

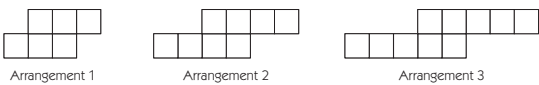
Session 3 Unit Seven Pre-Assessment (cont.)

will take a similar assessment at the end of the unit, in 4–5 weeks, at which time they will find problems that may seem difficult today easier to solve.

Give each student a copy of the assessment. Ask students to write their names and the date at the top of each page, and have them circle each “doing” word on all pages as you read and review the problems together before students begin to work.

Blackline A 7.1 For use in Unit Seven, Session 3.
 NAME _____ DATE _____

Unit Seven Pre-Assessment page 1 of 5



Arrangement 1 Arrangement 2 Arrangement 3

1a ___ In the space below, sketch the 4th and 5th arrangements in the above sequence.

b How many tile would it take to build the 10th arrangement in this sequence? Use numbers, words, and/or labeled sketches to show how you got your answer.

c A certain arrangement in this sequence takes 32 tile to build. Which arrangement is it? Use numbers, words, and/or labeled sketches to show how you got your answer.

Blackline A 7.2 For use in Unit Seven, Session 3.
 NAME _____ DATE _____

Unit Seven Pre-Assessment page 2 of 5

1d What do you have to do to figure out how many tile are in any arrangement (or the n th arrangement) in the sequence on page 1? ___ Write an expression using n or explain your thinking in words.

e ___ Make a labeled sketch of the n th arrangement to show how you got your answer.

Blackline A 7.3 For use in Unit Seven, Session 3.
 NAME _____ DATE _____

Unit Seven Assessment page 3 of 5

2a ___ Find the answer to the problem below. Be sure to use the standard order of operations. Show your work below.

$$14 - 3 \times 4 + 1 =$$

3 ___ Circle the word to show whether each equation below is true or false.

a $18 = 3 \times 6$ True False

b $4 \times 2 \times 3 = 3 \times 6$ True False

c $24 \div 3 = 15 - 8$ True False

d $(3 \times n) + 1 = 16$ if the value of n is 5. True False

4 ___ Write the correct number in each box to complete the equations.

a $16 = 4 \times \square$

b $3 \times \square - 1 = 20$

c $5 \times \square = 2 \times 10$

b Mrs. Ortega gave the problem in part a to her 5th graders. Justin says the answer is 45. Ariel says the answer is 55. ___ Insert parentheses to show how each student got his or her answer.

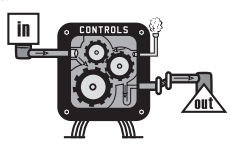
Justin: $14 - 3 \times 4 + 1 = 45$

Ariel: $14 - 3 \times 4 + 1 = 55$

Blackline A 7.4 For use in Unit Seven, Session 3.
 NAME _____ DATE _____

Unit Seven Pre-Assessment page 4 of 5

5a The machine below changes numbers into other numbers using a secret rule. ___ Use the clues on the chart below to fill in the missing numbers on both sides of the chart.



in	out
2	4
5	
7	14
10	
4	8
	200
25	
	24

b ___ Describe a rule the machine could use to get the numbers in the chart.

c ___ Fill in the bubble to show which equation will give the numbers in the chart.

$\triangle_{out} = 3 \times \square_{in}$ $\triangle_{out} = \square_{in} - 2$

$\triangle_{out} = \square_{in} + 2$ $\triangle_{out} = 2 \times \square_{in}$