PAWS
Mathematics
Grade 5

Released Items
With Data

2011

3337191

00 **The winner of a high-jump competition jumped 2.35 meters. Which of the following shows this number written in words?**

Ⓐ Two and thirty-five thousandths

Ⓑ Two and thirty-five hundredths

Ⓒ Two and thirty-five tenths

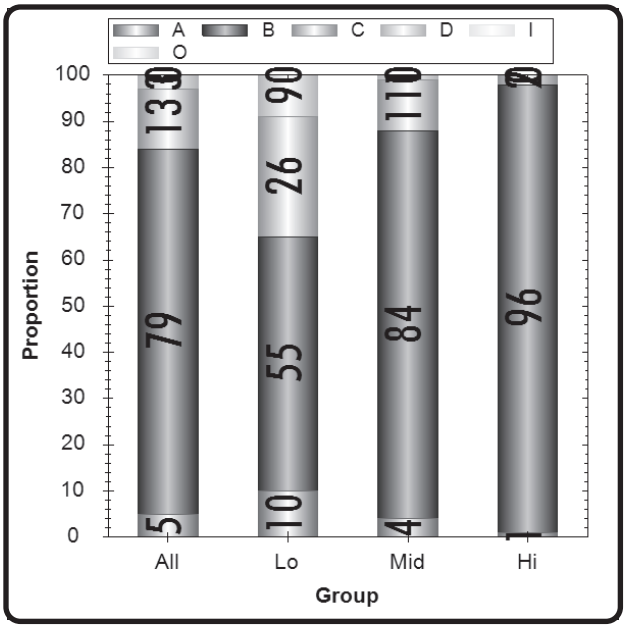
Ⓓ Two hundred thirty-five

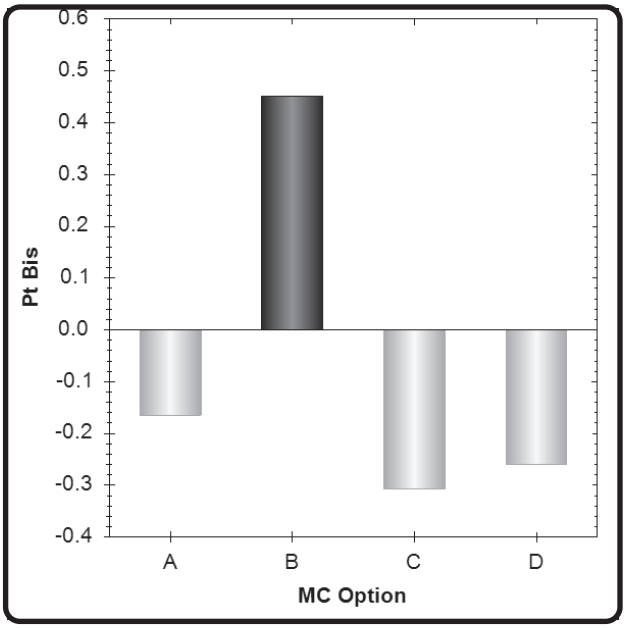
Grade 5	Math	CID 3337191
Item # 2	OP11	5N.2.b

Type	Max Points	Correct Answer	N Count	Item Mean	Discrimination
Multiple Choice	1	B	6216	0.793	0.451

	A	B	C	D	Inv	Omit
All	5	79	13	3	0	0
Low Scorers	10	55	26	9	0	0
Middle Scorers	4	84	11	1	0	0
High Scorers	1	96	2	0	0	0

MC Item Option Discriminations			
A	B	C	D
-0.165	0.451	-0.307	-0.259





Notes:

3556402

00 **Mrs. Melhem poured 1-cup servings of tea from a 1-quart container.**

Conversion Chart

2 cups = 1 pint
2 pints = 1 quart

What is the greatest number of 1-cup servings that she could have poured from 1 quart of tea?

Ⓐ 1

Ⓑ 2

Ⓒ 3

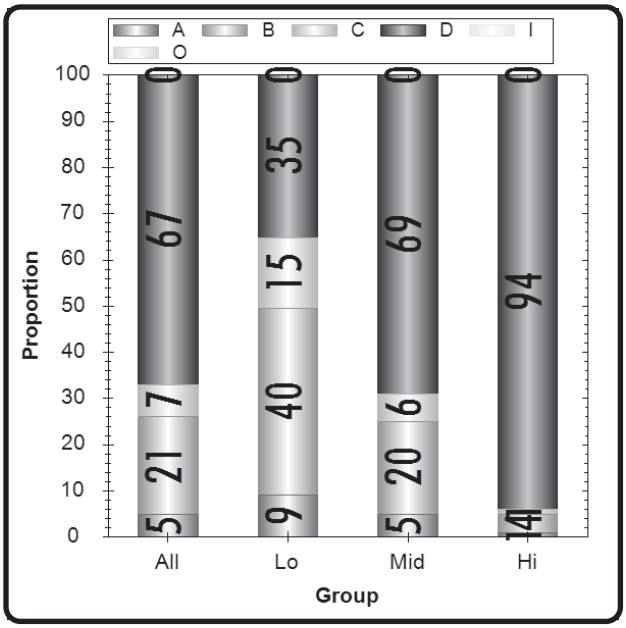
Ⓓ 4

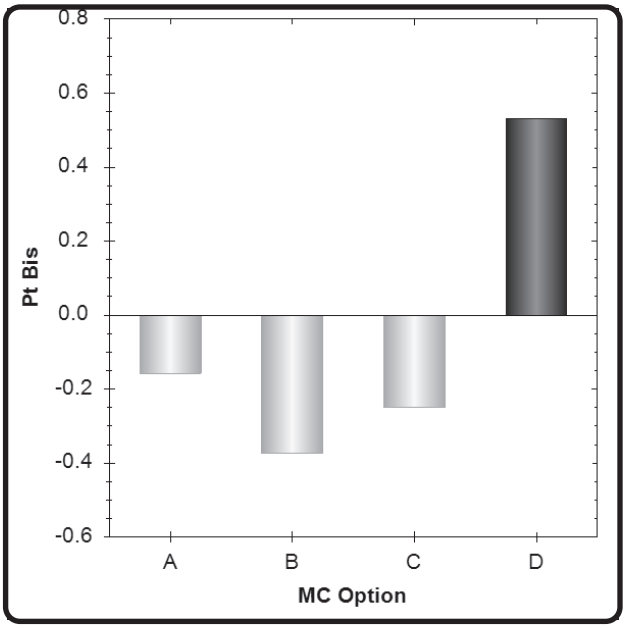
Grade 5	Math	CID 3556402
Item # 42	OP11	5M.1.b

Type	Max Points	Correct Answer	N Count	Item Mean	Discrimination
Multiple Choice	1	D	6216	0.673	0.531

	A	B	C	D	Inv	Omit
All	5	21	7	67	0	0
Low Scorers	9	40	15	35	0	0
Middle Scorers	5	20	6	69	0	0
High Scorers	1	4	1	94	0	0

MC Item Option Discriminations			
A	B	C	D
-0.157	-0.373	-0.249	0.531





Notes:

100000274210

00 **Jessie used a rule to complete the Input-Output table shown.**

Input-Output Table

Input	Output
6	1
12	3
24	7
48	15

Which of the following could be the rule Jessie used?

Ⓐ Subtract 5 from the Input value

Ⓑ Subtract 9 from the Input value

Ⓒ Divide the Input value by 2 and then subtract 2

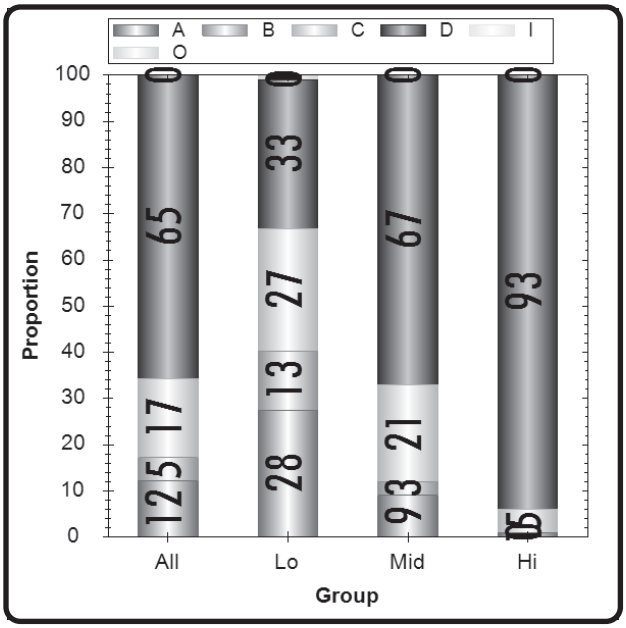
Ⓓ Divide the Input value by 3 and then subtract 1

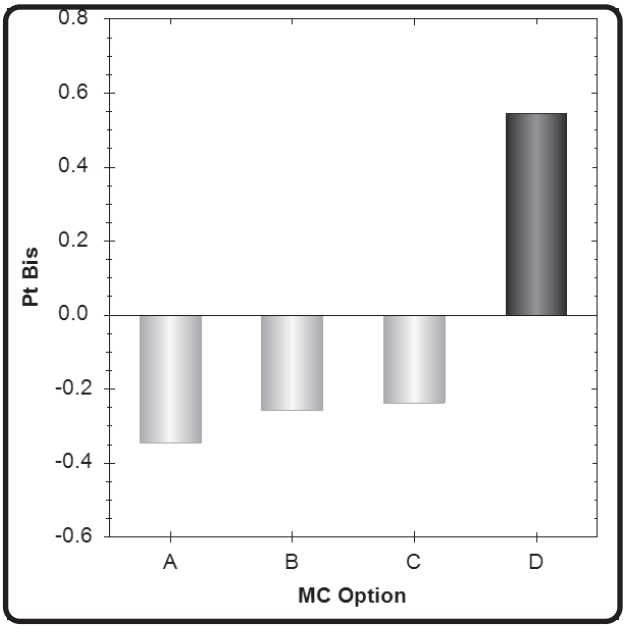
Grade 5	Math	CID 100000274210
Item # 27	OP11	5A.1.a

Type	Max Points	Correct Answer	N Count	Item Mean	Discrimination
Multiple Choice	1	D	6216	0.656	0.545

	A	B	C	D	Inv	Omit
All	12	5	17	65	0	0
Low Scorers	28	13	27	33	0	1
Middle Scorers	9	3	21	67	0	0
High Scorers	1	0	5	93	0	0

MC Item Option Discriminations			
A	B	C	D
-0.346	-0.259	-0.237	0.545

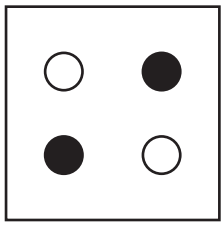




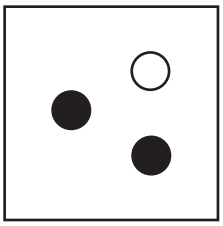
Notes:

3416370

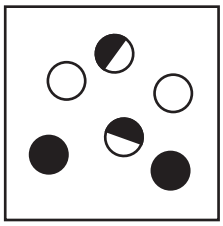
00 **The contents of 4 boxes of gumballs are shown below.**



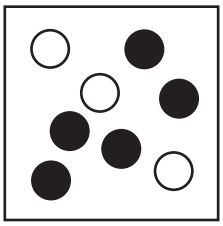
Box Q



Box R



Box S



Box T

Kellie will pick one gumball from one of the boxes without looking. From which box will she have the greatest likelihood of picking a solid-white gumball?

Ⓐ Box Q

Ⓑ Box R

Ⓒ Box S

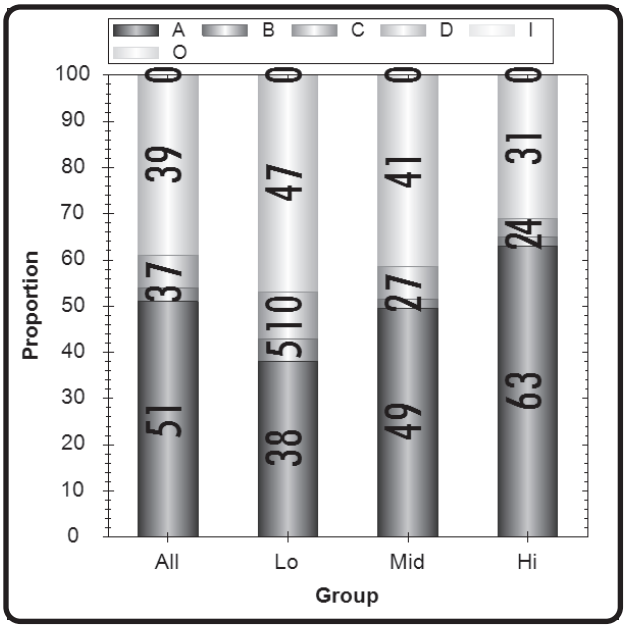
Ⓓ Box T

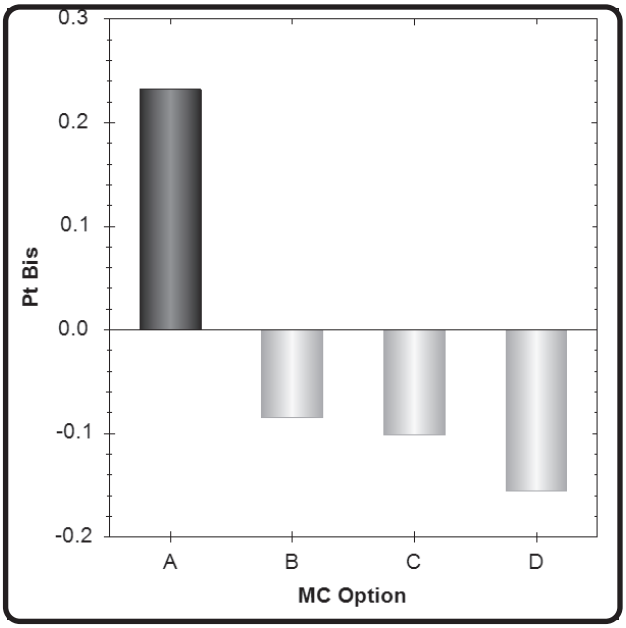
Grade 5	Math	CID 3416370
Item # 41	OP11	5D.2.a

Type	Max Points	Correct Answer	N Count	Item Mean	Discrimination
Multiple Choice	1	A	6216	0.506	0.232

	A	B	C	D	Inv	Omit
All	51	3	7	39	0	0
Low Scorers	38	5	10	47	0	0
Middle Scorers	49	2	7	41	0	0
High Scorers	63	2	4	31	0	0

MC Item Option Discriminations			
A	B	C	D
0.232	-0.085	-0.102	-0.155

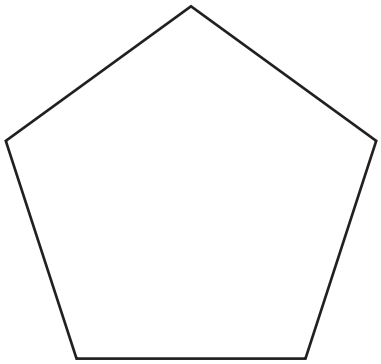




Notes:

100000008181

00 **Juan wanted to create a design to go on T-shirts for his nature study group. He started with the outline of the shape shown below.**



How many lines of symmetry does this shape have? Write your answer in the space below. Show or explain how you determined your answer.

Lines of Symmetry: _____

_____

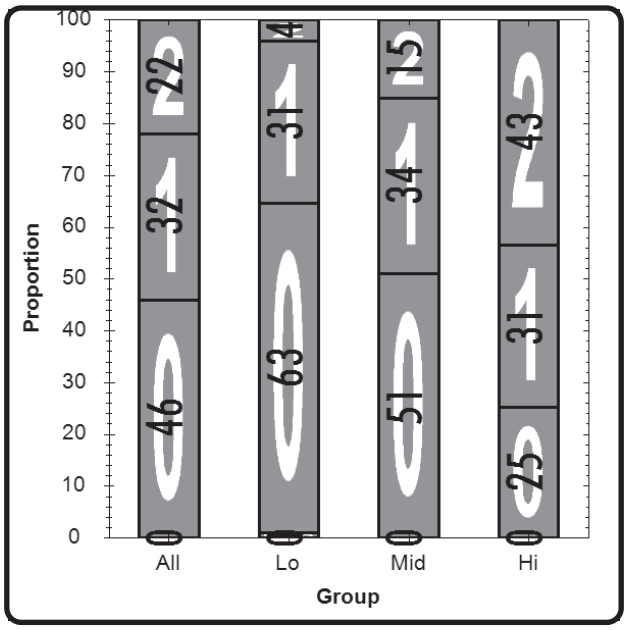
_____

_____

Grade 5	Math	CID 100000008181
Item # 65	OP11	5G.3.a

Type	Max Points	N Count	Item Mean	Discrimination
Short Response	2	6216	0.752	0.432

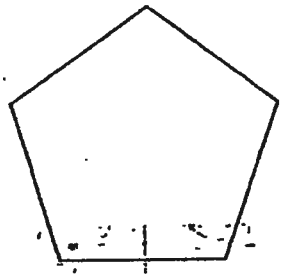
	0	1	2	Inv	Omit
All	46	32	22	0	0
Low Scorers	63	31	4	0	1
Middle Scorers	51	34	15	0	0
High Scorers	25	31	43	0	0



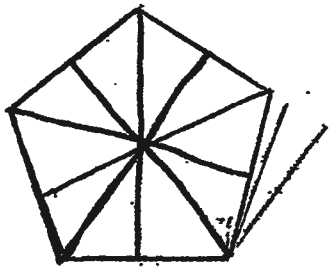
Notes:

Mathematics (Calculator) — Session 2

7 **Juan wanted to create a design to go on T-shirts for his nature study group. He started with the outline of the shape shown below.**



How many lines of symmetry does this shape have? Write your answer in the space below. Show or explain how you determined your answer.



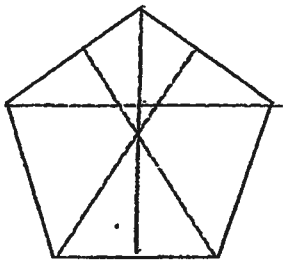
Lines of Symmetry: 5 lines of Symmetry
If you fold a coner to the side opposite of it would be the same on bothe sides

Score point 2 The response is complete and accurate. The student determines the correct number of lines of symmetry (5) based on appropriate methods for identification (draws the 5 lines of symmetry in the pentagon). The explanation written below the answer (If you fold a corner to the side opposite of it would be the same on bothe sides) is also evidence of understanding that a line of symmetry creates congruent shapes on each side of the line. Either the drawing or the explanation is adequate to support the solution.

Booklet: 10851900157

Mathematics (Calculator) — Session 2

7 **Juan wanted to create a design to go on T-shirts for his nature study group. He started with the outline of the shape shown below.**



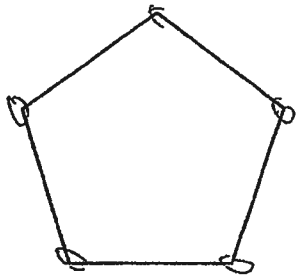
How many lines of symmetry does this shape have? Write your answer in the space below. Show or explain how you determined your answer.

Lines of Symmetry: 4 lines of symmetry

Score point 1 The response is inaccurate. The student determines an incorrect number of lines of symmetry (4). However the student has drawn three correct lines of symmetry in the pentagon. Therefore, there is evidence of the student's understanding of symmetry.

Mathematics (Calculator) — Session 2

7 **Juan wanted to create a design to go on T-shirts for his nature study group. He started with the outline of the shape shown below.**



How many lines of symmetry does this shape have? Write your answer in the space below. Show or explain how you determined your answer.

Lines of Symmetry: The shape haves 5 sides like a house because a house haves 5 sides also. A symmetry haves 5 sides.

Score point 0 The response shows no understanding of symmetry and congruency. The student determines the correct number of lines of symmetry (five). However, it is very clear from the explanation that sides are being counted (...like a house because a house haves 5 sides also. A symmetry haves 5 sides).

Booklet: 10959001548

535841 1 2 3 4 5 A B C D E Printed in the USA ISD3252