Number Operations in Base Ten
Read, Write, and Compare Decimals to the Thousandths Place

EL 1 (5.NBT.3) (5.1.1, 5.1.3)

<table>
<thead>
<tr>
<th>SCORE</th>
<th>Skill Level Description</th>
<th>Sample Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>In addition to a score 3.0, in-depth inferences and applications that go beyond what was taught.</td>
<td>The student fully explains that the only numbers between two numbers that have two in the thousandths place must also have a two in the thousandths place. EX: The times for a foot race were posted as show below. In what order do the runners finish the race? Explain.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Runner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cameron</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sue</td>
</tr>
<tr>
<td>3.5</td>
<td>In addition to a score 3.0 performance, in-depth inferences and applications with partial success.</td>
<td></td>
</tr>
</tbody>
</table>
| 3.0   | The student is expected to:  
• 5.1.1 Reads and writes decimals to the thousandths place using base-ten  
• 5.1.3 Compares two decimals to the thousandths place using base-ten |                         |
|       | The student exhibits no major errors or omissions |                         |
| 2.5   | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |                         |
| 2.0   | There are no major errors or omissions regarding the simpler details and processes as student: Recognizes or recalls specific terminology such as:  
• Tenths, hundredths, and thousandths  
Performs basic processes, such as:  
• Read and write decimals to the tenths/hundredths  
However student exhibits major errors or omissions regarding the more complex ideas and processes |  
• .4___.9 (compare)  
• Order least to greatest: .5, .60, .42  
• Write the number 1.2 in words  
• Write twenty-seven hundredths in standard form |
| 1.5   | Partial knowledge of the 2.0 content but major errors and omissions. |                         |
| 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   | Even with help, no understanding of skill demonstrated. |                         |
### Number Operations in Base Ten

Use Place Value Understanding to Round Decimals to Any Place

**EL 2  (5.NBT.4) (5.1.2)**

<table>
<thead>
<tr>
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<th>Sample Tasks</th>
</tr>
</thead>
</table>
| 4.0   | In addition to a score 3.0, in-depth inferences and applications that go beyond what was taught. | The student correctly rounds to any place value and correctly describes the steps:  
EX: Cameron’s height is 182.88cm tall. Round his height to the nearest tenth, one, ten, and hundred. Describe the steps taken for each one. |
| 3.5   | In addition to a score 3.0 performance, in-depth inferences and applications with partial success. | |
| 3.0   | The student is expected to:  
• 5.1.2 Rounds decimals to any place  
The student exhibits no major errors or omissions | • Round 1.9040 to the:  
Whole number, tenths place, hundredths place, thousandths place |
| 2.5   | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. | |
| 2.0   | There are no major errors or omissions regarding the simpler details and processes as student:  
Recognizes or recalls specific terminology such as:  
• Tenths, hundredths, and thousandths  
Performs basic processes, such as:  
• Rounding to the tenths place  
However student exhibits major errors or omissions regarding the more complex ideas and processes | • Round 1.23 to the:  
Whole number, tenths place |
| 1.5   | Partial knowledge of the 2.0 content but major errors and omissions. | |
| 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   | Even with help, no understanding of skill demonstrated. | |
Number Operations in Base Ten

Fluently Multiply Multi-Digit Numbers Using the Standard Algorithm

EL 3  (5.NBT.5) (5.2.1)

<table>
<thead>
<tr>
<th>SCORE</th>
<th>Skill Level Description</th>
<th>Sample Tasks</th>
</tr>
</thead>
</table>
| 4.0   | In addition to a score 3.0, in-depth inferences and applications that go beyond what was taught. | • The student correctly solves a word problem that involves multiplying 2-digit and 3-digit numbers. The student fully shows their work and explains the answer.  
• Multiply beyond 3-digit by 3-digit, including numbers with decimals  
EX: 5.787 * 3.796 = ____ |
| 3.5   | In addition to a score 3.0 performance, in-depth inferences and applications with partial success. |                                                                           |
| 3.0   | The student is expected to:  
• 5.2.1 Multiplies multi-digit numbers using the standard algorithm  
The student exhibits no major errors or omissions | • 527 * 38 = ______  
• 284 * 195 = ______ |
| 2.5   | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |                                                                           |
| 2.0   | There are no major errors or omissions regarding the simpler details and processes as student: Recognizes or recalls specific terminology such as:  
• Multiplication, product, factor, whole number pair  
Performs basic processes, such as:  
• Single-digit multiplication by multi-digit whole number  
• Understand the relationship of multiplication and addition  
However student exhibits major errors or omissions regarding the more complex ideas and processes | • 7 * 8 = ______  
• 12 * 4 = ______  
• 234 * 9 = ____ |
| 1.5   | Partial knowledge of the 2.0 content but major errors and omissions. |                                                                           |
| 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   | Even with help, no understanding of skill demonstrated. |                                                                           |
# 5th Grade

## Number Operations in Base Ten

Find Whole-Number Quotients of Whole Numbers up to Four-digit Dividends and Two-Digit Divisors

EL 4  (5.NBT.6) (5.2.1)

<table>
<thead>
<tr>
<th>SCORE</th>
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<th>Sample Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>In addition to a score 3.0, in-depth inferences and applications that go beyond what was taught.</td>
<td>The student correctly solves a word problem that involves dividing 4-digit dividends and 3-digit divisors. The student fully shows work and explains answer. EX: A fruit distributor packs 24 boxes of strawberries into one shipping crate. If they have 364 boxes of strawberries to pack, how many complete shipping crates will be filled? Explain.</td>
</tr>
<tr>
<td>3.5</td>
<td>In addition to a score 3.0 performance, in-depth inferences and applications with partial success.</td>
<td></td>
</tr>
</tbody>
</table>
| 3.0   | The student is expected to:  
- 5.2.1 Find whole-number quotients with up to 4-digit dividends and 2-digit divisors  
The student exhibits no major errors or omissions | • $732/11 = \_\_\_$  
• $4352/21 = \_\_\_\_\_\_$ |
| 2.5   | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. | |
| 2.0   | There are no major errors or omissions regarding the simpler details and processes as student:  
Recognizes or recalls specific terminology such as:  
- Divisor, dividend, quotient, whole number place-value  
Performs basic processes, such as:  
- Relationship between multiplication and division  
- Divide with less than 2-digit divisors and/or less than 4-digit dividends  
However student exhibits major errors or omissions regarding the more complex ideas and processes | • $932/2 = \_\_\_$  
• $32/8 = \_\_\_\_$ |
| 1.5   | Partial knowledge of the 2.0 content but major errors and omissions. | |
| 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   | Even with help, no understanding of skill demonstrated. | |
## Number Operations in Base Ten

Add and Subtract Decimals to the Hundredths

**EL 5  (5.NBT.7a) (5.2.5)**

<table>
<thead>
<tr>
<th>SCORE</th>
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<th>Sample Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>In addition to a score 3.0, in-depth inferences and applications that go beyond what was taught.</td>
<td>The student correctly adds and subtr...n their work and explaining what operation they used.&lt;br&gt;EX: Cameron had $150.82 in his bank account. He withdrew $38.50 on Monday and $25.25 on Friday. How much money does he have left in his bank account? He must keep at least $100 in his account or he will be charged a fee. How much money does he need to deposit to avoid being charged? Explain.</td>
</tr>
<tr>
<td>3.5</td>
<td>In addition to a score 3.0 performance, in-depth inferences and applications with partial success.</td>
<td></td>
</tr>
</tbody>
</table>
| 3.0   | The student is expected to:  
5.2.5  
• Adds, subtracts decimals to hundredths place  
• Relates the strategy used to a written method and explains the reasoning  
• Uses concrete models to perform operations  
The student exhibits no major errors or omissions | • 2.49 + 1.88 = _____  
• 5.4 + 12.74 = _____  
• 1.23 - .77 = _____  
• 7 - 0.8 = ________ |
| 2.5   | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |  |
| 2.0   | There are no major errors or omissions regarding the simpler details and processes as student:  
Recognizes or recalls specific terminology such as:  
• Decimal place value, sum, difference  
Performs basic processes, such as:  
• Relationships between addition and subtraction  
• Properties of operations  
• Add and subtract decimals to tenths  
However student exhibits major errors or omissions regarding the more complex ideas and processes | • 1.1 + 4.2 = _____  
• 5 + .4 = ____________  
• 3.7 – 2.6 = _____  
• 7 – 0.8 = ____________ |
| 1.5   | Partial knowledge of the 2.0 content but major errors and omissions. |  |
| 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   | Even with help, no understanding of skill demonstrated. |  |
# Number Operations in Base Ten

## Multiply Decimals to the Hundredths Place

**EL 6 (5.NBT.7b) (No IAS)**

<table>
<thead>
<tr>
<th>SCORE</th>
<th>Skill Level Description</th>
<th>Sample Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>In addition to a score 3.0, in-depth inferences and applications that go beyond what was taught.</td>
<td><strong>Sample Tasks</strong>&lt;br&gt;Estimate the product of the numbers 4.46 and 8.42. Then multiply to find the exact answer. Show your work. <strong>Explain how you know the number of decimal places that should be in the product when you multiply two decimals together.</strong></td>
</tr>
<tr>
<td>3.5</td>
<td>In addition to a score 3.0 performance, in-depth inferences and applications with partial success.</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>The student is expected to:&lt;br&gt;• Multiply decimals to hundredths&lt;br&gt;• Relate the strategy used to a written method and explain the reasoning&lt;br&gt;• Uses concrete models to perform operations</td>
<td><strong>Sample Tasks</strong>&lt;br&gt;• $1.23 \times .33 = _____$&lt;br&gt;• $.41 \times .6 = ______$</td>
</tr>
<tr>
<td>2.5</td>
<td>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</td>
<td></td>
</tr>
<tr>
<td>2.0</td>
<td>There are no major errors or omissions regarding the simpler details and processes as student:&lt;br&gt;Recognizes or recalls specific terminology such as:&lt;br&gt;• Decimal place value, product&lt;br&gt;Performs basic processes, such as:&lt;br&gt;• Relationships between addition and multiplication&lt;br&gt;• Properties of operations&lt;br&gt;• Multiply a whole number with a decimal&lt;br&gt;<strong>However student exhibits major errors or omissions regarding the more complex ideas and processes</strong></td>
<td><strong>Sample Tasks</strong>&lt;br&gt;• $2 \times 0.4 = _____$&lt;br&gt;• $6 \times 1.2 = ______$</td>
</tr>
<tr>
<td>1.5</td>
<td>Partial knowledge of the 2.0 content but major errors and omissions.</td>
<td></td>
</tr>
<tr>
<td>1.0</td>
<td>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</td>
<td></td>
</tr>
<tr>
<td>0.5</td>
<td>Even with help, no understanding of skill demonstrated.</td>
<td></td>
</tr>
</tbody>
</table>
## Number Operations in Base Ten

### Divide Decimals to the Hundredths Place

EL 7  (5.NBT.7c)  (No IAS)

<table>
<thead>
<tr>
<th>SCORE</th>
<th>Skill Level Description</th>
<th>Sample Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>In addition to a score 3.0, in-depth inferences and applications that go beyond what was taught.</td>
<td>For the problem below, the student will use long division to find the value of the weight of the box (50.5 pounds). The values of .50 and 25.5 are multiplied by 100 before dividing. Stewart Shipping Co. charges $.50/pound to ship a box. If the total shipping charge for your box is $25.25, how much does it weight? Calculate the weight to the nearest tenth of a pound. Use long division and show your work. Explain how you know the number of decimal places that should be in the quotient when you divide two decimal numbers.</td>
</tr>
<tr>
<td>3.5</td>
<td>In addition to a score 3.0 performance, in-depth inferences and applications with partial success.</td>
<td></td>
</tr>
</tbody>
</table>
| 3.0   | The student is expected to:                                                              | • .24/2 = ____  
• 1.50/.25 = ____  
• 11.34/.4 = ____ |
|       | • Divide decimals to hundredths                                                          |                                                                                                                                                                                                             |
|       | • Relate the strategy used to a written method and explain the reasoning                 |                                                                                                                                                                                                             |
|       | • Uses concrete models to perform operations                                            |                                                                                                                                                                                                             |
|       | The student exhibits no major errors or omissions                                        |                                                                                                                                                                                                             |
| 2.5   | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |                                                                                                                                                                                                             |
| 2.0   | There are no major errors or omissions regarding the simpler details and processes as student: Recognizes or recalls specific terminology such as: • Decimal place value, quotient, divisor, dividend Performs basic processes, such as: • Relationships between multiplication and division • Properties of operations • Dividing decimals (in dividend) with whole number (divisor) However student exhibits major errors or omissions regarding the more complex ideas and processes | • 1.59/3 = ____  
• 12.56/6 = ____ |
| 1.5   | Partial knowledge of the 2.0 content but major errors and omissions.                     |                                                                                                                                                                                                             |
| 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   | Even with help, no understanding of skill demonstrated.                                  |                                                                                                                                                                                                             |
# Number Operations - Fractions

## Add and Subtract Fractions with Unlike Denominators

**5th Grade**

**EL 8 (5.NF.1a) (5.2.2)**

<table>
<thead>
<tr>
<th>SCORE</th>
<th>Skill Level Description</th>
<th>Sample Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>In addition to a score 3.0, in-depth inferences and applications that go beyond what was taught.</td>
<td>Debra bought a package of one dozen cookies at the store. She ate ( \frac{1}{4} ) of the cookies and her brother, Joe, sold ( \frac{2}{3} ) of them at his lemonade stand. Add the fractions to determine how many cookies were used then subtract to find how many were left. Show your work.</td>
</tr>
<tr>
<td>3.5</td>
<td>In addition to a score 3.0 performance, in-depth inferences and applications with partial success.</td>
<td></td>
</tr>
</tbody>
</table>
| 3.0   | The student is expected to:  
- 5.2.2 Adds, subtracts fractions with unlike denominators  
The student exhibits no major errors or omissions | • \( \frac{3}{4} + \frac{8}{9} \)  
• \( \frac{2}{3} - \frac{5}{12} \) |
| 2.5   | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. | |
| 2.0   | There are no major errors or omissions regarding the simpler details and processes as student:  
Recognizes or recalls specific terminology such as:  
- Equivalent fractions, “common” denominators  
Performs basic processes, such as:  
- Add and subtract fractions with like denominators  
However student exhibits major errors or omissions regarding the more complex ideas and processes | • \( \frac{7}{21} + \frac{11}{21} \)  
• \( \frac{9}{12} - \frac{4}{12} \) |
| 1.5   | Partial knowledge of the 2.0 content but major errors and omissions. | |
| 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   | Even with help, no understanding of skill demonstrated. | |
## Number Operations - Fractions

Add and Subtract Mixed Numbers with Unlike Denominators

EL 9 (5.NF.1b) (5.2.2)

<table>
<thead>
<tr>
<th>SCORE</th>
<th>Skill Level Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>In addition to a score 3.0, in-depth inferences and applications that go beyond what was taught.</td>
<td>Jessie is building an outdoor shed. For one side of the roof she needs a board that is 9 ¾ feet. She has a board that measures 12 1/12 feet. How much of the length does she need to cut off? Show your work.</td>
</tr>
<tr>
<td>3.5</td>
<td>In addition to a score 3.0 performance, in-depth inferences and applications with partial success.</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td><strong>The student is expected to:</strong> &lt;br&gt;• 5.2.2 Adds, subtracts mixed numbers with unlike denominators &lt;br&gt;The student exhibits no major errors or omissions</td>
<td>• 4 3/7 + 2 2/5 = &lt;br&gt;• 9 3/7 – 6 8/9 =</td>
</tr>
<tr>
<td>2.5</td>
<td>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</td>
<td></td>
</tr>
<tr>
<td>2.0</td>
<td><strong>There are no major errors or omissions regarding the simpler details and processes as student:</strong> &lt;br&gt;Recognizes or recalls specific terminology such as: &lt;br&gt;• Equivalent fractions, “common” denominators, improper fractions &lt;br&gt;Performs basic processes, such as: &lt;br&gt;• Add and subtract mixed numbers with like denominators &lt;br&gt;However student exhibits major errors or omissions regarding the more complex ideas and processes</td>
<td>• 17 8/15 + 5 4/15 = &lt;br&gt;• 17 2/11 – 6 5/11 =</td>
</tr>
<tr>
<td>1.5</td>
<td>Partial knowledge of the 2.0 content but major errors and omissions.</td>
<td></td>
</tr>
<tr>
<td>1.0</td>
<td>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</td>
<td></td>
</tr>
<tr>
<td>0.5</td>
<td>Even with help, no understanding of skill demonstrated.</td>
<td></td>
</tr>
</tbody>
</table>
## Number Operations - Fractions

### Interpret a Fraction as Division

**EL 10  (5.NF.3) (5.1.5)**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>In addition to a score 3.0, in-depth inferences and applications that go beyond what was taught.</td>
<td>There are 4 oranges to share equally among 8 people. What fraction of an orange does each person get? Explain how you solved this problem. Student explains that the first step is to divide each orange into 8 pieces. Then count the total number of pieces, 32. Then divide the 32 pieces among the 8 people.</td>
</tr>
<tr>
<td>3.5</td>
<td>In addition to a score 3.0 performance, in-depth inferences and applications with partial success.</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>The student is expected to:</td>
<td>• Show 5/6 as a division problem and draw a model representation for this fraction. • Divide 3 large pizzas by 4 hungry people. How much pizza does each person get? • Show 9/4 as a division problem and draw a model to represent this fraction.</td>
</tr>
<tr>
<td></td>
<td>The student exhibits no major errors or omissions</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</td>
<td></td>
</tr>
<tr>
<td>2.0</td>
<td>There are no major errors or omissions regarding the simpler details and processes as student: Recognizes or recalls specific terminology such as: • Fraction bar, division, interpretations Performs basic processes, such as: • Draw a model of the fraction given However student exhibits major errors or omissions regarding the more complex ideas and processes</td>
<td>• Recognition of terms like numerator, denominator, division, quotient, fraction bars, and equal parts • Draws a model representation for the fraction 4/9</td>
</tr>
<tr>
<td>1.5</td>
<td>Partial knowledge of the 2.0 content but major errors and omissions.</td>
<td></td>
</tr>
<tr>
<td>1.0</td>
<td>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</td>
<td></td>
</tr>
<tr>
<td>0.5</td>
<td>Even with help, no understanding of skill demonstrated.</td>
<td></td>
</tr>
</tbody>
</table>
## Number Operations - Fractions

### Multiply and Divide Fractions to Solve Real-World Problems

**EL 11  (5.NF.6) (5.2.4)**

<table>
<thead>
<tr>
<th>SCORE</th>
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<th>Sample Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>In addition to a score 3.0, in-depth inferences and applications that go beyond what was taught.</td>
<td>A bottle of soda holds $\frac{2}{8}$ gallon when it is full. If $\frac{1}{3}$ of the soda has been poured out, how much soda is left in the bottle? Simplify if necessary and show your work.</td>
</tr>
<tr>
<td>3.5</td>
<td>In addition to a score 3.0 performance, in-depth inferences and applications with partial success.</td>
<td>Brenda wants to make cookies. She needs 1 ¼ cups of sugar for one batch. How many cups will she need to bake 3 batches?</td>
</tr>
</tbody>
</table>
| 3.0   | The student is expected to:  
5.2.4  
• Identify correct algorithm for real world problems  
• Evaluate numerical value of visual models  
• Carry out algorithm using fractions and mixed numbers | Jean wants to bake some cakes! She needs 1 ¼ cup of sugar to make one cake. How many cups of sugar will she need to make 3 cakes? You should complete the problem using $3 \times 1\frac{1}{4}$ to complete the problem. |
| 2.5   | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. | |
| 2.0   | There are no major errors or omissions regarding the simpler details and processes as student: Recognizes or recalls specific terminology such as:  
• Numerator, denominator, mixed number, reciprocal  
Performs basic processes, such as:  
• Multiply and/or divide fractions and mixed numbers  
However student exhibits major errors or omissions regarding the more complex ideas and processes | |
| 1.5   | Partial knowledge of the 2.0 content but major errors and omissions. | |
| 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   | Even with help, no understanding of skill demonstrated. | |
# Measurement and Data

## Convert Measurements within a Given Measuring System

**EL 12  (5.MD.1) (No IAS)**

<table>
<thead>
<tr>
<th>SCORE</th>
<th>Skill Level Description</th>
<th>Sample Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.0</strong></td>
<td>In addition to a score 3.0, in-depth inferences and applications that go beyond what was taught.</td>
<td>Three students measured the width of their rooms. Jamal’s room is 1.854mm wide. Walter’s room measured 450cm. Finally, Amanda’s found her room to be 5.23 meters. Explain how you can compare the widths of three rooms and then show the measurements ordered from least to greatest.</td>
</tr>
<tr>
<td><strong>3.5</strong></td>
<td>In addition to a score 3.0 performance, in-depth inferences and applications with partial success.</td>
<td></td>
</tr>
</tbody>
</table>
| **3.0** | The student is expected to:  
- Convert metric units within the metric system using decimals (centimeters to meters, etc.)  
- Convert units within customary units system (inches to feet, etc.)  
- Apply conversions within standard real world problems that require more than one step.  
**The student exhibits no major errors or omissions** |  
- Kasha wants to drive to Kansas City. The map shows 1 inch = 100 miles. If it measures 10 inches than how many miles would the trip be?  
- How many meters is 800cm? |
| **2.5** | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |  |
| **2.0** | There are no major errors or omissions regarding the simpler details and processes as student: Recognizes or recalls specific terminology such as:  
- Yards, miles, feet, millimeters, centimeters, meters  
Performs basic processes, such as:  
- Conversion when given measurements  
**However student exhibits major errors or omissions regarding the more complex ideas and processes** |  
500m = _______cm  
3rds 2ft = _____in |
| **1.5** | Partial knowledge of the 2.0 content but major errors and omissions. |  |
| **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** | Even with help, no understanding of skill demonstrated. |  |
## Measurement and Data

### Volume of Solid Figures

EL 13  (5.MD.3) (5.5.4)

<table>
<thead>
<tr>
<th>SCORE</th>
<th>Skill Level Description</th>
<th>Sample Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.0</strong></td>
<td>In addition to a score 3.0, in-depth inferences and applications that go beyond what was taught.</td>
<td>Given the volume, the student will determine the other dimensions. EX: The volume of a cube is 216 cubic centimeters. Brenda says that a rectangular prism with a length of 4, a width of 6, and a height of 9 has the same volume. Teresa says that she could think of another set of dimensions with the same volume. What could the measurements be?</td>
</tr>
<tr>
<td><strong>3.5</strong></td>
<td>In addition to a score 3.0 performance, in-depth inferences and applications with partial success.</td>
<td></td>
</tr>
</tbody>
</table>
| **3.0** | The student is expected to: 5.5.4  
• Calculate the volume using the formula L * W * H  
• Use cubic units to measure the volume of a solid figure  
**The student exhibits no major errors or omissions** | • Given a solid figure diagram with given dimensions (know which dimension is length, width, and height) be able to use the measurements to find volume and use correct units of measure |
| **2.5** | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |  |
| **2.0** | There are no major errors or omissions regarding the simpler details and processes as student: Recognizes or recalls specific terminology such as:  
• Volume, cubic units, length, width, height  
Performs basic processes, such as:  
• Given length, width, height, find volume  
**However student exhibits major errors or omissions regarding the more complex ideas and processes** | • Given a diagram labeled with the size of the container L=5cm, W=4cm, and H=3m find the volume (and use the correct units of measure). |
| **1.5** | Partial knowledge of the 2.0 content but major errors and omissions. |  |
| **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** | Even with help, no understanding of skill demonstrated. |  |
# Geometry

Identify and Graph Ordered Pairs on a Coordinate Plane

EL 14  (5.G.1) (5.3.4)

<table>
<thead>
<tr>
<th>SCORE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>In addition to a score 3.0, in-depth inferences and applications that go beyond what was taught.</td>
<td>When given an equation the student can fill in the x and y coordinates on a chart. With these coordinates they will create a graph. EX: A scooter travels 22mph. Write and equation for this situation. Make a table to show at least 3 x and y values. Graph the equation and explain your graph.</td>
</tr>
<tr>
<td>3.5</td>
<td>In addition to a score 3.0 performance, in-depth inferences and applications with partial success.</td>
<td></td>
</tr>
</tbody>
</table>
| 3.0   | The student is expected to:  
• 5.3.4 Construct a coordinate plane and accurately labels ordered pair and includes point of origin, x-axis, and y-axis  
The student exhibits no major errors or omissions | • Draw a coordinate plane and be able to label the x and y-axis, and find the given coordinates’ location. |
| 2.5   | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |  |
| 2.0   | There are no major errors or omissions regarding the simpler details and processes as student: Recognizes or recalls specific terminology such as:  
• Ordered pair, x-axis, y-axis, point of origin, coordinates, perpendicular lines  
Performs basic processes, such as:  
• Identify ordered pair on a coordinate plane already given  
However student exhibits major errors or omissions regarding the more complex ideas and processes | • On the given coordinate plane be able to find the given coordinate location. |
| 1.5   | Partial knowledge of the 2.0 content but major errors and omissions. |  |
| 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   | Even with help, no understanding of skill demonstrated. |  |
# Geometry

## Two-Dimensional Figure Classification

**EL 15  (5.G.3) (5.4.2, 5.4.4)**

<table>
<thead>
<tr>
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<th>Sample Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>In addition to a score 3.0, in-depth inferences and applications that go beyond what was taught.</td>
<td>• The student correctly classifies multiple polygons by sides and angles. Student explains the reason for their classification. The student calculates a missing angle and shows their work.</td>
</tr>
<tr>
<td>3.5</td>
<td>In addition to a score 3.0 performance, in-depth inferences and applications with partial success.</td>
<td></td>
</tr>
</tbody>
</table>
| 3.0   | The student is expected to:  
• 5.4.4 Draws and classifies various attributes of two-dimensional figures including regular polygons  
**The student exhibits no major errors or omissions** | • Draw and classify triangles and quadrilaterals. Identify by side and angle classifications |
| 2.5   | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. | |
| 2.0   | **There are no major errors or omissions regarding the simpler details and processes as student:** Recognizes or recalls specific terminology such as:  
• Regular, equilateral, isosceles, scalene, acute, obtuse, etc.  
Performs basic processes, such as:  
• Match picture of two-dimensional shape with attribute that describes it  
**However student exhibits major errors or omissions regarding the more complex ideas and processes** | • Matches the correct attribute (equilateral, isosceles, scalene, right, acute, obtuse, etc.) with the correct drawing |
| 1.5   | Partial knowledge of the 2.0 content but major errors and omissions. | |
| 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   | Even with help, no understanding of skill demonstrated. | |