

Math  
Released Item 2021  
Grade 6

Expanded Form  
5064-M25389

# Prompt

## 5064-M25389

A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

### Part A

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

### Part B

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right)$$
 from

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$
 to obtain 604.29.

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

# Rubric

## 5064\_M25389 Rubric - Part A

Score	Description
2	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"><li>Valid identification of the error or errors in the student's expression</li><li>Correctly writes 604.29 in expanded form, <math>(6 \times 100) + (4 \times 1) + \left(2 \times \frac{1}{10}\right) + \left(9 \times \frac{1}{100}\right)</math> or <math>(6 \times 100) + (4 \times 1) + (2 \times 0.1) + (9 \times 0.01)</math></li></ul> <p><b>Sample Student Response:</b></p> <p>The student does not consider that 604.29 has a 0 in the tens place, and, as a result, multiplies 4, 2, and 9 by a power of ten that is one power too large.</p> <p>The correct way to write 604.29 in expanded form is <math>(6 \times 100) + (4 \times 1) + \left(2 \times \frac{1}{10}\right) + \left(9 \times \frac{1}{100}\right)</math>.</p> <p>Or other valid response.</p>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

(Continues on next page)

**5064-M25389 Rubric - Part B**

<b>Score</b>	<b>Description</b>
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"><li>• Valid reasoning for why the student’s subtraction result is correct</li><li>• Correct difference, rounded to nearest tenth is 604.3</li></ul> <p><b>Sample Student Response:</b></p> <p>The student’s result from the subtraction is correct.</p> <p>The decimal number that corresponds to <math>(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)</math> is 642.9. The decimal number that corresponds to <math>(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right)</math> is 38.61. Subtracting 38.61 from 642.9, I get <math>642.9 - 38.61 = 604.29</math>.</p> <p>604.29 rounded to the nearest tenth is 604.3.</p> <p>Or other valid response.</p>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	The response is incorrect or irrelevant.

# Anchor Set

## A1 – A15

With Annotations

Anchor papers are labeled using a capital “A” followed by the sequence number (e.g., A1, A2).

Anchor papers include

- The prompt.
- The student response.
- A score in the top right corner.

The annotation follows the anchor paper, and

- Is aligned to the rubric.
- Contains parts of the student response(s) that, based on the rubric, support the scoring of each element.
- Reflects the original spelling and grammar of student response(s).
  - Example of scoring element within an annotation, with student response language (in parentheses):  
The correct fraction to represent the location of point G is given (the fraction equals  $\frac{2}{6}$ ).
- May contain Scoring Decisions or clarifying notes.

The Anchor Set section is followed by a practice set with a scoring matrix. Annotations are not included in the Practice Set section.

A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

### Part A

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

The student put  $4 \times 10$ ,  $2 \times 1$ , and  $9 \times \frac{1}{10}$  in the wrong number place.

$$\begin{aligned} &(6 \times 100) + (4 \times 1) \\ &+ \left(2 \times \frac{1}{10}\right) + \left(9 \times \frac{1}{100}\right) \end{aligned}$$

### Part B

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

The student is correct because if you subtract  $642.9 - 38.61$  you would get 604.29. The answer rounded to the nearest tenth would be 604.3.

## Annotation

### Anchor Paper 1

#### Part A: Score Point 2

This response receives full credit. It includes the two required elements:

- The response shows valid identification of the error or errors in the student's expression (The student put  $4 \times 10$ ,  $2 \times 1$ , and  $9 \times \frac{1}{10}$  in the wrong number place).
- The response correctly shows 604.29 in expanded form  $((6 \times 100) + (4 \times 1) + (2 \times \frac{1}{10}) + (9 \times \frac{1}{100}))$ .

#### Part B: Score Point 2

This response receives full credit. It includes the two required elements:

- The response shows valid reasoning for why the student's subtraction result is correct (if you subtract  $642.9 - 38.61$  you would get 604.29).
- The response shows the correct difference, rounded to the nearest tenth, of 604.3. (604.3)



A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

### Part A

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

The student multiplied 4 by 10 which he then added with 6 times one hundred which would give you 640 not 604 and then he added 2 which is a whole number and not in the tenths place and he should have multiplied 9 times  $\frac{1}{100}$  to get 9 hundredths.

$$6 \times 100 + 4 \times 1 + 2 \times \frac{1}{10} + 9 \times \frac{1}{100}$$

### Part B

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

$$642.9 - 38.61 = 604.29$$

the student is correct cause he subtracted correctly. 604.3

**Anchor Paper 2****Part A: Score Point 2**

This response receives full credit. It includes the two required elements:

- The response shows valid identification of the error or errors in the student's expression (The student multiplied 4 by 10 which he then added with 6 times one hundred which would give you 640 not 604 and then he added 2 which is a whole number and not in the tenths place and he should have multiplied 9 times  $\frac{1}{100}$  to get 9 hundredths).
- The response correctly shows 604.29 in expanded form ( $6 \times 100 + 4 \times 1 + 2 \times \frac{1}{10} + 9 \times \frac{1}{100}$ ).

**Part B: Score Point 2**

This response receives full credit. It includes the two required elements:

- The response shows valid reasoning for why the student's subtraction result is correct ( $642.9 - 38.61 = 604.29$ ).
- The response shows the correct difference, rounded to the nearest tenth (604.3).

A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

### Part A

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

The student was supposed to multiply 4 times 1 and 2 times  $\frac{1}{10}$  and 9 times  $\frac{1}{100}$

$$(6 \times 100) + (0 \times 10) + (4 \times 1) + \left(2 \times \frac{1}{10}\right) + \left(9 \times \frac{1}{100}\right)$$

### Part B

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

The student's subtraction is correct because 642.9 minus 38.61 is 604.29

604.29 is 604.3 rounded to the nearest tenth

**Anchor Paper 3****Part A: Score Point 2**

This response receives full credit. It includes the two required elements:

- The response shows valid identification of the error or errors in the student's expression (The student was supposed to multiply 4 times 1 and 2 times  $\frac{1}{10}$  and 9 times  $\frac{1}{100}$ ).
- The response correctly writes 604.29 in expanded form  $((6 \times 100) + (0 \times 10) + (4 \times 1) + (2 \times \frac{1}{10}) + (9 \times \frac{1}{100}))$ .

**Part B: Score Point 2**

This response receives full credit. It includes the two required elements:

- The response shows valid reasoning for why the student's subtraction result is correct (The student's subtraction is correct because 642.9 minus 38.61 is 604.29).
- The response shows the correct difference, rounded to the nearest tenth (604.3).

A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

### Part A

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

he need to make 4 x10 into 4x1 and change 2x1 to 2 x  $\frac{1}{10}$  and 9x  $\frac{1}{10}$  to 9 x  $\frac{1}{100}$  becuae if he didn't then he would get 642.9.  $(6 \times 100)$   
 $+ (4 \times 1) + \left(2 \times \frac{1}{10}\right)$   
 $+ \left(9 \times \frac{1}{100}\right) = 604.29$

### Part B

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

the second student is correct he had no mistakes.  
 rounding it to the nearest tenth is 604.3.

**Anchor Paper 4****Part A: Score Point 2**

This response receives full credit. It includes the two required elements:

- The response shows valid identification of the error or errors in the student's expression (he needs to make  $4 \times 10$  into  $4 \times 1$  and change  $2 \times 1$  to  $2 \times \frac{1}{10}$  and  $9 \times \frac{1}{10}$  to  $9 \times \frac{1}{100}$ ).
- The response correctly writes 604.29 in expanded form ( $(6 \times 100) + (4 \times 1) + (2 \times \frac{1}{10}) + (9 \times \frac{1}{100})$ ).

**Part B: Score Point 1**

This response receives partial credit. It includes one of the two required elements:

- The response shows the correct difference, rounded to the nearest tenth (604.3).

The response does not show valid reasoning to indicate why the student's subtraction result is correct.

A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

### Part A

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

The student's expression is incorrect because what he did was he moved 4, 2, and 9 over one whole place value. His expression should look like this:  
 $600 + 4 + 0.2 + 0.09$

### Part B

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

Yes, the student's subtraction is correct, because  $(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right)$  is equal to 38.61.  $(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$  is equal to 642.9. When you subtract 38.61 from 642.9 you get 604.29, so the student's subtraction is correct.

## Annotation

### Anchor Paper 5

#### Part A: Score Point 2

This response receives full credit. It includes the two required elements:

- The response shows valid identification of the error or errors in the student's expression (The student's expression is incorrect because what he did was he moved 4, 2, and 9 over one whole place value).
- The response correctly writes 604.29 in expanded form ( $600 + 4 + 0.2 + 0.09$ ).

#### Part B: Score Point 1

This response receives partial credit. It includes one of the two required elements:

- The response shows valid reasoning for why the student's subtraction result is correct ( $(3 \times 10) + (8 \times 1) + (6 \times \frac{1}{10}) + (1 \times \frac{1}{100})$  is equal to 38.61.  $(6 \times 100) + (4 \times 10) + (2 \times 1) + (9 \times \frac{1}{10})$  is equal to 642.9. When you subtract 38.61 from 642.9 you get 604.29).

The response does not show the correct difference, rounded to the nearest tenth, of 604.3.



A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

### Part A

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

642.9

$$(6 \times 100) + (4 \times 1) + \left(2 \times \frac{1}{10}\right) + \left(9 \times \frac{1}{100}\right)$$

### Part B

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

$$642.9 - 38.61 = 604.29$$

The statement above is correct. The student's subtraction was correct. They had the right numbers and subtracted the way they were supposed to.

$$604.29 = 604.3$$

## Annotation

### Anchor Paper 6

#### Part A: Score Point 1

This response receives partial credit. It includes one of the two required elements:

- The response correctly writes 604.29 in expanded form  $((6 \times 100) + (4 \times 1) + (2 \times \frac{1}{10}) + (9 \times \frac{1}{100}))$ .

The response does not show valid identification of the error or errors in the student's expression (642.9).

#### Part B: Score Point 2

This response receives full credit. It includes the two required elements:

- The response shows valid reasoning for why the student's subtraction result is correct  $(642.9 - 38.61 = 604.29)$ .
- The response shows the correct difference, rounded to the nearest tenth, of 604.3.

A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

### Part A

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

The student can't do  $(4 \times 10)$ . He or she can't do  $(2 \times 1)$  or  $\left(9 \times \frac{1}{10}\right)$ .

$$(6 \times 100) + (4 \times 1) + \left(2 \times \frac{1}{10}\right) + \left(9 \times \frac{1}{100}\right)$$

### Part B

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

No, he or she is not correct because

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) = 38 \frac{61}{100}.$$

## Annotation

### Anchor Paper 7

#### Part A: Score Point 2

This response receives full credit. It includes the two required elements:

- The response shows valid identification of the error or errors in the student's expression (The student can't do  $(4 \times 10)$ . He or she can't do  $(2 \times 1)$  or  $(9 \times \frac{1}{10})$ ).
- The response correctly writes 604.29 in expanded form ( $((6 \times 100) + (4 \times 1) + (2 \times \frac{1}{10}) + (9 \times \frac{1}{100}))$ ).

#### Part B: Score Point 0

This response receives no credit. It includes none of the required elements:

The response does not show valid reasoning for why the student's subtraction result is correct (No, he or she is not correct because  $((3 \times 10) + (8 \times 1) + (6 \times \frac{1}{10}) + (1 \times \frac{1}{100}) = 38\frac{61}{100})$ ).

The response does not show the correct difference, rounded to the nearest tenth, of 604.3.

A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

### Part A

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

$$(6 \times 100) + (4 \times 1) + \left(2 \times \frac{1}{10}\right) + \left(9 \times \frac{1}{100}\right)$$

### Part B

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

$$1. 642.9 - 38.61 = 604.29$$

The student is correct.

The difference rounded to the nearest tenth is 600.00.

**Anchor Paper 8****Part A: Score Point 1**

This response receives partial credit. It includes one of the two required elements:

- The response correctly writes 604.29 in expanded form  $((6 \times 100) + (4 \times 1) + (2 \times \frac{1}{10}) + (9 \times \frac{1}{100}))$ .

The response does not show valid identification of the error or errors in the student's expression.

**Part B: Score Point 1**

This response receives partial credit. It includes one of the two required elements:

- The response shows valid reasoning for why the student's subtraction result is correct  $(642.9 - 38.61 = 604.29)$ .

The response does not show the correct difference, rounded to the nearest tenth (600.00).

A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

### Part A

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

The student's two mistakes were instead of putting  $4 \times 1$ , which means the number 4, he put  $4 \times 10$ , which is the number 40. That made the number 640.29 instead of 604.29. The other mistake was that instead of putting  $2 \times \frac{1}{2}$ , which means .2, he put  $2 \times 1$ , which means the number 2. So his number was 6042.9, when it should be, 604.29.

### Part B

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

This student's reasoning is correct. This was the number expression,  $642.9 - 38.61 = 604.29$ . The number when it's rounded looks like this, 604.3.

**Anchor Paper 9****Part A: Score Point 0**

This response receives no credit. It includes none of the required elements.

The response does not show valid identification of the error or errors in the student's expression (The student's two mistakes were instead of putting  $4 \times 1$ , which means the number 4, he put  $4 \times 10$ , which is the number 40. that made the number 640.29 instead of 604.29. The other mistake was that instead of putting  $2 \times \frac{1}{2}$ , which means .2, he put  $2 \times 1$ , which means the number 2. So his number was 6042.9, when it should be, 604.29).

The response does not correctly write 604.29 in expanded form.

**Part B: Score Point 2**

This response receives full credit. It includes the two required elements:

- The response shows valid reasoning for why the student's subtraction result is correct ( $642.9 - 38.61 = 604.29$ ).
- The response shows the correct difference, rounded to the nearest tenth, of 604.3.



A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

### Part A

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

$$(6 \times 100) + (4 \times 1) + (2 \times 0.1) + (9 \times 0.01)$$

### Part B

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

I got 565.68 .The student was correct

## Annotation

### Anchor Paper 10

#### Part A: Score Point 1

This response receives partial credit. It includes one of the two required elements:

- The response correctly writes 604.29 in expanded form  $((6 \times 100) + (4 \times 1) + (2 \times 0.1) + (9 \times 0.01))$ .

The response does not show valid identification of the error or errors in the student's expression.

#### Part B: Score Point 0

This response receives no credit. It includes none of the required elements.

The response does not show valid reasoning for why the student's subtraction result is correct (The student was correct).

The response does not show the correct difference, rounded to the nearest tenth, of 604.3 (565.68).

A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

### Part A

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

$$(6 \times 100) + (4 \times 1) + (2 \times 0.1) + \left(9 \times \frac{1}{100}\right)$$

### Part B

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

it is correct because he multiplied everything correctly between the numbers.

**Anchor Paper 11****Part A: Score Point 1**

This response receives partial credit. It includes one of the two required elements:

- The response correctly writes 604.29 in expanded form  $((6 \times 100) + (4 \times 1) + (2 \times 0.1) + (9 \times \frac{1}{100}))$ .

The response does not show valid identification of the error or errors in the student's expression.

**Part B: Score Point 0**

This response receives no credit. It includes none of the required elements.

The response does not show valid reasoning for why the student's subtraction result is correct (it is correct because he multiplied everything correctly between the numbers).

The response does not show the correct difference, rounded to the nearest tenth, of 604.3.

A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

### Part A

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

instead of  $4 \times 1$  and  $2.9 \times \frac{1}{10}$  they put  $4 \times 10$ ,  $2 \times 1$ , ect. The correct way to write 604.29 is:

$$(6 \times 100) + (4 \times 1) + 2.9 \times \frac{1}{10}$$

### Part B

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

The first student had a total of 642.9 and the second student had a total of 38.61 so  $642.9 - 38.61 = 604.29$  The student's difference was correct.

## Annotation

### Anchor Paper 12

#### Part A: Score Point 0

This response receives no credit. It includes none of the required elements.

The response does not show valid identification of the error or errors in the student's expression (instead of  $4 \times 1$  and  $2.9 \times \frac{1}{10}$  they put  $4 \times 10$ ,  $2 \times 1$ , ect).

The response does not correctly write 604.29 in expanded form ( $(6 \times 100) + (4 \times 1) + 2.9 \times \frac{1}{10}$ )).

#### Part B: Score Point 1

This response receives partial credit. It includes one of the two required elements:

- The response shows valid reasoning for why the student's subtraction result is correct ( $642.9 - 38.61 = 604.29$ ).

The response does not show the correct difference, rounded to the nearest tenth, of 604.3.

A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

### Part A

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

$$600 + 4 + .29 = 604.29$$

### Part B

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

The second student did not get the answer right because if you multiply 3 with 10 you get 30 and then multiply 1 with 8 you get 8 and then add 30 with 8 and you get 38. Now multiply 6 with  $\frac{1}{10}$  and you get  $\frac{3}{5}$ . If you add 38 with  $\frac{3}{5}$  you will get  $38\frac{3}{5}$ . Now multiply 1 with  $\frac{1}{100}$  and you get  $\frac{1}{100}$  now add  $\frac{1}{100}$  to  $38\frac{3}{5}$  and you get 45.

## Annotation

### Anchor Paper 13

#### Part A: Score Point 0

This response receives no credit. It includes none of the required elements.

The response does not show valid identification of the error or errors in the student's expression.

The response does not correctly write 604.29 in expanded form ( $600 + 4 + .29 = 604.29$ ).

#### Part B: Score Point 0

This response receives no credit. It includes none of the required elements.

The response does not show valid reasoning for why the student's subtraction result is correct (The second student did not get the answer right because if you multiply 3 with 10 you get 30 and then you multiply 1 with 8 you get 8 and then add 30 with 8 and you get 38. Now multiply 6 with  $\frac{1}{10}$  and you get  $\frac{3}{5}$ . If you add 38 with  $\frac{3}{5}$  you will get 38 and  $\frac{3}{5}$ . Now you multiply 1 with  $\frac{1}{100}$  and you get  $\frac{1}{100}$  now add  $\frac{1}{100}$  to get  $38\frac{3}{5}$  and you get 45).

The response does not show the correct difference, rounded to the nearest tenth, of 604.3.



A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

### Part A

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

$$600 + 40 + 2 + 91 = 733$$

### Part B

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

$$30 + 8 + 61 + 101 = 200$$

**Anchor Paper 14**

**Part A: Score Point 0**

This response receives no credit. It includes none of the required elements.

The response does not show valid identification of the error or errors in the student's expression.

The response does not correctly write 604.29 in expanded form ( $600 + 40 + 2 + 91 = 733$ ).

**Part B: Score Point 0**

This response receives no credit. It includes none of the required elements.

The response does not show valid reasoning for why the student's subtraction result is correct ( $30 + 8 + 61 + 101 = 200$ ).

The response does not show the correct difference, rounded to the nearest tenth, of 604.3.

A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

### Part A

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

$$6 \times 100 + 4 \times 10 + 2 \times 1 + 9 \times \frac{1}{10} = 604.29$$

The student was right the only thing that he did wrong was that he needs to add a decimal after the four.

### Part B

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

$$3 \times 10 + 8 \times 1 + 6 \times \frac{1}{10} + 1 \times \frac{1}{100}$$

he was wrong

**Anchor Paper 15****Part A: Score Point 0**

This response receives no credit. It includes none of the required elements.

The response does not show valid identification of the error or errors in the student's expression (The student was right the only thing that he did wrong was that he need to add a decimal after the 4).

The response does not correctly write 604.29 in expanded form ( $6 \times 100 + 4 \times 1 + 2 \times 1 + 9 \times \frac{1}{10} = 604.29$ ).

**Part B: Score Point 0**

This response receives no credit. It includes none of the required elements.

The response does not show valid reasoning for why the student's subtraction result is correct ( $3 \times 10 + 8 \times 1 + 6 \times \frac{1}{10} + 1 \times \frac{1}{100}$ , he was wrong).

The response does not show the correct difference, rounded to the nearest tenth, of 604.3.

**Practice Set 1**  
**P1-1 – P1-10**  
Annotations Not Included

A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

**Part A**

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

The errors are the  $4 \times 10$ ,  $2 \times 1$  and  $9 \times \frac{1}{10}$ .

$$(6 \times 100) + (4 \times 1) + \left(2 \times \frac{1}{10}\right) + \left(9 \times \frac{1}{100}\right)$$

**Part B**

Another student subtracts the number represented by

$$\left(3 \times 10\right) + \left(8 \times 1\right) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$\left(6 \times 100\right) + \left(4 \times 10\right) + \left(2 \times 1\right) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

Yes the student is correct.

A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

### Part A

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

it is not  $4 \times 10$ . it is not  $2 \times 1$ . it is  $9 \times \frac{1}{100}$  not  
 $9 \times \frac{1}{10}$ .  $(6 \times 100) + (4 \times 1)$   
 $+ \left(2 \times \frac{1}{10}\right) + \left(9 \times \frac{1}{100}\right)$

### Part B

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

it is correct because,  $642.9 - 38.61 = 604.29$ .  
 $604.29 = 604.3$

A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

**Part A**

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

1. The answer is 624.90. I know this because

$$(6 \times 100 = 600) + (4 \times 10 = 40) + (2 \times 1 = 2) + \left(9 \times \frac{1}{10}\right) = 642.9$$

2.

$$(6 \times 100) + (4 \times 1) + \left(2 \times \frac{1}{10}\right) + \left(9 \times \frac{1}{100}\right) = 604.29$$

**Part B**

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

1. Yes this student's subtraction is correct. I know this because  $642.90 - 38.61 = 604.29$

2. If you round 604.29 to the nearest tenth you will get 604.30



A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

### Part A

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

The error in the student's expanded form is that they forgot to put in a zero for the tens place. They instead put what should have been in the ones place (4) and put it in the tens place, which made them put what should have been in the tenths place (2) into the ones place, and what should have been in the hundredths place (9) into the tenths place. The correct way to write 604.29 in expanded form is

$$(6 \times 100) + (4 \times 1) + \left(2 \times \frac{1}{10}\right) + \left(9 \times \frac{1}{100}\right)$$

### Part B

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

The student's subtraction is correct because when you solve and subtract you get 604.29

A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

**Part A**

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

$$(6 \times 100) + (4 \times 1) + \left(2 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{10}\right) - \frac{1}{100}$$

**Part B**

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

642.9 is what the first student's equaled, the second student thinks that they should subtract 38.61 off of 642.9.

$$\begin{array}{r} 642.9 \\ -38.61 \\ \hline 604.29 \end{array}$$

So the second student was correct on what he thought they should subtract off.

A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

**Part A**

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

that expanded form equals 640.29  
 $(6 \times 100) + (4 \times 1) + (.28 + .01)$

**Part B**

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

yes it is correct,when you add the problems and get the answers then find the diffrence you do get 604.29. when you round it to the nearest tenth you would get 604.3

**Part C**

Joey wants to make enough fruit salad for 30 servings.

- How should Joey adjust the recipe to find the total amounts of sugar, juice, and fruit needed for 30 servings? Explain your answer.
- What is the total amount of sugar, the total amount of juice, and the total amount of fruit needed for 30 servings? Show your work.

Enter your answers, your explanation, and your work in the space provided. You may use the drawing box to add a drawing to help explain your answer and support your explanations.

What joe will have to do is multiple every ingredient by 30.

Sugar He will need 15 cups

Juice He will need  $18\frac{3}{4}$

Fruit he will need  $40\frac{1}{2}$

**Drawing Box**

A drawing box with a toolbar on the left side. The toolbar contains the following icons from top to bottom: a pencil, an eraser, a black square fill icon, a white square fill icon, a lasso selection tool, and a zoom tool. The main area of the drawing box is empty.

A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

**Part A**

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

$$(6 \times 100) + 4 + .29 = 604.29$$

**Part B**

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) - (4 \times 10) + 4 + (2 \times 1) \left(9 \times \frac{1}{10}\right) + .29$$

A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

**Part A**

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

$$(6 \times 100) + (4 \times 1) + \left(2 \times \frac{1}{10}\right) + \left(9 \times \frac{1}{100}\right)$$

**Part B**

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

The answer would be true because  $642.9 - 38.61$  would be 604.29

A student states that this expanded form can be used to write the number 604.29.

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right)$$

**Part A**

The student's expression is incorrect.

- Identify the error or errors in the student's expression.
- Correctly write 604.29 in expanded form.

Enter your answers in the space provided.

he or she didnt include the the 0 even if it means nothing it is still apart of the number. and  $4 \times 10$  is supposed to be  $4 \times 1$  because it is in the ones place. And since the 2 is after the decimal you should put  $2 \times \frac{1}{10}$ . And since the 2 is in the tenths place the 9 is in the hunderdths place so it would be  $9 \times \frac{1}{100}$

$$.(6 \times 100) + (0 \times 10) + (4 \times 1) + \left(2 \times \frac{1}{10}\right) + \left(9 \times \frac{1}{100}\right)$$

**Part B**

Another student subtracts the number represented by

$$(3 \times 10) + (8 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) \quad \text{from}$$

$$(6 \times 100) + (4 \times 10) + (2 \times 1) + \left(9 \times \frac{1}{10}\right) \quad \text{to obtain 604.29.}$$

- Explain whether or not the second student's subtraction is correct.
- If the student's difference is incorrect, then what is the correct difference?
- Round the correct difference to the nearest tenth.

Enter your explanation and your answer(s) in the space provided.

604.3

<b>Practice Set Paper</b>	<b>Score</b>
<b>P1-1</b>	<b>2, 0</b>
<b>P1-2</b>	<b>2, 2</b>
<b>P1-3</b>	<b>1, 1</b>
<b>P1-4</b>	<b>2, 0</b>
<b>P1-5</b>	<b>0, 1</b>
<b>P1-6</b>	<b>0, 1</b>
<b>P1-7</b>	<b>0, 0</b>
<b>P1-8</b>	<b>1, 2</b>
<b>P1-9</b>	<b>1, 1</b>
<b>P1-10</b>	<b>2, 1</b>