

**5th Mathematics Ohio Achievement Test
Measurement Standard**

Benchmark A

Question 45	Spring 2009	A
Question 12	March 2008	A
Question 19	March 2006	C
Question 13	Spring 2007	D

Benchmark B

Question 43	March 2008	C										
Question 31	March 2006	D										
Question 38	March 2006	<table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2" style="text-align: center;">Scoring Guidelines</th> </tr> <tr> <th style="text-align: center;">Points</th> <th style="text-align: center;">Student Response</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td> <p>The focus of this task is converting units of time within the same measurement system. The response correctly determines the time Peter should read on Friday with supporting work or an adequate explanation.</p> <p>Sample response:</p> <ul style="list-style-type: none"> • 30 minutes + 1 hour 15 minutes + 1 hour 5 minutes + 40 minutes = 2 hours 90 minutes; 60 minutes = 1 hour so 2 hours 90 minutes = 3 hours 30 minutes. 5 hours – 3 hours 30 minutes = 1 hour 30 minutes. • 60 minutes = 1 hour, so 30 minutes + 75 minutes + 65 minutes + 40 minutes = 210 minutes. 5 hours = 300 minutes, so 300 minutes – 210 minutes = 90 minutes. Peter must read for 90 minutes. <p>3 hours 30 minutes = 3.5 hours so 5 hours – 3.5 hours = 1.5 hours.</p> </td> </tr> <tr> <td style="text-align: center;">1</td> <td> <p>The response provides partial evidence of converting units of time within the same measurement system; however, the solution may be incomplete or slightly flawed.</p> <p>For example, the response may:</p> <ul style="list-style-type: none"> • Show a minor computational error when converting, adding or subtracting. • Find only the total time Peter has already read. • Provide the correct answer without an explanation or work. </td> </tr> <tr> <td style="text-align: center;">0</td> <td> <p>The response provides inadequate evidence of converting units of time within the same measurement system. The response provides major flaws in conversion or irrelevant information.</p> <p>For example, the response may:</p> <ul style="list-style-type: none"> • State 100 minutes. • Be blank or provide unrelated statements. • Recopy information from the stem. </td> </tr> </tbody> </table>	Scoring Guidelines		Points	Student Response	2	<p>The focus of this task is converting units of time within the same measurement system. The response correctly determines the time Peter should read on Friday with supporting work or an adequate explanation.</p> <p>Sample response:</p> <ul style="list-style-type: none"> • 30 minutes + 1 hour 15 minutes + 1 hour 5 minutes + 40 minutes = 2 hours 90 minutes; 60 minutes = 1 hour so 2 hours 90 minutes = 3 hours 30 minutes. 5 hours – 3 hours 30 minutes = 1 hour 30 minutes. • 60 minutes = 1 hour, so 30 minutes + 75 minutes + 65 minutes + 40 minutes = 210 minutes. 5 hours = 300 minutes, so 300 minutes – 210 minutes = 90 minutes. Peter must read for 90 minutes. <p>3 hours 30 minutes = 3.5 hours so 5 hours – 3.5 hours = 1.5 hours.</p>	1	<p>The response provides partial evidence of converting units of time within the same measurement system; however, the solution may be incomplete or slightly flawed.</p> <p>For example, the response may:</p> <ul style="list-style-type: none"> • Show a minor computational error when converting, adding or subtracting. • Find only the total time Peter has already read. • Provide the correct answer without an explanation or work. 	0	<p>The response provides inadequate evidence of converting units of time within the same measurement system. The response provides major flaws in conversion or irrelevant information.</p> <p>For example, the response may:</p> <ul style="list-style-type: none"> • State 100 minutes. • Be blank or provide unrelated statements. • Recopy information from the stem.
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Question 30	Spring 2007	C										

Benchmark C

Question 5	March 2008	Scoring Guidelines		
		Points	Student Response	
		2 point	<p>The focus of this task is finding the area and perimeter of a rectangle. The response correctly finds the area and the perimeter of the rectangle with appropriate units.</p> <ul style="list-style-type: none"> • There are 200 squares inside the rectangle. The area is 200 square feet. I counted the lines on the outside of the rectangle. Perimeter = 66 feet. • Area: $8 \times 25 = 200$ square feet; Perimeter: $25 + 8 + 25 + 8 = 66$ feet. • Area = $lw = 200$ square feet; Perimeter = $2(l + w) = 66$ feet. 	
		1 point	<p>The response provides partial evidence of finding the area and perimeter of a rectangle; however, the solution may be incomplete or slightly flawed. For example, the response may:</p> <ul style="list-style-type: none"> • State the area and perimeter correctly but show no work. • State at least one measurement correctly with work. • State both measurements correctly with supporting work but incorrect or no units. • Provide the correct strategy to find area and perimeter but show area and perimeter incorrectly. 	
0 point text	<p>The response provides inadequate evidence of finding the area and perimeter of a rectangle. The response provides major flaws in reasoning or irrelevant information. For example, the response may:</p> <ul style="list-style-type: none"> • Show that area and perimeter are the same. • State the perimeter is 33 feet. • Be blank or state unrelated statements. • Recopy information from the stem. 			
Question 24	March 2008			B
Question 9	March 2006			C
Question 8	Spring 2007			D

Benchmark D

Question 9	March 2006			C
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Benchmark E

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