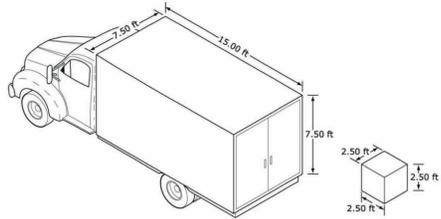
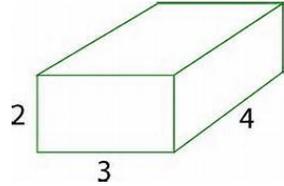


<b>Strand: Computation</b>		
<b>Topic: 5.C.1 - Multiply Whole Numbers</b>		
<b>Level: Fifth Grade</b>		
		<b>Sample Tasks</b>
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b></p> <p>-solve a multi-operation (adding/subtracting and multiplying) word problem including relevant and irrelevant information</p>	<p>Student can provide answer in multiple forms (ex. fraction remainder, decimal, etc.)</p> <p>-There are 24 fun-sized packages of Skittles in one bag. Target sold 123 bags on Thursday, 205 on Friday, 336 on Saturday, and 271 on Sunday. How many fun-sized packages were sold over the weekend?</p>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>-multiplies multi-digit numbers (three by two digit and three by three digit)</li> <li>-applies multiplication to real world applications</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<p>-345 x 23= - 362 x 456=</p>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <p>Recognizes or recalls specific terminology, such as:</p> <ul style="list-style-type: none"> <li>- multiply, factor, product, whole number place value</li> </ul> <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> <li>- multiplies numbers up to 4 digits by a 1 digit number and 2 digit by 2 digit</li> <li>-understands the relationship between multiplication and division</li> <li>-demonstrates fluency (fluency is flexibility- being able to use a strategy to determine an unknown fact, accuracy-demonstrating the correct answer, and efficiency- being able to answer within 5 seconds) of basic multiplication facts</li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-1,437 x 5 =</p> <p>-Xtra Math</p> <p>-Running records</p>
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

5		
Topic: 5.C.2 - Divide Whole Numbers		
Level: Fifth Grade		
		Sample Tasks
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b></p> <ul style="list-style-type: none"> <li>-solve a multi-operation (adding/subtracting and dividing) word problem including relevant and irrelevant information</li> <li>-writing the quotient to a word problem in different forms (remainder, fraction, decimal)</li> </ul>	<ul style="list-style-type: none"> <li>-The student correctly interprets the remainder in a word problem that involves dividing 2-digit divisors and up to 4-digit dividends. The student fully shows their work.</li> <li>-Student can provide answer in multiple forms (ex. fraction remainder, decimal, etc.)</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>-finds whole-number quotients and remainders with up to four-digit dividends and two-digit divisors</li> <li>-write remainder as a fraction</li> <li>-interprets the remainder of a division problem correctly, knowing when to show remainder, leave remainder off of the answer, or add one to the quotient to accommodate the remainder</li> <li>-applies division to real world applications</li> </ul> <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> <li>-Find the quotient of 7,983 and 24. Write the remainder as a fraction if necessary.</li> <li>-The fifth and sixth grade students are taking a field trip to Washington D.C. If 92 people can fit on a bus, how many buses are needed if there are 1,017 students and 47 chaperones attending the trip?</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <p>Recognizes or recalls specific terminology, such as:</p> <ul style="list-style-type: none"> <li>-divide, divisor, dividend, quotient, remainder, whole number place value</li> </ul> <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> <li>-finds whole-number quotients and remainders with up to four-digit dividends and one-digit divisors</li> <li>-write remainder as a fraction</li> <li>-understands the relationship between multiplication and division</li> <li>-demonstrates fluently (fluency is flexibility, being able to use a strategy to determine an unknown fact, accuracy, demonstrating the correct answer, efficiency) division facts</li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> <li>-Divide 1,234/6; write the remainder as a fraction if necessary.</li> <li>-Find the quotient of 2,579 and 9, write the remainder as a fraction.</li> <li>-Xtra math</li> <li>-Running records</li> </ul>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



<b>Strand: Computation</b>		
<b>Topic: 5.C.8 &amp; 5.AT.5 - Divide decimals to the hundredths</b>		
<b>Level: Fifth Grade</b>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b></p> <ul style="list-style-type: none"> <li>- divide multi-digit decimal numbers by powers of 10</li> <li>- solve a multi-operation (adding/subtracting and dividing) word problem including relevant and irrelevant information</li> </ul>	<b>Sample Tasks</b>
		<ul style="list-style-type: none"> <li>-Estimate the quotient of the numbers. Then, divide to find the exact answer. Show all of your work. -Describe how you identify the number of decimal places that should be in the quotient when you divide two decimals.</li> <li>-Know how to handle a repeating remainder</li> <li>-Choose all the expressions that are equal to <math>1.24 \div 10</math> <ul style="list-style-type: none"> <li>- <math>12.4 \div 10^2</math></li> <li>- <math>.124 \div 100</math></li> <li>- <math>1240 \div 10^4</math></li> <li>- <math>12.4 \div 1</math></li> <li>- <math>124 \div 1000</math></li> </ul> </li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>-divides multi-digit numbers that include decimals to the hundredths place</li> <li>-relates the strategy used to a written method and explains the reasoning</li> <li>-uses appropriate models to perform all mathematical operations</li> <li>-uses division of decimals in real world applications</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>-1.25 divided by 5= _____</li> <li>-When Mrs. Durst ordered more paint. The purchase order showed she purchased 275.2 ounces of paint in all. If each bottle is 8.6 ounces, how many bottles of paint did she order?</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <p><b>Recognizes or recalls specific terminology, such as:</b></p> <ul style="list-style-type: none"> <li>-divide, decimal, place value, quotient</li> </ul> <p><b>Performs basic functions such as the following:</b></p> <ul style="list-style-type: none"> <li>-Understands relationship between division and subtraction</li> <li>-Divides a whole number with a decimal</li> <li>-Understands properties of operations</li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> <li>-0.82 divided by 2= _____</li> <li>-0.99 divided by 3 = _____</li> <li>-0.46 divided by 2 = _____</li> </ul>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	<p>Prerequisite Skills: Rounding whole numbers and decimals</p>

Strand: Measurement			
Topic: 5.M.4, 5.M.5, and 5.M.6 - Volume of Rectangular Prisms			
Level: Fifth Grade			
<b>Score 4.0</b>	<p>In addition to Score 3.0, the student:</p> <ul style="list-style-type: none"> <li>-Uses the formula to find the volume when the length, width, and height have fraction and/or decimal values.</li> <li>-Finds surface area of a rectangular prism</li> </ul>		<p><b>Sample Tasks</b></p> <p>The Jones' are moving and hired the 2 Guys and a Truck Moving Company. Below is a diagram of the moving company's truck. How many boxes will the Jones be able to fit inside the moving truck?</p> 
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>-Uses the picture to find the length, width, and height of a rectangular prism.</li> <li>-Uses the correct formula to find the volume of a rectangular prism.</li> <li>-Uses volume in real-world applications</li> <li>- Finds a missing dimension with given volume and two dimensions</li> </ul> <p>The student exhibits no major errors or omissions.</p>		<p>-Ms. Smith bought a sandbox that is shaped like a rectangular prism. A diagram of the sandbox is shown below.</p>  <p>-Each bag of sand Ms. Smith buys to fill the sandbox fills 4 cubic feet. How many bags will Ms. Smith need to fill the sandbox?</p>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the</b></p> <p><b>Recognizes or recalls specific terminology, such as:</b></p> <ul style="list-style-type: none"> <li>- length, width, height, rectangular prism, cubic</li> </ul> <p><b>Performs basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>-Labels the length, width, and height of an object</li> <li>-Demonstrates understanding of multiplication facts</li> <li>- Finds the volume of a right rectangular prism using the appropriate</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<p>length: 6 yd.</p> <p>width: 8 yd</p> <p>height: 7 yd.</p> <p>volume= <math>6 \times 8 \times 7 = 336 \text{ yd.}^3</math></p>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
<b>Score 0.0</b>	Even with help, no understanding or skill demonstrated.		

Strand: Number Sense		
Topic: 5.NS.1 - Compare and Order Decimals and Fractions using number line		
Level: Fifth Grade		
Score 4.0	<b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b> - Compare and order rational numbers	<b>Sample Tasks</b> Place the following fractions, mixed numbers, and decimals on the number line:  -2, $\frac{3}{8}$ , 0.5, $1\frac{5}{9}$ , $1\frac{1}{3}$ , -4
	3.5   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>The student:</b> -uses a number line to compare and order fractions, mixed numbers, and decimals -converts decimals to fractions -converts fractions to decimals  <b>The student exhibits no major errors or omissions.</b>	-Compare $\frac{1}{4}$ and $\frac{1}{2}$  -Compare $1\frac{1}{2}$ to $2\frac{1}{4}$ using a number line  -Put the fractions in order from least to greatest $\frac{3}{4}$ , $\frac{4}{16}$ , and $\frac{6}{12}$  -Compare .25, .75, and $1\frac{3}{4}$ using a number line
	2.5   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b>  <b>Recognizes or recalls specific terminology, such as:</b> -greater than, less than, equal, convert, equivalent <b>Performs basic processes, such as:</b> -creates equivalent fractions - labels a number line in fractional parts  <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	-Convert 0.25 to fraction form  -Convert $1\frac{1}{4}$ to decimal form  -Create equivalent fractions so that $\frac{1}{4}$ and $\frac{1}{8}$ have common denominators
	1.5   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	0.5   With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>	

Strand: Computation		
Topic: 5.C.4 & 5.AT.2 - Add and Subtract Fractions		
Level: Fifth Grade		
Score	Description	Sample Tasks
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b></p> <ul style="list-style-type: none"> <li>- Explain error in reasoning</li> <li>- Adding and subtracting more than two values</li> </ul>	<p>-Gavin recorded the distances each athlete jumped in Tuesday's track meet. Athlete A: <math>5 \frac{1}{4}</math> feet      Athlete B: <math>3 \frac{2}{4}</math> feet</p> <p>Gavin claims that Athlete B jumped <math>2 \frac{1}{4}</math> feet farther than Athlete A because the difference between the whole numbers is 2 and the difference between the numerators is 1. Explain why Gavin's reasoning is incorrect. What is the correct difference in, in feet, between the distance Athlete A jumped and the distance Athlete B jumped? <math>-1/2 + 2/5 - 1/3</math></p>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	Simplifies final answer by reducing fraction, changing improper to mixed if possible.
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>-Adds and subtracts fractions with unlike denominators by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators in accordance to a real-world problem.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<p>-Tyler mowed lawns in the summer. On Monday, he mowed <math>\frac{4}{8}</math> of the neighbor's lawn. On Tuesday, he mowed <math>\frac{6}{16}</math> of the same lawn. How much of the lawn did Tyler mow in total? How much of the lawn is left to mow?</p> <p>-Subtraction with regrouping. Katie walked <math>2 \frac{2}{3}</math> miles to exercise after school. The next day she walked 5 miles. How much farther did she walk?</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	Student understands how to find common denominators, but does not carry the process over to the numerators or only changes one numerator, etc.
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <p><b>Recognizes or recalls specific terminology, such as:</b></p> <ul style="list-style-type: none"> <li>-sum, difference, numerator, denominator, in all, left, together, total, remaining, multiples</li> </ul> <p><b>and Performs basic functions such as the following:</b></p> <ul style="list-style-type: none"> <li>-Adds and subtracts fractions with like denominators</li> <li>-Finds a common denominator between two numbers</li> <li>-Converts between improper fractions and mixed numbers</li> <li>-Finds equivalent fractions</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<p>Annie walked her dog <math>\frac{2}{8}</math> miles from her house to the dog park, and then <math>\frac{5}{8}</math> miles back home. How many total miles did she walk?</p>
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Computation		
Topic: 5.C.5 & 5.AT.3 - Multiply Fractions		
Level: Fifth Grade		
		Sample Tasks
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b></p> <ul style="list-style-type: none"> <li>-solve a multi-operation (adding/subtracting and multiplying) word problem including relevant and irrelevant information</li> <li>-Student can provide answer in multiple forms</li> </ul>	<p>-To make a quilt, Emily needs the following amounts of fabric: 2 5/8 yards of plaid, 2 1/3 yards of gingham and 1 5/6 yards of calico. How many total yards of fabric will she need to make 3 quilts?</p> <p>-Circle all the correct answers to the following problem.</p> <p style="text-align: center;"><math>3 \frac{3}{4} \times 4 \frac{5}{7} =</math></p> <p>a.) 12 15/28    b.) 8 4/11    c.) 17 19/28    d.) 495/28</p>
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	Simplifies final answer by reducing fraction, changing improper to mixed if possible.
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>-multiply a fraction by another fraction or a fraction by a whole number</li> <li>-recognizes that a whole number would be placed over the denominator of 1 before multiplying</li> <li>-solves real world problems involving multiplication of fractions and mixed numbers</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<p>-After lunch, 1/2 of Jeff's class wanted to go fishing. Jeff had 24 students in his classroom. How many wanted to go fishing?</p> <p>-The dog park is 1 7/8 miles wide. It is 2 2/3 times as long as it is wide. How long is the dog park?</p> <p>-Use visual fraction models or equations</p>
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <p><b>Recognizes or recalls specific terminology, such as:</b></p> <ul style="list-style-type: none"> <li>-product, numerator, denominator</li> </ul> <p><b>Performs basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>-Interprets a whole number as a fraction</li> <li>-Converts a mixed number to an improper fraction</li> <li>-Demonstrates <b>fluency</b> (<i>fluency is flexibility- being able to use a strategy to determine an unknown fact, accuracy- demonstrating the correct answer, and efficiency- being able to answer within 5 seconds</i>) of basic multiplication facts</li> <li>-understanding of multiplication facts</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<p><math>-1/2 \times 1/3 =</math></p> <p><math>-1/5 \times 1/4 =</math></p> <p>-Lots of people came to watch the space shuttle land. Of these people, 2/7 were fifth graders from California and 6/8 were fifth graders from Indiana! What fraction of the people were fifth graders?</p>
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	



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<b>Strand: Geometry</b>		
<b>Topic: 5.G.2 Identify and classify polygons</b>		
<b>Level: Fifth Grade</b>		
		<b>Sample Tasks</b>
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b>                      find missing complimentary and supplementary angles                      -find the missing angle in the quadrilateral</p>	<p>-After drawing the polygon to the given specifications, classify the polygon and explain why you classified it in that way.                      -When given one measure of a quadrilateral, find the possible combinations for the remaining angles.                      -Decide whether statements are always, sometimes, or never true and provide drawings for each statement.</p>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b>                      -classifies triangles and determines the measure of its angles using a protractor                      -classifies polygons by providing all possible names based on the hierarchy/properties of polygons</p> <p><b>The student exhibits no major errors or omissions.</b></p>	<p>-Classify a triangle by side and angle, and identify the measure of its angles.                      - List all of the possible names for the following polygon.                      -When given different groupings of polygons, explain which polygon does not belong and why. Identify where the polygon should be placed and why.                      -Find the missing angle in a triangle and explain why                      - Find the triangle that doesn't belong in the group and explain why</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <p><b>Recognizes or recalls specific terminology, such as:</b>                      -polygon, triangle, quadrilateral, pentagon, hexagon, octagon, rhombus, trapezoid, parallelogram, rectangle, square, triangles (scalene, isosceles, equilateral, acute, obtuse, right), parallel, perpendicular, protractor, vertex</p> <p><b>Performs basic functions such as the following:</b>                      -Classifies angles and simple polygons                      -Draws parallel and perpendicular lines</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<p>-Identify this polygon in two different ways:</p> <div style="text-align: center;">  </div> <p>-Classify this triangle by circling one of the following terms</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Acute   Obtuse   Right</p>
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Computation</b>		
<b>Topic: 5.C.9 - Order of Operations</b>		
<b>Level: Fifth Grade</b>		
		<b>Sample Tasks</b>
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b></p> <ul style="list-style-type: none"> <li>-Perform an error analysis on a problem that has steps shown.</li> </ul>	<ul style="list-style-type: none"> <li>-Place parentheses and/or operation symbols in an equation to make it true.</li> <li>-Perform an error analysis on a provided problem.</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>-evaluate and solve expressions requiring no more than 4 steps.</li> <li>-solve a real world problem that requires at least 3 operations</li> <li>-determines if two expressions are equivalent</li> <li>-Justify each step in the process and show work that demonstrates understanding</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>-Evaluate: <math>7^2 + (8 - 2) - 13 = \underline{\hspace{2cm}}</math></li> <li>-Amanda recieved \$550 for her birthday. She spent \$330 of it on clothes. She then decided to split the rest of her money up between herself and her 3 siblings. Later on that day, she found \$40 on the side of the road. How much money did Amanda end up with?</li> <li>-Solve the following expression: <math>2^3 + (4 \times 3 - 4) = \underline{\hspace{2cm}}</math></li> <li>-Are the follqwing expressions equivalent to the expression above? Y or N _____</li> <li style="padding-left: 40px;"><math>6^2 - (10 \times 2) =</math></li> <li style="padding-left: 40px;"><math>\underline{\hspace{1cm}} 54 \div 6 \times 4 - (2 + 1) =</math></li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <p><b>Recognizes or recalls specific terminology, such as:</b></p> <ul style="list-style-type: none"> <li>-brackets, parenthesis, expressions, evaluate, variables</li> </ul> <p><b>Performs basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>-Applies order of operations in a simple 2 step problem</li> <li>-Adds, subtracts, multiplies and divides whole numbers</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	Evaluate $5 - 2 \times 1 =$
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

Strand: Geometry	
Topic: 5.M.2 & 5.M.3 - Area of Polygons	
Level: Fifth Grade	
Score	Sample Tasks
<p><b>Score 4.0</b></p> <p><b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b></p> <ul style="list-style-type: none"> <li>- Find the area of circles using the correct formula</li> <li>- Find the area of complex figures</li> </ul>	
<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
<p><b>Score 3.0</b></p> <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>-Applies the area for rectangles using fractional side lengths</li> <li>-Uses the correct formulas to find the area of parallelograms, triangles, and trapezoids.</li> <li>-Applies the correct formulas for perimeter and area to solve real world mathematical problems</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<p>Find the area of the rectangle</p> <p>Find the area of the triangle.</p>
<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<p><b>Score 2.0</b></p> <p><b>There are no major errors or omissions regarding the simpler details and processes as the student can:</b></p> <p><b>Recognizes or recalls specific terminology, such as:</b></p> <ul style="list-style-type: none"> <li>-area, polygon, formula</li> </ul> <p><b>Performs basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>-Demonstrates understanding of multiplication facts</li> <li>-Understands that a square is composed of four equal sides</li> <li>- Applies the formula for squares and rectangles</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<p>Find the area of the rectangle.</p>
<p><b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
<p><b>Score 1.0</b></p> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
<p><b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
<p><b>Score 0.0</b></p> <p><b>Even with help, no understanding or skill demonstrated.</b></p>	

Strand: Data Analysis & Statistics																
Topic: 5.DS.2 - Mean, Median, Mode & Range																
Level: Fifth Grade																
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b> Finds the missing data point in a data set given the average</p>															
	<p style="text-align: right;"><b>Sample Tasks</b></p> <p>Julie has taken a total of 5 tests, but she only remembers 4 of her scores. They were: 89, 74, 92, and 80. She knows that her mean test scores is 79. What is her missing score?</p> <p style="text-align: center;"><b>Number of Pieces of Jewelry Sold</b></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>21</td> <td>9</td> <td>13</td> <td>9</td> <td>7</td> </tr> <tr> <td>12</td> <td>12</td> <td>15</td> <td>9</td> <td>22</td> </tr> <tr> <td>8</td> <td>25</td> <td>8</td> <td>17</td> <td>11</td> </tr> </table> <p>-The table shows the number of pieces of jewelry that Sarah sold during several craft fairs. PART A – Find the mean, median, mode and range of the data. PART B – Explain which value she could use to predict how many pieces of jewelry might be sold each day.</p>	21	9	13	9	7	12	12	15	9	22	8	25	8	17	11
21	9	13	9	7												
12	12	15	9	22												
8	25	8	17	11												
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>															
Score 3.0	<p><b>The student:</b> -Finds mean, median, mode and range when given a set of data.  -Adds data to a line plot and use it to analyze mean, median, mode and range.  -Describes &amp; calculates how the mean, median, mode and range changes when the set of data changes.  -Calculates mean, median, mode and range when given a set of data in a real world situation.  <b>The student exhibits no major errors or omissions.</b></p>															
	<p>-Identify the mean, median, and mode and range for the set of data. 13, 14, 17, 14, 16, 19</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>Second Grade Heights</p> <p>Kid Height in Inches</p> </div> <div style="border: 1px solid black; padding: 5px; width: 150px;"> <p>Two more students join the 2<sup>nd</sup> grade. One is 54 in. &amp; one is 51 in. Place an X on the line plot for each student and find the mean, median, and mode.</p> </div> </div> <p>Day:                      Monday    Tuesday    Wednesday    Thursday    Friday Degrees Farenheit:    80           80           82           84           78</p> <p>- What are the mean, median, mode and range for the 5 day weather forecast? - If the data for Friday were removed form the table, what would the mean, median, mode and range be?</p>															
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>															
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <p><b>Recognizes or recalls specific terminology, such as:</b> - mean, median, mode, range, measures of center, frequency</p> <p><b>Performs basic processes, such as:</b> - Describes how to find mean, median, mode - Finds mean, median, mode in a step by step process</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>															
	<p>Match mean, median, mode and range to each description. -Sum of all numbers, divided by the number of numbers in the set is _____.</p> <p>Solve each step below. Step 1 – Add all numbers: 2 + 3 + 4 + 2 + 7 + 9 = _____ Step 2 – Divide the sum by 6 = _____ What are these the steps for? _____</p>															
	<p><b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>															
Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>															
	<p><b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>															
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>															

Strand: Algebraic Thinking		
Topic: 5.AT.6 & 5.AT.7 Coordinate Graphs		
Level: Fifth Grade		
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b></p> <p>-When given the starting coordinate, students can find the final coordinate after horizontal and vertical movement has been made.</p>	
	<p>Sample Tasks</p> <p>-A toy company is testing R2D2 robots. The employees of the company marked a grid on the floor and set R2D2 at (2, 4). They programmed R2D2 to walk 2 yards east and 3 yards north each minute. What will R2D2's location be after 6 minutes?</p> <p>-Label the graph and plot R2D2's starting position. Then plot and label R2D2's position at the end of each of the first 4 minutes.</p>	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p><b>The student:</b></p> <p>-graphs and names points with whole number coordinates on a coordinate plane</p> <p>-explains how coordinates relate the point to the distance from the origin &amp; a starting location on each axis.</p> <p>- names the two axes and the coordinates that correspond (e.g., x-axis, x-coordinate and horizontal)</p> <p>-represents real world problems &amp; equations by graphing ordered pairs in the first quadrant of the coordinate plane, and interprets coordinate values of points in the context of the situation.</p> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<p>-Point C is located at (10, 3) and Point D is located at (4, 3). What is the horizontal distance between the two points? <b>Explain.</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Use the coordinate plane below to answer questions</p> <p>21.) What object is at point (2, -1)? _____</p> <p>22.) Start at the hot air balloon. What object is 3 <u>units</u> left and 5 units down. _____</p> </div> <p>-Sarah can hike 3 miles in an hour. At that speed, how far would she walk in 5 hours? Complete a table, plot the points on a grid, and draw a line to show the pattern.</p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <p><b>Recognizes or recalls specific terminology, such as:</b></p> <p>-x-coordinate, y-coordinate, origin, x-axis, y-axis</p> <p><b>Performs basic processes, such as:</b></p> <p>-Labels parts of a coordinate plane</p> <p>-Labels both positive and negative sides of a number line</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<p>-Label parts of coordinate grid</p> <p>-Utilize needed vocabulary</p>	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	

Strand: Algebraic Thinking		
Topic: 5.AT.8 - Expressions		
Level: Fifth Grade		
Score	Description	Sample Tasks
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b></p> <p>-solve or create an input/output table using given expression</p>	<p>Each baseball team hires 4 more pitchers than catchers. Let p represent the number of pitchers on a team and c represent the number of catchers on the same team. Write an expression for the problem stated above. Use your expression to complete an input/output table.</p>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student:</b></p> <p>-defines and uses up to two variables to write linear expressions that arise from real-world problems</p> <p>-evaluates expressions for given values.</p> <p><b>The student exhibits no major errors or omissions.</b></p>	<p>-Gary is buying calculators and notebooks for school. Each calculator costs \$7 and each notebook costs \$2. Gary is not sure how many calculators and notebooks he will buy.</p> <p>-write an expression to represent the total cost of Gary's purchase. Be sure to define your variables.</p> <p>-How much will it cost if Gary buys 12 calculators and 25 notebooks?</p> <p>-Define the variable and write an expression to show:</p> <p>-Sally's time decreased by 7 minutes</p> <p>-The cost of shoes increased by \$4</p> <p>-The product of the number lunches purchased and the cost of the lunches (\$3)</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <p><b>Recognizes or recalls specific terminology, such as:</b></p> <p>-expression, evaluate, ordered pairs, variable, decreased, increased, product, quotient, sum, difference</p> <p><b>Performs basic processes, such as:</b></p> <p>-Adds, subtracts, multiplies and divides accurately</p> <p>-Evaluates expressions when given the value of the variable.</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<p>Mike ordered some t-shirts online. The t-shirts came in 3 identical boxes. Mike got 87 t-shirts in all. Which equation, when solved, will tell how many t-shirts were in each box?</p> <p><math>3 \times f = 87</math></p> <p><math>3 \div 87 = f</math></p> <p><math>f + 87 = 3</math></p> <p><math>3 - f = 87</math></p>
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>5th Grade:</b>
Intro to Percents (What is a percent? one part of 100)
Add and Subtract Decimals
Circles
Combined Multiply/Divide Word Problems (students need to decide which operation to use)