Step Up to the TEKS
by GF Educators, Inc.

Fifth Grade Mathematics

2018 Released Items Analysis

Teacher: _____

Edition I

GF Educators

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Name: _____

Teacher: _____

Date: _____

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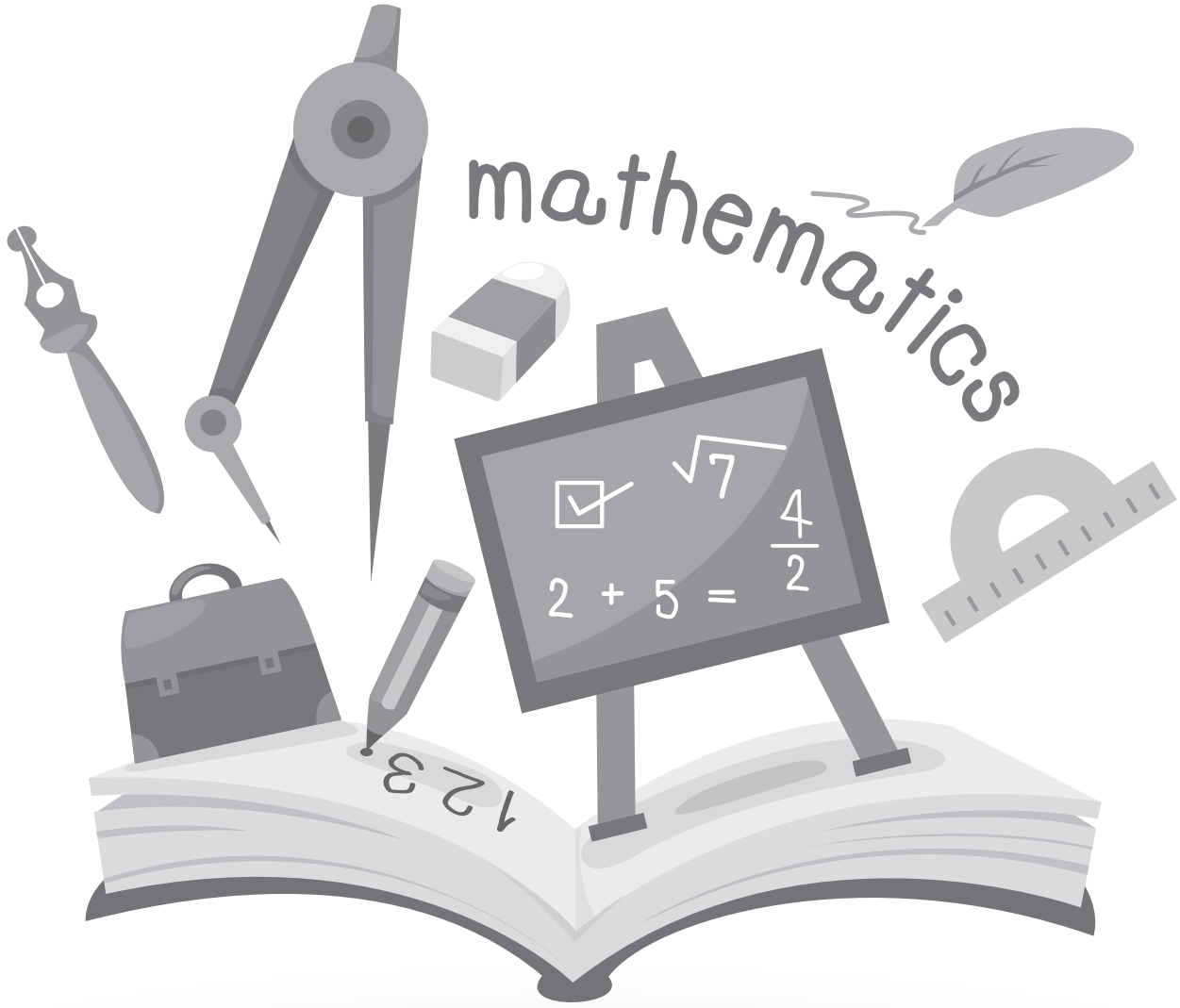
Instructional Analysis
2018 Released Test



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

ITEM

22 A temperature in degrees Fahrenheit is shown in expanded notation.

(9 x 10) + (4 x 0.1)

How is this temperature in degree Fahrenheit written as a numeral?

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

Item Analysis	
Verb	Represent
Using or Including	Numerals
Concept	Expanded Notation
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

2 Which comparison is NOT true?

F 3.375 > 3.275
G 6.875 < 6.9
H 2.65 > 2.675
J 7.675 < 7.75

Item Analysis	
Verb	Compare
Using or Including	Symbols
Concept	Decimals to Thousandths Place
Process TEKS	**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

30 Elias has three containers of cooking oil. The table shows the volume of cooking oil in each container.

Elias's Cooking Oil

Container	Volume (L)
X	0.946
Y	0.502
Z	1.42

Which list shows the containers in order from least to greatest volume in liters?

F Container X, Container Y, Container Z
G Container Y, Container X, Container Z
H Container Z, Container Y, Container X
J Container Z, Container X, Container Y

Item Analysis

Verb	Order
Using or Including	Thousandths
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

15 Four students each wrote down a number between 30 and 40. The list shows the numbers they wrote.

- Elly–35
- Ulysses–39
- Maggie–37
- Palmer–33

Which student wrote down a prime number?

A Elly
B Ulysses
C Maggie
D Palmer

Item Analysis

Verb	Identify
Using or Including	NA
Concept	Prime and Composite
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

12 What is the value of the expression shown?

$$4[4.5 - 2(1.2)]$$

F 8.4
G 15.6
H 12
J 19.2

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

ITEM

27 A chef used $\frac{1}{4}$ cup of mile for one recipe. Then she used 2 cups of milk for each of 5 more recipes. The total number of cups of milk the chef used can be found by using this expression.

$$\frac{1}{4} + (2 \times 5)$$

How many cups of milk did the chef use?

A $10\frac{1}{4}$ c
B $11\frac{1}{4}$ c
C $\frac{11}{4}$ c
D $\frac{15}{4}$ c

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

13 Paula wants to buy 3 shirts and 2 belts. The shirts cost $16.89 each, and the belts cost $8.97 each. Paula has $45.

Which of these amounts is the best estimate of how much more money Paula need to order to buy the shirts and belts?

A $16
B $10
C $24
D $5

Item Analysis	
Verb	Estimate
Using or Including	Addition, Multiplication, and Subtraction
Concept	Determine Solutions
Process TEKS	**5.1A, 5.1B, 5.1C, 5.1F**

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TEKS 5.3B 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

20 Shauna is reading a 528 page book. She reads 22 pages every day. How many days will take Shauna to read the entire book?

F 5.6
G 26
H 24
J 550

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

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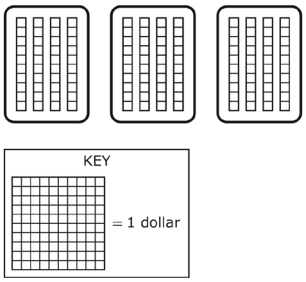
TEKS 5.3C Supporting Standard
solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm

ITEM
10 George bought 3 peppers for a cost of $0.40 each. The model represents this situation.



Which equation shows how to find the total cost in dollars and cents of the peppers George bought?

F 3 x 4 = 12.00
G 3 x 40 = 120.00
H 3 x 0.40 = 1.20
J 3 x 0.40 = 0.12

Item Analysis	
Verb	Solve
Using or Including	Strategies
Concept	Quotients
Process TEKS	**5.1A, 5.1B, 5.1E, 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
7 One bucket of gravel has a mass of 7.05 kg. What is the mass of 20 buckets of gravel in kilograms?

A 14.1 kg
B 150 kg
C 27.05 kg
D 141 kg

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

25 An electronic book has a file size of 2.4 megabytes. What is the file size in megabytes of 16 of these electronic books?

A 32.4 megabytes
B 54.4 megabytes
C 32.64 megabytes
D 38.4 megabytes

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

23 Mark has $5.25 quarters. He spent all this money on 3 sport drinks. He spent the same amount for each sports drink.

Which equation can be used to find the amount of money Mark spent for each sports drink?

A 5.25 x 3 = 15.75
B 5.25 ÷ 7 = 0.75
C 5.25 ÷ 3 = 1.75
D 5.25 x 7 = 36.75

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

5 A math problem is shown.

$$78\overline{)4.68}$$

What is the quotient?

A 0.14
B 0.6
C 0.06
D 0.51

Item Analysis	
Verb	Solve
Using or Including	Standard Algorithms
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

35 The weight of sane in a large bag in 63.4 pounds. The sand in the bag is divided equally into 20 small bags.

What is the weight in pounds of the sand in each small bag?

A 3.114 lb
B 3.107 lb
C 31.7 lb
D 3.17 lb

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 5.3K Readiness Standard
add and subtract positive rational numbers fluently

ITEM

1 While cleaning his room, Paul found 7 cents on his desk, 98 cents under his bed, and 2 dollars and 4 cents in his closet. What was the total amount of money Paul found?

A $2.09
B $3.09
C $3.72
D $4.08

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

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

ITEM

14 Ella finished a bike race in 37.6 minutes. Miranda finished the race in $9\frac{1}{10}$ minutes sooner than Ella finished it. How many minutes did it take Miranda to finish the race?

F 32.5 minutes
G 46.7 minutes
H 28.59 minutes
J Not here

Item Analysis	
Verb	Subtract
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
whole numbers by unit fractions and unit fractions by whole numbers

ITEM
16 What is the value of this expression?

$$\frac{1}{12} \div 36$$

F 3
G $\frac{1}{432}$
H $\frac{1}{3}$
J 432

Item Analysis	
Verb	Divide
Using or Including	NA
Concept	Unit Fractions Whole 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
29 There are 16 pies on a picnic table.

- Each pie is cut into pieces.
- Each piece is $\frac{1}{8}$ of a pie.

How many pieces of pie are on the picnic table?

A 2
B 88
C 24
D 128

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 5.4B 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

18 A family spent $93 at a carnival.

- They spent $18 on tickets to the carnival and $36 on food.
- They spent the rest of the money on games.

Which equation can be used to find g, the amount of money in dollars the family spent on games?

F $93 = g + 36 - 18$
G $93 = 18 + 36 - g$
H $93 = 36 - 18 - g$
J $93 = g + 36 + 18$

Item Analysis

Verb	Represent
Using or Including	Equations with letter for the unknown
Concept	Addition and Subtraction
Process TEKS	**5.1A, 5.1B, 5.1D, 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

31 Mr. Fernández packed 31 red apples and 41 green apples into a box for a customer. He packed 8 boxes like this.

Mr. Fernández used this equation to find x, the number of apples he packed into all the boxes.

$$x = (31 + 41)8$$

How many apples did Mr. Fernández pack into the boxes?

A 576
B 568
C 80
D 10,168

Item Analysis

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

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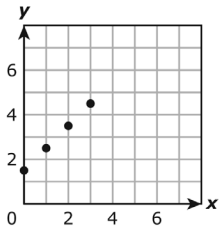
TEKS 5.4C Readiness Standard
generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph

ITEM

3 The graph shown represents the rule $y = x + 1.5$



Which table contains only values that represent the rule?

A

x	0	1	2	3	9
y	0	1.5	3	4.5	6

B

x	0	1	2	3	9
y	0	1.5	3	4.5	13.5

C

x	0	1	2	3	9
y	1.5	3	4.5	6	7.5

D

x	0	1	2	3	9
y	1.5	2.5	3.5	4.5	10.5

Item Analysis

Verb	Generate
Using or Including	$y = x + a$
Concept	Numerical Pattern
Process TEKS	**5.1A, 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

21 The equation $y = 1.5x$ can be used to determine y, the number of cups of water needed to cook x cups of rice. Which table shows the relationship between x and y?

A

Cooking Rice

Number of Cups of Rice, x	9	11	13	15
Number of Cups of Water, y	13.5	16.5	19.5	22.5

B

Cooking Rice

Number of Cups of Rice, x	10	12	14	16
Number of Cups of Water, y	11.5	13.5	15.5	17.5

C

Cooking Rice

Number of Cups of Rice, x	13	15	17	19
Number of Cups of Water, y	19.5	21	22.5	24

D

Cooking Rice

Number of Cups of Rice, x	14	16	18	20
Number of Cups of Water, y	14.5	16.5	18.5	20.5

Item Analysis

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

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TEKS 5.4C Supporting Standard
recognize the difference between additive and multiplicative numerical patterns given in a table or graph

ITEM

33 The table represents a relationship between x and y.

x	y
5	22
10	27
15	32
20	37

The relationship between the x-values and y-values creates a pattern that is —

A additive, because each x-value increases by 5
B additive, because each y-value is determined by adding 17 to the corresponding x-value
C multiplicative, because each y-value is determined by multiplying the corresponding x-value by 17
D multiplicative, because each x-value is a multiple of 5

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

4 Priscilla built a cabinet shaped like a rectangular prism. The length of the base is 9 inches, and the width is 40 inches.

What is the area of the base of the cabinet in square inches?

F 49 square inches
G 360 square inches
H 9 square inches
J Not here

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

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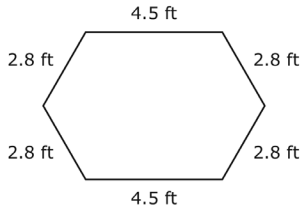
TEKS 5.4H Readiness Standard
represent and solve problems related to perimeter and/or area and related to volume

ITEM

28 A hexagon and its side lengths are shown.



What is the perimeter of the hexagon in feet?

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	Volume
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

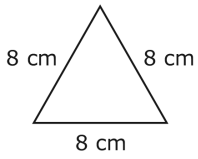
ITEM

9 This graphic organizer is being used to classify triangles on their angle measure of side lengths.

Triangles

Angle Measure Classification			Side Length Classification		
Acute	Right	Obtuse	Isosceles	Equilateral	Scalene

Which list shows all of the ways this triangle could be classified?



A Acute only
B Equilateral only
C Acute and isosceles only
D Acute, isosceles, and equilateral only

Item Analysis	
Verb	Classify
Using or Including	Graphic Organizer
Concept	Angles
Process TEKS	**5.1B, 5.1E, 5.1F**

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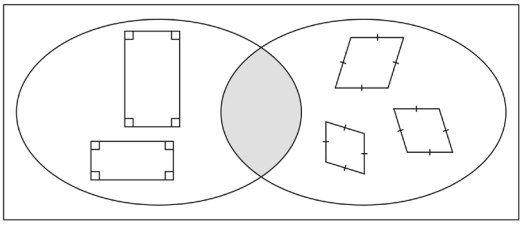
TEKS 5.5A Readiness Standard
classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties

ITEM

26 The Venn diagram is being used to classify two types of quadrilaterals.



Which type of figure will always belong in the shaded section of this Venn diagram?

F Rectangle
G Rhombus
H Square
J Trapezoid

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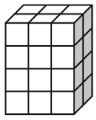
TEKS 5.6A Supporting Standard
recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible

ITEM

19 A student builds some rectangular prisms using cubes that each have a volume of 1 cubic inch. Which rectangular prism has a volume of 12 cubic inches?

A 

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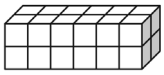
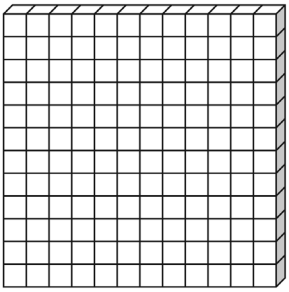
C 

D 

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

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TEKS 5.7A Supporting Standard
solve problems by calculating conversions within a measurement system, customary or metric

ITEM

24 The length of one wall in Mr. Shelby's classroom is 29 feet. What is the length of this wall in inches?

F 348 in.
G 242 in.
H 338 in.
J 248 in.

Item Analysis	
Verb	Solve
Using or Including	Conversions
Concept	Customary
Process TEKS	**5.1A, 5.1B, 5.1C, 5.1F**

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TEKS 5.8B Supporting Standard
describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane

ITEM

11 A student will graph the point (5, 3) on a coordinate grid. Which steps can the student take in order to graph the point correctly?

A Start at the origin. Move 5 units up. Move 3 units right. Graph the point.
B Start at the origin. Move 5 units right. Move 3 units right. Graph the point.
C Start at the origin. Move 5 units up. Move 3 units up. Graph the point.
D Start at the origin. Move 5 units right. Move 3 units up. Graph the point.

Item Analysis	
Verb	Describe
Using or Including	Coordinate Plane
Concept	Graphing a Point
Process TEKS	**5.1A, 5.1B, 5.1F**

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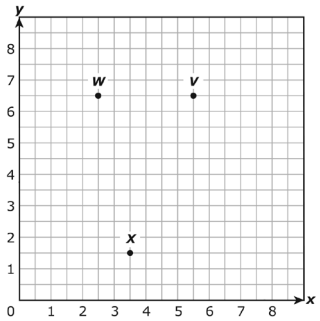
TEKS 5.8C Readiness Standard
graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table

ITEM

17 The graph shows three of the four vertices of parallelogram *VWXY*.



At which location on the coordinate grid could point *Y* be located?

A (1.5, 6.5)
B (6.5, 2)
C (6.5, 1.5)
D (2, 6.5)

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

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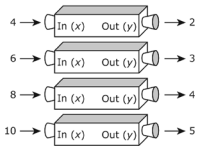
TEKS 5.8C Readiness Standard
graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table

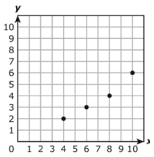
ITEM

36 Henry used a number machine to create ordered pairs of numbers. Each number he put into the machine, x, came out as a different number, y, based on a rule. Some ordered pairs from Henry's machine are shown.

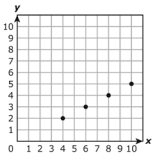


Which graph best represents the ordered pairs from Henry's number machine?

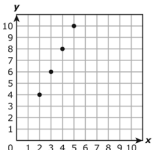
F



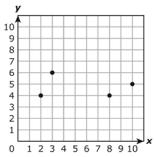
G



H



J



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

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ITEM

Item Analysis	
Verb	
Using or Including	
Concept	
Process TEKS	

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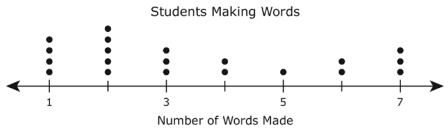
TEKS 5.9C Readiness Standard
solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot

ITEM

8 The students in a class were each given a set of letters and asked to make words. The dot plot shows the number of students who made from 1 to 7 words.



What fraction of the students in the class made 5 or more words?

F $\frac{1}{20}$
G $\frac{1}{4}$
H $\frac{3}{10}$
J $\frac{3}{4}$

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

34 The stem and leaf shows Ryan's math scores so far this year.

Ryan's Math Scores

Stem	Leaf
7	9
8	2 2 3 6
9	0 1 3 4 7

9|1 means 91.

What is the sum of Ryan's greatest math score and least math score?

F 169
G 187
H 176
J Not here

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

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

ITEM

32 Which of these is NOT an example of a property tax?

F Tax pain on the value of a farm a person owns
G Tax paid on the value of a piece of land a person owns
H Tax paid on the value of a piece of furniture a person owns
J Tax paid on the value of a home a person owns

Item Analysis

Verb	Define
Using or Including	NA
Concept	Property Tax
Process TEKS	**5.1F**

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TEKS 5.10F Supporting Standard
balance a simple budget

ITEM

6 Wanda's net income for the month of April was $2,438. The table shows her April budget except for an amount in the "Other" category.

April Budget

Category	Amount (dollars)
Rent	1,000
Utilities	285
Food	325
Transportation	275
Other	
Savings	450

What amount, in dollars and cents, should be in the "Other" category in order for Wanda's budget to be balanced?

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

Item Analysis

Verb	Balance
Using or Including	NA
Concept	Simple Budget
Process TEKS	**5.1A, 5.1B, 5.1E, 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	22	9.1	5.1A, 5.1B, 5.1F
5.2B compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =	2	H	5.1B, 5.1F
	30	G	5.1A, 5.1B, 5.1F
5.2C round decimals to tenths or hundredths	NT		
5.4A identify prime and composite numbers	15	C	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	12	F	5.1B, 5.1F
	27	A	5.1A, 5.1B, 5.1E, 5.1F

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

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	13	C	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	20	H	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	10	H	5.1A, 5.1B, 5.1E, 5.1F
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	7	D	5.1A, 5.1B, 5.1F
	25	D	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	23	C	5.1A, 5.1B, 5.1E, 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	5	C	5.1A, 5.1B, 5.1E, 5.1F
	35	D	5.1A, 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	NT		
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	1	B	5.1A, 5.1B, 5.1F
	14	J	5.1A, 5.1B, 5.1F
5.3L divide whole numbers by unit fractions and unit fractions by whole numbers	16	G	5.1A, 5.1B, 5.1F
	29	D	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	18	J	5.1A, 5.1B, 5.1F
	31	A	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	3	C	5.1A, 5.1B, 5.1D, 5.1F
	21	A	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	33	B	5.1B, 5.1D, 5.1F

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	4	G	5.1A, 5.1B, 5.1F
	28	20.2	5.1B, 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	9	D	5.1B, 5.1E, 5.1F
	26	H	5.1A, 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	19	B	5.1A, 5.1B, 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	NT		
5.7A solve problems by calculating conversions within a measurement system, customary or metric	24	F	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	NT		
5.8B describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane	11	D	5.1A, 5.1B, 5.1F
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	17	C	5.1A, 5.1B, 5.1E, 5.1F
	36	G	5.1A, 5.1B, 5.1D, 5.1F

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

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	**NT**		
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	**8**	**H**	**5.1A, 5.1B, 5.1E, 5.1F**
	34	**H**	**5.1A, 5.1B, 5.1E, 5.1F**
5.10A define income tax, payroll tax, sales tax, and property tax	**32**	**H**	**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	**6**	**103**	**5.1A, 5.1B, 5.1E, 5.1F**

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