Directions: Answer the following question(s).

1 **TEACHER READS:**

Read and complete the task that follows.

Hillary went to the grocery store. She bought 3 pounds of ham for $2.45 a pound, a gallon of milk for $2.59 and 4 cans of soup for $0.79 each.

Part A:
Write an expression to show how much money Hillary spent at the grocery store.

Part B:
Using the expression you wrote in Part A, how much money did Hillary spend at the grocery store?

Master ID: 3236170 Revision: 1
Rubric: 2 Point(s)

2	The student demonstrates thorough understanding of writing and solving an expression. The student correctly wrote the expression (3 × 2.45) + 2.59 + (4 × .79) in Part A and correctly used the expression to calculate Hillary spent $13.10 at the grocery store in Part B. Part A: (3 × 2.45) + 2.59 + (4 × .79) Part B: Hillary spent $13.10 at the grocery store.
1	The student demonstrates a moderate understanding of writing and solving an expression. The student correctly wrote the expression (3 × 2.45) + 2.59 + (4 × .79) in Part A, but did not correctly solve the expression in Part B. OR The student correctly used the expression to calculate Hillary spent $13.10 at the grocery store in Part B, but wrote an incorrect expression in Part A.
0	The student demonstrates a limited understanding of writing and solving an expression. The student did not answer any part of the question correctly.

2 What is 7.368 rounded to the nearest hundredth?

A. 7.36
B. 7.37
C. 7.38
D. 7.40

Master ID: 2205984 Revision: 3
Correct: B
Rationale:

A. This is the result of thinking the 8 in the thousandths place means to leave the number in the hundredths place the same when rounding.
B. This is the result of know that the 8 in the thousandths place means to add one to the 6 in the hundredths place when rounding.
C. This is the result of incorrectly placing the digit in the thousandths place in the hundredths place.
D. This is the result of rounding to the tenths place instead of the hundredths place.

Rubric: 1 Point(s)
Standards:
MGSE5.NBT.1

Directions: Answer the following question(s).

3 Natalie walked a total distance of 1.2 kilometers.

She wrote the value of the distance 3 different ways in word form as shown below.

1. one and two tenths kilometers

2. one and twenty two hundredths kilometers

3. one and two hundred thousandths kilometers

Which statement is true about Natalie's word forms?

A. Word form number 1 is not the same value.
B. Word form number 2 is not the same value.
C. Word form number 3 is not the same value.
D. All three word forms are the same value.

Master ID: 526814 Revision: 3
Correct: B
Rationale:
A. This is the result of incorrectly thinking that the first form is incorrect when it is in fact correct and equal to 1.2.
B. This is the result of correctly recognizing that word form 2 is equal to 1.22, not 1.2. It should say one and twenty hundredths kilometers.
C. This is the result of incorrectly thinking that the third form is incorrect when in fact it is correct and equal to 1.200.
D. This is the result of not seeing that number 2 is incorrect.
Rubric: 1 Point(s)
Standards:
MGSE5.NBT.1

4 **TEACHER READS:**

Read the question to yourself and select the best answer.

Alberto has $7.12 to buy a case of water. The water costs $3.59. How much money will Alberto have left if he buys the case of water?

A. $10.71
B. $4.47
C. $3.63
D. $3.53

Master ID: 3290822 Revision: 1
Correct: D
Rationale:
A. Student(s) added the numbers instead of subtracting them.
B. Student(s) may have known one can only subtract a smaller number from a larger number, but incorrectly subtracted 9 – 2 and 5 – 1 instead of regrouping.
C. Student(s) did not regroup in the tens place correctly.
D. Correct answer
Rubric: 1 Point(s)
Standards:
MGSE5.NBT.7

Directions: Answer the following question(s).

5 Which expression correctly shows the difference between the product of 8 and 6 and the sum of 9 and 4?

A. $(8 \times 6) - (9 + 4)$
B. $8 \times (6 + 9) + 4$
C. $8 \times (6 - 9) + 4$
D. $(8 + 6) - (9 + 4)$

Master ID: 2253046 Revision: 3
Correct: A
Rationale:
A. This is the result of correctly writing the expression using parentheses to show the given expression.
B. This is the result of misplacing the parentheses and using the wrong operation between 6 and 9.
C. This is the result of misplacing the parentheses.
D. This is the result of correctly placing the parentheses in the expression but using addition instead of multiplication between 8 and 6.
Rubric: 1 Point(s)
Standards:
MGSE5.OA.2

6 Look at the patterns shown below.

Pattern 1: 72, 64, 56, 48, __, 32

Pattern 2: 11, 16, 21, 26, __, 36

Which statements are true?

Choose the FOUR correct answers.

A. The rule for Pattern 1 is "subtract 8."
B. The rule for Pattern 1 is "add 8."
C. The rule for Pattern 2 is "add 5."
D. The missing number in Pattern 1 is 40.
E. The missing number in Pattern 2 is 31.
F. The number after 36 in Pattern 2 is 42.

Master ID: 2112005 Revision: 4
Correct: ACDE
Rationale:
A. This is the result of determining that because 72 – 64 = 8, 64 – 56 = 8, etc., Pattern 1 follows the rule "subtract 8."
B. This is the result of looking at the pattern from right to left instead of left to right. Because 72 – 64 = 8, 64 – 56 = 8, etc., Pattern 1 follows the rule "subtract 8."
C. This is the result of determining that because 16 – 11 = 5, 21 – 16 = 5, etc., Pattern 2 follows the rule "plus 5."
D. This is the result of determining that because 72 – 64 = 8, 64 – 56 = 8, etc., Pattern 1 follows the rule "subtract 8." So the missing number is 48 – 8 = 40.
E. This is the result of determining that because 16 – 11 = 5, 21 – 16 = 5, etc., Pattern 2 follows the rule "plus 5." So the missing number is 26 + 5 = 31.
F. This is the result of determining that Pattern 2 follows the rule "add 6" when it is actually "add 5." So the next number in the pattern is 36 + 5 = 41.
Rubric: 1 Point(s)
Standards:
MGSE5.OA.3

Directions: Answer the following question(s).

7 Which decimal is equal to 0.7?

A. 0.007
B. 0.070
C. 0.700
D. 0.770

Master ID: 2205980 Revision: 3
Correct: C
Rationale:
A. This is the result of placing the 7 in the thousandths place instead of the tenths place.
B. This is the result of putting the 7 in the hundredths place instead of the tenths place.
C. 0.7 = 0.700.
D. This is the result of adding a 7 in the hundredths place.
Rubric: 1 Point(s)
Standards:
MGSE5.NBT.1

8 Justin cuts a 10-inch-long roll of cookie dough into 6 equal-length pieces. How many inches long is each piece of cookie dough? Type your answer as a mixed number in lowest terms.

Use the on-screen keyboard to type the correct answer in the box.

Web Only Interaction

Master ID: 2112262 Revision: 4
Rubric: 1 Point(s)
A correct response of **1 2/3**.

Since the 10-inch cookie dough roll is divided into 6 equal-size pieces, divide 10 by 6: 10 ÷ 6 = 10/6 = 1 4/6 or 1 2/3.

Standards:
MGSE5.NF.3
MGSE5.NF.4b
MGSE5.NF.7b

9 **TEACHER READS:**

Read the question to yourself and select the best answer.

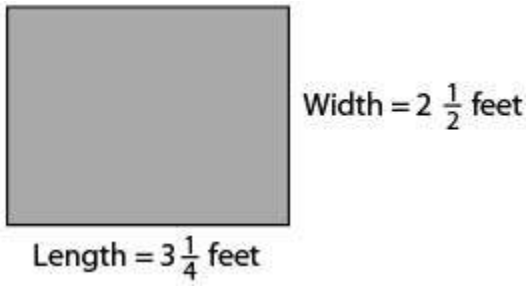
What is $\frac{3}{4} - \frac{2}{5}$?

A. –1
B. $\frac{1}{20}$
C. $\frac{7}{20}$
D. $\frac{23}{20}$

Master ID: 3250979 Revision: 1
Correct: C
Rationale:
A. Student(s) may not have understood that in order to complete this subtraction problem, one must first manipulate the numbers so that the denominators are equal.
B. Student(s) may not have understood that when multiplying in order to achieve like denominators, one must multiply the numerators by the same factor.
C. Correct answer
D. Student(s) may have found the correct denominator and multiplied correctly by the corresponding numerators, but may have misread the problem and added instead of subtracting.
Rubric: 1 Point(s)
Standards:
MGSE5.NF.1

Directions: Answer the following question(s).

10 Karen measured her desk below. She multiplied the measurements to find the area of the top of her desk.



What is the area of her desk?

A. $5\frac{3}{4}$ ft^2

B. $6\frac{1}{8}$ ft^2

C. $8\frac{1}{8}$ ft^2

D. $16\frac{1}{4}$ ft^2

Master ID: 2258642 Revision: 3
Correct: C
Rationale:

A. This is the result of adding instead of multiplying.

B. This is the result of not converting the fractions to improper fractions first, but rather simply multiplying the whole numbers and multiplying the fractional parts.

C. This is the result of correctly converting the fractions to improper fractions, multiplying, and converting back to a mixed number.

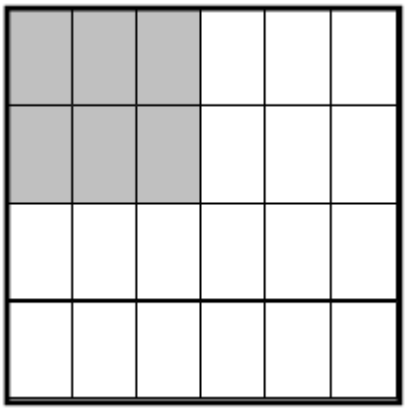
D. This is the result of multiplying the whole numbers to get the correct numerators for the fractions (13/4 & 5/2), but only multiplying the top portion of the fraction and keeping the larger denominator (65/4 = 16 1/4).

Rubric: 1 Point(s)
Standards:
MGSE5.NF.3
MGSE5.NF.4b
MGSE5.NF.7b

11 **TEACHER READS:**

Read the question to yourself and select the best answer.

The bold square below represents one whole.



Which of the following options represent a correct way to find the area of the shaded rectangle and the correct answer? Select *all* that apply.

A. $\frac{1}{2} \times \frac{1}{2}$

B. $\frac{1}{2} \times \frac{1}{3}$

C. $\frac{1}{2} \times 2$

D. $\frac{1}{2} \times \frac{2}{4}$

E. $\frac{1}{2} \times \frac{3}{6}$

Directions: Answer the following question(s).

Master ID: 3242253 Revision: 1
Correct: ADE
Rationale:
A. Correct answer
B. Student(s) may have incorrectly reduced the base of 3/6 to 1/3 from an erroneous belief that 6 ÷ 3 = 3.
C. Student(s) may have believed that 1/2 × 2 is the same as 1/2 × 1/2.
D. Correct answer
E. Correct answer
Rubric: 1 Point(s)
Standards:
MGSE5.NF.4b

12 Derek was given the following equation to solve in math class:

$$8 \times \frac{2}{3} = n$$

Find the solution to the equation above.

A. $\frac{2}{24}$

B. $\frac{16}{24}$

C. $\frac{4}{3}$

D. $\frac{16}{3}$

Master ID: 305263 Revision: 4
Correct: D
Rationale:
A. This is the result of multiplying the denominator by 8.
B. This is the result of multiplying both the numerator and the denominator by 8.
C. This is the result of dividing 8 by 2 and leaving the denominator alone.
D. This is the result of multiplying the numerator by the whole number and leaving the denominator alone.
Rubric: 1 Point(s)
Standards:
MGSE5.NF.3
MGSE5.NF.4b
MGSE5.NF.7b