

Summer Math 2019

Grades 5-6

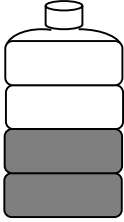
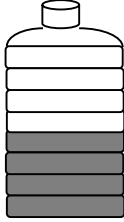
MASTER 2 – Assessments

These page numbers below are only the computer numbering, when previewing the file on the computer. The numbers printed on the pages reflect the page order within the individual sections. Each section restarts with page number 1.

Page 3	Grade 5 Pre-test: Educator Scoring and Answer Key
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Note: “Strategy” refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.

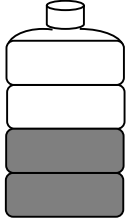
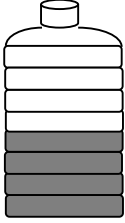
Note: Writing labels is important to stress during instruction. However, for the purpose of this assessment, students do not lose credit when the label is missing.

Objective/Needs	Solutions.
<p>NY-5.NF.1 – Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p> <p>1-Award 1 point for the correct answer</p>	<p>1. Lupe is going to combine the liquid in these two bottles. Which number sentence shows how much she will have?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>First bottle</p> </div> <div style="text-align: center;">  <p>Second bottle</p> </div> </div> <p>A. $2/4 + 3/8 = 7/8$ B. $2/4 + 4/8 = 1$ C. $2/4 + 2/8 = 6/6$ D. $2/4 + 4/5 = 6/9$</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Answer: B</p> </div>
<p>NY-5.NF.1 – Add and subtract fractions with unlike denominators</p> <p>2a–Award 1 point for correct answer</p> <p>2b-Award 1 point for showing a reasonable strategy</p>	<p>2. Solve and show your work.</p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> $\frac{1}{3} + \frac{2}{5}$ </div> <div style="border: 1px solid black; padding: 10px;"> <p>2a ANSWER: $\frac{11}{15}$</p> <p>2b STRATEGY: Show work to find the common denominator of 15 then add. Add $5/15 + 6/15$.</p> </div>
<p>NY-5.NF.1- Add and subtract fractions with unlike denominators</p> <p>3a-Award 1 point for the correct answer</p> <p>3b-Award 1 point for showing reasonable strategy.</p>	<p>3. Solve and show your work.</p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> $\frac{5}{8} - \frac{1}{2}$ </div> <div style="border: 1px solid black; padding: 10px;"> <p>3a ANSWER: $\frac{1}{8}$</p> <p>3b STRATEGY: Show work to find the common denominator of 8; OR use the picture method; OR use the number line. Subtract $5/8 - 4/8$</p> </div>

<p>NY-5.NBT.7 – Using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations:</p> <ul style="list-style-type: none"> • add and subtract decimals to hundredths; • multiply and divide decimals to hundredths. <p>4-Award 1 point for having both the correct answer and showing reasonable strategy.</p>	<p>4. The Hernandez family drove 827.03 miles to their new home. On the first day they drove 406.09 miles. They drove the rest of the distance on the second day. How many miles did they drive on the second day? Show your work.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>ANSWER: 420.94 miles</p> <p>STRATEGY: 827.03 miles is the total. The problem provides the distance for Day 1, need to find distance for Day 2.</p> <p>Student can draw or model relationship or go straight to the algorithm of 827.03 - 406.09</p> </div>
<p>NY-5.NBT.7 – Using concrete models or drawings and strategies</p> <p>5a–Award 1 point for the correct answer</p> <p>5b–Award 1 point for showing reasonable strategy</p>	<p>5. Mr. Bonilla worked 42.8 hours this week when the weather was sunny. This is 12.09 hours more than he worked last week when it rained. How many hours did he work during the rainy week? Show your work.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>5a. ANSWER: 30.71 hours</p> <p>5b. STRATEGY: Given hours worked this week and relationship to hours worked last week. Student can draw or model relationship or go straight to the algorithm of 42.8 - 12.09; need to write "42.8" as "42.80" for subtraction.</p> </div>
<p>NY-5.NBT.7-Using concrete models or drawings and strategies</p> <p>6a–Award 1 point for the correct answer</p> <p>6b–Award 1 point for showing reasonable strategy</p> <p>6c–Award 1 point for writing explanation</p>	<p>6. Esau prepared 3.25 cups of dough for his favorite pizza dough recipe. His father prepared 4 and one-fourth cups of pizza dough. How many cups did they prepare together? Show your work. Explain your strategy.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>6a.ANSWER: 7.5 or 7 1/2 cups (7.50 is not wrong)</p> <p>6b. Strategy: Show work. Students need to change one measurement to match the other in order to add using decimals or fractions.</p> <p style="text-align: center;">3.25 + 4.25 OR 3 1/4 + 4 1/4</p> <p>6c. Explanation: Students need to write using complete sentences and reflect the strategy used.</p> </div>



Name: _____

<p><input type="checkbox"/> 1 1 Point</p>	<p>1. Lupe is going to combine the liquid in these two bottles. Which number sentence shows how much she will have?</p> <div style="display: flex; justify-content: space-around; align-items: center;"><div style="text-align: center;"><p>First bottle</p></div><div style="text-align: center;"><p>Second bottle</p></div></div> <p>A. $\frac{2}{4} + \frac{3}{8} = \frac{7}{8}$</p> <p>B. $\frac{2}{4} + \frac{4}{8} = 1$</p> <p>C. $\frac{2}{4} + \frac{3}{8} = \frac{6}{6}$</p> <p>D. $\frac{2}{4} + \frac{4}{5} = \frac{6}{9}$</p>
<p><input type="checkbox"/> 2a 1 Point Answer</p> <p><input type="checkbox"/> 2b 1 Point Strategy</p>	<p>2. Solve and show your work.</p> $\frac{1}{3} + \frac{2}{5}$



Name: _____

<p><input type="checkbox"/> 3a 1 Point Answer</p> <p><input type="checkbox"/> 3b 1 Point Strategy</p>	<p>3. Solve and show your work.</p> $\begin{array}{r} 5 \quad 1 \\ \hline 8 \quad 2 \end{array}$
<p><input type="checkbox"/> 4 1 Point</p>	<p>4. The Hernandez family drove 827.03 miles to their new home. On the first day they drove 406.09 miles. They drove the rest of the distance on the second day. How many miles did they drive on the second day?</p> <p>Show your work.</p>
<p><input type="checkbox"/> 5a 1 Point Answer</p> <p><input type="checkbox"/> 5b 1 Point Strategy</p>	<p>5. Mr. Bonilla worked 42.8 hours this week when the weather was sunny. This is 12.09 hours more than he worked last week when it rained. How many hours did he work during the rainy week?</p> <p>Show your work.</p>

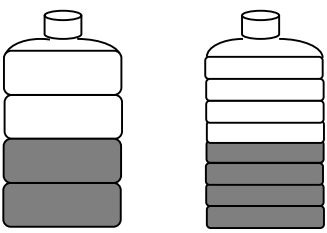


Name: _____

<p><input type="checkbox"/> 6a 1 Point Strategy</p> <p><input type="checkbox"/> 6b 1 Point Answer</p> <p><input type="checkbox"/> 6c 1 Point Explanation</p>	<p>6. Esau prepared 3.25 cups of dough for his favorite pizza dough recipe. His father prepared 4 and one-fourth cups of pizza dough. How many cups did they prepare together?</p> <p>6a. Show your work.</p> <p>6b. ANSWER:</p> <p>6c. Explain your strategy.</p>
<p style="text-align: center;"><u> </u> /11 Total Points</p>	



Nombre: _____

<input type="checkbox"/> 1 1 punto	<p>1. Lupe va a combinar el líquido en estas dos botellas. ¿Cuál de las frases numéricas muestra el total?</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Primera botella Segunda botella</p> <p>A. $\frac{2}{4} + \frac{3}{8} = \frac{7}{8}$</p> <p>B. $\frac{2}{4} + \frac{4}{8} = 1$</p> <p>C. $\frac{2}{4} + \frac{3}{8} = \frac{6}{6}$</p> <p>D. $\frac{2}{4} + \frac{4}{5} = \frac{6}{9}$</p>
<input type="checkbox"/> 2a 1 punto respuesta <input type="checkbox"/> 2b punto estrategia	<p>2. Resuelve y muestra tu trabajo.</p> $\frac{1}{3} + \frac{2}{5}$

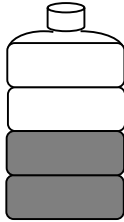
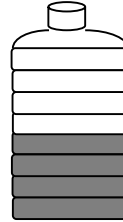


Nombre: _____

<p><input type="checkbox"/>3a 1 punto respuesta</p> <p><input type="checkbox"/>3b 1 punto estrategia</p>	<p>3. Resuelve y muestra tu trabajo.</p> $\frac{5}{8} - \frac{1}{2}$
<p><input type="checkbox"/>4a 1 punto</p>	<p>4. La familia Hernández manejó 827.03 millas hasta su nuevo hogar. El primer día manejaron 406.09 millas. El segundo día manejaron el resto de la distancia. ¿Cuántas millas manejaron el segundo día?</p> <p>Muestra tu trabajo.</p>
<p><input type="checkbox"/>5a 1 punto respuesta</p> <p><input type="checkbox"/>5b 1 punto estrategia</p>	<p>5. El Señor Bonilla trabajó 42.8 horas esta semana con clima soleado. Estas fueron 12.09 horas más de las que trabajó la semana pasada cuando llovió. ¿Cuántas horas trabajó durante la semana lluviosa?</p> <p>Muestra tu trabajo.</p>

Note: “Strategy” refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.

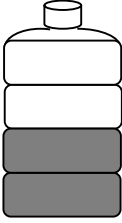
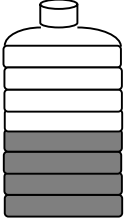
Note: Writing labels is important to stress during instruction. However, for the purpose of this assessment, students do not lose credit when the label is missing.

Objective/Needs	Solutions
<p>NY-5.NF.1 – Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p> <p>1-Award 1 point for the Correct answer</p>	<p>1. Lupe is going to combine the liquid in these two bottles. Which number sentence shows how much she will have?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>First bottle</p> </div> <div style="text-align: center;">  <p>Second bottle</p> </div> </div> <div style="margin-top: 20px; text-align: center;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>Answer: A</p> </div> </div>
<p>NY-5.NF.1 – Add and subtract fractions with unlike denominators</p> <p>2a–Award 1 point for correct answer</p> <p>2b-Award 1 point for showing a reasonable strategy</p>	<p>2. Solve and show your work.</p> <div style="display: flex; align-items: center; margin-bottom: 20px;"> $\frac{1}{2} + \frac{4}{5}$ </div> <div style="border: 1px solid black; padding: 10px;"> <p>2a ANSWER: $\frac{13}{10}$ or $1\frac{3}{10}$ <i>Note: Either answer is correct.</i></p> <p>2b STRATEGY: Show work to find the common denominator of 10 then add. Or use the picture method or number line. Add $5/10 + 8/10$</p> </div>
<p>NY-5.NF.1- Add and subtract fractions with unlike denominators</p> <p>3a-Award 1 point for the correct answer</p> <p>3b-Award 1 point for showing reasonable strategy.</p>	<p>3. Solve and show your work.</p> <div style="display: flex; align-items: center; margin-bottom: 20px;"> $\frac{5}{6} - \frac{1}{3}$ </div> <div style="border: 1px solid black; padding: 10px;"> <p>3a ANSWER: $\frac{3}{6}$ <i>Note: This problem does not require the student to reduce. $3/6$ or $1/2$ are both correct.</i></p> <p>3b STRATEGY: Show work to find the common denominator of 6; OR use the picture method; OR use the number line. Subtract $5/6 - 1/3$</p> </div>

<p>NY-5.NBT.7 – Using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations:</p> <ul style="list-style-type: none"> • add and subtract decimals to hundredths; • multiply and divide decimals to hundredths. <p>4-Award 1 point for having both the correct answer and showing reasonable strategy.</p>	<p>4. The Hernandez family drove 770.5 miles to their new home. On the first day they drove 346.82 miles. They drove the rest of the distance on the second day. How many miles did they drive on the second day? Show your work.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>ANSWER: 423.68 miles</p> <p>STRATEGY: 770.5 miles is the total. The problem provides the distance for Day 1, need to find distance for Day 2.</p> <p>Student can draw or model relationship or go straight to the algorithm of $770.5 - 346.82$; need to write "770.5" as "770.50" for subtraction.</p> </div>
<p>NY-5.NBT.7 – Using concrete models or drawings and strategies</p> <p>5a–Award 1 point for the correct answer</p> <p>5b–Award 1 point for showing reasonable strategy</p>	<p>5. Mr. Bonilla worked 32.89 hours this week when the weather was sunny. This is 19.9 hours more than he worked last week when it rained. How many hours did he work during the rainy week? Show your work.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>5a. ANSWER: 12.99 hours</p> <p>5b. STRATEGY: Given hours worked this week and relationship to hours worked last week. Student can draw or model relationship or go straight to the algorithm of $32.89 - 19.9$</p> </div>
<p>NY-5.NBT.7-Using concrete models or drawings and strategies</p> <p>6a–Award 1 point for the correct answer</p> <p>6b–Award 1 point for showing reasonable strategy</p> <p>6c–Award 1 point for writing explanation</p>	<p>6. Esau prepared 4.5 cups of dough for his favorite pizza dough recipe. His father prepared 5 and three-fourths cups of pizza dough. How many cups did they prepare together? Show your work. Explain your strategy.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>6a.ANSWER: 10.25 or 10 1/4 cups</p> <p>6b. Strategy: Show work. Students need to change one measurement to match the other in order to add using decimals or fractions.</p> <p style="text-align: center;">4.5 + 5.75 OR 4 1/2 + 5 3/4</p> <p>6c. Explanation: Students need to write using complete sentences and reflect the strategy used.</p> </div>



Name: _____

<p>1 1 Point</p>	<p>1. Lupe is going to combine the liquid in these two bottles. Which number sentence shows how much she will have?</p> <div style="display: flex; justify-content: space-around; align-items: center;"><div style="text-align: center;"><p>First bottle</p></div><div style="text-align: center;"><p>Second bottle</p></div></div> <p>A. $\frac{2}{4} + \frac{4}{8} = 1$</p> <p>B. $\frac{1}{4} + \frac{5}{8} = \frac{6}{12}$</p> <p>C. $\frac{1}{3} + \frac{5}{7} = \frac{6}{10}$</p> <p>D. $\frac{1}{3} + \frac{2}{5} = \frac{10}{15}$</p>
<p><input type="checkbox"/> 2a 1 Point Answer</p> <p><input type="checkbox"/> 2b 1 Point Strategy</p>	<p>2. Solve and show your work.</p> $\frac{1}{2} + \frac{4}{5}$



Post-Test

Name: _____

<p><input type="checkbox"/> 3a 1 Point Answer</p> <p><input type="checkbox"/> 3b 1 Point Strategy</p>	<p>3. Solve and show your work.</p> $\begin{array}{r} 5 \\ \underline{} \\ 6 \end{array} \quad \begin{array}{r} 1 \\ \underline{} \\ 3 \end{array}$
<p><input type="checkbox"/> 4 1 Point</p>	<p>4. The Hernandez family drove 770.5 miles to their new home. On the first day they drove 346.82 miles. They drove the rest of the distance on the second day. How many miles did they drive on the second day?</p> <p>Show your work.</p>
<p><input type="checkbox"/> 5a 1 Point Answer</p> <p><input type="checkbox"/> 5b 1 Point Strategy</p>	<p>5. Mr. Bonilla worked 32.89 hours this week when the weather was sunny. This is 19.9 hours more than he worked last week when it rained. How many hours did he work during the rainy week?</p> <p>Show your work.</p>



Post-Test

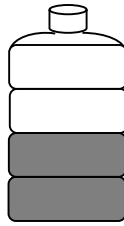
Name: _____

<input type="checkbox"/> 6a 1 Point Strategy	<p>6. Esau prepared 4.5 cups of dough for his favorite pizza dough recipe. His father prepared 5 and three-fourths cups of pizza dough. How many cups did they prepare together</p> <p>6a. Show your work.</p> <p>6b. ANSWER:</p> <p>6c. Explain your strategy:</p>
<input type="checkbox"/> 6b 1 Point Answer	
<input type="checkbox"/> 6c 1 Point Explanation	
<p><u> </u> /11 Total Points</p>	

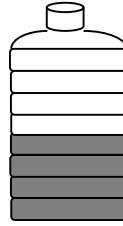


1
1 punto

1. Lupe va a combinar el líquido en estas dos botellas ¿Cuál de las frases numéricas muestra el total?



Primera botella



Segunda botella

A. $\frac{2}{4} + \frac{4}{8} = 1$

B. $\frac{1}{4} + \frac{5}{8} = \frac{6}{12}$

C. $\frac{1}{3} + \frac{5}{7} = \frac{6}{10}$

D. $\frac{1}{3} + \frac{2}{5} = \frac{10}{15}$

2a
1 punto
respuesta

2. Resuelve y muestra tu trabajo:

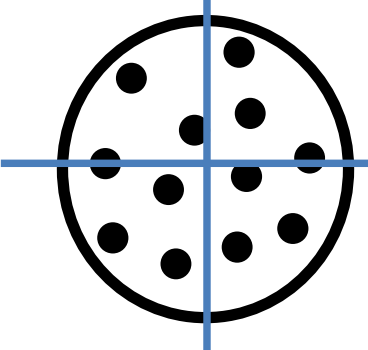
2b
1 punto
estrategia

$$\frac{1}{2} + \frac{4}{5}$$



<p><input type="checkbox"/>3a 1 punto respuesta</p> <p><input type="checkbox"/>3b 1 punto estrategia</p>	<p>3. Resuelve y muestra tu trabajo.</p> $\frac{5}{6} - \frac{1}{3}$
<p><input type="checkbox"/>4a 1 punto</p>	<p>4. La familia Hernández manejó 770.5 millas hasta su nuevo hogar. El primer día manejaron 346.82 millas. El segundo día manejaron el resto de la distancia. ¿Cuántas millas manejaron el segundo día?</p> <p>Muestra tu trabajo</p>
<p><input type="checkbox"/>5a 1 punto respuesta</p> <p><input type="checkbox"/>5b 1 punto estrategia</p>	<p>5. El Señor Bonilla trabajó 32.89 horas esta semana con clima soleado. Estas fueron 19.9 horas más de las que trabajó la semana pasada cuando llovió. ¿Cuántas horas trabajó durante la semana lluviosa?</p> <p>Muestra tu trabajo</p>



<p>NY-6.RP.3c – Find a percent of a quantity as a rate per 100.</p> <p>3a-Award 1 point for the fractional part</p> <p>3b-Award 1 point for the percentage</p> <p>3b-Award 1 point for explanation</p>	<p>3. Ella and 3 friends shared the pizza pictured below</p>  <p>3c. Explain your strategy for finding the percent.</p>	<p>3a. What fractional part of the pizza did each of the friends receive?</p> <p>ANSWER 3a = 1/4</p> <p>3b. What percent of the pizza did each of the friends receive?</p> <p>ANSWER 3b = 25%</p> <p>ANSWER 3c needs to be written in complete sentences and refer to finding both the fraction and the percent.</p>
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NY-6.NS.3 – Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

4-Award 1 point for both the correct answer and showing a reasonable strategy

4. Mrs. Cantu paid \$200 when she stayed in New York City. If she paid a hotel tax of 15%, how much tax did she pay? Show your work.

ANSWER: \$30 tax

STRATEGIES: Finding just the tax. Multiply to apply the 15% to \$200, converting the percent to decimal, and solve for \$200 x .15 = \$30

NY-6.RP.1 – Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

5-Award 1 point for both the correct answer and showing a reasonable strategy


5. Katrina hit home runs an average ratio of 1:4 times at bat. Using that ratio, if she batted 20 times, how many home runs would she be expected to hit? Show your work.

ANSWER: 5 home runs

STRATEGY: Diagram the relationship of home runs to times at bat in the ratio. Write the new ratio with X on the home run side and 20 on the times at bat side. Solve for the equivalent fraction.

$4 \times 5 = 20$, so $1 \times 5 = X$

$$\frac{\text{Homeruns}}{\text{Times at Bat}} = \frac{1}{4} = \frac{x}{20}$$

<p>NY-6.RP.3b – Solve unit rate problems. Note: Problems may include unit pricing and constant speed.</p> <p>6-Award 1 point for both the correct answer and showing a reasonable strategy</p>	<p>6. Mrs. Petra noticed the sign below at the market. How much would she pay for 2 pounds of pears at that rate? Show your work.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Today's Special! Pears 6 pounds for \$4</p>  </div> $\frac{\text{Cost}}{\text{Pounds}} = \frac{\$4}{6} = \frac{x}{2}$ <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>ANSWER: \$1.33 or \$1.32 for 2 pounds.</p> <p>STRATEGIES: Diagram the relationship of cost (or dollars) to pounds. Write the ratio using the numbers from the advertisement.</p> <p>Write the new ratio with X for the cost or dollars and 1 for pounds.</p> <p>Multiply across the ratio $\\$4 \times 2 = 6 (X)$ $\\$8 = 6X$ $\\$8/6 = X$</p> <p>OR find the unit price first: $\\$4/6 = \\0.66 per pound. Multiply by 2 pounds</p> </div>
<p>NY-6.NS.3 – Fluently add, subtract, multiply, and divide multi-digit decimals and NY-6.RP.3b – Solve unit rate problems.</p> <p>7a -Award 1 point for the correct answer</p> <p>7b–Award 1 point for showing a reasonable strategy</p>	<p>7. Margo put \$225 in the bank and left it there for one year. She didn't withdraw or deposit any money in the account. Her bank pays her 5% yearly interest. How much money will she have in her account at the end of the year? Show your work.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>7a. ANSWER: \$236.25 at the end of the year</p> <p>7b. STRATEGIES: Award point for any reasonable strategy, such as: Finding 5% of \$225, then adding to the original \$225 for the year-end total.</p> <p>Or the student might know that \$1225 represents 100%. Adding 100% + 5% to know the year total is 105% of \$225. Convert to decimal and solve for $1.05 \times \\$225$ for the year end total.</p> </div>
<p>NY-6.NS.3 – Fluently add, subtract, multiply, and divide multi-digit decimals and NY-6.RP.3b – Solve unit rate problems.</p> <p>8-Award 1 point for both the correct answer and for showing a reasonable strategy</p>	<p>8. Elliot's lunch bill was \$9.95 including tax. He wants to give the waitress a 15% tip. How much money will he need to pay the bill and leave the tip? Show your work.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>ANSWER: \$11.44 or \$11.43 to pay both the bill and tip.</p> <p>STRATEGIES: Need to find total cost, not just the tip, then convert percents to decimals. Solve for the tip first, then add to the bill for the total. $\\$9.95 + (.15 \times 9.95) = \\11.44 OR convert the lunch bill to 100% added to the 15% tip to solve for the total bill. $1.15 \times \\$9.95 = \\11.44 OR figure the tip portion by 10% (\$0.99) and 5% (\$0.49). Then add $\\$9.95 + \\$0.99 + \\$0.49 = \\11.43</p> </div>

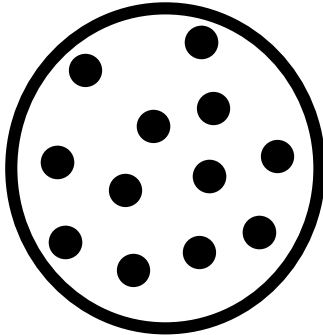


Name: _____

<input type="checkbox"/> 1 1 Point	<p>1. There are 4 quarters in dollar. Which proportion could be used to convert 25 dollars into quarters?</p> <p>A. $\frac{4}{25} = \frac{x}{25}$</p> <p>B. $\frac{1}{4} = \frac{x}{25}$</p> <p>C. $\frac{25}{1} = \frac{4}{x}$</p> <p>D. $\frac{4}{1} = \frac{x}{25}$</p>
<input type="checkbox"/> 2 1 Point	<p>2. Mr. Sanchez bought a bag of seed. He planted 33% of the seeds from the bag, and he still had 12.5 pounds of seed left to plant. How many pounds of seed were in the full bag?</p> <p>Show your work.</p> <div data-bbox="553 1390 1214 1537" style="border: 2px solid black; height: 70px; width: 407px; margin: 10px auto;"></div>




Name: _____

<p><input type="checkbox"/> 3a 1 Point Fractional Part</p> <p><input type="checkbox"/> 3b 1 Point Percentage</p> <p><input type="checkbox"/> 3c 1 Point Explanation</p>	<p>3. Ella and 3 friends shared the pizza pictured below.</p>  <p>3a. What fractional part of the pizza did each of the friends receive? _____</p> <p>3b. What percent of the pizza did each of the friends receive? _____</p> <p>3c. Explain your strategy for finding the percent.</p>
<p><input type="checkbox"/> 4 1 Point</p>	<p>4. Mrs. Cantu paid \$200 for a hotel room when she stayed in New York City. If the hotel tax was 15%, how much tax did she pay?</p> <p>Show your work.</p>



Name: _____

<p><input type="checkbox"/> 5 1 Point</p>	<p>5. Katrina hit home runs an average ratio of 1:4 times at bat. Using that ratio, if she batted 20 times, how many home runs would she be expected to hit?</p> <p>Show your work.</p>
<p><input type="checkbox"/> 6 1 Point</p>	<p>6. Mrs. Petra noticed the sign below at the market. How much would she pay for 2 pounds of pears at that rate?</p> <p>Show your work.</p> <div data-bbox="446 997 959 1407" style="border: 1px solid black; padding: 10px; text-align: center;"><p>Today's Special! Pears 6 pounds for \$4</p></div>



Name: _____

<input type="checkbox"/> 7a 1 Point Answer	<p>7. Margo put \$225 in the bank and left it there for one year. She didn't withdraw or deposit any money in the account. Her bank pays her 5% yearly interest. How much money will she have in her account at the end of the year?</p> <p>Show your work.</p>
<input type="checkbox"/> 7b 1 Point Strategy	
<input type="checkbox"/> 8 1 Point	<p>8. Elliot's lunch bill was \$9.95 including tax. He wants to give the waitress a 15% tip. How much money will he need to pay the bill and leave the tip? Show your work.</p> <p>Show your work.</p>
<hr/> <p>/11 Total Points</p>	



Name: _____

<input type="checkbox"/> 1 1 punto	<p>1. Hay 4 “quarters” en un dólar. ¿Qué proporción puede utilizarse para convertir 25 dólares en “quarters”?</p> <p>A. $\frac{4}{25} = \frac{x}{25}$</p> <p>B. $\frac{1}{4} = \frac{x}{25}$</p> <p>C. $\frac{25}{1} = \frac{4}{x}$</p> <p>D. $\frac{4}{1} = \frac{x}{25}$</p>
<input type="checkbox"/> 2 1 punto	<p>2. El Señor Sánchez compró una bolsa de semillas. Plantó el 33% de las semillas de la bolsa, y le sobraban 12.5 libras de semillas. ¿Cuántas libras de semillas había en la bolsa completa?</p> <p>Muestra tu trabajo.</p> <div data-bbox="581 1388 1239 1535" style="border: 1px solid black; height: 70px; width: 405px; margin: 10px auto;"></div>




Name: _____

<p><input type="checkbox"/> 3a 1 punto parte fraccionaria</p> <p><input type="checkbox"/> 3a 1 punto porcentaje</p> <p><input type="checkbox"/> 3b 1 punto explicación</p>	<p>3. Ella y 3 amigos compartieron la pizza abajo.</p> <div data-bbox="704 310 1024 642" data-label="Image"></div> <p>3a. ¿Qué parte fraccionaria recibió cada uno de los amigos?</p> <p>_____</p> <p>3b. ¿Qué porcentaje de la pizza recibió cada uno de los amigos?</p> <p>_____</p> <p>3c. Explica tu estrategia para encontrar el porcentaje.</p>
<p><input type="checkbox"/> 4 1 punto</p>	<p>4. La Sra. Cantu pagó \$200 por una habitación cuando viajó a la ciudad de Nueva York. Si pagó un impuesto hotelero de 15%, ¿Cuánto impuesto pagó?</p> <p>Muestra tu trabajo.</p>



Name: _____

<p><input type="checkbox"/> 5 1 punto</p>	<p>5. Katrina batea un jonrón una relación promedio (<i>average ratio</i>) de 1:4 veces cuando batea. Usando esa relación, si batea 20 veces, ¿cuántos jonrones se espera que va a batear?</p> <p>Muestra tu trabajo.</p>
<p><input type="checkbox"/> 6 1 punto</p>	<p>6. La Señora Petra se fijó en el letrero siguiente en el mercado. ¿Cuánto pagaría por 2 libras de peras a ese precio?</p> <p>Muestra tu trabajo.</p> <div data-bbox="500 957 1013 1367" style="border: 1px solid black; padding: 10px; text-align: center;"><p>¡Especial de Hoy! Peras 6 libras por \$4</p></div>




Name: _____

<p><input type="checkbox"/> 7a 1 punto respuesta</p> <p><input type="checkbox"/> 7b 1 punto estrategia</p>	<p>7. Margo depositó \$225 en el banco y los dejó en su cuenta durante un año. Ni depositó más dinero, ni sacó ningún dinero de la cuenta. Su banco le paga interés anual del 5%. ¿Cuánto dinero tendrá en la cuenta al final del año?</p> <p>Muestra tu trabajo.</p>
<p><input type="checkbox"/> 8 1 punto</p>	<p>8. La cuenta de la comida de Elliott fue de \$9.95 con impuestos incluidos. Quiere darle a la mesera una propina del 15%. ¿Cuánto dinero necesitará para pagar la cuenta y dejar la propina?</p> <p>Muestra tu trabajo.</p>
<p>_____/11____ Total Points</p>	

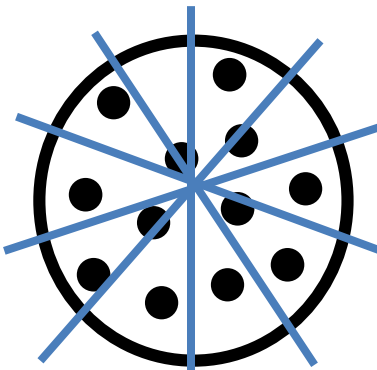
Grade 6 Post-Test Teacher Scoring Instructions and Answer Key 


Note: “Strategy” refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.

Note: Writing labels is important to stress during instruction. However, for the purpose of this assessment, students do not lose credit when the label is missing.

Objective/Needs	Solutions
<p>NY-6.RP.3d – Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p> <p>1-Award 1 point for the correct answer</p>	<p>1. There are 10 dimes in a dollar. Which proportion could be used to convert 25 dollars into dimes?</p> <p>A $10/1 = x/25$</p> <p>B $10/1 = 25/x$</p> <p>C $25/1 = 10/x$</p> <p>D $25/x = 1/10$</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>ANSWER: A</p> <p>STRATEGIES: Think about the relationship between dimes and dollars. Use the words to set up a ratio for dimes to dollars. Try each answer.</p> <p style="text-align: center;"> $\frac{\text{Dimes}}{\text{Dollars}} = \underline{\hspace{2cm}}$ OR $\frac{\text{Dollars}}{\text{Dimes}} = \underline{\hspace{2cm}}$ </p> </div>
<p>NY-6.RP.3c – Find a percent of a quantity as a rate per 100. Solve problems that involve finding the whole given a part and the percent, and finding a part of a whole given the percent.</p> <p>2-Award 1 point for both the correct answer and showing a reasonable strategy</p>	<p>2. Mr. Sanchez bought a bag of seed. He planted 25% of the seeds from the bag, and he still had 12.5 pounds of seed left to plant. How many pounds of seed were in the full bag? Show your work.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>ANSWER: 16.67 pounds (or 16.68 pounds if students use rounding skills)</p> <p>STRATEGIES: Draw diagram to portion the "bag" into percents and pounds used or not used. Given 25% of bag was used, you know the total is 100%, so can figure out how much was not used. Now you know that 75% of the bag wasn't used and weighs 12.5 pounds.</p> <p>If X = the total number of pounds in a full bag, then 75% of X = 12.5 pounds. Convert the percent to a decimal and solve for $0.75X = 12.5$</p> </div> <div style="margin-top: 10px;">  <p style="text-align: center;">$0\% \qquad 25\% \qquad 100\%$</p> </div> <p style="margin-top: 10px;">X = number of pounds of seeds in a full bag</p>



<p>NY-6.RP.3c – Find a percent of a quantity as a rate per 100.</p> <p>3a-Award 1 point for the fractional part</p> <p>3b-Award 1 point for the percentage</p> <p>3b-Award 1 point for explanation</p>	<p>3. Ella and 9 friends shared the pizza pictured below.</p>  <p>3a. What fractional part of the pizza did each of the friends receive?</p> <p>ANSWER 3a = 1/10</p> <p>3b. What percent of the pizza did each of the friends receive?</p> <p>ANSWER 3b = 10%</p> <p>3c. Explain your strategy for finding the percent.</p> <p>ANSWER 3c needs to be written in complete sentences and refer to finding both the fraction and the percent.</p>
<p>NY-6.NS.3 – Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p>4-Award 1 point for both the correct answer and showing a reasonable strategy</p>	<p>4. Mrs. Cantu paid \$90 for a hotel room when she stayed in Helena, MT. If she paid a hotel tax of 7%, how much tax did she pay? Show your work.</p> <p>ANSWER: \$6.30 tax</p> <p>STRATEGY: This is a one-step solution. Multiply to apply the 7% to \$90 and solve for \$90 x .07 = \$6.3 Need to write final answer in money format as \$6.30</p>
<p>NY-6.RP.1 – Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p> <p>5-Award 1 point for both the correct answer and showing a reasonable strategy</p>	<p>5. Katrina hit home runs an average ratio of 3:5 times at bat. Using that ratio, if she batted 20 times, how many home runs would she be expected to hit? Show your work.</p> <p>ANSWER: 12 home runs</p> <p>STRATEGY: Diagram the relationship of home runs to times at bat in the ratio. Write the new ratio with X on the home run side and 20 on the times at bat side. Solve for the equivalent fraction. $5 \times 4 = 20$, so $3 \times 4 = X$</p> $\frac{\text{Homeruns}}{\text{Times at Bat}} = \frac{3}{5} = \frac{x}{20}$

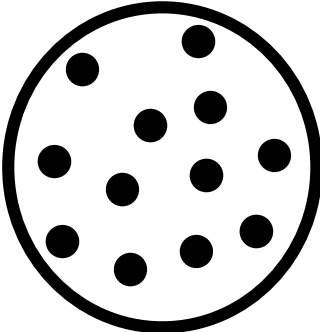
<p>NY-6.RP.3b – Solve unit rate problems. Note: Problems may include unit pricing and constant speed.</p> <p>6-Award 1 point for both the correct answer and showing a reasonable strategy</p>	<p>6. Mrs. Petra noticed the sign below at the market. How much would she pay for 1 pound of pears at that rate? Show your work.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Today's Special! Pears 6 pounds for \$4</p>  </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>ANSWER: For 1 pound: \$0.66 (not rounded) or \$0.67 (rounded) Both are correct for this question.</p> <p>STRATEGIES: Diagram the relationship of cost (or dollars) to pounds. Write the ratio using the numbers from the advertisement.</p> <p>Write the new ratio with X for the cost or dollars and 1 for pounds.</p> <p>Multiply across the ratio $\\$4 \times 1 = 6 \times X$ $\\$4 = 6X$ $\\$4/6 = X$</p> </div> <div style="margin-top: 10px;"> $\frac{\text{Cost}}{\text{Pounds}} = \frac{\\$4}{6} = \frac{x}{1}$ </div>
<p>NY-6.NS.3 – Fluently add, subtract, multiply, and divide multi-digit decimals and NY-6.RP.3b – Solve unit rate problems.</p> <p>7a -Award 1 point for the correct answer</p> <p>7b–Award 1 point for showing a reasonable strategy</p>	<p>7. Margo put \$175 in the bank and left it there for one year. She didn't withdraw or deposit any money in the account. Her bank pays her 5% yearly interest. How much money will she have in her account at the end of the year? Show your strategy.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>7a. ANSWER: \$183.75 at the end of the year</p> <p>7b. STRATEGIES: Award point for any reasonable strategy, such as: Finding 5% of \$175, then adding to the original \$175 for the year-end total. Or the student might know that \$175 represents 100%. Adding 100% + 5% to know the year total is 105% of \$175. Convert to decimal and solve for $1.05 \times \\$175$.</p> </div>
<p>NY-6.NS.3 – Fluently add, subtract, multiply, and divide multi-digit decimals and NY-6.RP.3b – Solve unit rate problems.</p> <p>8-Award 1 point for both the correct answer and for showing a reasonable strategy</p>	<p>8. Elliot's lunch bill was \$7.25 including tax. He wants to give the waitress a 15% tip. How much money will he need to pay the bill and leave the tip? Show your work.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>ANSWER: \$8.34 to pay both the bill and tip</p> <p>STRATEGIES: Need to find total cost, not just the tip and convert percents to decimals. Solve for the tip first, then add to the bill for the total. $\\$7.25 + (.15 \times 7.25)$ OR convert the lunch bill to 100% added to the 15% tip to solve for the total bill. $1.15 \times \\$7.25$</p> </div>



Name: _____


<input type="checkbox"/> 1 1 Point	<p>1. There are 10 dimes in a dollar. Which proportion could be used to convert 25 dollars into dimes?</p> <p>A $\frac{10}{1} = \frac{x}{25}$</p> <p>B $\frac{10}{1} = \frac{25}{x}$</p> <p>C $\frac{25}{1} = \frac{10}{x}$</p> <p>D $\frac{x}{25} = \frac{1}{10}$</p>
<input type="checkbox"/> 2 1 Point	<p>2. Mr. Sanchez bought a bag of seed. He planted 25% of the seeds from the bag, and he still had 12.5 pounds of seed left to plant. How many pounds of seed were in the full bag?</p> <p>Show your work.</p> <div data-bbox="609 1312 1198 1465" style="border: 1px solid black; height: 73px; width: 363px; margin: 10px auto;"></div>

Name: _____

<p><input type="checkbox"/> 3a 1 Point Fractional Part</p> <p><input type="checkbox"/> 3b 1 Point Percentage</p> <p><input type="checkbox"/> 3c 1 Point Explanation</p>	<p>3. Ella and 9 friends shared the pizza pictured below.</p>  <p>3a. What fractional part of the pizza did each of the friends receive?</p> <p>_____</p> <p>3b. What percent of the pizza did each of the friends receive?</p> <p>_____</p> <p>3c. Explain your strategy for finding the percent.</p>
<p><input type="checkbox"/> 4 1 Point</p>	<p>4. Mrs. Cantu paid \$90 for a hotel room when she stayed in Helena, MT. If the hotel tax was 7%, how much tax did she pay?</p> <p>Show your work.</p>



Name: _____

<p><input type="checkbox"/> 5 1 Point</p>	<p>5. Katrina hit home runs an average ratio of 3:5 times at bat. Using that ratio, if she batted 20 times, how many home runs would she be expected to hit?</p> <p>Show your work.</p>
<p><input type="checkbox"/> 6 1 Point</p>	<p>6. Mrs. Petra noticed the sign below at the market. How much would she pay for 1 pound of pears at that rate?</p> <p>Show your work.</p> <div data-bbox="480 999 927 1375" style="border: 1px solid black; padding: 10px; text-align: center;"><p>Today's Special! Pears 6 pounds for \$4</p></div>



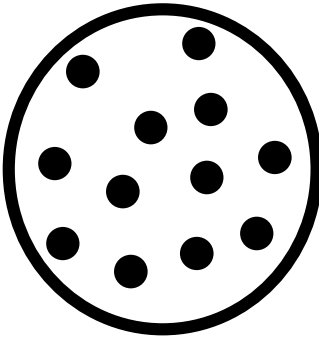
Name: _____

<p><input type="checkbox"/> 7a 1 Point Answer</p> <p><input type="checkbox"/> 7b 1 Point Strategy</p>	<p>7. Margo put \$175 in the bank and left it there for one year. She didn't withdraw or deposit any money in the account. Her bank pays her 5% yearly interest. How much money will she have in her account at the end of the year?</p> <p>Show your work.</p>
<p><input type="checkbox"/> 8 1 Point</p>	<p>8. Elliot's lunch bill was \$7.25 including tax. He wants to give the waitress a 15% tip. How much money will he need to pay the bill and leave the tip?</p> <p>Show your work.</p>
<p>_____/11 Total Points</p>	


Nombre: _____

<p><input type="checkbox"/> 1 1 punto</p>	<p>1. Hay 10 “dimes” en un dólar. ¿Qué proporción puede utilizarse para convertir 25 dólares en “dimes”?</p> <p>A $\frac{10}{1} = \frac{x}{25}$</p> <p>B $\frac{10}{1} = \frac{25}{x}$</p> <p>C $\frac{25}{1} = \frac{10}{x}$</p> <p>D $\frac{x}{25} = \frac{1}{10}$</p>
<p><input type="checkbox"/> 2 1 punto</p>	<p>2. El Señor Sánchez compró una bolsa de semillas. Plantó el 25% de las semillas de la bolsa, y le sobran 12.5 libras de semillas. ¿Cuántas libras de semillas había en la bolsa completa?</p> <p>Muestra tu trabajo.</p> <div style="border: 1px solid black; height: 60px; width: 300px; margin: 20px auto;"></div>

Nombre: _____

<p><input type="checkbox"/> 3a 1 punto parte fraccionaria</p> <p><input type="checkbox"/> 3b 1 punto porcentaje</p> <p><input type="checkbox"/> 3c 1 punto explicación</p>	<p>3. Ella y 9 amigas compartieron la pizza abajo.</p>  <p>3a. ¿Qué parte fraccionaria recibió cada uno de las amigas?</p> <p>_____</p> <p>3b. ¿Qué porcentaje de la pizza recibió cada una de las amigas?</p> <p>_____</p> <p>3c. Explica tu estrategia para encontrar el porcentaje.</p>
<p><input type="checkbox"/> 4 1 punto</p>	<p>4. La Sra. Cantu pagó \$90 por una habitación cuando visitó Helena, Montana. Si pagó un impuesto hotelero de 7%, ¿cuánto impuesto pagó?</p> <p>Muestra tu trabajo.</p>

Nombre: _____

<p><input type="checkbox"/> 5 1 punto</p>	<p>5. Katrina batea un jonrón una relación promedio (<i>average ratio</i>) de 3:5 veces cuando batea. Usando esa relación, si batea 20 veces, ¿cuántos jonrones se espera que va a batear?</p> <p>Muestra tu trabajo.</p>
<p><input type="checkbox"/> 6 1 punto</p>	<p>6. La Señora Petra se fijó en el letrero siguiente en el mercado. ¿Cuánto pagaría por 1 libra de peras a ese precio?</p> <p>Muestra tu trabajo.</p> <div data-bbox="500 1037 1013 1446" style="border: 1px solid black; padding: 10px; text-align: center;"><p>¡Especial de Hoy! Peras 6 libras por \$4</p></div>

Nombre: _____

<p><input type="checkbox"/> 7a 1 punto respuesta</p> <p><input type="checkbox"/> 7b 1 punto estrategia</p>	<p>7. Margo depositó \$175 en el banco y los dejó en su cuenta durante un año. Ni depositó más dinero, ni sacó ningún dinero de la cuenta. Su banco le paga interés anual del 5%. ¿Cuánto dinero tendrá en la cuenta al final del año?</p> <p>Muestra tu trabajo.</p>
<p><input type="checkbox"/> 8 1 punto</p>	<p>8. La cuenta de la comida de Elliott fue de \$7.25 con impuestos incluidos. Quiere darle a la mesera una propina del 15%. ¿Cuánto dinero necesitará para pagar la cuenta y dejar la propina?</p> <p>Muestra tu trabajo.</p>
<p>_____/11 Total Points</p>	