



# ***New York State Testing Program***

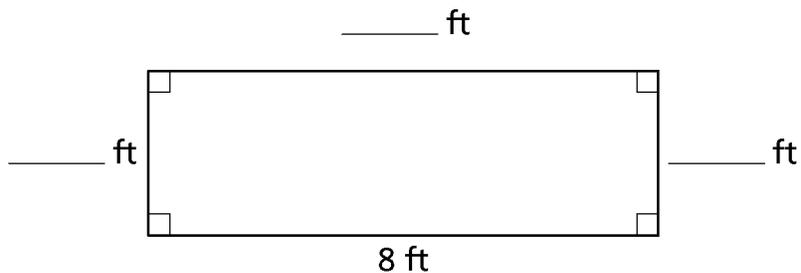
## **Mathematics Test**

Grade **5**

**2009 Scoring Guide**

**34**

The perimeter of the rectangle shown below is 26 feet. One side of the rectangle measures 8 feet. Label the measures, in feet, of the remaining three sides of the rectangle.



[not drawn to scale]

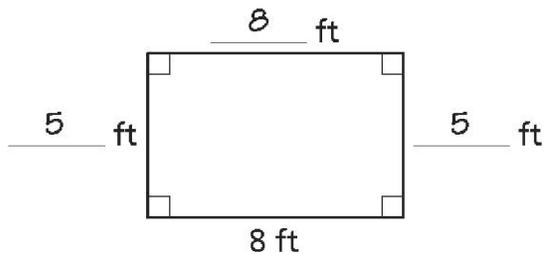
In the space below, use words, numbers, or symbols to explain or show how you determined what numbers to use to label the sides of the rectangle.

**QUESTION 34**

**STRAND 3: GEOMETRY**

*Complete and Correct Response:*

- 



[not drawn to scale]

**AND**

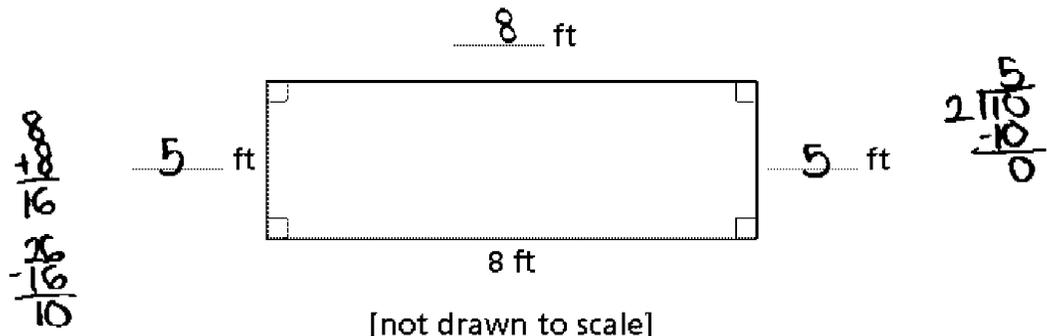
- The side opposite the side labeled 8 feet is also 8 feet.  
 $8 + 8 = 16$   
The perimeter of the rectangle is 26 feet.  
 $26 - 16 = 10$   
The total measure of the two remaining sides is 10 feet.  
 $10 \div 2 = 5$   
OR other valid response

*Score Points:*

Apply 3-point holistic rubric.

34

The perimeter of the rectangle shown below is 26 feet. One side of the rectangle measures 8 feet. Label the measures, in feet, of the remaining three sides of the rectangle.

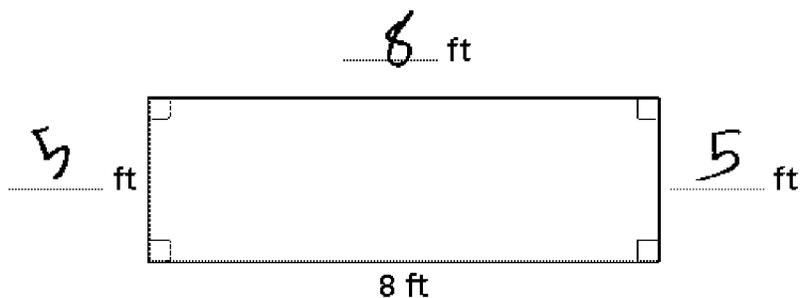


In the space below, use words, numbers, or symbols to explain or show how you determined what numbers to use to label the sides of the rectangle.

This response is complete and correct.

Score Point 3

- 34** The perimeter of the rectangle shown below is 26 feet. One side of the rectangle measures 8 feet. Label the measures, in feet, of the remaining three sides of the rectangle.



[not drawn to scale]

In the space below, use words, numbers, or symbols to explain or show how you determined what numbers to use to label the sides of the rectangle.

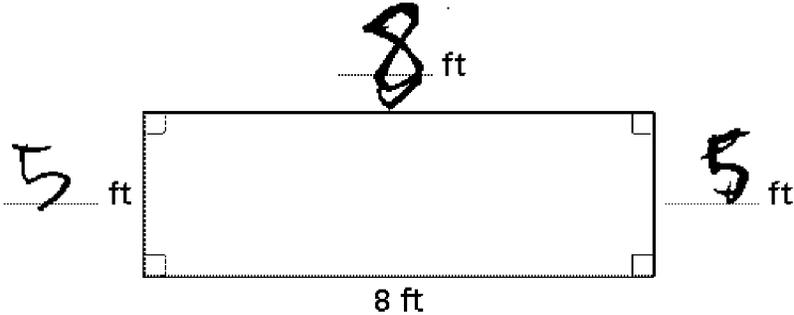
$$\begin{array}{r} 8 \\ + 8 \\ \hline 16 \end{array} \quad \begin{array}{r} 26 \\ - 16 \\ \hline 10 \end{array}$$
$$\begin{array}{r} 5 \\ 2 \overline{)10} \end{array}$$

This response is complete and correct.

**Score Point 3**

34

The perimeter of the rectangle shown below is 26 feet. One side of the rectangle measures 8 feet. Label the measures, in feet, of the remaining three sides of the rectangle.



[not drawn to scale]

In the space below, use words, numbers, or symbols to explain or show how you determined what numbers to use to label the sides of the rectangle.

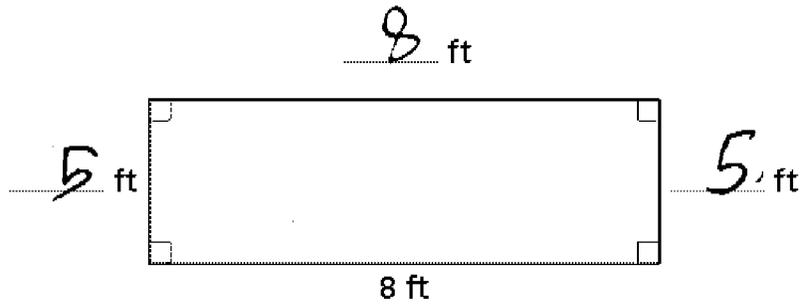
$$\begin{array}{r} 8 \\ 8 \\ 5 \\ 5 \\ \hline 26 \end{array}$$

This response is complete and correct. Providing words, numbers, or symbols to explain or show how the perimeter was determined is acceptable.

Score Point 3

34

The perimeter of the rectangle shown below is 26 feet. One side of the rectangle measures 8 feet. Label the measures, in feet, of the remaining three sides of the rectangle.



[not drawn to scale]

In the space below, use words, numbers, or symbols to explain or show how you determined what numbers to use to label the sides of the rectangle.

$$\begin{array}{r} +8 \\ +8 \\ \hline 16 \end{array}$$

I did  $8+8$  which =  
 $16 - 26 = 10$  so that  
How I got 10.

$$\begin{array}{r} 26 \\ -16 \\ \hline 10 \end{array}$$

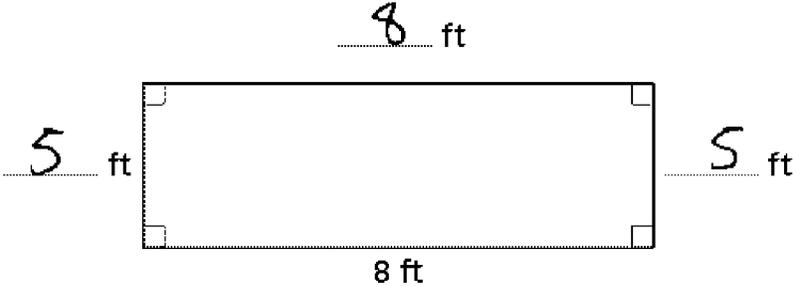
$$10 \div 2 = 5$$

This response is partially correct. A correct answer and sound mathematical procedure are provided; however, the work shown contains an incorrect mathematical statement.

Score Point 2

34

The perimeter of the rectangle shown below is 26 feet. One side of the rectangle measures 8 feet. Label the measures, in feet, of the remaining three sides of the rectangle.



[not drawn to scale]

In the space below, use words, numbers, or symbols to explain or show how you determined what numbers to use to label the sides of the rectangle.

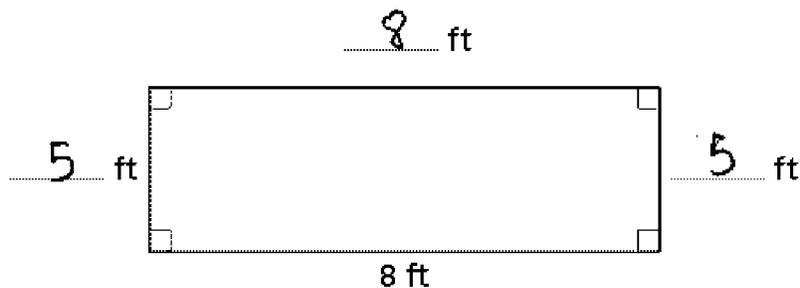
I add 5 and 8 more to  
see if it gave me  
26 and it did.

This response is partially correct. The three sides of the rectangle are labeled correctly; however, the explanation does not show the addition of all sides which determines the perimeter.

Score Point 2

34

The perimeter of the rectangle shown below is 26 feet. One side of the rectangle measures 8 feet. Label the measures, in feet, of the remaining three sides of the rectangle.



[not drawn to scale]

In the space below, use words, numbers, or symbols to explain or show how you determined what numbers to use to label the sides of the rectangle.

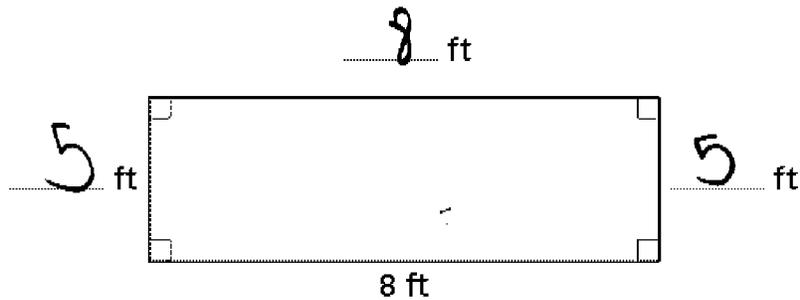
The rectangle is 26 feet and you have to add to get 26 feet.

This response is partially correct. The three sides of the rectangle are labeled correctly; however, the explanation does not show the addition of all sides which determines the perimeter.

Score Point 2

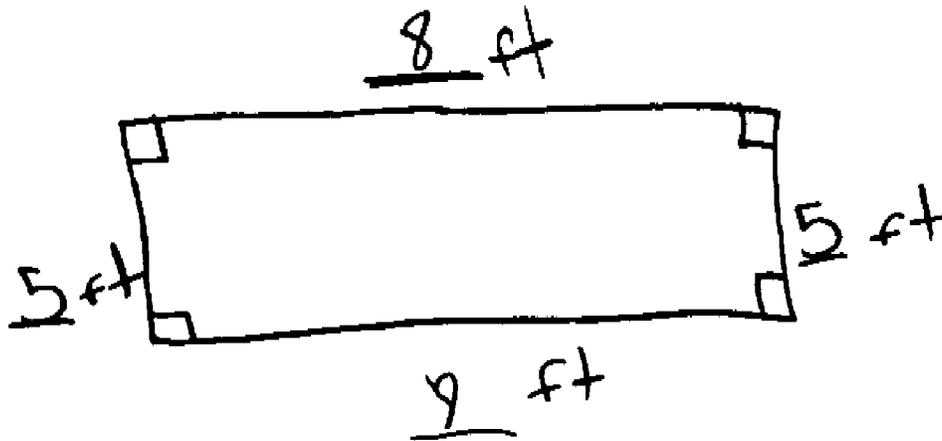
34

The perimeter of the rectangle shown below is 26 feet. One side of the rectangle measures 8 feet. Label the measures, in feet, of the remaining three sides of the rectangle.



[not drawn to scale]

In the space below, use words, numbers, or symbols to explain or show how you determined what numbers to use to label the sides of the rectangle.

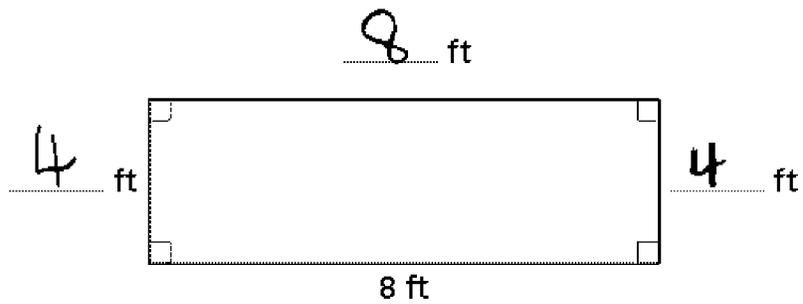


This response demonstrates only a limited understanding of the mathematical concepts embodied in the task. The three sides of the rectangle are labeled correctly; however, an explanation for how the sides were determined is missing.

Score Point 1

34

The perimeter of the rectangle shown below is 26 feet. One side of the rectangle measures 8 feet. Label the measures, in feet, of the remaining three sides of the rectangle.



[not drawn to scale]

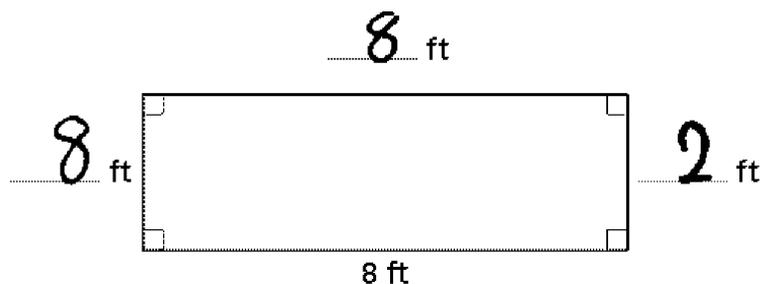
In the space below, use words, numbers, or symbols to explain or show how you determined what numbers to use to label the sides of the rectangle.

I knew the width was 8 feet so on the top I put 8 feet and the length had to be the same number but equal 8 and it was 4.

This response demonstrates only a limited understanding of the mathematical concepts embodied in the task. The correct answer and addition of the length of the rectangle are provided; however, the explanation does not clearly describe a sound procedure for adding all sides to find the perimeter.

Score Point 1

- 34 The perimeter of the rectangle shown below is 26 feet. One side of the rectangle measures 8 feet. Label the measures, in feet, of the remaining three sides of the rectangle.



[not drawn to scale]

In the space below, use words, numbers, or symbols to explain or show how you determined what numbers to use to label the sides of the rectangle.

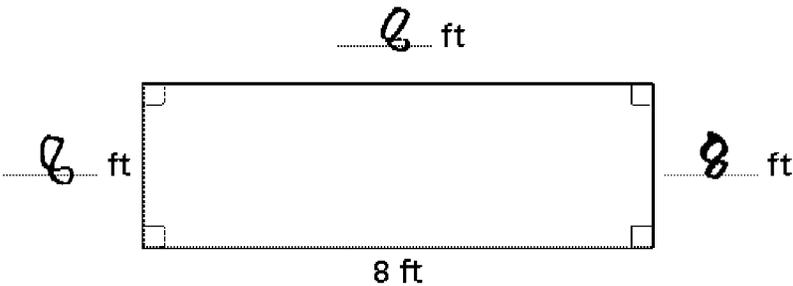
$$\begin{array}{r} 8 \text{ ft} \\ + 8 \text{ ft} \\ 8 \text{ ft} \\ 2 \text{ ft} \\ \hline 26 \text{ ft} \end{array}$$

This response demonstrates only a limited understanding of the mathematical concepts embodied in the task. Providing the correct label for the length and showing the addition of all sides with incorrect values do not demonstrate more than a limited understanding of the mathematical concepts embodied in the task.

Score Point 1

34

The perimeter of the rectangle shown below is 26 feet. One side of the rectangle measures 8 feet. Label the measures, in feet, of the remaining three sides of the rectangle.



[not drawn to scale]

In the space below, use words, numbers, or symbols to explain or show how you determined what numbers to use to label the sides of the rectangle.

all the sides are equal

This response is incorrect. Providing the one correct label for one of the sides is not sufficient to demonstrate even a limited understanding of the mathematical concepts embodied in the task.

Score Point 0



# ***New York State Testing Program***

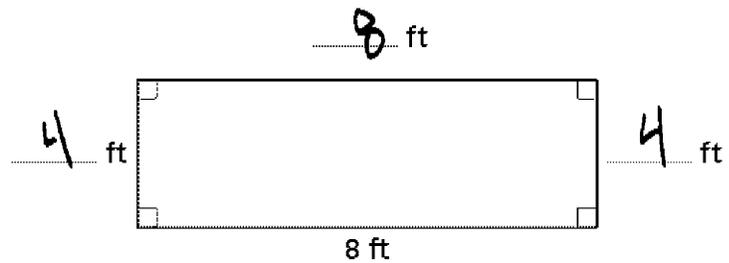
## **Mathematics Test**

Grade **5**

**2009 Practice Set**

**34**

The perimeter of the rectangle shown below is 26 feet. One side of the rectangle measures 8 feet. Label the measures, in feet, of the remaining three sides of the rectangle.

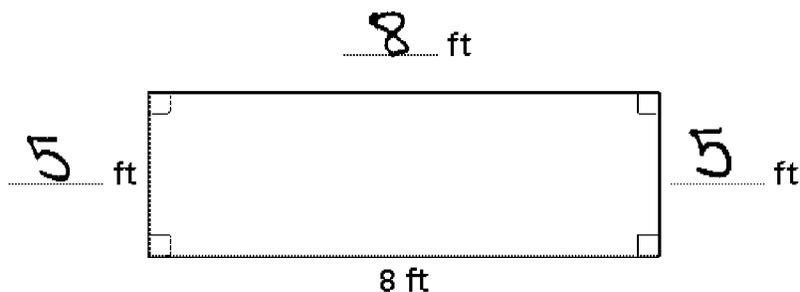


[not drawn to scale]

In the space below, use words, numbers, or symbols to explain or show how you determined what numbers to use to label the sides of the rectangle.

Since  $4 + 4 = 8$ .  
I knew that  
the smaller sides  
would be four.  
But since the  
top line looked like  
8 ft, that's what  
I wrote.

- 34 The perimeter of the rectangle shown below is 26 feet. One side of the rectangle measures 8 feet. Label the measures, in feet, of the remaining three sides of the rectangle.

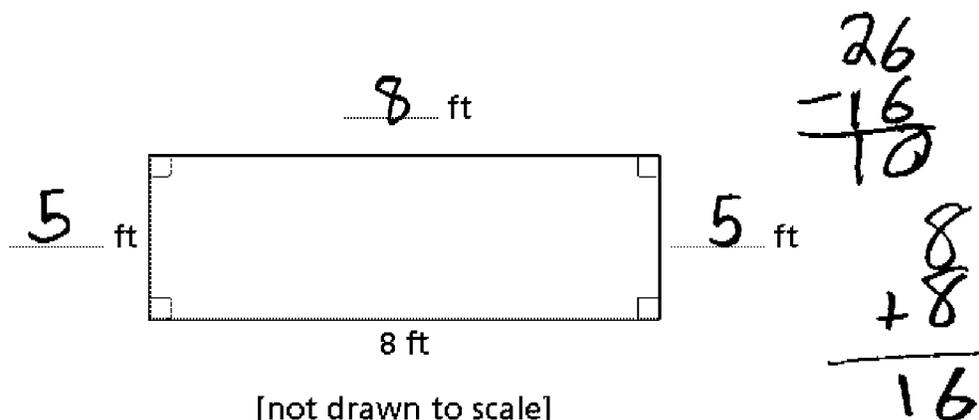


[not drawn to scale]

In the space below, use words, numbers, or symbols to explain or show how you determined what numbers to use to label the sides of the rectangle.

$$\begin{array}{r} 8 \\ + 8 \\ \hline 16 \end{array} \quad \begin{array}{r} 25 \\ - 16 \\ \hline 10 \end{array} \quad \text{half of } 10 \text{ is } 5.$$

- 34 The perimeter of the rectangle shown below is 26 feet. One side of the rectangle measures 8 feet. Label the measures, in feet, of the remaining three sides of the rectangle.

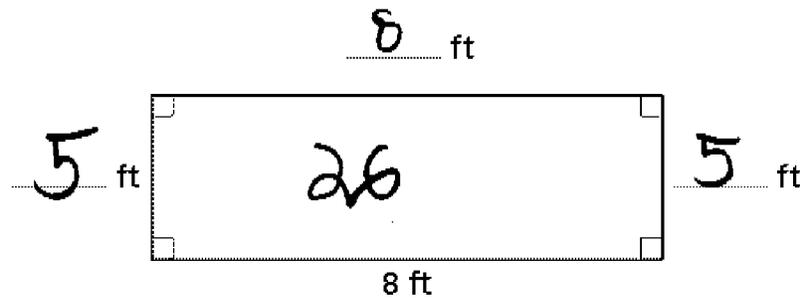


In the space below, use words, numbers, or symbols to explain or show how you determined what numbers to use to label the sides of the rectangle.

I knew that if the bottom size was 8 the one right above it was 8 also. I added them together and got 16.  $26 - 16 = 10$  so the ones on the sides were both 5 feet.

34

The perimeter of the rectangle shown below is 26 feet. One side of the rectangle measures 8 feet. Label the measures, in feet, of the remaining three sides of the rectangle.



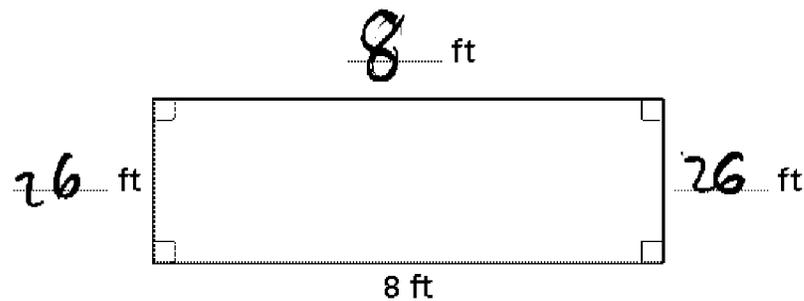
[not drawn to scale]

In the space below, use words, numbers, or symbols to explain or show how you determined what numbers to use to label the sides of the rectangle.

I was adding in my head saying what + what gives me 26, I tried 6 but it gave me 28, I tried 4 but it gave me 24, then I tried 5 and I got 26.

**34**

The perimeter of the rectangle shown below is 26 feet. One side of the rectangle measures 8 feet. Label the measures, in feet, of the remaining three sides of the rectangle.



[not drawn to scale]

In the space below, use words, numbers, or symbols to explain or show how you determined what numbers to use to label the sides of the rectangle.

In a rectangle the width is equal and the length is equal. So if one width is a number then the other is the same number and if one length is a number then the other length is the same number.

# 5<sup>th</sup> GRADE MATHEMATICS

Name: \_\_\_\_\_

## PRACTICE SET ANSWER KEY

PS 1	(0-2)	
PS 2	(0-2)	
PS 3	(0-2)	
PS 4	(0-2)	
PS 5	(0-2)	
PS 6	(0-2)	
PS 7	(0-2)	
PS 8	(0-2)	
PS 9	(0-2)	
PS 10	(0-2)	
PS 11	(0-2)	
PS 12	(0-2)	
PS 13	(0-2)	
PS 14	(0-2)	
PS 15	(0-2)	
PS 16	(0-2)	
PS 17	(0-2)	
PS 18	(0-2)	
PS 19	(0-2)	
PS 20	(0-2)	

PS 21	(0-3)	
PS 22	(0-3)	
PS 23	(0-3)	
PS 24	(0-3)	
PS 25	(0-3)	
PS 26	(0-3)	
PS 27	(0-3)	
PS 28	(0-3)	
PS 29	(0-3)	
PS 30	(0-3)	
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PS 36	(0-3)	
PS 37	(0-3)	
PS 38	(0-3)	
PS 39	(0-3)	
PS 40	(0-3)	