

Test Code	Year	Form
1051	15	6
Last Revision Date: 04/22/2015		

**ACP Blueprint
Grade 5 Mathematics
Semester 2, 2015–2016**

SE Descriptions	Reporting category	TEKS/SE	R or S	No. of Items	% of Test
1. Algebraic reasoning. Represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity.	2	5.4B	R	2	8%
2. Algebraic reasoning. Generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph.	2	5.4C	R	2	8%
3. Algebraic reasoning. Recognize the difference between additive and multiplicative numerical patterns given in a table or graph.	2	5.4D	S	1	4%
4. Algebraic reasoning. Represent and solve problems related to perimeter and/or area and related to volume.	3	5.4H	R	2	8%
5. Geometry and measurement. Classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties.	3	5.5	R	2	8%
6. Geometry and measurement. Recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible.	3	5.6A	S	1	4%
7. Geometry and measurement. Determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base.	3	5.6B	S	1	4%
8. Geometry and measurement. Solve problems by calculating conversions within a measurement system, customary or metric.	3	5.7	S	2	8%
9. Geometry and measurement. Describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point $(0, 0)$; the x -coordinate, the first number in an ordered pair, indicates movement parallel to the x -axis starting at the origin; and the y -coordinate, the second number, indicates movement parallel to the y -axis starting at the origin.	3	5.8A	S	1	4%

SE Descriptions	Reporting category	TEKS/SE	R or S	No. of Items	% of Test
10. Geometry and measurement. Describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane.	3	5.8B	S	1	4%
11. Geometry and measurement. Graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table.	3	5.8C	R	2	8%
12. Data analysis. 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 stem-and-leaf plots.	4	5.9A	S	1	4%
13. Data analysis. Represent discrete paired data on a scatterplot.	4	5.9B	S	1	4%
14. Data analysis. Solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot.	4	5.9C	R	3	13%
15. Personal financial literacy. Describe actions that might be taken to balance a budget when expenses exceed income.	4	5.10E	S	1	4%
16. Personal financial literacy. Balance a simple budget.	4	5.10F	S	1	4%
	Total		R	13	54%
			S	11	46%
			All	24	

Note: R = Readiness Standard, S = Supporting Standard

A copy of the Grade 5 Mathematics STAAR Reference Chart is printed in each booklet.

This assessment is consumable.

Calculators are **NOT** permitted on this assessment.

Percentages are rounded to the nearest whole number.

Reporting Categories: 1. Numerical Representations and Relationships
2. Computations and Algebraic Relationships
3. Geometry and Measurement
4. Data Analysis and Personal Financial Literacy

Mathematical Process Standards

Description:	SE
Apply mathematics to problems arising in everyday life, society, and the workplace.	1A
Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.	1B
Select tools, including real objects, manipulative, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.	1C
Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.	1D
Create and use representations to organize, record, and communicate mathematical ideas.	1E
Analyze mathematical relationships to connect and communicate mathematical ideas.	1F
Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.	1G