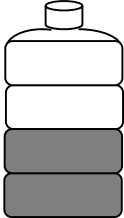
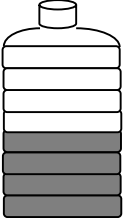


**Note: “Strategy”** refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.

**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><b>NY-5.NF.1</b> – 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><b>1-Award 1 point</b> 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><b>First bottle</b></p> </div> <div style="text-align: center;">  <p><b>Second bottle</b></p> </div> </div> <div style="margin-top: 20px; text-align: center;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p><b>Answer: A</b></p> </div> </div>
<p><b>NY-5.NF.1</b> – Add and subtract fractions with unlike denominators</p> <p><b>2a–Award 1 point</b> for correct answer</p> <p><b>2b-Award 1 point</b> for showing a reasonable strategy</p>	<p>2. Solve and show your work.</p> <div style="display: flex; align-items: center; margin-bottom: 20px;"> <math display="block">\frac{1}{2} + \frac{4}{5}</math> <div style="border: 1px solid black; padding: 10px; margin-left: 20px;"> <p><b>2a ANSWER:</b> <math>\frac{13}{10}</math> or <math>1\frac{3}{10}</math></p> <p><i>Note: Either answer is correct.</i></p> <p><b>2b STRATEGY:</b> Show work to find the common denominator of 10 then add. Or use the picture method or number line. Add <math>5/10 + 8/10</math></p> </div> </div>
<p><b>NY-5.NF.1-</b> Add and subtract fractions with unlike denominators</p> <p><b>3a-Award 1 point</b> for the correct answer</p> <p><b>3b-Award 1 point</b> for showing reasonable strategy.</p>	<p>3. Solve and show your work.</p> <div style="display: flex; align-items: center; margin-bottom: 20px;"> <math display="block">\frac{5}{6} - \frac{1}{3}</math> <div style="border: 1px solid black; padding: 10px; margin-left: 20px;"> <p><b>3a ANSWER:</b> <math>\frac{3}{6}</math></p> <p><i>Note: This problem does not require the student to reduce. <math>3/6</math> or <math>1/2</math> are both correct.</i></p> <p><b>3b STRATEGY:</b> Show work to find the common denominator of 6; OR use the picture method; OR use the number line. Subtract <math>5/6 - 1/3</math></p> </div> </div>

<p><b>NY-5.NBT.7</b> – 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"> <li>• add and subtract decimals to hundredths;</li> <li>• multiply and divide decimals to hundredths.</li> </ul> <p><b>4-Award 1 point</b> for having both the correct answer and showing reasonable strategy.</p>	<p><b>4.</b> 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><b>ANSWER: 423.68 miles</b></p> <p><b>STRATEGY: 770.5 miles is the total. The problem provides the distance for Day 1, need to find distance for Day 2.</b></p> <p><b>Student can draw or model relationship or go straight to the algorithm of <math>770.5 - 346.82</math>; need to write "770.5" as "770.50" for subtraction.</b></p> </div>
<p><b>NY-5.NBT.7</b> – Using concrete models or drawings and strategies</p> <p><b>5a–Award 1 point</b> for the correct answer</p> <p><b>5b–Award 1 point</b> for showing reasonable strategy</p>	<p><b>5.</b> 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><b>5a. ANSWER: 12.99 hours</b></p> <p><b>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 <math>32.89 - 19.9</math></b></p> </div>
<p><b>NY-5.NBT.7</b>-Using concrete models or drawings and strategies</p> <p><b>6a–Award 1 point</b> for the correct answer</p> <p><b>6b–Award 1 point</b> for showing reasonable strategy</p> <p><b>6c–Award 1 point</b> for writing explanation</p>	<p><b>6.</b> 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><b>6a.ANSWER: 10.25 or 10 1/4 cups</b></p> <p><b>6b. Strategy: Show work. Students need to change one measurement to match the other in order to add using decimals or fractions.</b></p> <p style="text-align: center;"><b><math>4.5 + 5.75</math> OR <math>4\frac{1}{2} + 5\frac{3}{4}</math></b></p> <p><b>6c. Explanation: Students need to write using complete sentences and reflect the strategy used.</b></p> </div>