represent discrete paired data on a scatterplot	NT		
5.10A define income tax, payroll tax, sales tax, and property tax	20	F	
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	NT		