**Grade 5 Leon’s Candy Bar Sales – Training Set 2 Annotations**

**T2-1 Score 3**

Part A: The student correctly identified *The x-axis* as the axis representing the number of candy bars sold. [1 point]

Part B: The student provided a correct ordered pair (*6,18*) by correctly interpreting the graph as each candy bar sold raised $3 and associating the *x*-coordinate of 6 with the corresponding *y*-coordinate of 18. [1 point]

Part C: The student provided an incorrect explanation for why none of the coordinates on the graph can have a graph can have a *y*-coordinate of 77 (*It is not possible because it would be a long grid to make and it will take a long time to make*). [0 points]

Part D: The student provided the correct answer (*200*) with correct and complete support. The student first multiplied 240 [dollars] by 2.5 to find Leon’s goal of *600* [dollars]. The student then divided 600 by 3 to find *200* as the number of candy bars Leon needs to sell to reach his goal. [1 point]

**T2-2 Score 0**

Part A: The student provided an incorrect answer (*The y-axis*). The *x*-axis is not identified as the axis representing the number of candy bars sold. [0 points]

Part B: The student provided an incorrect answer (*5, 15*). [0 points]

Part C: The student provided an incorrect explanation for why none of the coordinates on the graph can have a graph can have a *y*-coordinate of 77 (*Because it would be pass the y-coordinate of ($)20*). [0 points]

Part D: The student provided an incorrect answer (*at least 4*) with no support. [0 points]

**T2-3 Score 4**

Part A: The student correctly identified *The “x” - axis* as the axis representing the number of candy bars sold. [1 point]

Part B: The student provided a correct ordered pair (*6,18*) by correctly interpreting the graph as each candy bar sold raised $3 and associating the *x*-coordinate of 6 with the corresponding *y*-coordinate of 18. [1 point]

Part C: The student provided a correct and complete explanation for why none of the coordinates on the graph can have a *y*-coordinate of 77 (*Because each time someone buys a candy bar the donations increase by 3$, so every amount of money in the donation jar has to be a multiple of 3, and when you divide 77 by 3 you get 25 R2 which means 77 isn’t possible*). Since each candy bar sold raised $3, all *y*-coordinates must be divisible by three. [1 point]

Part D: The student provided the correct answer (*at least 200 candy bars*) with correct and complete support. The student first multiplied 240 [dollars] by 2.5 to find Leon’s goal of *600* [dollars]. The student then divided 600 by 3 to find *200* as the number of candy bars Leon needs to sell to reach his goal. [1 point]

**T2-4 Score 0**

Part A: The student provided an incorrect answer [ordered pair (*4,12*)]. The answer provided is a plotted coordinate on the graph; however, the *x*-axis is not identified as the axis representing the number of candy bars sold. [0 points]

Part B: The student provided an incorrect answer (*6, 16).* While the *x*-coordinate is correct (*6*), the *y*-coordinate of 16 is incorrect. The *y­*-coordinate is 18 for an *x*-coordinate of 6. [0 points]

Part C: The student provided an incorrect explanation for why none of the coordinates on the graph can have a *y*-coordinate of 77 (*77 should not be on the y-coordinate because all the numbers are even, but 77 is not even so it can’t go on the y-coordinate*). Each candy bar sold raised $3, so the *y*-coordinates increase by three for each candy bar sold, not two. [0 points]

Part D: The student provided the incorrect answer (*96 candy bars)* with incorrect support (*$240 ÷ 2.5 = 96*). The 240 should have been multiplied by 2.5, not divided by 2.5. Additionally, the step (600 ÷ 3) is not provided. [0 points]

**T2-5 Score 4**

Part A: The student correctly identified the *X axis* as the axis representing the number of candy bars sold. [1 point]

Part B: The student provided a correct ordered pair (*6,18*) by correctly interpreting the graph as each candy bar sold raised $3 and associating the *x*-coordinate of 6 with the corresponding *y*-coordinate of 18. [1 point]

Part C: The student provided a correct and complete explanation for why none of the coordinates on the graph can have a *y*-coordinate of 77 (*Because 77 cant be made up of 3 because each candy bar is $3 and 3 doesn’t go into 77 equally*). Since each candy bar sold raised $3, all *y*-coordinates must be divisible by three. [1 point]

Part D: The student provided the correct answer (*200 candy bars*) with support. The student first multiplied 240 [dollars] by 2.5 to find Leon’s goal of *600* [dollars]. The student then divided 600 by 3 to find *200* as the number of candy bars Leon needs to sell to reach his goal. The additional work (*240 ÷ 3 = 80*) does not detract from the rest of the work as the student calculated that Leon sold 80 bars last year. [1 point]

**T2-6 Score 1**

Part A: The student correctly identified *the x - axis* as the axis representing the number of candy bars sold. [1 point]

Part B: The student provided an incorrect answer (*6,16 16,6*). Neither ordered pair is correct. [0 points]

Part C: The student provided an incorrect explanation for why none of the coordinates on the graph can have a *y*-coordinate of 77 (*because the y-axis is counting the money Leon earned by 2, but if it was counting by 11 then getting to 77 is possible*). Each candy bar sold raised $3, so the *y*-coordinates increase by three for each candy bar sold, not two. [0 points]

Part D: The student provided the incorrect answer (*33 candy bars*) with incorrect support (*18 x 33 + 6 = 600*). [0 points]

**T2-7 Score 1**

Part A: The student provided the incorrect answer (*7 because 7 is the hiyest number on the grid for candy Bars sold*). The *x*-axis is not identified as the axis representing the number of candy bars sold. [0 points]

Part B: The student provided a correct ordered pair (*6,18*) by correctly interpreting the graph as each candy bar sold raised $3 and associating the *x*-coordinate of 6 with the corresponding *y*-coordinate of 18. [1 point]

Part C: The student provided an incorrect explanation for why none of the coordinates on the graph can have a *y*-coordinate of 77 (*77 can not because it is not and it has none to equal it so he can not*). [0 points]

Part D: The student provided an incorrect answer (*300*) with incorrect support. The student first multiplied 240 [dollars] by 2.5 to find Leon’s goal of *600*. However, the student then incorrectly divided 600 by 2, instead of 3, for an incorrect answer of 300. [0 points]

**T2-8 Score 3**

Part A: The student correctly identified *The x axis* as the axis representing the number of candy bars sold. [1 point]

Part B: The student provided a correct ordered pair (*6,18*) by correctly interpreting the graph as each candy bar sold raised $3 and associating the *x*-coordinate of 6 with the corresponding *y*-coordinate of 18. [1 point]

Part C: The student provided a correct and complete explanation for why none of the coordinates on the graph can have a *y*-coordinate of 77 (*because 77 is not a multiple of 3*).Since each candy bar sold raised $3, all *y*-coordinates must be divisible by three. [1 point]

Part D: The student provided the correct answer (*200*)with incomplete support (*I did this by doing 200 × $3.00 = 600.00 which reaches his goal of $600.00 dollars*). The student did not show or explain where the 600 came from. No credit is earned for the support provided. [0.5 point]

**T2-9 Score 2**

Part A: The student correctly identified *The x axis* as the axis representing the number of candy bars sold. [1 point]

Part B: The student provided an incorrect answer (*6,15*). While the *x*-coordinate is correct (*6*), the *y*-coordinate of 16 is incorrect. The *y­*-coordinate is 18 for an *x*-coordinate of 6. [0 points]

Part C: The student provided correct and complete explanation for why none of the coordinates on the graph can have a *y*-coordinate of 77 (*because 77 is not a multiple of 3 and they are going by 3s*). Since each candy bar sold raised $3, all *y*-coordinates must be divisible by three. [1 point]

Part D: The student provided an incorrect answer (*The fewest money he needs to raise is 588*)with incorrect support. The student multiplied 240 by 2.5 to find Leon’s goal of 600. However, the student then subtracted 12 from 600 to find 588 as their answer. [0 points]

**T2-10 Score 2**

Part A: The student correctly identified *x axis* as the axis representing the number of candy bars sold. [1 point]

Part B: The student provided a correct ordered pair (*6,18*) by correctly interpreting the graph as each candy bar sold raised $3 and associating the *x*-coordinate of 6 with the corresponding *y*-coordinate of 18.[1 point]

Part C: The student provided an incorrect explanation for why none of the coordinates on the graph can have a graph can have a *y*-coordinate of 77 (*Because it is not an even number*).  Each candy bar sold raised $3, so the *y*-coordinates increase by three for each candy bar sold, not two. [0 points]

Part D: The student provided the correct answer (*200 candy bars*) with incomplete support. The student divided 600 by 3 to find *200* as the number of candy bars Leon needs to sell to reach his goal. However, the student did not show or explain where the 600 came from. No credit is earned for the support provided. [0.5 point]