1	Option B is correct	To determine the total amount of money collected from the book sale, the student could have multiplied the number of books, 681, by the price of each book, $0.50. This results in a product (the result of a multiplication problem) of $340.50. This is an efficient way to solve the problem; however, other methods could be used to solve the problem correctly.
	Option A is incorrect	The student likely did not regroup when performing multiplication steps. The student needs to focus on attending to the details of problems that involve multiplication and understanding how to carry out all the steps in the multiplication algorithm.
	Option C is incorrect	The student likely did not regroup when performing multiplication steps and placed the decimal point in the product incorrectly. The student needs to focus on attending to the details of problems that involve multiplication and understanding how to carry out all the steps in the multiplication algorithm.
	Option D is incorrect	The student likely multiplied the number of books, 681, by $0.05. The student needs to focus on attending to the details of problems that involve multiplication and understanding how to carry out all the steps in the multiplication algorithm.

4	Option C is correct	To determine the value of each expression, the student should have used place value (the value of a digit depending on its place in a number). The student should have chosen the number 275.369, which has a 7 in the tens place (7 × 10), a 3 in the tenths place (3 × 0.1), and a 9 in the thousandths place (9 × 0.001).
	Option A is incorrect	The student likely confused the tens place value with the hundreds place value. The student needs to focus on using place value to read and write using numerals and expanded notation.
	Option B is incorrect	The student likely confused the tenths place value with the hundredths place value. The student needs to focus on using place value to read and write using numerals and expanded notation.
	Option D is incorrect	The student likely confused the thousandths place value with the hundredths place value. The student needs to focus on using place value to read and write using numerals and expanded notation.

7	Option A is correct	To determine the value of the expression, the student should have divided – by 4. Using the standard algorithm (procedure), the number 4 would be considered a fraction with a denominator (bottom number) of 1, –. Then the student could have determined that – divided by – is equal

9	–, –	To determine the subtraction expression that the model represents, the student should have determined that the model is divided into 3 equal-sized parts and that 2 of those 3 parts are shaded, representing –. Then the student should have identified that one section of – was divided in half, creating a section of –. Finally, the student should have recognized that the model represents the expression – –.

10	Option A is correct	To determine the width in meters of the rug, the student should have first identified that the perimeter of a rectangle is found by adding the four side lengths. Second, the student should have found the total of

12	Option A is correct	To determine which model is shaded to represent – ÷ 4, the student should have identified a model that shows 1 whole divided into 3 parts. The student should have then identified one of the parts as having 4 sections. The student should have counted the number of parts (4) and

13	Option C is correct	To determine which comparisons are true, the student should have used the values of the digits in the thousandths place. Both numbers have the same digits in the tens place (2), the ones place (3), and the tenths place (5), but 23.501 has a value in the thousandths place (1), whereas 23.5 has no number in the thousandths place and therefore has a value of 0. 23.501 is 0.001 greater than 23.5; therefore, 23.501 is greater than (>) 23.5.
	Option E is correct	To determine the other true comparison, the student should have used the values of the digits in the tenths place. Both numbers have the same digits in the tens place (3) and the ones place (7), but the digits in the tenths place (2 and 0) are different. Because 2 is greater than 0, 37.2 is greater than (>) 37.01.
	Option A is incorrect	The student likely mistook 7 hundredths as having a greater value than 7 tenths, which is equivalent to 70 hundredths. The student needs to focus on comparing and ordering decimals to the thousandths place.
	Option B is incorrect	The student likely compared the digits on the far right of the two numbers instead of comparing digits in the same place value, determining that 8 is greater than (>) 4. The student needs to focus on comparing and ordering decimals to the thousandths place.
	Option D is incorrect	The student likely compared the digits on the far right of each two numbers instead of comparing digits in the same place value, determining that 9 is greater than (>) 8. The student needs to focus on comparing and ordering decimals to the thousandths place.

14	Option D is correct	To determine how many watts each monitor uses, the student should have divided the total amount of electricity (0.87 watt) by the total number of computer monitors (3), resulting in 0.29 watt of electricity used per monitor (0.87 ÷ 3 = 0.29).
	Option A is incorrect	The student likely divided 0.87 by 3 but misplaced the decima 635.9 63TT

16	1.75, 4.25	To determine

17	+, ×	To determine an equation that represents h, the total number of baseball cards Gale buys, the student should have first identified that the number of packs of cards would be multiplied by the number of cards in each pack (3 × 64). Then that value would be increased by 8 to represent the initial purchase of one pack of 8 cards: 8 + 3 × 64.

21	Option C is correct	To determine how many cups of sugar were used, the student should have multiplied the number of cups of sugar, 1.5, by the number of batches of brownies, 3.5. This results in a product of 5.25 cups of sugar. This is an efficient way to solve the problem; however, other methods could be used to solve the problem correctly.
	Option A is incorrect	

22	Any two of the following points: (0, 0), (1, 2), (2, 4), (3, 6), (4, 8), (5, 10)	To determine which points fit the pattern, the student should have multiplied the chosen x-coordinate by 2 to determine the y-coordinate and then plotted two of those points on the graph. Any two of the following six pairs could have been plotted: (0, 0) because $0 \times 2 = 0$; (1, 2) because $1 \times 2 = 2$; (2, 4) because $2 \times 2 = 4$; (3, 6) because $3 \times 2 = 6$; (4, 8) because $4 \times 2 = 8$; and (5, 10) because $5 \times 2 = 10$.

23	a	

26	Option B is correct	To determine which numbers are composite, the student should have identified numbers that have more than two factors (numbers multiplied together to arrive at a product, or answer). Because 4 has factors of 1, 2, and 4, it is composite.
	Option D is correct	The other composite number is 22. Because 22 has factors of 1, 2, 11, and 22, it is composite.
	Option A is incorrect	The student likely confused composite numbers with odd numbers (numbers that cannot be divided by 2 evenly). The number 3 is not a composite number, because it can be divided only by 1 and itself and therefore does not have more than two factors. The student needs to focus on understanding the difference between composite numbers and odd numbers.
	Option C is incorrect	The student likely confused composite numbers with odd numbers. The number 19 is not a composite number, because it can be divided only

29	Option B is correct	To determine how much of the pizza Ethel and Gustavo ate, the student could have first converted – to have a denominator of 8 by multiplying the numerator (top number in a fraction) and the denominator (bottom number in a fraction) by 2: – – – . Then the student could have added – + – to get a total of –. This is an efficient way to solve the problem; however, other methods could be used to solve the problem correctly.
	Option A is incorrect	The student likely added the numerators and added the denominators —— — . The student needs to focus on understanding how to add fractions with different denominators.
	Option C is incorrect	The student likely correctly found the common denominator – – , but then added the numerators and added the denominators —— — . The student needs to focus on how to add fractions correctly.
	Option D is incorrect	The student likely added 4 to the numerator and to the denominator of – to arrive at a common denominator (—— –). The student then added –

31	(4.5 ÷ 3 = 1.5)	To determine **how to** comp>7992e40 11.04 3 nBT/TTDAE03Qeu1.04 3 nB

32	Option A is correct	To determine the model that The model

33	Option D is correct	To determine which tax Susanne paid as part of the total cost for the rug, the student should have determined that the tax paid on the value of a piece of home decor is sales tax.
	Option A is incorrect	The student likely confused income tax with sales tax. The student needs to focus on understanding the differences between income tax, payroll tax, property tax, and sales tax.
	Option B is incorrect	The student likely confused payroll