

Directions: Answer the following question(s).

1 MGSE5.NBT.1 (DOK 1)

Write the number 6.56 in word form.

Master ID: 3038009 Revision: 8
 Rubric: 2 Point(s)
 MGSE5.NBT.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

2 **2 Point Response:**
 The student responds correctly with the answer of six and fifty-six hundredths, demonstrating the ability to read and write decimals to thousandths using base-ten numerals, number names, and expanded form.

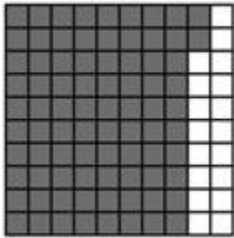
1 **1 Point Response:**
 Not applicable for this question.

0 **0 Point Response:**
 The student responds incorrectly and does not demonstrate the ability to read and write decimals to thousandths using base-ten numerals, number names, and expanded form.

Standards:
 MGSE5.NBT.1

2 MGSE5.NBT.1 (DOK 2)

Which value does the model show?



- A. $\frac{82}{100} + \frac{2}{10}$
- B. $\frac{8}{10} + \frac{2}{100}$
- C. $\frac{8}{10} + \frac{2}{10}$
- D. $8 + \frac{2}{10}$

Master ID: 3037541 Revision: 2
 Correct: B
 Rubric: 1 Point(s)
 Standards:
 MGSE5.NBT.1

3 MGSE5.NBT.1 (DOK 2)

Latoya is explaining mathematics to her younger sister. She makes the following statements.

Statement 1: With the number 72,649, the value of the digit in the thousands place is ten times as much as the value of the digit in the hundreds place.

Statement 2: With the number 759.088, the value of the digit in the hundredths place is one tenth of the value of the digit in the thousandths place.

What conclusion can you draw from her statements?

- A. Statement 1 is correct.
- B. Statement 2 is correct.
- C. Both statement 1 and statement 2 are correct.
- D. Neither statement 1 nor statement 2 is correct.

Master ID: 3037540 Revision: 3
 Correct: B
 Rubric: 1 Point(s)
 Standards:
 MGSE5.NBT.1

Directions: Answer the following question(s).

4 MGSE5.NBT.1 (DOK 3)

Jasmine says that 0.03 is greater than 0.031, while Bobby says that 0.031 is greater than 0.03. Who is correct? Explain and draw a model to support your explanation.

Master ID:	3037539	Revision:	6
Rubric:	2 Point(s)		
MGSE5.NBT.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.			
2	2 Point Response:		
The student responds correctly by stating that Bobby is correct (0.031 > 0.03). The student provides a correct and complete explanation and a model to explain why .031 > .03.			
<u>Explanation:</u>			
.031 is thirty-one thousandths, and .03 is three tenths, which is equivalent to thirty thousandths. Add a zero to .03, which doesn't change the value, and the numbers are:			
.03 <u>1</u>			
.03 <u>0</u>			
Compare the digits to the thousandths place, and .031 is larger.			
Review the model the student drew to support this conclusion.			
1	1 Point Response:		
The student responds correctly by stating that Bobby is correct (0.031 > 0.03). The student, though, provides an incomplete, unclear, or incorrect explanation and model to explain why .031 > .03.			
0	0 Point Response:		
The student responds incorrectly, and the explanation and model are incomplete, unclear, incorrect, or not included.			
Standards: MGSE5.NBT.1			

5 MGSE5.NBT.3.a (DOK 2)

$$6 \overbrace{(10,000)}^1 + 5 \overbrace{(1,000)}^1 + 8 \overbrace{(100)}^1 + 2 \overbrace{(10)}^1 + 4 \overbrace{(1)}^1 + 6 \overbrace{\left(\frac{1}{10}\right)}^1 + 9 \overbrace{\left(\frac{1}{100}\right)}^1$$

Which value below shows the above number rounded to the nearest tenths place?

- A. 65,824.07
 B. 65,824.7
 C. 65,824.69
 D. 65,825.00

Master ID:	3037542	Revision:	2
Correct:	B		
Rubric:	1 Point(s)		
Standards: MGSE5.NBT.3a MGSE5.NBT.4			

6 MGSE5.NBT.3.b (DOK 2)

Compare the two sums using <, =, or >.

$$4.032 + 9.17 \square 9.326 + 3.6$$

- A. <
 B. =
 C. >
 D. +

Master ID:	3037544	Revision:	7
Correct:	C		
Standards: MGSE5.NBT.3b			

7 MGSE5.NBT.3.b (DOK 2)

Write 3 numbers that are greater than 1.637, but less than 2.457. Write the numbers from least to greatest.

Master ID:	3034855	Revision:	5
Rubric:	2 Point(s)		
MGSE5.NBT.3.b: Read, write, and compare decimals to thousandths. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.			
2	2 Point Response:		
The student responds correctly by accurately stating 3 numbers that are greater than 1.637, but less than 2.457, and writes those numbers correctly in order from least to greatest.			
The student should demonstrate understanding of place value and how to correctly compare decimals to the thousandths place.			
<u>Sample Response:</u>			
1.937			
2.037			
2.407			
1	1 Point Response:		
The student responds correctly by accurately stating 3 numbers that are greater than 1.637, but less than 2.457, but does not write those numbers in order from least to greatest.			
0	0 Point Response:		
The student responds incorrectly, and does not demonstrate the ability to correctly compare and write decimals to the thousandths place, in order from least to greatest.			
Standards: MGSE5.NBT.3b			

Directions: Answer the following question(s).

8 MGSE5.NBT.3 (DOK 3)

The table below shows the free throw shooting averages for different basketball teams.

Team	Free Throw Shooting Average
Panthers	.432
Tigers	.485
Trojans	.569
Wolves	.679
Mustangs	.589

- a.) Based on the data, which team currently has the highest free throw shooting average?
- b.) Suppose you rounded the averages to the nearest hundredth. Would you be able to accurately identify which team currently has the highest free throw shooting average? Justify your answer.
- c.) Suppose you also rounded the averages to the nearest tenth. Would you be able to accurately identify which team currently has the highest free throw shooting average? Justify your answer.

Master ID: 3037543 Revision: 4

Rubric: 4 Point(s)

MGSE5.NBT.3: Read, write, and compare decimals to thousandths. a.) Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. b.) Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

4 **4 Point Response:**

The student responds completely and correctly to parts A, B, & C, including providing accurate explanations in parts B & C.

Correct Responses & Explanations:

a.) The Wolves have the highest average. The student should demonstrate how to correctly compare decimals to the thousandth place.

In order from least to greatest:

Panthers - .432

Tigers - .485

Trojans - .569

Mustangs - .589

Wolves - .679

b.) Yes, the team with the highest free throw shooting average can still be identified, when rounding each average to the nearest hundredth.

Each number rounded to the nearest hundredth:

Panthers - .432 = .43

Tigers - .485 = .49

Trojans - .569 = .57

Mustangs - .589 = .59

Wolves - .679 = .68

Explanation:

None of the averages are equivalent to each other when they are rounded or compared to the hundredths place. Each average contains a unique number in the hundredths place. Thus, the averages can still be put in order even when rounded.

c.) No, if the averages were rounded to the nearest tenth, the team with the highest free throw shooting average would not be able to be identified. The Trojans and Mustangs have the same average, when rounded to the nearest tenth.

Each number rounded to the nearest tenth:

Panthers - .432 = .4

Tigers - .485 = .5

Trojans - .569 = .6

Mustangs - .589 = .6

Wolves - .679 = .7

3 **3 Point Response:**

The student responds completely and correctly to 2 of 3 parts (A & B, B & C, or A & C), including providing at least one accurate explanation in parts B and or C.

2 **2 Point Response:**

The student responds completely and correctly to 2 of 3 parts (A & B, B & C, or A & C), but provides incomplete, unclear, or incorrect explanations in parts B & C.

Directions: Answer the following question(s).

1 **1 Point Response:**

The student responds completely and correctly to 1 of 3 parts (A or B or C), and provides incomplete, unclear, or incorrect explanations in parts B & C.

0 **0 Point Response:**

The student responds incorrectly to parts A, B, & C, and the explanations in parts B & C are incomplete, unclear, incorrect, or not included.

Standards:

MGSE5.NBT.3

9 MGSE5.NBT.4 (DOK 2)

Juan is making cookies for his class. He needs 4.2 pounds of chocolate chips, 0.8 pounds of peanut butter chips, and 3.7 pounds of walnuts. Estimate the total amount of pounds of ingredients he needs to make his cookies.

- A. 7 lbs.
- B. 8 lbs.
- C. 9 lbs.
- D. 12 lbs.

Master ID: 3037546 Revision: 2
 Correct: C
 Rubric: 1 Point(s)
 Standards:
 MGSE5.NBT.4

10 MGSE5.NBT.4 (DOK 2)

Susan went to the store and bought a chair for \$17.95, a bookshelf for \$21.32, a microwave for \$34.59, and an iron for \$19.47. Round each item to the nearest tenth and determine how much she spent.

- A. \$93.30
- B. \$93.40
- C. \$93.50
- D. \$94.00

Master ID: 3037547 Revision: 2
 Correct: B
 Rubric: 1 Point(s)
 Standards:
 MGSE5.NBT.4

11 MGSE5.NBT.4 (DOK 2)

The table below shows the number of gallons of gas purchased by customers at Gas Station X for the month of November.

Week	Gallons of Gas
Week 1	98.710
Week 2	74.63
Week 3	67.596
Week 4	105.3

Find the total gallons of gas purchased for weeks 1 and 3. Then round the total to the nearest hundredth.

- A. 166.30 gallons
- B. 166.31 gallons
- C. 173.30 gallons
- D. 173.34 gallons

Master ID: 3037545 Revision: 2
 Correct: B
 Rubric: 1 Point(s)
 Standards:
 MGSE5.NBT.4

Directions: Answer the following question(s).

12 MGSE5.NBT.4 (DOK 3)

John wants to go bowling on Saturday. His mother agrees to pay for John as well as his three friends, but she asks him to find the best deal in the newspaper. The newspaper ad looks as follows:

Midtown Bowling	Cherokee Bowling	Lakeside Bowling	Hightower Bowling
\$7.55	\$6.65	\$5.25	\$6.62

Answer the following questions:

- Rounding your answer to the nearest tenth, which company's amount rounds to \$26.50 for the children to bowl?
- Where should John go bowling for the best deal?
- If Midtown Bowling offers \$5 off of your total bill on Saturday, would it be cheaper to go to Midtown Bowling? Explain why or why not.

Master ID: 3037548 Revision: 3

Rubric: 4 Point(s)

MGSE5.NBT.4: Use place value understanding to round decimals up to the hundredths place.

4 **4 Point Response:**

The student responds completely and correctly to parts A, B, & C, and provides a complete and accurate explanation in part C.

Correct Responses & Explanation:

a.) For John and his 3 friends to bowl, the total amount at Hightower Bowling is $\$6.62 \times 4 = \26.48 . Rounded to the nearest tenth, the amount is \$26.50

Midtown Bowling - $\$7.55 \times 4 = \30.20

Cherokee Bowling - $\$6.65 \times 4 = \26.60

Lakeside Bowling - $\$5.25 \times 4 = \21.00

b.) For the best deal, John and his friends should go to Lakeside Bowling. Lakeside Bowling is the least expensive bowling option.

c.) Midtown Bowling - $\$7.55 \times 4 = \30.20 - \$5 on Saturday = \$25.20 This amount is still not cheaper than going to Lakeside Bowling; \$25.20 (Midtown Bowling) is \$4.20 more expensive.

3 **3 Point Response:**

The student responds completely and correctly to 2 of 3 parts (A&B, B&C, or A&C), and provides a complete and accurate explanation in part C.

2 **2 Point Response:**

The student responds completely and correctly to 2 of 3 parts (A&B, B&C, or A&C), but provides an incomplete, unclear, or incorrect explanation in part C.

1 **1 Point Response:**

The student responds completely and correctly to 1 of 3 parts (A or B or C), and provides an incomplete, unclear, or incorrect explanation in part C.

0 **0 Point Response:**

The student responds incorrectly to parts A, B, & C, and the explanation in part C is incomplete, unclear, incorrect, or not included.

Standards:

MGSE5.NBT.4

13 MGSE5.NBT.7 (DOK 2)

Ryan participated in a race that was 10 miles long. He walked the first 2.3 miles. He then ran 4.43 miles. How much further does he need to run in order to finish the race?

- 3.27 miles
- 3.72 miles
- 3.57 miles
- 3.67 miles

Master ID: 3037549 Revision: 3

Correct: A

Rubric: 1 Point(s)

Standards:

MGSE5.NBT.7

Directions: Answer the following question(s).

14 MGSE5.NBT.7 (DOK 2)

Sarah's mother gave her \$10 to go to the grocery to buy two items. Sarah bought a loaf of bread for \$2.19 and a gallon of milk for \$4.76. She also wants to buy herself a candy bar for \$1.09.

- a.) Estimate to determine if Sarah has enough money left over to buy the candy bar.
- b.) Using hundreds grids, construct a model to determine the exact amount Sarah will spend at the store if she buys the bread, milk, and candy bar.

Master ID: 3037550 Revision: 6

Rubric: 2 Point(s)

MGSE5.NBT.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

2 **2 Point Response:**

The student responds completely and correctly to parts A & B.

a.) Yes, Sarah does have enough money to buy the candy bar.

\$2.19 (bread) estimated to the nearest dollar amount is \$2

\$4.76 (milk) estimated to the nearest dollar amount is \$5

\$1.09 (candy bar) is about \$1.

\$2 (bread) + \$5 (milk) = \$7. Sarah has \$10, and an additional \$1 for the candy bar means that Sarah has about \$1 leftover.

b.) The student should provide an accurate model using hundreds grids to determine the exact amount Sarah will spend at the store. The model must show that the student understands decimal place value with regards to utilizing hundreds grids.

\$2.19 (bread) + \$4.76 (milk) + \$1.09 (candy bar) = \$8.04

1 **1 Point Response:**

The student responds completely and correctly to part A or B.

0 **0 Point Response:**

The student responds incorrectly to parts A & B.

Standards:

MGSE5.NBT.7

15 MGSE5.NBT.7 (DOK 3)

Fill in the boxes to complete the difference.

$$\begin{array}{r}
 \boxed{} \boxed{7} \boxed{} \boxed{3} \boxed{9} \boxed{} \\
 - \boxed{3} \boxed{6} \boxed{} \boxed{1} \boxed{} \boxed{} \\
 \hline
 \boxed{2} \boxed{1} \boxed{} \boxed{2} \boxed{8} \boxed{4}
 \end{array}$$

Justify your answer by explaining the strategy you used to solve and check your answer.

Master ID: 3038630 Revision: 6

Rubric: 2 Point(s)

MGSE5.NBT.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

2 **2 Point Response:**

The student responds completely and correctly in completing the decimal numbers to make the subtraction equation true. The student provides a complete and accurate explanation regarding the strategy used to solve and check the answer.

Equation:

$$57.392 - 36.108 = 21.284$$

Strategy to check the answer:

$$21.284 + 36.108 = 57.392$$

$$57.392 - 21.284 = 36.108$$

1 **1 Point Response:**

The student responds correctly in completing the decimal numbers to make the subtraction equation true, but provides an incomplete, unclear, or incorrect explanation regarding the strategy used to solve and check the answer.

0 **0 Point Response:**

The student responds incorrectly, and the explanation is incomplete, unclear, incorrect, or not included.

Standards:

MGSE5.NBT.7

Directions: Answer the following question(s).

16 MGSE5.NBT.7 (DOK 3)

Mr. Johnson has \$57.25 left from his paycheck. He paid a 4-week gas bill, spent \$47.28 for food, and deposited \$96.50 in his savings account. If his paycheck was \$308.15, what is the cost of his gas bill per week? Justify your answer using words, numbers, or models.

Master ID:	3038010	Revision:	8
Rubric:	2 Point(s)		
MGSE5.NBT.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.			
2	2 Point Response:		
	The student responds correctly with \$26.78 for the cost of the gas bill per week, and provides a correct and complete explanation/evidence of work using words, numbers, or models.		
	<u>Explanation/Evidence of Work:</u>		
	Mr. Johnson begins with \$308.15 - paycheck		
	\$308.15 - \$47.28 for food = \$260.87		
	\$260.87 - \$96.50 put in her savings account = \$164.37		
	\$164.37 - \$57.25 (the money she has remaining) = \$107.12		
	$\$107.12 \div 4\text{-week gas bill} = \26.78 per week		
	The student may include a model to justify the response.		
1	1 Point Response:		
	The student responds correctly with \$26.78 for the cost of the gas bill per week, but provides an explanation/evidence of work using words, numbers, or models that is incomplete, unclear, incorrect, or not included.		
0	0 Point Response:		
	The student responds incorrectly, and the explanation/evidence of work using words, numbers, or models is incomplete, unclear, incorrect, or not included.		
Standards:			
MGSE5.NBT.7			