

®

# **Mini-Assessments for Grade 5**

## **Organized by TEKS**

**Brenda DeBorde [brenda\\_deborde@msn.com](mailto:brenda_deborde@msn.com)  
Juanita Thompson [JThom3250@sbcglobal.net](mailto:JThom3250@sbcglobal.net)**

*TEKSING TOWARD TAKS ©2008*

# GRADE 5 MINI-ASSESSMENTS ORGANIZED BY TEKS

## Table of Contents

### TAKS Objective 1

**The student will demonstrate an understanding of numbers, operations and quantitative reasoning.**

TEKS	Student Expectation	Number of Assessments
5.1A	Use place value to read, write, compare, and order whole numbers through the 999,999,999,999	1
5.1B	Use place value to read, write, compare, and order decimals through the thousandths place	1
<b>5.1 All TEKS</b>		1
5.2A	Generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$	1
5.2B	Generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number	1
5.2C	Compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators	1
5.2D	Use models to relate decimals to fractions that name tenths, hundredths, and thousandths	1
<b>5.2 All TEKS</b>		1
5.3A	Use addition and subtraction to solve problems involving whole numbers and decimals	1
5.3B	Use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology)	1
5.3C	Use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context	1
5.3D	Identify common factors of a set of whole numbers	1
5.3E	Model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers	1
<b>5.3 All TEKS</b>		1
5.4	Use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems	2

### TAKS Objective 2

**The student will demonstrate an understanding of patterns, relationships and algebraic reasoning.**

TEKS	Student Expectation	Number of Assessments
5.5A	Describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams	1
5.5B	Identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs	1
<b>5.5 All TEKS</b>		2
5.6	Select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations	2

# GRADE 5 MINI-ASSESSMENTS ORGANIZED BY TEKS

## Table of Contents

### TAKS Objective 3

**The student will demonstrate an understanding of geometry and spatial reasoning.**

TEKS	Student Expectation	Number of Assessments
5.7	Identify essential attributes including parallel, perpendicular, and congruent parts of two- and three-dimensional geometric figures	2
5.8A	Sketch the results of translations, rotations, and reflections on a Quadrant I coordinate grid <b>(not assessed on TAKS)</b>	1
5.8B	Identify the transformation that generates one figure from the other when given two congruent figures on a Quadrant I coordinate grid	1
<b>5.8 All TEKS</b>		1
5.9	Locate and name points on a coordinate grid using ordered pairs of whole numbers	2

### TAKS Objective 4

**The student will demonstrate an understanding of the concepts and uses of measurement.**

TEKS	Student Expectation	Number of Assessments
5.10A	Perform simple conversions within the same measurement system (SI (metric) or customary)	1
5.10B Perimeter	Connect models for <b>perimeter</b> , area, and volume with their respective formulas	1
5.10B Area	Connect models for perimeter, <b>area</b> , and volume with their respective formulas	1
5.10B Volume	Connect models for perimeter, area, and <b>volume</b> with their respective formulas	1
5.10C	Select and use appropriate units and formulas to measure length, perimeter, area, and volume	1
<b>5.10 All TEKS</b>		2
5.11A	Solve problems involving changes in temperature	1
5.11B	Solve problems involving elapsed time	1
<b>5.11 All TEKS</b>		1

### TAKS Objective 5

**The student will demonstrate an understanding of probability and statistics.**

TEKS	Student Expectation	Number of Assessments
5.12A	Use fractions to describe the results of an experiment	1
5.12B	Use experimental results to make predictions	1
5.12C	List all possible outcomes of a probability experiment such as tossing a coin	1
<b>5.12 All TEKS</b>		2
5.13A	Use tables of related number pairs to make line graphs	1
5.13B	Describe characteristics of data presented in tables and graphs including median, mode, and range	1
5.13C	Graph a given set of data using an appropriate graphical representation such as a picture or line graph	1
<b>5.13 All TEKS</b>		2

## GRADE 5 MINI-ASSESSMENTS ORGANIZED BY TEKS

### Table of Contents

#### TAKS Objective 6

The student will demonstrate an understanding of the mathematical processes used in problem solving.

TEKS	Student Expectation	Number of Assessments
5.14A	Identify the mathematics in everyday situations	1
5.14B	Solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness	1
5.14C	Select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem	1
5.14D	Use tools such as real objects, manipulatives, and technology to solve problems <b>(not assessed on TAKS)</b>	Included in other TEKS Assessments
5.15A	Explain and record observations using objects, words, pictures, numbers, and technology <b>(not assessed on TAKS)</b>	Included in other TEKS Assessments
5.15B	Relate informal language to mathematical language and symbols	1
5.16A	Make generalizations from patterns or sets of examples and nonexamples	1
5.16B	Justify why an answer is reasonable and explain the solution process <b>(not assessed on TAKS)</b>	Included in other TEKS Assessments
5.14A	Identify the mathematics in everyday situations	4
5.14B	Solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness	
5.14C	Select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem	
5.15B	Relate informal language to mathematical language and symbols	
5.16A	Make generalizations from patterns or sets of examples and nonexamples	

**TOTAL GRADE 5 MINI-ASSESSMENTS = 58**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

SCORE \_\_\_/10

## 5.12C Mini-Assessment

- 1 The choir is selling cookies to raise money for a choir trip.

**COOKIES BY THE DOZEN**

CHOOSE ANY TWO:

6 Chocolate Chip Cookies

6 Sugar COOKIES

6 Peanut Butter Cookies

6 Oatmeal Cookies

How many different combinations of a dozen cookies are possible?

- A 4
- B 6
- C 8
- D 10

- 2 Mrs. Montgomery is planning her family's dinner for Friday, Saturday, and Sunday. She does not want to cook the same main dish during the three days. She has decided to cook spaghetti, chicken casserole, and chili. Now she must decide which main dish to cook on which day. How many different combinations are possible for the three days?

- A 3
- B 5
- C 6
- D 8

- 3 A bag contains 6 color tiles: 3 blue, 2 red, and 1 yellow. Benjamin takes 2 tiles from the bag at the same time without looking. Which list includes all the possible combinations of 2 tiles that Benjamin can take from the bag?

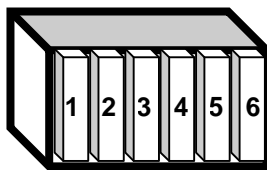
- A Blue and red  
Blue and yellow  
Red and blue  
Red and yellow
- B Blue and red  
Blue and yellow  
Blue and blue  
Red and blue  
Red and red
- C Blue and red  
Blue and yellow  
Blue and blue  
Red and yellow  
Red and red
- D Blue and red  
Blue and yellow  
Blue and blue  
Red and yellow  
Red and red  
Yellow and yellow

4. Janice bought green, blue, yellow, and red beads to make an ankle bracelet. She decided to use 3 colors of beads to make the bracelet. The table shows the possible combinations Janice could have used to make the bracelet except for 1.

green, blue, red
yellow, green, blue
blue, yellow, red

The only combination missing is

- A** blue, yellow, green  
**B** yellow, green, red  
**C** blue, green, yellow  
**D** red, yellow, blue
- 
5. Mr. Martinez has 6 new holiday CDs, as shown below. He plans to play 2 of these CDs today during his choir class. The order in which he plays them is not important.



How many different combinations of 2 CDs are possible?

- A** 6  
**B** 8  
**C** 15  
**D** 17

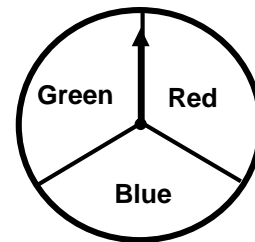
6. Beatrice, Mark and Jenifer are the only students entered in the 100-meter race on field day. How many different possible outcomes are there for first and second place if there is no tie?

- A** 3  
**B** 4  
**C** 5  
**D** 6

7. A pencil box contained 5 red pens, 3 blue pens, and 1 black pen. Mack closed his eyes and chose 3 pens from the box at one time. Which of the following could he have chosen?

- A** 2 black and 1 red  
**B** 2 blue and 1 black  
**C** 2 black and 1 blue  
**D** Not Here

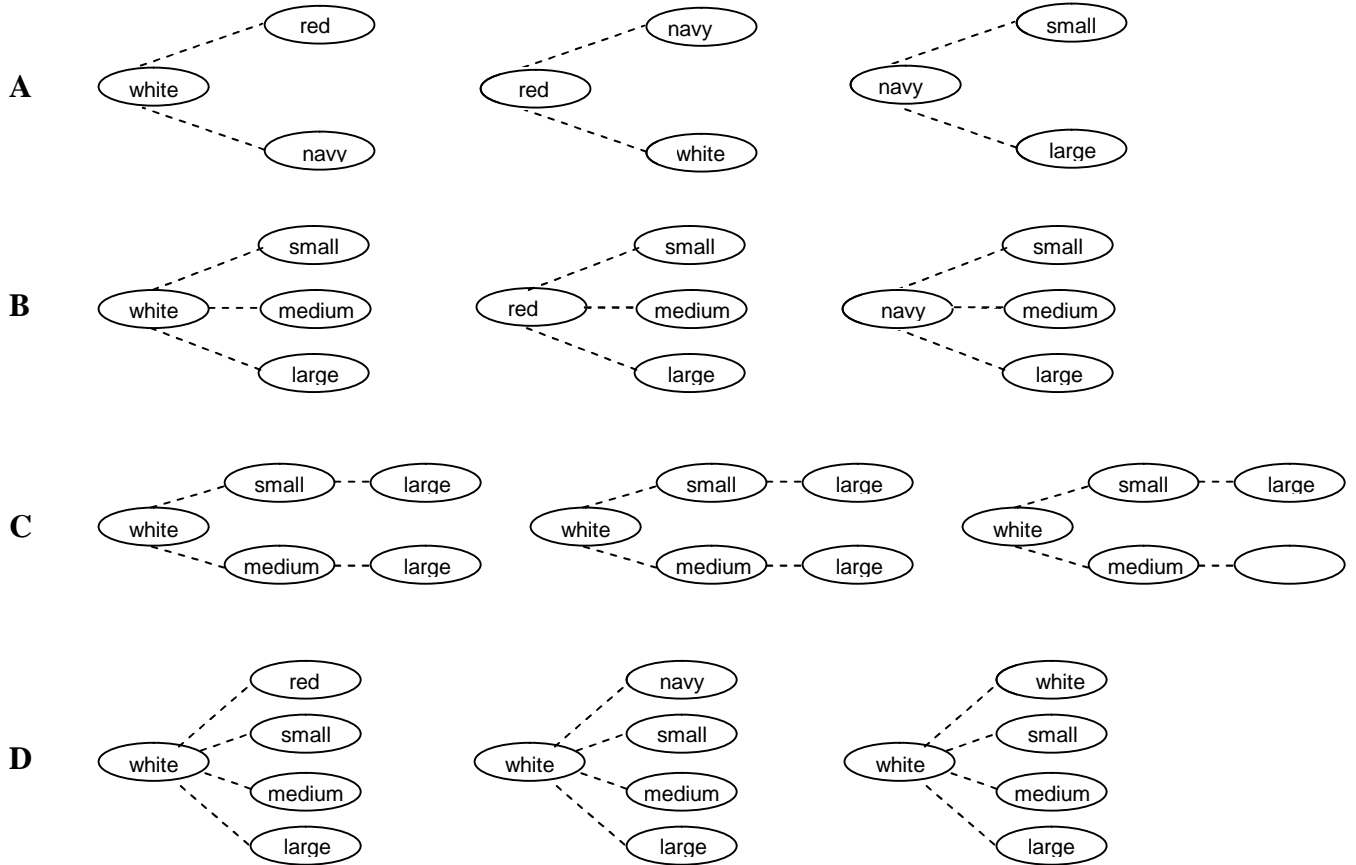
8. Beth will spin this spinner twice.



Which is not a possible outcome?

- A** green and red  
**B** blue and red  
**C** blue and blue  
**D** red and yellow

9. The T-Shirt Shop sells white, red and navy t-shirts with logos on them. Each shirt is available in small, medium, and large. If only combinations of 1 color and 1 size are shown, which drawing below shows each possible combination exactly 1 time?



10. Jamie has homework in 3 subjects tonight. He has homework in history, writing, and math. Which shows all the possible orders in which Jamie can choose to do his homework?

**A**

1. History 2. Writing 3. Math	1. Math 2. Writing 3. History	1. Math 2. History 3. Writing	1. History 2. Math 3. Writing	1. Writing 2. Math 3. History
-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------

**B**

1. History 2. Writing 3. Math	1 Math 2. Writing 3. History	1. Math 2. History 3. Writing
-------------------------------------	------------------------------------	-------------------------------------

**C**

1. History 2. Writing 3. Math	1. Math 2. Writing 3. History	1. Math 2. History 3. Writing	1. History 2. Math 3. Writing
-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------

**D**

1. History 2. Writing 3. Math	1. Math 2. Writing 3. History	1. Math 2. History 3. Writing	1. History 2. Math 3. Writing	1. Writing 2. Math 3. History	1. Writing 2. History 3. Math
-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------