



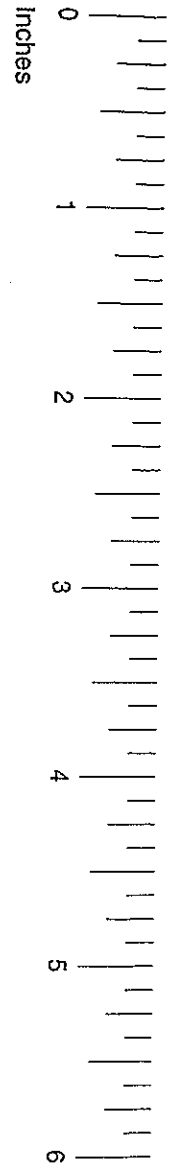
## Begin with the End in Mind

Thinking First as an Assessor	Thinking Then as a Designer
<ul style="list-style-type: none"> <li>• Based on TEKS/TAKS, what are the students needing to learn and at what level?</li> <li>• How will I differentiate to meet varied needs and characteristics?</li> <li>• What performance tasks will best support learning and focus the instructional work?</li> <li>• What would be the evidence of student learning?</li> <li>• Against what criteria will I evaluate the work?</li> <li>• How will I be able to distinguish between those who really understand and those who don't?</li> <li>• What misunderstandings are likely? How will I check for those?</li> </ul>	<ul style="list-style-type: none"> <li>• What would be interesting and revealing activities to help assure this learning?</li> <li>• What resources and materials are available?</li> <li>• What will students be doing in and out of class? What assignments will be given?</li> <li>• How will students earn a grade (and can it be justified to their parents)?</li> <li>• Did the activities work? Why or why not?</li> </ul>

Adapted from Wiggins and McTighe, Understanding by Design

# Grade 5

## Mathematics Chart



<b>LENGTH</b>	
Metric	Customary
1 kilometer = 1000 meters	1 mile = 1760 yards
1 meter = 100 centimeters	1 mile = 5280 feet
1 centimeter = 10 millimeters	1 yard = 3 feet
	1 foot = 12 inches

<b>CAPACITY AND VOLUME</b>	
Metric	Customary
1 liter = 1000 milliliters	1 gallon = 4 quarts
	1 gallon = 128 ounces
	1 quart = 2 pints
	1 pint = 2 cups
	1 cup = 8 ounces

<b>MASS AND WEIGHT</b>	
Metric	Customary
1 kilogram = 1000 grams	1 ton = 2000 pounds
1 gram = 1000 milligrams	1 pound = 16 ounces

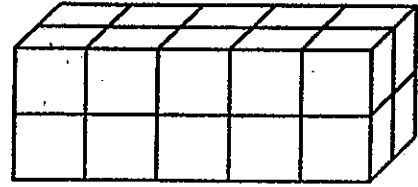
<b>TIME</b>	
1 year = 365 days	
1 year = 12 months	
1 year = 52 weeks	
1 week = 7 days	
1 day = 24 hours	
1 hour = 60 minutes	
1 minute = 60 seconds	

## Mathematics Chart

<b>Perimeter</b>	square	$P = 4s$
	rectangle	$P = 2l + 2w$ or $P = 2(l + w)$
<b>Area</b>	square	$A = s^2$
	rectangle	$A = lw$ or $A = bh$
	triangle	$A = \frac{1}{2}bh$ or $A = \frac{bh}{2}$

**5<sup>th</sup> Grade Math 2004 Test**  
**Measurement – Objective 4 Questions**

- 12 A rectangular prism made of 1-centimeter cubes is shown below.

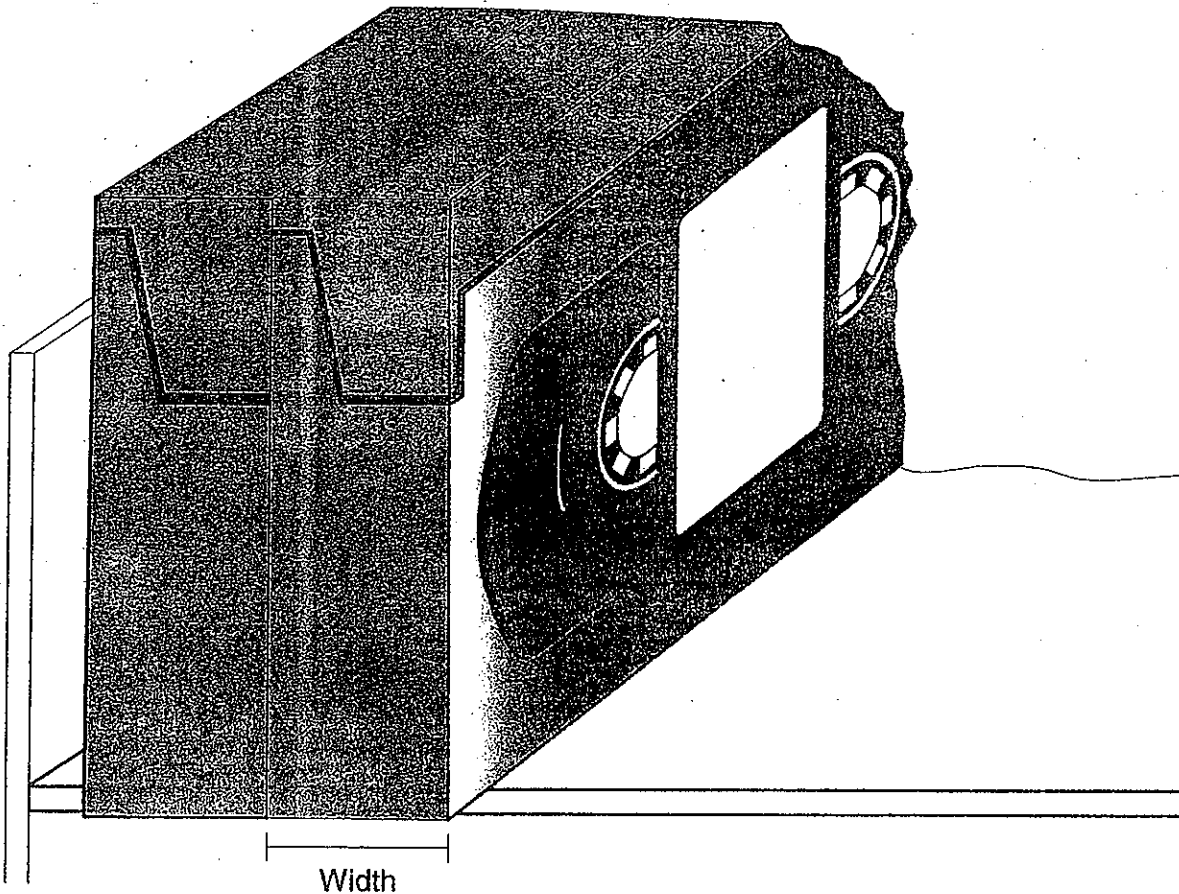


What is the volume of this rectangular prism?

- F  $4 \text{ cm}^3$                       5.10(A)  
G  $9 \text{ cm}^3$   
H  $10 \text{ cm}^3$   
J  $20 \text{ cm}^3$

- 26 Stella stores videotapes side by side on a shelf, as shown below. Use the ruler on the Mathematics Chart to measure the width in inches of one videotape.

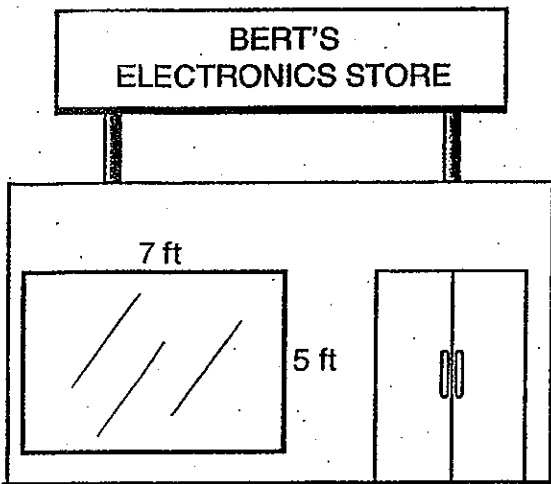
5.11(A)



If the shelf is 3 feet long, what is the greatest number of videotapes that Stella can store on the shelf?

- F 12  
G 24  
H 36  
J 48

- 5 Bert's Electronics Store is having a sale. To advertise the sale, the store manager wants to outline the store window with colorful ribbon.



How many feet of ribbon will be needed to outline the 4 sides of the window?

- A 35 ft  
 B 24 ft  
 C 19 ft  
 D 17 ft

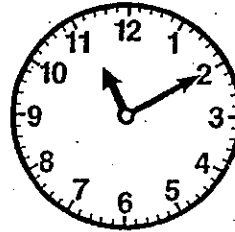
5.11(A)

- 23 Erin's brother weighed 6 pounds 5 ounces when he was born. How many ounces did her brother weigh when he was born?

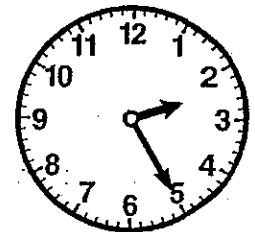
- A 5 oz  
 B 96 oz  
 C 101 oz  
 D 176 oz

5.11(A)

- 18 Jesse's father ran a race from 11:10 A.M. to 2:25 P.M., as shown on the clocks below.



Start



Finish

For how many hours and minutes did Jesse's father run?

- F 3 h 5 min  
 G 3 h 10 min  
 H 3 h 15 min  
 J 3 h 20 min

5.11(A)

- 7 Which relationship between units of time is correct?

- A One hour is  $\frac{1}{365}$  of one year.  
 B One year is  $\frac{1}{365}$  of one hour.  
 C One second is  $\frac{1}{60}$  of one minute.  
 D One minute is  $\frac{1}{60}$  of one second.

5.11(B)

- 34 Vanessa poured 250 milliliters of water into a flowerpot. What fractional part of a liter is 250 milliliters?

- F  $\frac{1}{2}$   
 G  $\frac{1}{3}$   
 H  $\frac{1}{4}$   
 J  $\frac{1}{25}$

5.11 (B)



Student Information

District: Demo ISD (092951)

Campus: Demo Elementary (092951101)

Fall Campus: Demo Elementary (092951101)

Grade Level: 05

Gender: Female

Ethnicity: 4

LEP: 1

GT: 0

Bilingual: 0

Migrant: 0

ECD: 1

CATE:

Title: 6

AtRisk: 1

Mathematics

Score Code: S

Raw Score: 26

Percent Correct: 59

Commended Perf: No

Scale Score: 2011

Met Standard: No

THECB:

Objective Mastery

Obj 1: 4 of 11

Obj 3: 6 of 7

Obj 5: 2 of 4

Obj 2: 5 of 7

Obj 4: 4 of 7

Obj 6: 5 of 8

Student Responses (number, student resp, correct resp, objective, se)

1	+	A	03	Math-Gr5_5.7A
2	+	J	01	Math-Gr5_5.3B
3	+	B	02	Math-Gr5_5.6A
4	F	H	06	Math-Gr5_5.14A
5	+	B	04	Math-Gr5_5.11A
6	+	F	06	Math-Gr5_5.14A
7	D	C	04	Math-Gr5_5.11B
8	+	H	02	Math-Gr5_5.5B
9	A	D	02	Math-Gr5_5.5A
10	J	F	01	Math-Gr5_5.3A
11	+	C	06	Math-Gr5_5.14B
12	+	J	04	Math-Gr5_5.10A
13	D	A	01	Math-Gr5_5.2B
14	+	H	01	Math-Gr5_5.1A
15	+	C	03	Math-Gr5_5.7A

16	+	J	05	Math-Gr5_5.13A
17	+	B	06	Math-Gr5_5.16A
18	+	H	04	Math-Gr5_5.11A
19	+	C	03	Math-Gr5_5.8B
20	H	F	05	Math-Gr5_5.13B
21	B	A	01	Math-Gr5_5.3C
22	F	G	06	Math-Gr5_5.14B
23	+	C	04	Math-Gr5_5.11A
24	+	G	06	Math-Gr5_5.14C
25	+	C	05	Math-Gr5_5.12A
26	F	H	04	Math-Gr5_5.11A
27	+	C	02	Math-Gr5_5.5C
28	G	F	05	Math-Gr5_5.12B
29	+	A	01	Math-Gr5_5.2C
30	H	G	03	Math-Gr5_5.7B

31	C	B	02	Math-Gr5_5.5B
32	+	F	02	Math-Gr5_5.5A
33	D	B	01	Math-Gr5_5.1B
34	J	H	04	Math-Gr5_5.11B
35	C	B	01	Math-Gr5_5.3D
36	+	G	01	Math-Gr5_5.3E
37	+	A	02	Math-Gr5_5.6A
38	G	H	01	Math-Gr5_5.2A
39	+	D	03	Math-Gr5_5.7A
40	+	J	06	Math-Gr5_5.14A
41	+	B	03	Math-Gr5_5.8A
42	G	J	06	Math-Gr5_5.15B
43	D	B	01	Math-Gr5_5.4B
44	+	H	03	Math-Gr5_5.9A

