California Alternate Assessment Practice Items Scoring Guide: Mathematics—Grade Five

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Introduction to Practice Test Scoring Guide

The California Alternate Assessment Mathematics Practice Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for the California Alternate Assessment Practice Test items. The items selected for the Practice Test are designed to reflect

- a broad coverage of claims and targets that closely mirror the summative blueprint.
- a range of student response types.
- a breadth of difficulty levels across the items, ranging from easier to more difficult items.

It is important to note that all student response types are not fully represented on every practice test, but a distribution can be observed across all the practice tests. The items presented are reflective of refinements and adjustments to language based on pilot test results and expert recommendations from both content and accessibility perspectives.

Within this guide, each item is presented with the following information:

- Grade: Grade level for the item
- Category: a broad content area that contains related targets and standards (i.e., Writing)
- Core Content Connector (Connector): Alternative achievement standard linked to a Common Core State Standard (CCSS)
- Tier: Level that identifies the complexity of an item. Tiers levels are 1, 2, and 3.
- Static presentation of the item: static presentation of item from test administration system
- Static presentation of student response field(s): static presentation of response field from test administration system
- Answer key or exemplar: expected student response or example response from score point value
- Rubric and applicable score points for each item: score point representations for student responses

The following items are representative of the kinds of items that students can expect to experience when taking California Alternate Mathematics Assessment.
Grade Five Practice Test Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>Operations and Algebraic Thinking</td>
<td>5.PRF.2b1 Generate or select a comparison between two graphs from a similar situation.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Look at this graph.**

**Part A**

Which pet do more students have?

- Dog
- Fish

**Part B**

Which pet do fewer students have?

- Bird
- Cat

**Key:** Dog, Bird

**Rubric:**

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
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<th>Tier</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>5</td>
<td>Geometry</td>
<td>5.GM.1c3 Use ordered pairs to graph given points.</td>
<td>2</td>
</tr>
</tbody>
</table>

Choose the point (4, 2) on the graph.

![Graph with points marked]

**Key:** See exemplar.

**Exemplar:**

![Exemplar graph with points marked]

**Rubric:** (1 point) The student selects the correct response.
| Item | Grade | Category                          | Connector                                                      | Tier |
|------|-------|-----------------------------------|                                                               |      |
| 3    | 5     | Number and Operations in Base Ten| 5.NO.2c1 Solve 1 step problems using decimals.                  | 2    |

**Look at this math problem.**

\[
\begin{align*}
24.2 + 32.7 &= 56.9
\end{align*}
\]

**Solve the math problem.**

\[
\begin{align*}
24.2 + 32.7 &= 56.9
\end{align*}
\]

**Key:** 56.9

**Rubric:** (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
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<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>Operations and Algebraic Thinking</td>
<td>5.PRF.2b1 Generate or select a comparison between two graphs from a similar situation.</td>
<td>2</td>
</tr>
</tbody>
</table>

**Look at this table.**

<table>
<thead>
<tr>
<th></th>
<th>Hot Lunches</th>
<th>Cold Lunches</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class 1</strong></td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td><strong>Class 2</strong></td>
<td>9</td>
<td>16</td>
</tr>
</tbody>
</table>

The total number of lunches in both classes was 25 lunches.

Class 1 chose □ more hot lunches than Class 2.

**Key:** 47, 6

**Rubric:**
(2 points) The student selects the two correct responses.
(1 point) The student selects one of the correct responses, but not both.
5 5  Geometry 5.GM.1c3 Use ordered pairs to graph given points. 1

Key: B
Rubric: (1 point) The student selects the correct response.
Look at this picture.

18.72

What is 18.72 rounded to the next whole number?

A 18

B 19

C 20

Key: B
Rubric: (1 point) The student selects the correct response.
A student has a roll of ribbon that is 3 yards long.

How many feet are in 1 yard?

- A  3 feet
- B  12 feet
- C  36 feet

This ribbon is also 9 feet long.

Key: A
Rubric: (1 point) The student selects the correct response.
A student has $3.25. She wants to buy a box of markers that costs $5.38.

How much more money does she need to buy the box of markers?

A $2.13
B $2.87
C $8.63

Key: A
Rubric: (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>5</td>
<td>Geometry</td>
<td>5.GM.1c3 Use ordered pairs to graph given points.</td>
<td>2</td>
</tr>
</tbody>
</table>

**Choose the point \((3, 4)\) on the graph.**

![Graph](image)

**Key:** See exemplar.

**Exemplar:**

![Exemplar Graph](image)

**Rubric:** (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>5</td>
<td>Number and Operations in Base Ten</td>
<td>5.NO.2c1 Solve 1 step problems using decimals.</td>
<td>3</td>
</tr>
</tbody>
</table>

A student has $42.89. He wants to buy a backpack that costs $18.47.

How much money will the student have left after he buys the backpack?

A $24.42

B $34.42

C $61.36

**Key:** A

**Rubric:** (1 point) The student selects the correct response.
Julie left her home at 5:00 p.m. She met a friend for dinner at 6:00 p.m.

After dinner they went to see a movie that started at 7:30 p.m. The movie finished at 9:30 p.m.

**Part A**

How long after she left her house did Julie meet her friend for dinner?

- 1 hour
- 2 hours
- 6 hours

**Part B**

How long was the movie?

- 60 minutes
- 90 minutes
- 120 minutes

1 hour = 60 minutes

**Key:** 1 hour, 120 minutes

**Rubric:**

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
What is $12.76 rounded to the nearest dollar?

- A  $12.00
- B  $12.80
- C  $13.00

**Key:** C  
**Rubric:** (1 point) The student selects the correct response.
| Item | Grade | Category  | Connector                                                      | Tier |
|------|-------|-----------|                                                               |      |
| 13   | 5     | Geometry  | 5.GM.1c3 Use ordered pairs to graph given points.              | 3    |

**Look at this graph.**

**Choose the point (4, 1) on the graph.**

![Graph](image)

**Key:** See exemplar.

**Exemplar:**

![Exemplar Graph](image)

**Rubric:** (1 point) The student selects the correct response.
Look at this picture.

A student colored \( \frac{6}{9} \) of the squares yellow and \( \frac{2}{9} \) of the squares blue.

Part A

What part of the squares did the student color?

\[
\frac{6}{9} + \frac{2}{9} = \quad \text{(Empty box)}
\]

Part B

What is the difference?

\[
\frac{6}{9} - \frac{2}{9} = \quad \text{(Empty box)}
\]

Key: \( \frac{8}{9}, \frac{4}{9} \)

Rubric:
(2 points) The student selects the two correct responses.
(1 point) The student selects one of the correct responses, but not both.
Look at this math problem.

12 × 1 = 12

The answer for 12 × 3 is ______ 12.

Key: greater than
Rubric: (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
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<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>5</td>
<td>Number and Operations in Base Ten</td>
<td>5.NO.1b1 Read, write, or select a decimal to the hundredths place.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Look at this place value chart.**

![Place value chart](image)

Complete the number so it has 3 in the tenths place and 2 in the hundredths place.

5 . □ □

![Completed number](image)

**Key:** See exemplar.

**Exemplar:**

5 . □ □ □

**Rubric:**

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
A teacher gave away 20 breakfast bars to students. Each student received 2 bars.

Part A

How many students received breakfast bars?

A 10  
B 18  
C 40

Part B

How can you find the number of students who received breakfast bars?

A +  
B ÷  
C ×

Key: A, B

Rubric:

(2 points) The student selects the two correct responses.
(1 point) The student selects one of the correct responses, but not both.
**Item 18**  
**Grade:** 5  
**Category:** Number and Operations - Fractions  
**Connector:** 5.PRF.1a1 Determine whether the product will increase or decrease based on the multiplier.  
**Tier:** 1

**Look at this picture.**

1 set = 2 flowers

**Choose the picture that shows 3 sets of flowers.**

Key: See exemplar.  
Exemplar:

Rubric: (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>5</td>
<td>Number and Operations in Base Ten</td>
<td>5.NO.2a5 Solve word problems that require multiplication or division.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Part A**

Which picture shows $4 \times 3$?

- A
- B

**Part B**

Which picture shows $5 \times 2$?

- A
- B

**Key:** A, B

**Rubric:**
(2 points) The student selects the two correct responses.
(1 point) The student selects one of the correct responses, but not both.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>5</td>
<td>Number and Operations - Fractions</td>
<td>5.NO.2c2 Solve word problems involving the addition, subtraction, multiplication or division of fractions.</td>
<td>1</td>
</tr>
</tbody>
</table>

There are 12 apples in a bowl.

- \( \frac{2}{3} \) of the apples are red.
- \( \frac{1}{3} \) of the apples are green.

Part A

Which math problem shows how to find the fraction of the apples that are red?

\[
12 \times \frac{1}{3} \quad 12 + \frac{2}{3} \quad 12 \times \frac{2}{3}
\]

Part B

How many of the apples are green?

![Exemplar](12 \times \frac{2}{3}, 4)

Key: See exemplar.

Exemplar:

\[
12 \times \frac{2}{3}
\]

Rubric:

(2 points) The student selects the two correct responses.
(1 point) The student selects one of the correct responses, but not both.
### Item 21

**Category:** Number and Operations in Base Ten

5.NO.1b1 Read, write, or select a decimal to the hundredths place.

<table>
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<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>5</td>
<td>Number and Operations in Base Ten</td>
<td>5.NO.1b1 Read, write, or select a decimal to the hundredths place.</td>
<td>2</td>
</tr>
</tbody>
</table>

**This picture shows 100 squares is equal to 1 whole.**

**Part A**

Show me the number.

2.3 2.03

**Part B**

Show me the words.

two and three hundredths

two and three tenths

**Key:** 2.03, two and three hundredths

**Rubric:**

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
Look at this picture.

The length is 1 foot, which is equal to 12 inches.

Which is smaller?

A  1 foot
B  1 inch

Key: B
Rubric: (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>5</td>
<td>Number and Operations - Fractions</td>
<td>5.NO.2c2 Solve word problems involving the addition, subtraction, multiplication or division of fractions.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Part A**
Show me where $\frac{1}{2}$ of the flowers are yellow.

**Part B**
Show me where $\frac{1}{2}$ of the flowers are red.

**Key:** See exemplar.

**Exemplar:**

**Rubric:**
(2 points) The student selects the two correct responses.
(1 point) The student selects one of the correct responses, but not both.
**This board is 2 yards long.**

1 yard 1 yard

| 1 foot | 1 foot | 1 foot |

**Each yard has 3 one-foot parts.**

**How many feet is 2 yards?**

- A 2 feet
- B 5 feet
- C 6 feet

**Key:** C

**Rubric:** (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>5</td>
<td>Number and Operations in Base Ten</td>
<td>5.NO.1b1 Read, write, or select a decimal to the hundredths place.</td>
<td>3</td>
</tr>
</tbody>
</table>

Look at this place value chart.

```
  Ones  Tenths  Hundredths
  1.  2  3
```

Which numbers have a 5 in the hundredths place?
Choose two.

- [ ] 5.76
- [ ] 6.75
- [ ] 7.56
- [ ] 7.65

**Key:** 6.75, 7.65

**Rubric:**

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.