MATH STAAR END GAME PLANNING

5TH GRADE

REPORTING CATEGORY 4

COMPUTATIONS AND ALGEBRAIC RELATIONSHIPS

5.9 **Data Analysis**. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.   The student is expected to:

    A. Represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stemand-leaf plots.

ITEM NOT TESTED IN 2021

5.9 **Data Analysis**. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.   The student is expected to:

    B. Represent discrete paired data on a scatter plot.

ITEM NOT TESTED IN 2021

5.9 **Data Analysis**. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.   The student is expected to:

C. Solve one - and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot.

15 The dot plot shows the number of tickets needed for each ride at a carnival.

Tickets Needed for Carnival Rides

Number of Tickets

What is the difference between the number of rides that need fewer than 4 tickets and the number of rides that need 4 or more tickets?

A 7

B 2

C 9

D 4

Readiness Standard

Answer	State	Region	District		
A/F*	47%	38%			
B/G	18%	25%			
C/H	20%	18%			
D/J	14%	19%			

Vocabulary	One step problems, two step problems, data, frequency table, dot plot, bar graph, stem and leaf plot, scatter plot

Vertical Alignment	4.9B Solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot.
	Supporting Standard

Supporting Information	A frequency table shows how often an item, a number, or a range of numbers occurs. Tallies and counts are used to record frequencies. Students begin work with frequency tables in grade 3. Students begin work with dot plots in grade 3. Students begin work with bar graphs in grade 1. Students begin work with stem-and-leaf plots in grade 4. Students begin work with scatterplots in grade 5. This skill reinforces student expectations 5(8)(A), 5(8)(B), and 5(9)(A).

Allowable supports	

Misconceptions	

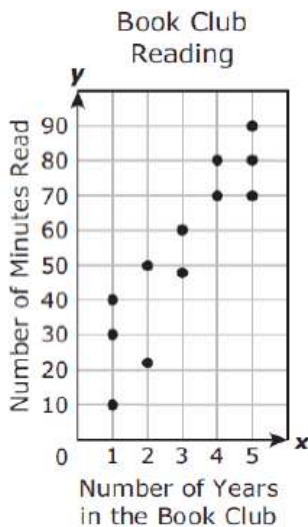NOTES:

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5.9 **Data Analysis**. The student applies mathematical process standards to solve problems by collecting, organizimng, displaying, and interpreting data.
The student is expected to:

    C. Solve one - and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot.

35 The scatterplot shows the number of minutes each student in a book club read during a week and the number of years the student has participated in the book club.

Book Club
Reading

What is the total number of minutes read by the students who have participated in the book club for 4 or 5 years?

A 450

B 390

C 90

D 80

Readiness Standard

Answer	State	Region	District		
A/F	12%	15%			
B/G*	72%	65%			
C/H	11%	14%			
D/J	5%	6%			

5.10 Personal Financial Literacy. The student applies mathematical process standards to represent, compare and order positive rational numbers and understand relationships as related to place value. The student is expected to:

A) Define income tax, payroll tax, sales tax, and property tax.

ITEM NOT TESTED IN 2021

5.10 Personal Financial Literacy. The student applies mathematical process standards to represent, compare and order positive rational numbers and understand relationships as related to place value. The student is expected to:

B) Explain the difference between gross income and net income

ITEM NOT TESTED IN 2021

5.10 Personal Financial Literacy. The student applies mathematical process standards to represent, compare and order positive rational numbers and understand relationships as related to place value. The student is expected to:

      E) Describe actions that might be taken to balance a budget when expenses exceed income.

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27 Spencer needs to balance his April budget.

Spencer's April Budget

Income		Expenses	
Allowance	$40	Cell phone	$15
After-school job	$30	Piano lessons	$25
		Entertainment	$30
		Savings	$10

What can he do so that his budget is balanced?

A Increase his savings this month by $10

B Increase his allowance by $5

C Decrease his piano lessons by $5

D Decrease his entertainment costs by $10

Supporting Standard

Answer	State	Region	District		
A/F	20%	24%			
B/G	8%	9%			
C/H	9%	10%			
D/J*	64%	57%			

Vocabulary	Balance, budget, expense, income

Vertical Alignment	No Vertical Alignment

Supporting Information	This SE builds to 6(14)(C), where students are expected to balance a check register that includes deposits, withdrawals, and transfers. This SE connects to 5(10)(D).

Allowable supports	

Misconceptions	

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5.10 Personal Financial Literacy. The student applies mathematical process standards to represent, compare and order positive rational numbers and understand relationships as related to place value. The student is expected to:

F) Balance a simple budget.

31 Amelia made this list of her monthly expenses.

Expenses

Category	Amount (dollars)
Food	400
Rent	850
Savings	150
Other	

Amelia's net income for the month is $2,135. How much money does she have for other expenses?

A $3,535

B $1,400

C $885

D $735

Supporting Standard

Answer	State	Region	District		
A/F	6%	7%			
B/G	25%	29%			
C/H	7%	8%			
D/J*	61%	55%			

Vocabulary	Balance, budget

Vertical Alignment	No Vertical Alignemnt

Supporting Information	This SE builds to 6(14)(C), where students are expected to balance a check register that includes deposits, withdrawals, and transfers. This SE connects to 5(10)(D) and (E). For a budget to be balanced, all money must be accounted for either as income or expenses including savings or charitable contributions.

Allowable supports	

Misconceptions	

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