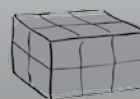
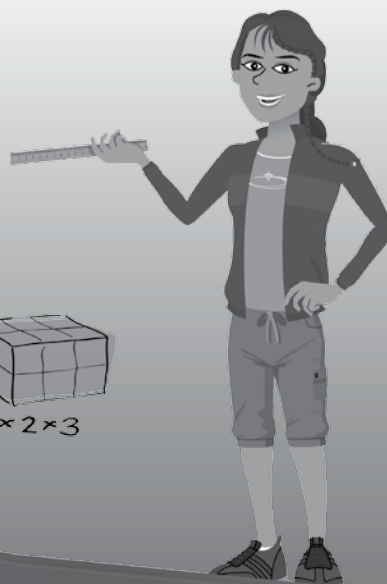




Ready[®]
PARCC Edition

5 **Mathematics**
ASSESSMENTS
Teacher Guide

$2 \div \frac{1}{3} = 6$



$2 \times 2 \times 3$

0.25×10



NOT FOR RESALE

ISBN 978-1-4957-1337-8

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North Billerica, MA 01862

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For the Teacher

About Ready® PARCC Mathematics Assessments

Ready® PARCC Mathematics Assessments is a series of four assessments that test the Common Core Mathematics standards and help prepare students for the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment system, which is comprised of the following components:

Summative assessments:

- Performance-Based assessment (PBA): This test measures critical thinking, reasoning and application skills through “extended tasks” such as written answers or multi-step math problems.
- End-of-Year assessment (EOY): This test consists of short-answer questions that ask students to demonstrate understanding of math concepts and procedural fluency.

Non-summative, optional assessments:

- Diagnostic assessment: This tool is designed to measure students’ strengths and weaknesses, and can be used by teachers to affect instructional strategies
- Mid-year assessment: Hard-to-measure standards are emphasized with this optional formative assessment.

Ready PARCC Mathematics Assessments was developed to match the scope and depth of the EOY and PBA. Although **Ready Assessments** is print-based—compared to the online EOY and PBA—it matches the blueprint, range of item types, and rigor of the summative assessments. In addition, it includes innovative print-based item types that simulate technology-enhanced items that will appear on the EOY and PBA.

Correlations and Alignments

PARCC’s four claims outline what students should know and be able to do to demonstrate their progression toward college and career readiness. All the PARCC claims are thoroughly covered by each assessment (for more on the PARCC assessment system see <http://www.parcconline.org/3-8-assessments>):

PARCC Assessment Component	Task Types	PARCC Claims
EOY	I	A and B
PBA	I, II, and III	A, C, and D

Each of the four **Ready Assessments** addresses key skills in the following Common Core Mathematics strands:

- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Number and Operations—Fractions
- Measurement and Data
- Geometry

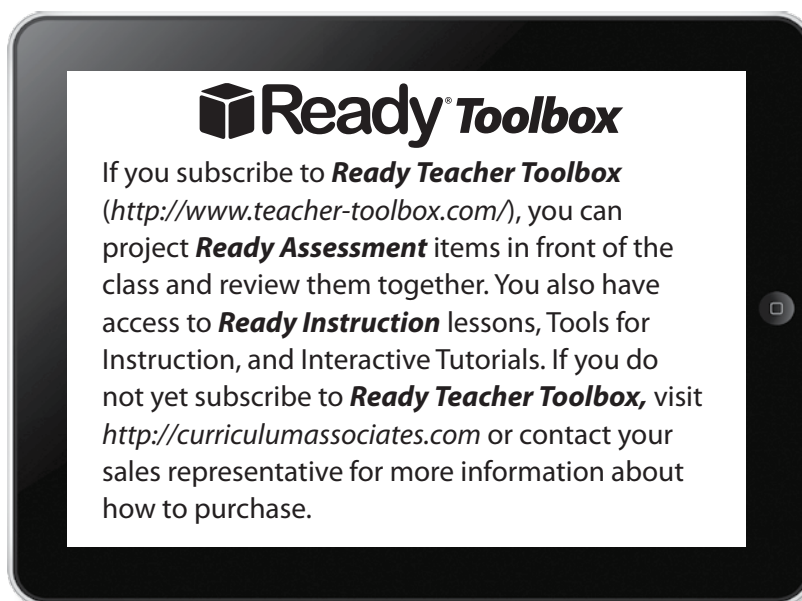
Each assessment question correlates directly to a PARCC claim and to one or more CCSS standards for mathematical content. These correlations are given on the Answer Keys and Correlations charts on pages 30–33, which also shows the Depth of Knowledge (DOK) rating for each item.

Administration Timing

In May, 2015, PARCC announced that both EOY and PBA are to be administered in the same testing window, to be completed at the 90% mark of the school year. This timing recommendation aligns with that schedule. Use the four assessments throughout the year to benchmark student progress.

Test	When to Administer	Number of Items	Purpose
Performance-Based Assessment 1	Fall	19	Determine students' baseline knowledge
End-of-Year Assessment 1	Fall	36	Determine students' baseline knowledge
Performance-Based Assessment 2	Late winter	19	Benchmark student progress and focus extra support
End-of-Year Assessment 2	Late winter	36	Benchmark student progress and focus extra support

Alternatively, you can use all or specific items of an assessment as homework or review of specific standards. Use the correlation charts beginning on page 18 to identify standard alignments for items.



Ready[®] Toolbox

If you subscribe to **Ready Teacher Toolbox** (<http://www.teacher-toolbox.com/>), you can project **Ready Assessment** items in front of the class and review them together. You also have access to **Ready Instruction** lessons, Tools for Instruction, and Interactive Tutorials. If you do not yet subscribe to **Ready Teacher Toolbox**, visit <http://curriculumassociates.com> or contact your sales representative for more information about how to purchase.

Introducing students to *Ready PARCC Mathematics Assessments*

Let students know that this assessment may differ from assessments they've taken in the past. Tell students that they will need to answer three kinds of questions:

- **Selected-response**, which gives a number of possible answers to choose from. Some questions may have five or more answers to choose from, and some will have more than one correct answer. Selected-response items should be answered on the student answer forms.
- **Gridded-response**, which asks students to write a numerical answer in a grid, then fill in the appropriate bubble beneath each value. Gridded-response items should be answered on the student answer forms.
- **Constructed-response**, which asks students to write the answer. Constructed-response items should be completed within the test booklet itself.

Additionally, many items have multiple parts, which may be any of these three kinds of questions.

Ensure that each student knows how to fill in the answer bubbles for all types of answer choices. See page 6 for examples to photocopy and review with students.

Inform students of the amount of time they will have to complete the assessment. Students should complete one assessment of the *Ready® Assessments* in one day. Recommended timeframes include the following:

Assessment	Number of Units	Estimated Time per Unit
PBA	2	60 minutes
EOY	2	60 minutes

Administration Instructions

1. Provide each student with a student book and two sharpened No. 2 pencils with a good eraser. As in the PARCC assessment, students in grades 3–5 will not be permitted the use of a calculator.
2. Have students read the introduction on the inside front cover of the student book. Read aloud and discuss the tips for answering selected-response questions.
3. Remind students to answer the selected- and gridded-response items on the answer form and the constructed-response items within the assessment booklet.
4. Have students remove the answer form and fill in the personal information section. Ensure that each student knows how to fill in the answer bubbles for all types of answer choices. Remind students that if they change an answer, they should fully erase their first answer.

Correcting the Assessments

Score the selected-response items using either the Answer Keys on pages 30–33 or the completed Answer Forms on pages 7–12 of this teacher guide. Score the constructed-response items using the Answers to Constructed-Response Questions on pages 13–17.

Once students have covered a significant portion of the **Ready® Instruction** program, you may wish to correct the assessment orally after completion. If so, review the answers, explaining concepts that students may not fully understand, and encourage them to discuss the thought process they used to answer the questions.

Machine-Scoring Guidelines

To capture constructed-response scores for machine-scoring, fill in the appropriate score on each students' answer form in the "Teacher Use Only" box for each item.

Using the Results

Ready Assessments can be a useful diagnostic tool to identify standards that need further study and reinforcement. Use the **Ready Assessments** Answer Keys and Correlations, beginning on page 30, to identify the standard and PARCC claim that each question has been designed to evaluate. For students who answer a question incorrectly, provide additional instruction and practice through **Ready Instruction**. For a list of the Common Core State Standards that **Ready Assessments** assesses, see the correlation chart beginning on page 18.

Innovative Item Type Examples

To familiarize students with the innovative item types in *Ready® Assessments* and where to record their answers, it may be especially helpful to display and review these examples:

- **Multiple correct:** One or more answer choices may be correct. There may be as many as 6 choices to pick from. The student fills in the appropriate bubbles on the answer form (see example at right).

15 Which of the following numbers are greater than 10? Mark the **three** numbers that apply.

15. Ⓐ ● Ⓒ ● Ⓔ ●

- | | |
|-------------|-------------|
| A 9 | D 45 |
| B 11 | E 0 |
| C 3 | F 75 |

- **Two choices:** For a number of different statements, equations, and so on, the student must select yes/no, true/false, greater than/less than, and so on for each one. The student fills in the appropriate bubbles in the table.

15 Which equations are correct? Mark Yes or No for each equation.

	Yes	No
a. $1 \times 6 = 6$	●	○
b. $5 \times 0 = 5$	○	●
c. $2 \times 3 = 5$	○	●
d. $0 \times 9 = 0$	●	○

- **Constructed response:** The student writes out the answer in the assessment booklet, often needing to show work in order to receive full credit.

15 What is the sum of 10 and 5?

Show your work.

$$\begin{array}{r} 10 \\ + 5 \\ \hline 15 \end{array}$$

Answer 15

- **Multi-part:** The student responds to two or more related items, indicated by “Part A, Part B,” and so on. Each part might be any of the item types described above.

Answers

Completed Answer Forms

Ready® PARCC Mathematics Assessments, Level 5 Answer Form

Name _____

Teacher _____ Grade _____

Performance-Based Assessment 1

Unit 1

- 1A. A B C D
- 1B. A B C D
2. See page 13.
3. A B C D
4. See page 13.
5. See page 13.
6. See page 13.
- 7A. A B C D
- 7B. A B C D
8. A B C D
9. See page 13.

Unit 2

10. See page 13.

11.

		9	5	8	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0
1	1	1	1	1	<input checked="" type="radio"/>
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	<input checked="" type="radio"/>	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	<input checked="" type="radio"/>	8
9	9	<input checked="" type="radio"/>	9	9	9

12. See page 13.

13. A B C D

14. See page 13.

15. A B C D E

16. A B C D

17. See page 13.

18. See page 14.

19A.

	7	.	0	7	6
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	<input checked="" type="radio"/>	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	<input checked="" type="radio"/>
7	<input checked="" type="radio"/>	7	7	<input checked="" type="radio"/>	7
8	8	8	8	8	8
9	9	9	9	9	9

19B. A B C D

Name _____

Teacher _____ Grade _____

End-of-Year Assessment 1

Unit 1

1A. ● ● (C) ● (E)

1B. (A) (B) ● (D)

2. See page 15.

3. (A) ● (C) (D)

4A. ● (B) (C) ● (E)

4B. (A) (B) ● ● ●

5.

	2	1	1	6	8
○	○	○	○	○	○
0	0	0	0	0	0
1	1	●	●	1	1
2	●	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	●	6
7	7	7	7	7	7
8	8	8	8	8	●
9	9	9	9	9	9

6. See page 15.

7A. (A) (B) (C) ●

7B. (A) ● (C) (D)

8. ● (B) (C) (D)

9. See page 15.

10. See page 15.

11. See page 15.

12. ● (B) (C) ● (E)

13. (A) (B) ● (D)

14. (A) ● (C) ● ●

15.

	2	.	3	4
○	○	○	○	○
0	0	0	0	0
1	1	1	1	1
2	2	●	2	2
3	3	3	3	●
4	4	4	4	●
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

16. (A) ● (C) (D)

17. (A) (B) ● (D) ●

18. (A) (B) ● (D)

Name _____

Teacher _____ Grade _____

End-of-Year Assessment 1 (continued)

Unit 2

19. (A) (B) (C) ●

20A. (A) (B) ● (D)

20B. (A) ● (C) (D)

21. (A) (B) ● (D)

22. See page 15.

23. (A) ● (C) (D)

24. (A) (B) (C) ●

25A. ● (B) (C) (D) ●

25B. ● ● (C) ● (E)

26. (A) (B) (C) ●

27. See page 15.

28.

			3	.	2
○	○	○	○	○	○
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	●
3	3	3	●	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

29. See page 15.

30. (A) ● (C) (D)

31. ● (B) (C) (D)

32. See page 15.

33. (A) ● (C) (D)

34. ● (B) (C) (D)

35A. (A) (B) (C) ●

35B. (A) ● (C) (D)

36. See page 15.

Name _____

Teacher _____ Grade _____

Performance-Based Assessment 2

Unit 1

1A. (A) ● (C) (D)

1B. (A) (B) ● (D)

2. See page 16.

3. ● (B) (C) (D)

4. See page 16.

5. See page 16.

6A. (A) (B) ● (D)

6B. (A) (B) (C) ●

7. See page 16.

8. See page 16.

9.

5	0	9	.	0	4
⊙	⊙	⊙	⊙	⊙	⊙
0	●	0	0	●	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	●
●	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	●	9	9	9

10. See page 16.

Unit 2

11A. (A) (B) (C) ●

11B. (A) ● (C) (D)

12. See page 16.

13. (A) ● (C) (D)

14.

				1	6
⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0
1	1	1	1	●	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	●
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

15. See page 16.

16. See page 16.

17. (A) (B) (C) ●

18. See page 16.

19. See page 16.

Name _____

Teacher _____ Grade _____

End-of-Year Assessment 2

Unit 1

1. (A) (B) (C) ●

2. See page 17.

3. (A) (B) ● (D)

4. (A) (B) (C) ●

5.

				8	4
○	○	○	○	○	○
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	●
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	●	8
9	9	9	9	9	9

6. See page 17.

7. (A) (B) ● (D)

8. (A) (B) ● ● (E)

9. (A) ● (C) (D)

10. (A) (B) (C) ●

11. (A) (B) ● (D)

12. (A) (B) ● (D)

13. See page 17.

14. See page 17.

15. (A) ● (C) (D)

16. See page 17.

17A. (A) ● ● (D) (E)

17B. ● (B) ● (D) (E)

Name _____

Teacher _____ Grade _____

End-of-Year Assessment 2 (continued)

Unit 2

18.

	3	4	1	4	0
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	<input checked="" type="radio"/>
1	1	1	<input checked="" type="radio"/>	1	1
2	2	2	2	2	2
3	<input checked="" type="radio"/>	3	3	3	3
4	4	<input checked="" type="radio"/>	4	<input checked="" type="radio"/>	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

19. (A) (C) (D)
- 20A. (B) (C) (D)
- 20B. (D) (E)
- 21A. (A) (C) (D)
- 21B. (A) (B) (D)
22. (A) (B) (D)
23. See page 17.
- 24A. (A) (B) (D)
- 24B. (A) (B) (C)
25. See page 17.
26. See page 17.
27. (A) (C) (D)

28.

				3	2
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	<input checked="" type="radio"/>
3	3	3	3	<input checked="" type="radio"/>	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

29. (A) (B) (D)
30. (B) (C) (D)
31. (A) (B) (C)

32.

				1	2
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0
1	1	1	1	<input checked="" type="radio"/>	1
2	2	2	2	2	<input checked="" type="radio"/>
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

33.

				4	2
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	<input checked="" type="radio"/>
3	3	3	3	3	3
4	4	4	4	<input checked="" type="radio"/>	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

34. See page 17.
35. See page 17.
36. (B) (C) (D)

Answers to Constructed-Response Questions

Performance-Based Assessment 1, pages 1–19

Assign 1 point for each Part, except where otherwise noted. For 2-point Parts, assign 1 point for correct answer/solution and 1 point for valid reasoning/ equations.

Unit 1

2. Part A: $w = 6.88 - 4.96$

Part B: 1.92

Part C: 3.04

4. Part A: 165

Part B: 660

Part C: No; Possible explanation: The width cannot be covered by complete $\frac{3}{4}$ -inch square tiles with no gaps or overlaps. 7 tiles would be $5\frac{1}{4}$ inches and 8 tiles would be 6 inches.

5. Part A: 1,260

Part B: 56,700

Part C: 88,200

6. Part A: [2 points] $\frac{7}{24}$

Part B: [2 points] $\frac{17}{24}$

Part C: [2 points] $\frac{25}{48}$

9. Part A: 0.13

Part B: 0.013

Part C: 0.48

Part D: 0.4

Unit 2

10. Part A: $>$, $<$, will

Part B: $>$, $=$, will not

Part C: Possible example: A machine part with a length that will work correctly is 16.119 millimeters because $16.119 > 16.118$ and $16.119 < 16.134$ millimeters.

12. Part A: 7

Part B: 202

Part C: 937

14. Part A: Greg is correct.; Possible explanation: $\frac{13}{14}$ is less than 1 (or $\frac{14}{14}$) and $\frac{17}{16}$ is greater than 1 (or $\frac{16}{16}$).

Part B: Greg is not correct.; Possible explanation: Although the numerator 18 is greater than the numerator 17, $\frac{18}{18} = 1$ and $\frac{17}{16} > 1$.

Part C: [2 points] Two. Since $\frac{11}{11} = 1$ and $\frac{18}{18} = 1$, $13 \times \frac{11}{11}$ and $13 \times \frac{18}{18}$ are the same value; either could be listed 2nd or 3rd when ordered from least to greatest.

17. Part A: 32.2, 32.16

Part B: tenth, hundredth

Part C: No, the answer for Part B will not be true for any decimal.; Possible explanation: The reason why Part B was true for 32.158 is because when the number was rounded to the nearest tenth, it was rounded up. However, not all numbers are rounded up when rounded to the nearest tenth. For example, 45.326 would be rounded down to 45.3. When rounded to the nearest hundredth, it would become 45.33, so the number rounded to the nearest hundredth is greater than the number rounded to the nearest tenth.

Answers to Constructed-Response Questions

Performance-Based Assessment 1, pages 1–19 (continued)

Unit 2 (continued)

18. Part A: 18

Part B: Possible explanation: The volume of Michael’s prism could have been any number of cubic units slightly higher than 18 cubic units. This is because the 18 unit cubes that Michael used took up 18 cubic units of space, and the small gaps between some of the unit cubes took up some additional space.

Part C: 22

Part D: Possible explanation: The volume of Sue’s prism could have been any number of cubic units slightly lower than 22 cubic units. This is because the 22 unit cubes that Sue used would have taken up 22 cubic units of space if they had not overlapped, but because they overlapped, some of the space inside the prism was taken up by more than one unit cube.

Answers to Constructed-Response Questions

End-of-Year Assessment 1, pages 20–39

Assign 1 point for each Part, except where otherwise noted. For 2-point Parts, assign 1 point for correct answer/solution and 1 point for valid reasoning/equations.

Unit 1

2. 3 times

6. $\frac{1}{8}$

9. Part A: 3

Part B: a. False, b. True, c. False, d. True, e. True

10. Part A: a. Yes, b. No, c. Yes, d. Yes, e. No

Part B: \$897,750

11. (8, 8), (12, 16)

Unit 2

22. right, 6, up, 8

27. 1,929,312

29. 7.5

32. 15

36. 6,144

Answers to Constructed-Response Questions

Performance-Based Assessment 2, pages 40–57

Assign 1 point for each Part, except where otherwise noted. For 2-point Parts, assign 1 point for correct answer/solution and 1 point for valid reasoning/equations.

Unit 1

2. Part A: 1,620

Part B: [2 points] 60; Possible explanation: To find the number of 3-inch cubes, divide each dimension of the prism by 3. The prism is 3 cubes by 4 cubes by 5 cubes, for a total of $3 \times 4 \times 5 = 60$ cubes.

4. Part A: 46

Part B: $19\frac{1}{2}$

Part C: $4\frac{1}{3}$

5. a. False; b. True; c. False; d. True

7. Part A: 400

Part B: 100

Part C: 800

Part D: 240

8. Part A: 56

Part B: 336

Part C: 504

Part D: 168

Part E: [2 points] 63

10. Part A: 5

Part B: No.; Possible explanation: When you multiply 8 by 10^5 , you get 800,000, so there are 5 zeros in the product. There will always be 5 zeros in the product when you multiply a whole number by 10^5 , except when the number has one or more zeros in it. For example, if you multiply 80 by 10^5 , there will be 6 zeros in the product.

Part C: 4

Part D: No.; Possible answer: When you divide 8 by 10^5 , you get 0.00008. There are 4 zeros after the decimal point. There will always be 4 zeros after the decimal point when you divide a one-digit number by 10^5 , but not when the number has more than one digit. For example, if you divide 80 by 10^5 , there will be 3 zeros before the decimal point.

Unit 2

12. Part A: 24

Part B: [2 points] $\frac{2}{12}$ or $\frac{1}{6}$

15. Part A: 128,000

Part B: [2 points] 20

16. Part A: hundredths, thousandths

Part B: in 203.45; Possible explanation: The place value of the 5 in 203.45 is farther left than the place of the 5 in 203.405. Also, the 5 in 203.45 is in the hundredths place and the 5 in 203.405 is in the thousandths place. A hundredth is ten times as great as a thousandth.

Part C: $10, \frac{1}{10}$

18. Part A: Yes.; Possible explanation: Since Milo walked $\frac{3}{5}$ mile each day, and he did this on 250 days, multiplication is the correct operation.

Part B: [2 points] Possible explanation: Both are correct. Jamie: $(3 \times 250) \div 5 = 750 \div 5 = 150$; Mary: $(250 \div 5) \times 3 = 50 \times 3 = 150$.

19. Part A: Possible student model:



Part B: $\frac{2}{5} \times \frac{2}{2} = \frac{4}{10}$;

$$\frac{1}{2} \times \frac{5}{5} = \frac{5}{10}$$

$$\frac{4}{10} + \frac{5}{10} = \frac{4+5}{10} = \frac{9}{10}$$

Part C: [2 points] Possible explanation: Luke's house could be as far as $\frac{9}{10}$ mile or as close as $\frac{1}{10}$ mile from the mall. Student could draw a line diagram and use points to represent the mall, house, and library. The farthest distance is $\frac{2}{5} + \frac{1}{2} = \frac{9}{10}$ mile and shortest distance is $\frac{1}{2} - \frac{2}{5} = \frac{1}{10}$ mile if Luke went past his house from the library to the mall.

Answers to Constructed-Response Questions

End-of-Year Assessment 2, pages 58–77

Assign 1 point for each Part, except where otherwise noted. For 2-point Parts, assign 1 point for correct answer/solution and 1 point for valid reasoning/equations.

Unit 1

2. (12, 9)
6. Part A: a. No, b. Yes, c. No, d. Yes
Part B: a. Yes, b. No, c. Yes, d. No
13. a. Yes, b. Yes, c. No, d. Yes
14. Part A: a. 5.0, b. 4.9, c. 4.9, d. 5.0
Part B: a. 8.10, b. 8.20, c. 8.10, d. 8.20
16. 8

Unit 2

23. 5; left
25. Part A: a. Greater than, b. Greater than, c. Less than, d. Less than
Part B: a. Greater than, b. Less than, c. Less than, d. Greater than
26. 18
34. a. No, b. Yes, c. No, d. Yes
35. Part A: a. 8.0, b. 8.0, c. 8.0, d. 7.9
Part B: a. 4.30, b. 4.40, c. 4.30, d. 4.40

Correlation Charts

Common Core State Standards Coverage by *Ready*® PARCC Mathematics Assessments

The chart below correlates each Common Core State Standard to the *Ready*® PARCC Mathematics Assessments item(s) that assess it, and to the instruction lesson(s) that offer(s) comprehensive instruction on that standard. Use this chart to determine which lessons your students should complete based on their mastery of each standard.

Common Core State Standards for Grade 5 Mathematics	Content Emphasis	Ready® Instruction and Assessments				
		Assessment Item Numbers				Instruction Lesson(s)
		PBA Assessment 1	EOY Assessment 1	PBA Assessment 2	EOY Assessment 2	
Operations and Algebraic Thinking						
Write and interpret numerical expressions.						
5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Supporting/Additional	—	20	—	11	19
5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i>	Supporting/Additional	—	3	—	19	19
Analyze patterns and relationships.						
5.OA.B.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>	Supporting/Additional	—	2, 11	—	2	20

The Standards for Mathematical Practice are integrated throughout the instructional lessons.

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Common Core State Standards for Grade 5 Mathematics	Content Emphasis	Ready® Instruction and Assessments					Instruction Lesson(s)
		Assessment Item Numbers					
		PBA Assessment 1	EOY Assessment 1	PBA Assessment 2	EOY Assessment 2		
Number and Operations in Base Ten							
Understand the place value system.							
5.NBT.A.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 $\frac{1}{10}$ of what it represents in the place to its left.	Major	3	23	6, 16	3, 31	1	
5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	Major	—	8, 31	10	23	2	
5.NBT.A.3 Read, write, and compare decimals to thousandths.	Major	10, 19	16	9	8	3, 4	
5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times \left(\frac{1}{10}\right) + 9 \times \left(\frac{1}{100}\right) + 2 \times \left(\frac{1}{1000}\right)$.	Major	19	16	9	—	3	
5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Major	10	—	—	8	4	
5.NBT.A.4 Use place value understanding to round decimals to any place.	Major	17	28	—	14, 35	4	
Perform operations with multi-digit whole numbers and with decimals to hundredths.							
5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.	Major	1, 11	5, 7, 10, 27, 35, 36	1	4, 18, 24, 29, 36	5	

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Common Core State Standards for Grade 5 Mathematics	Content Emphasis	Ready® Instruction and Assessments					Instruction Lesson(s)
		Assessment Item Numbers					
		PBA Assessment 1	EOY Assessment 1	PBA Assessment 2	EOY Assessment 2		
Number and Operations in Base Ten (continued)							
Perform operations with multi-digit whole numbers and with decimals to hundredths. (continued)							
5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Major	12	—	7	12	6	
5.NBT.B.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.	Major	9	15	—	—	7, 8, 9	
Number and Operations—Fractions							
Use equivalent fractions as a strategy to add and subtract fractions.							
5.NF.A.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. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{(ad + bc)}{bd}$.)	Major	16	21	11	22	10	

The Standards for Mathematical Practice are integrated throughout the instructional lessons.

Common Core State Standards for Grade 5 Mathematics	Content Emphasis	Ready® Instruction and Assessments				
		Assessment Item Numbers				Instruction Lesson(s)
		PBA Assessment 1	EOY Assessment 1	PBA Assessment 2	EOY Assessment 2	
Number and Operations—Fractions (continued)						
Use equivalent fractions as a strategy to add and subtract fractions. (continued)						
5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.</i>	Major	—	30, 33	13, 19	27	11
Apply and extend previous understandings of multiplication and division.						
5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i>	Major	13	—	—	—	12

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Common Core State Standards for Grade 5 Mathematics	Content Emphasis	Ready® Instruction and Assessments					Instruction Lesson(s)
		Assessment Item Numbers					
		PBA Assessment 1	EOY Assessment 1	PBA Assessment 2	EOY Assessment 2		
Number and Operations—Fractions (continued)							
Apply and extend previous understandings of multiplication and division. (continued)							
5.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	Major	4, 7, 8	26	3, 14, 18	9, 15	13, 14
5.NF.B.4a	Interpret the product $\left(\frac{a}{b}\right) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $\left(\frac{2}{3}\right) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $\left(\frac{2}{3}\right) \times \left(\frac{4}{5}\right) = \frac{8}{15}$. (In general, $\left(\frac{a}{b}\right) \times \left(\frac{c}{d}\right) = \frac{ac}{bd}$.)	Major	7, 8	—	14, 18	9	13
5.NF.B.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	Major	4	26	3	15	14
5.NF.B.5	Interpret multiplication as scaling (resizing), by:	Major	14	12, 18	—	25	15
5.NF.B.5a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	Major	—	12	—	25	15

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Common Core State Standards for Grade 5 Mathematics	Content Emphasis	Ready® Instruction and Assessments				Instruction Lesson(s)
		Assessment Item Numbers				
		PBA Assessment 1	EOY Assessment 1	PBA Assessment 2	EOY Assessment 2	
Number and Operations—Fractions (continued)						
Apply and extend previous understandings of multiplication and division. (continued)						
5.NF.B.5b Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{(n \times a)}{(n \times b)}$ to the effect of multiplying $\frac{a}{b}$ by 1.	Major	14	18	—	—	15
5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	Major	—	24, 34	5, 17	—	16
5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. ¹	Major	—	6, 19	—	17, 28, 33	17, 18
5.NF.B.7a Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for $(\frac{1}{3}) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(\frac{1}{3}) \div 4 = \frac{1}{12}$ because $(\frac{1}{12}) \times 4 = \frac{1}{3}$.</i>	Major	—	6	—	17	17

¹ Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

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Common Core State Standards for Grade 5 Mathematics	Content Emphasis	Ready® Instruction and Assessments					Instruction Lesson(s)
		Assessment Item Numbers					
		PBA Assessment 1	EOY Assessment 1	PBA Assessment 2	EOY Assessment 2		
Number and Operations—Fractions (continued)							
Apply and extend previous understandings of multiplication and division. (continued)							
5.NF.B.7b Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for $4 \div (\frac{1}{5})$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (\frac{1}{5}) = 20$ because $20 \times (\frac{1}{5}) = 4$.</i>	Major	—	19	—	—	17	
5.NF.B.7c Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$-cup servings are in 2 cups of raisins?</i>	Major	—	—	—	28, 33	18	
Measurement and Data							
Convert like measurement units within a given measurement system.							
5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Supporting/Additional	—	29	—	6	21, 22	

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Common Core State Standards for Grade 5 Mathematics	Content Emphasis	Ready® Instruction and Assessments				
		Assessment Item Numbers				Instruction Lesson(s)
		PBA Assessment 1	EOY Assessment 1	PBA Assessment 2	EOY Assessment 2	
Measurement and Data (continued)						
Represent and interpret data.						
5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i>	Supporting/Additional	—	9	—	20	23
Geometric measurement: understand concepts of volume.						
5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	Major	15, 18	13	—	13, 26, 34	24
5.MD.C.3a A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.	Major	—	13	—	13, 34	24
5.MD.C.3b A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	Major	15, 18	—	—	26	24
5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	Major	—	25, 32	—	1	25
5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	Major	—	1, 17	2	5, 16, 32	26, 27

The Standards for Mathematical Practice are integrated throughout the instructional lessons.

Common Core State Standards for Grade 5 Mathematics	Content Emphasis	Ready® Instruction and Assessments					Instruction Lesson(s)
		Assessment Item Numbers					
		PBA Assessment 1	EOY Assessment 1	PBA Assessment 2	EOY Assessment 2		
Measurement and Data (continued)							
Geometric measurement: understand concepts of volume. (continued)							
5.MD.C.5a Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	Major	—	1	2	—	26	
5.MD.C.5b Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	Major	—	—	—	16, 32	26	
5.MD.C.5c Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	Major	—	17	—	5	27	

The Standards for Mathematical Practice are integrated throughout the instructional lessons.

Common Core State Standards for Grade 5 Mathematics	Content Emphasis	Ready® Instruction and Assessments				Instruction Lesson(s)	
		Assessment Item Numbers					
		PBA Assessment 1	EOY Assessment 1	PBA Assessment 2	EOY Assessment 2		
Geometry							
Graph points on the coordinate plane to solve real-world and mathematical problems.							
5.G.A.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	Supporting/Additional	—	22	—	7	28
5.G.A.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	Supporting/Additional	—	—	—	21	29
Classify two-dimensional figures into categories based on their properties.							
5.G.B.3	Understand that attributes belonging to a category of twodimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>	Supporting/Additional	—	14	—	30	31
5.G.B.4	Classify two-dimensional figures in a hierarchy based on properties.	Supporting/Additional	—	4	—	10	30

The Standards for Mathematical Practice are integrated throughout the instructional lessons.

Common Core State Standards for Grade 5 Mathematics	Content Emphasis	Ready® Instruction and Assessments					Instruction Lesson(s)
		Assessment Item Numbers					
		PBA Assessment 1	EOY Assessment 1	PBA Assessment 2	EOY Assessment 2		
Grade 4 Standards							
Operations and Algebraic Thinking							
4.OA.A.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Major	—	—	8	—	9, 10*
Number and Operations in Base Ten							
4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Major	2	—	—	—	3*
4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Major	—	—	15	—	11*
Number and Operations—Fractions							
4.NF.B.3d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	Major	6	—	—	—	16, 17*

*Ready Instruction lessons for grade 4 can be accessed at <http://www.teacher-toolbox.com>

The Standards for Mathematical Practice are integrated throughout the instructional lessons.

Common Core State Standards for Grade 5 Mathematics	Content Emphasis	Ready® Instruction and Assessments					
		Assessment Item Numbers				Instruction Lesson(s)	
		PBA Assessment 1	EOY Assessment 1	PBA Assessment 2	EOY Assessment 2		
Grade 4 Standards (continued)							
Number and Operations—Fractions (continued)							
4.NF.B.4c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?	Major	—	—	12	—	19*
Measurement and Data							
4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), . . .	Supporting/Additional	—	—	4	—	23*
4.MD.A.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	Supporting/Additional	5	—	—	—	26*

*Ready Instruction lessons for grade 4 can be accessed at <http://www.teacher-toolbox.com>

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Ready® PARCC Mathematics Assessments Answer Keys and Correlations

The charts below show the answers to selected-response items in each *Ready® PARCC Mathematics Assessments* assessment, plus the depth-of-knowledge (DOK) index, standard, PARCC Claim, and corresponding *Ready® Instruction* lesson(s) for every item. Use this information to adjust lesson plans and focus remediation.

Performance-Based Assessment 1

Question	Key	Points	DOK	SMP	Primary Standard	Additional Standard(s)	PARCC Claim	Ready® Instruction Lesson(s)
Unit 1								
1A	D	2	2	1	5.NBT.B.5	—	A	5
1B	C							
2	See page 13.	3	2	4, 5, 7	4.NBT.B.4	5.NBT.B.7	D	7, 8, 9
3	D	1	2	6, 7	5.NBT.A.1	—	A	1
4	See page 13.	3	3	2, 3, 5, 6	5.NF.B.4b	—	C	14
5	See page 13.	3	2	4, 5, 7	4.MD.A.3	5.NBT.B.5, 5.MD.C.5b, 5.MD.C.5c	D	5, 26
6	See page 13.	6	2	1, 4, 5	4.NF.B.3d	5.NF.A.2	D	11
7A	B	2	1	7	5.NF.B.4a	—	A	13
7B	C							
8	B	1	2	4, 7	5.NF.B.4a	—	A	13
9	See page 13.	4	1	6, 7, 8	5.NBT.B.7	—	C	7, 8, 9
Unit 2								
10	See page 13.	3	2	4, 7	5.NBT.A.3b	—	D	4
11	9581	1	1	—	5.NBT.B.5	—	A	5
12	See page 13.	3	1	6, 7	5.NBT.B.6	—	C	6
13	A	1	3	3	5.NF.B.3	—	A	12
14	See page 13.	4	3	3, 6, 7, 8	5.NF.B.5b	5.NF.B.5a	C	15
15	A and D	1	1	2, 4	5.MD.C.3b	—	A	24
16	A	1	2	1, 6, 7	5.NF.A.1	—	A	10
17	See page 13.	3	3	3, 6, 7	5.NBT.A.4	5.NBT.A.3b	C	4
18	See page 14.	4	3	3, 6, 7	5.MD.C.3b	—	C	24
19A	7.076	2	1	6, 7	5.NBT.A.3a	—	A	3
19B	D							

End-of-Year Assessment 1

Question	Key	Points	DOK	SMP	Primary Standard	Additional Standard(s)	PARCC Claim	Ready® Instruction Lesson(s)
Unit 1								
1A	A, B, and D	2	2	4, 7	5.MD.C.5a	5.MD.C.3b, 5.MD.C.5b	A	26
1B	C							
2	See page 15.	1	2	2, 3, 7	5.OA.B.3	—	B	20
3	B	1	2	4	5.OA.A.2	—	B	19
4A	A and D	2	3	3, 6	5.G.B.4	5.G.B.3	B	30
4B	C, D, and E							
5	21168	1	1	—	5.NBT.B.5	—	A	5
6	See page 15.	1	2	2, 4	5.NF.B.7a	5.NF.B.7c	A	17
7A	D	2	1	1	5.NBT.B.5	—	A	5
7B	B							
8	A	1	3	7	5.NBT.A.2	—	A	2
9	See page 15.	2	2	5	5.MD.B.2	—	B	23
10	See page 15.	2	2	2	5.NBT.B.5	—	A	5
11	See page 15.	1	2	2	5.OA.B.3	—	B	20
12	A and D	1	2	3, 7	5.NF.B.5a	—	A	15
13	C	1	1	6	5.MD.C.3a	—	A	24
14	B, D, and E	1	3	3, 6	5.G.B.3	5.G.B.4	B	31
15	2.34	1	1	2	5.NBT.B.7	—	A	7, 8, 9
16	B	1	1	4	5.NBT.A.3a	—	A	3
17	C and E	1	2	4	5.MD.C.5c	5.MD.C.5b	A	27
18	C	1	2	4, 7	5.NF.B.5b	—	A	15
Unit 2								
19	D	1	1	4, 6	5.NF.B.7b	—	A	17
20A	C	2	1	7	5.OA.A.1	—	B	19
20B	B							
21	C	1	2	1	5.NF.A.1	—	A	10
22	See page 15.	1	1	5	5.G.A.1	—	B	28
23	B	1	2	7	5.NBT.A.1	—	A	1
24	D	1	2	1	5.NF.B.6	5.NF.A.2	A	16
25A	A and E	2	2	5	5.MD.C.4	5.MD.C.3b, 5.MD.C.5b	A	25
25B	A, B, and D							
26	D	1	1	4	5.NF.B.4b	—	A	14
27	See page 15.	1	2	1	5.NBT.B.5	—	A	5
28	3.2	1	2	2	5.NBT.A.4	5.NBT.B.7	A	4
29	See page 15.	1	1	7	5.MD.A.1	—	B	21, 22
30	B	1	2	2, 3	5.NF.A.2	—	A	11
31	A	1	2	2	5.NBT.A.2	—	A	2
32	See page 15.	1	1	7	5.MD.C.4	5.MD.C.3b	A	25
33	B	1	2	4, 5	5.NF.A.2	—	A	11
34	A	1	2	5, 7	5.NF.B.6	—	A	16
35A	D	2	1	1	5.NBT.B.5	—	A	5
35B	B							
36	See page 15.	1	2	4, 7	5.NBT.B.5	—	A	5

Performance-Based Assessment 2

Question	Key	Points	DOK	SMP	Primary Standard	Additional Standard(s)	PARCC Claim	Ready® Instruction Lesson(s)
Unit 1								
1A	B	2	1	—	5.NBT.B.5	—	A	5
1B	C							
2	See page 16.	3	3	2, 3, 6, 7	5.MD.C.5a	5.NBT.B.5	C	26
3	A	1	1	5	5.NF.B.4b	—	A	14
4	See page 16.	3	2	1, 4, 6	4.MD.A.1	5.MD.A.1, 5.NF.A.2	D	21, 22
5	See page 16.	1	2	2, 7	5.NF.B.6	—	A	16
6A	C	2	3	2, 7	5.NBT.A.1	—	A	1
6B	D							
7	See page 16.	4	2	1, 3, 5, 6	5.NBT.B.6	—	C	6
8	See page 16.	6	2	2, 6	4.OA.A.3	5.MD.C.5a, 5.MD.C.5b, 5.MD.C.5c	D	26, 27
9	509.04	1	2	6, 7	5.NBT.A.3a	—	A	3
10	See page 16.	4	3	3, 6, 7	5.NBT.A.2	—	C	2
Unit 2								
11A	D	2	1	6	5.NF.A.1	—	A	10
11B	B							
12	See page 16.	3	2	2, 4, 5, 7	4.NF.B.4c	5.NF.B.7c	D	18
13	B	1	2	1, 4, 5	5.NF.A.2	—	A	11
14	16	1	2	7	5.NF.B.4a	—	A	13
15	See page 16.	3	2	4, 5, 7	4.NBT.B.5	5.MD.C.5b	D	26
16	See page 16.	3	3	2, 3, 6, 7	5.NBT.A.1	5.NBT.A.3b	C	1
17	D	1	2	1, 4, 5	5.NF.B.6	—	A	16
18	See page 16.	3	3	3, 6, 7	5.NF.B.4a	5.OA.A.2	C	13
19	See page 16.	4	3	1, 3, 4, 5, 6	5.NF.A.2	—	C	11

End-of-Year Assessment 2

Question	Key	Points	DOK	SMP	Primary Standard	Additional Standard(s)	PARCC Claim	Ready® Instruction Lesson(s)
Unit 1								
1	D	1	1	—	5.MD.C.4	5.MD.C.3b, 5.MD.C.5b	A	25
2	See page 17.	1	3	—	5.OA.B.3	—	B	20
3	C	1	2	7	5.NBT.A.1	—	A	1
4	D	1	1	—	5.NBT.B.5	—	A	5
5	84	1	2	5	5.MD.C.5c	5.MD.C.5b	A	27
6	See page 17.	2	2	7	5.MD.A.1	—	B	21, 22
7	C	1	1	—	5.G.A.1	—	B	28
8	C and D	1	2	2	5.NBT.A.3b	—	A	4
9	B	1	2	4	5.NF.B.4a	5.NF.B.6	A	13
10	D	1	2	5	5.G.B.4	—	B	30
11	C	1	2	—	5.OA.A.1	—	B	19
12	C	1	2	4	5.NBT.B.6	—	A	6
13	See page 17.	1	1	6	5.MD.C.3a	—	A	24
14	See page 17.	2	1	7	5.NBT.A.4	—	A	4
15	B	1	1	4	5.NF.B.4b	—	A	14
16	See page 17.	1	3	1	5.MD.C.5b	—	A	26
17A	B and C	2	2	4, 6	5.NF.B.7a	5.NF.B.7b	A	17
17B	A and C							
Unit 2								
18	34140	1	2	1	5.NBT.B.5	—	A	5
19	B	1	2	1	5.OA.A.2	—	B	19
20A	A	2	3	2, 5	5.MD.B.2	5.NF.A.2	B	23
20B	A, B, and C							
21A	B	2	1	5	5.G.A.2	5.G.A.1	B	29
21B	C							
22	C	1	1	1	5.NF.A.1	—	A	10
23	See page 17.	1	2	2, 7	5.NBT.A.2	—	A	2
24A	C	2	1	—	5.NBT.B.5	—	A	5
24B	D							
25	See page 17.	2	2	2, 7	5.NF.B.5a	—	A	15
26	See page 17.	1	1	6	5.MD.C.3b	—	A	24
27	B	1	3	3, 7	5.NF.A.2	—	A	11
28	32	1	2	—	5.NF.B.7c	—	A	18
29	C	1	1	2, 4, 7	5.NBT.B.5	—	A	5
30	A	1	2	2, 6	5.G.B.3	—	B	31
31	D	1	2	7	5.NBT.A.1	—	A	1
32	12	1	2	5	5.MD.C.5b	—	A	26
33	42	1	2	—	5.NF.B.7c	—	A	18
34	See page 17.	1	1	6	5.MD.C.3a	—	A	24
35	See page 17.	2	1	7	5.NBT.A.4	—	A	4
36	A	1	2	1	5.NBT.B.5	—	A	5



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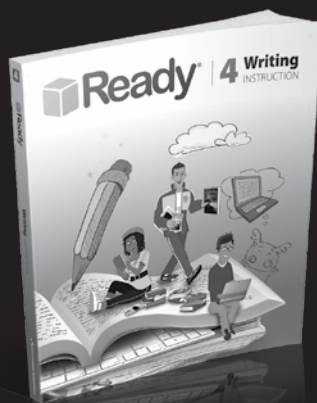
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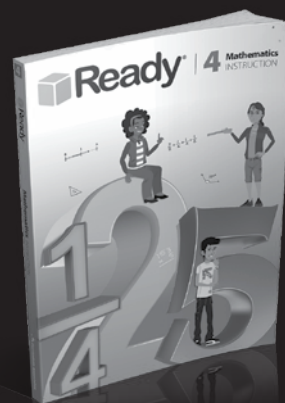
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