

Phonics and Word Recognition: decode text and understand word parts

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fifth grade student at this level can rarely: • apply letter-sound correspondence skills to decode multi-syllable words in or out of context; • apply syllabication patterns to decode multi-syllable words in or out of context; • apply knowledge of roots and affixes to decode multi-syllable words in or out of context.	A fifth grade student at this level can sometimes: • apply letter-sound correspondence skills to decode multi-syllable words in or out of context; • apply syllabication patterns to decode multi-syllable words in or out of context; • apply knowledge of roots and affixes to decode multi-syllable words in or out of context.	A fifth grade student at this level can usually: • apply letter-sound correspondence skills to decode multi-syllable words in or out of context; • apply syllabication patterns to decode multi-syllable words in or out of context; • apply knowledge of roots and affixes to decode multi-syllable words in or out of context.	A fifth grade student at this level can consistently: • apply letter-sound correspondence skills to decode multi-syllable words in or out of context; • apply syllabication patterns to decode multi-syllable words in or out of context; • apply knowledge of roots and affixes to decode multi-syllable words in or out of context.

Grade: Fifth **Subject:** Reading

Fluency: read with sufficient accuracy and fluency to support comprehension

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A fifth grade student at this level can: • read grade-level text below 98 words per minute with 95% or less accuracy; • Read with little to no expression.	A fifth grade student at this level can: • read grade-level text between 98 and 122 words per minute with 96% accuracy; • read with some expression, but may not reflect mood, pace and tension.	A fifth grade student at this level can: • read grade-level text between 123 and 152 words per minute with 97-98% accuracy; • read with expression, reflecting mood, pace and tension most of the time.	A fifth grade student at this level can: • read grade-level text at or above 153 words per minute with 99-100% accuracy; • read with expression, reflecting mood, pace and tension consistently.

Key Ideas and Details

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fifth grade student at this level can: • demonstrate comprehension but does not directly quote the text, or provide meaningful textual evidence; • identify a big idea with no text evidence;	A fifth grade student at this level can: • demonstrate comprehension, but does not directly quote the text; • identify a big idea with general text evidence; • provide a summary of the text that is incomplete and/or inaccurate; • make inferences, but is unable to support thinking with text evidence; • provide a limited or inaccurate comparison and contrast of two or more characters, settings, or events in a text.	A fifth grade student at this level can: • demonstrate comprehension by beginning to quote accurately, but may omit or insert extra words; or not choose the most meaningful text evidence to support thinking; • accurately identify a theme of a text using general text evidence; • summarize accurately using key details; • make logical inferences and begin to support thinking with text evidence; • provide a basic comparison and contrast of two or more characters, settings, or events in a text.	A fifth grade student at this level can: • demonstrate comprehension by accurately quoting the text using the most meaningful text evidence to support thinking; • accurately determine a theme, using text evidence that includes key details, how characters respond to challenges, or how the speaker reflects upon a topic; • summarize accurately using key details that help develop the theme; • make logical inferences and can support their thinking with text evidence; • provide a thorough comparison and contrast of two or more characters, settings, or events in a text.

Grade: Fifth **Subject:** Reading

Craft and Structure: analyze author's use of language, specific structure of text, and point of view

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fifth grade student at this level: • usually skips over difficult words, phrases and figurative language; • does not recognize that parts of text fit together to create overall meaning; • does not understand how point of view impacts a text.	A fifth grade student at this level can, with increased support: • determine the meaning of words, phrases and figurative language in order to enhance comprehension; • explain how the organization of a text adds to the overall meaning of the story; • explain how the point of view of a text influences how a story is told.	A fifth grade student at this level can, with some support: • determine the meaning of words, phrases and figurative language in order to enhance comprehension; • explain how the organization of a text adds to the overall meaning of the story; • explain how the point of view of a text influences how a story is told.	A fifth grade student at this level can independently: • determine the meaning of words, phrases and figurative language in order to enhance comprehension; • explain how the organization of a text adds to the overall meaning of the story; • explain how the point of view of a text influences how a story is told.

Integration of Knowledge and Ideas: explain relationships and comparisons within and across texts

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A fifth grade student at this level can: • provide an ineffective and/or inaccurate explanation of how visual and multimedia elements contribute to the meaning, tone, or beauty of a literary text; • provide an ineffective explanation of how two different stories in the same genre develop a similar theme.	A fifth grade student at this level can: • provide a limited explanation of how visual and multimedia elements contribute to the meaning, tone, or beauty of a literary text with lots of support. Ideas may not be entirely effective or accurate; • provide a limited or inaccurate explanation of how two different stories in the same genre develop a similar theme.	A fifth grade student at this level can: • provide a general explanation of how visual and multimedia elements contribute to the meaning, tone, or beauty of a literary text. Ideas may not be entirely effective; • provide a general explanation of how two different stories in the same genre develop a similar theme; • cite some specific text details.	A fifth grade student at this level can: • provide an effective explanation of how visual and multimedia elements (texts, videos, sounds, graphics, animations) contribute to the meaning, tone, or beauty of a literary text (graphic novel, multimedia presentation of fiction, folktale, myth, poem); • provide a thorough explanation (compare and contrast) of how two different stories, in the same genre, develop a similar theme and topic; • cite specific text details.

Key Ideas and Details

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A fifth grade student at this level can: • demonstrate comprehension by asking and answering questions without directly quoting the text, or providing meaningful textual evidence; • identify main idea with no text evidence, or unable to identify a main idea;	A fifth grade student at this level can: • demonstrate comprehension by providing meaningful textual evidence as support for what the text says but does not directly quote the text; • identify 1 main idea with weak text evidence; • provide a summary of the text that is incomplete and/or inaccurate; • make inferences, but are unable to support their thinking with text evidence; • use multiple print or non-print media, provide a limited or inaccurate explanation of the relationship between two or more people, events, or ideas.	A fifth grade student at this level can: • demonstrate comprehension by beginning to quote the text accurately, may not choose the most appropriate evidence to support thinking; • accurately identify two or more main ideas of a text using weak text evidence; • summarize accurately using the main ideas or key details; • make logical inferences, and are beginning to support their thinking with text evidence; • use multiple print or non-print media, provide a basic explanation of the relationship between two or more people, events, or ideas, focusing on some of their important qualities.	A fifth grade student at this level can: • demonstrate comprehension by accurately quoting the text, using the most meaningful text evidence to support thinking; • accurately determine two or more main ideas, using strong text evidence that includes key details; • summarize accurately using key details that help develop the main idea; • make logical inferences and can support their thinking with text evidence; • use multiple print or non-print media, provide a thorough explanation of the relationship between two or more people, events, ideas or concepts, focusing on their important qualities to synthesize information.

Grade: Fifth **Subject:** Reading

Craft and Structure: analyze academic vocabulary, structure of text, and authors' points of view

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A fifth grade student at this level: • usually skips over difficult words and phrases; • can name the different text structures but cannot identify them within a text; • manage the information in one text and identify the author's point of view.	A fifth grade student at this level can: • determine the meaning of words and phrases in order to enhance comprehension with lots of support; • identify how different text types are organized (chronology, comparison, cause/effect, problem/solution) but cannot convey the author's purpose; • manage and compare the information in two or more text, one text at a time, noting the similarities and differences in point of view with lots of support.	A fifth grade student at this level can: • determine the meaning of words and phrases in order to enhance comprehension with some support; • understand how different text types are organized (chronology, comparison, cause/effect, problem/solution) but needs support to convey the author's purpose; • manage and compare the information in two or more texts, noting the similarities and differences in point of view with support.	A fifth grade student at this level can independently: • determine the meaning of words and phrases and in order to enhance comprehension; • understand how different text types are organized (chronology, comparison, cause/effect, problem/solution) to convey the author's purpose; • manage and compare the information in two or more texts, noting the similarities and differences in point of view.

Integration of Knowledge and Ideas: access, use and synthesize information from multiple sources

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A fifth grade student at this level: • cannot locate information to answer a question quickly or solve a problem efficiently; • provides an inaccurate explanation of how an author uses reasons and evidence when a claim is provided for them; • synthesizes information from one text in order to write or speak about the subject with extensive of support.	A fifth grade student at this level can: • locate information to answer a question, or solve a problem, may not use multiple resources; • provide a limited explanation of how an author uses reasons and evidence to support a particular claim, identifying which reasons and evidence support which point(s); • synthesize information from a few texts on the same topic in order to write or speak about the subject with lots of support.	A fifth grade student at this level can: • locate and interpret information to answer a question, or solve a problem, drawing on multiple sources; • provide a basic explanation of how an author uses reasons and evidence to support a particular claim, identifying which reasons and evidence support which point(s). • synthesize information from several texts on the same topic in order to write or speak about the subject knowledgeably with some support.	A fifth grade student at this level can: • locate and interpret information quickly to answer a question, or solve a problem efficiently, drawing on multiple sources; • provide a thorough explanation of how an author uses reasons and evidence to support a particular claim, identifying which reasons and evidence support which point(s); • synthesize information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Grade: Fifth **Subject:** Reading

Determine and clarify meanings of unknown words and word relationships

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A fifth grade student at this level can: • rarely determine the meaning of unknown words and phrases using context, Greek and Latin affixes and roots, and reference materials as clues; • recognize literal language, but struggles when the language is figurative.	A fifth grade student at this level can: • sometimes determines the meaning of unknown words and phrases using context, Greek and Latin affixes and roots, and reference materials as clues; • recognize the most common figurative language devices in or out of context.	A fifth grade student at this level can: • usually determines the meaning of unknown words and phrases using context, Greek and Latin affixes and roots, and reference materials as clues; • recognize figurative language devices in and out of context.	A fifth grade student at this level can: • consistently determines the meaning of unknown words and phrases using context, Greek and Latin affixes and roots, and reference materials as clues; • recognize and interpret figurative language devices in and out of context.

Structures Opinion Writing: support a point of view with logically ordered reasons and information

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A fifth grade student at this level can write an opinion piece that: • writes an opinion or likes and dislikes, and gives reasons for the opinion; • writes a beginning which not only gives an opinion, but also sets readers up to expect that her writing will try to convince them of the opinion; • writes an ending that reminds readers of the opinion; • writes a piece had different parts; writes lots of lines for each part.	A fifth grade student at this level can write an opinion piece that: • makes a claim about a topic or a text and tries to support reasons given; • writes a few sentences to hook readers, possibly by asking a question, explaining why the topic matters, telling a surprising fact, or giving background information; • writes an ending that restates and reflects on the claim, perhaps suggesting an action or response based on what was written; • writes separates sections of information using paragraphs.	A fifth grade student at this level can write an opinion piece that: • makes a claim or thesis on a topic or text, supports it with reasons; • includes an introduction that leads to a claim or thesis and gets readers to care about the opinion by not only including a cool fact or jazzy question, but also by telling readers what was significant in or around the topic; • includes a conclusion that connects back to what the text was mainly about, not just the preceding paragraph; • information and related ideas grouped into paragraphs.	A fifth grade student at this level can write an opinion piece that: • makes a claim or thesis on a topic or text, supports it with reasons, and provides a variety of evidence for each reason; • includes an introduction that leads to a claim or thesis and gets readers to care about the opinion by not only including a cool fact or jazzy question, but also by telling readers what was significant in or around the topic; • includes a conclusion that connects back to and highlights what the text was mainly about, not just the preceding paragraph; • information and related ideas grouped into paragraphs with parts of writing in the order that most suited the purpose and helped prove the reasons and claim.

Structures Informative Writing: examine a topic and convey ideas and information clearly

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A fifth grade student at this level produces informative writing that: - teaches some important points about a subject; - writes a beginning in which a subject is named and tries to interest the reader; - writes some sentences or a section at the end to wrap up her piece; - creates writing that has different parts and each part tells different information about the topic.	A fifth grade student at this level produces informative writing that: - teaches readers different things about a subject by using facts, details, quotes, and ideas in each part of writing; - clearly introduces and hooks readers by explaining why the subject matters - writes an ending that reminds readers of the subject and may either suggest a follow-up action or leave readers with a final insight; - groups information into sections and uses paragraphs or chapters to separate sections.	A fifth grade student at this level produces informative writing that: - used different kinds of information to teach about the subject; - includes an introduction in which readers get interested in and understand the subject and lets readers know the subtopics that will later develop; - includes a conclusion that restated the main points and may have offered a final thought or question for readers to consider; - is organized into a sequence of separate sections with each section written according to an organizational plan shaped partly by the genre of the section.	A fifth grade student at this level produces informative writing that: - used different kinds of information to teach about the subject, including little essays, stories, or how-to sections in the writing; - includes an introduction in which readers get interested in and understand the subject and lets readers know the subtopics that will later develop, as well as the sequence; - includes a conclusion that restated the main points and may have offered a final thought or question for readers to consider; - is organized into a sequence of separate sections that may have used headings and subheadings to highlight the separate sections, with each section written according to an organizational plan shaped partly by the genre of the section.

Structures Narrative Writing

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fifth grade student at this level: • writes about one time when something was done; • thinks about how to write a good beginning and chooses a way to start the story and chooses the action, talk, or setting that would make a good beginning; • tells the story in order by using words such as <i>when</i>, <i>then</i> and <i>after</i>; • chooses the action, talk, or feeling that would make a good ending; • writes a lot of lines on a page and writes across a lot of pages.	A fifth grade student at this level: • writes the important part of an event bit by bit and takes out unimportant parts; • writes a beginning that showed what was happening and where, getting readers into the world of the story; • writes an ending that connected to the beginning or the middle of the story and used action, dialogue, or feeling to bring his story to a close; • uses paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	A fifth grade student at this level: • wrote a story of an important moment. It reads like a story, even though it might be a true account; • wrote a beginning that not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character; • wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened previously in the story; • used paragraphs to separate different parts or times in the story and to show when a new character was speaking.	A fifth grade student at this level: • wrote a story of an important moment. It reads like a story, even though it might be a true account; • wrote a beginning that not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character; • wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened previously in the story. The writer gave readers a sense of closure; • used paragraphs to separate different parts or times in the story and to show when a new character was speaking. Some parts of the story are longer and more developed than others.

Develops ideas effectively by utilizing relevant sources to build and present knowledge

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As appropriate to the type and purpose, a fifth grade student at this level can: • conduct guided research but gathers both relevant and unimportant information from print, digital sources, and experiences in note form; • sort information into provided categories; • use evidence to state facts.	As appropriate to the type and purpose, a fifth grade student at this level can: • conduct research by gathering relevant information from print, digital sources, and experiences in note form; • use evidence to support analysis and reflection throughout the writing; • determine categories and organizes information logically; • provide a list of sources.	As appropriate to the type and purpose, a fifth grade student at this level can: • conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic; • recall relevant information from experiences or gather relevant information from print and digital sources; • summarize or paraphrase information in notes; • provide a list of sources; • draw evidence from literary or informational texts to support research.	As appropriate to the type and purpose, a fifth grade student at this level can: • conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic; • recall relevant information from experiences or gather relevant information from print and digital sources; • summarize or paraphrase information in notes and finished work; • provide a list of sources; • Draw evidence from literary or informational texts to support analysis, reflection, and research.

Demonstrates command of language, spelling and conventions through writing

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A fifth grade student at this level does not use grammar rules or correct conventions when writing.	A fifth grade student at this level can: ● Inconsistently use grammar rules when speaking or writing, including parts of speech, verb tenses, and sentence structure; ● Inconsistently use correct conventions, including capitalization, punctuation, mechanics and spelling; ● use grammar and conventions that may interfere with meaning.	A fifth grade student at this level can: ● use grammar rules when speaking or writing, including parts of speech, verb tenses, and sentence structure; ● use correct conventions, including capitalization, punctuation, mechanics and spelling; ● use grammar and conventions that may interfere with meaning.	A fifth grade student at this level can: ● consistently use grammar rules when speaking or writing, including parts of speech, verb tenses, and sentence structure; ● consistently use correct conventions, including capitalization, punctuation, mechanics and spelling; ● use grammar and conventions that do not interfere with meaning.

Revises and edits to improve writing by using collaboration and technology to develop and strengthen writing as needed

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A fifth grade student at this level does not revise and edit to improve writing.	A fifth grade student at this level: • works independently, with adults, and with peers to develop and strengthen writing as needed by planning, revising, and editing; • uses technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; • demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting	A fifth grade student at this level: • works independently, with peers, and with adults as needed to plan, revise, edit, or rewrite; • uses technology, including the Internet, to produce and publish writing and collaborate with others; • demonstrates sufficient command of keyboarding skills to type a minimum of one and a half pages in a single setting.	A fifth grade student at this level: • works independently, with peers, and with adults as needed to plan, revise, edit, rewrite, or try a new approach; • uses technology, including the Internet, to produce and publish writing with others; • demonstrates sufficient command of keyboarding skills to type a minimum of two pages in a single setting.

Clearly communicates ideas orally

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A fifth grade student at this level does not participate in collaborative discussions or needs extensive teacher prompting to participate.	A fifth grade student at this level can: • sometimes participate in discussions but does not balance the role of participant, leader and listener; • summarize text/information delivered orally to include the main points and supporting details with teacher prompting; • report on a topic/text, or present an opinion, by using few supportive facts and details in an unordered sequence of events. • use visuals that relate to the topic but most do not communicate the main ideas; • adapt speech to task and situation and use formal English when appropriate some of the time	A fifth grade student at this level can: • Sometimes participate in discussions by balancing the roles of participant, leader and listener by answering specific questions, elaborating on others' thoughts, and actively listening to remarks of others; • accurately summarize text/information delivered orally to include the main points or supporting details; • report on a topic/text, or present an opinion, by including supportive facts and details in an unorganized sequence; • use visuals and multimedia to enhance a presentation but some may not effectively communicate main ideas; • adapt speech to task and situation and use formal English when appropriate most of the time.	A fifth grade student at this level can: • Consistently participate in discussions by balancing the roles of participant, leader and listener by answering specific questions, elaborating on others' thoughts, and actively listening to remarks of others; • accurately summarize text/information delivered orally to include the main points and supporting details; • effectively report on a topic/text, or present an opinion, by using a logical sequence of events and supportive facts and details; • effectively use visuals and multimedia to communicate and enhance the main idea of a presentation; • adapt speech to task and situation and use formal English when appropriate all of the time.

Grade: Fifth

Subject: Mathematics

Write and Interpret Numerical Expressions

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fifth grade student at this level requires extensive support to write and interpret numerical expressions.	A fifth grade student at this level can use the four operations to solve problems.	A fifth grade student at this level can work with numerical expressions by: • applying conventions that must be learned with no conceptual basis.	A fifth grade student at this level can write and interpret numerical expressions that: • use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols; • record calculations with numbers, and interpret numerical expressions without evaluating them.

Analyze Patterns and Relationships

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A fifth grade student at this level needs extensive support to analyze patterns and relationships.	A fifth grade student at this level can analyze patterns and relationships by: • generating a number or shape pattern following a rule; • identifying features of that pattern that are not explicit in the rule itself.	A fifth grade student at this level can analyze patterns and relationships by: • generating two numerical patterns using two given rules; • identifying apparent relationships between corresponding terms.	A fifth grade student at this level can analyze patterns and relationships by: • generating two numerical patterns using two given rules; • identifying apparent relationships between corresponding terms; • forming ordered pairs consisting of corresponding terms from two patterns, and graph the ordered pairs on a coordinate plane.

Understand the place value system

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A fifth grade student at this level lacks basic place value understanding or demonstrates inconsistent performance on level 2 expectations.	A fifth grade student at this level can use whole numbers to: - recognize that a digit in one place represents 10 times as much as it represents in the place to its right or 1/10 of what it represents in the place to its left in any multi-digit; - use whole number exponents to denote powers of 10 when multiplying or dividing by powers of 10; - explain patterns in the number of zeros of the product when multiplying by powers of 10; - read, write, and compare numbers using numerals, number names, expanded form and symbols ($>$, $<$, $=$); - round a given number.	A fifth grade student at this level can consistently use whole numbers and is beginning to use decimal numbers to: - recognize that a digit in one place represents 10 times as much as it represents in the place to its right or 1/10 of what it represents in the place to its left in any multi-digit; - use whole number exponents to denote powers of 10 when multiplying or dividing by powers of 10; - explain patterns in the number of zeros of the product when multiplying by powers of 10; - read, write, and compare numbers using numerals, number names, expanded form and symbols ($>$, $<$, $=$); - round a given number.	A fifth grade student at this can use both whole numbers and decimal numbers (millions to thousandths) to: - recognize that a digit in one place represents 10 times as much as it represents in the place to its right or 1/10 of what it represents in the place to its left in any multi-digit; - use whole number exponents to denote powers of 10 when multiplying or dividing by powers of 10; - explain patterns in the number of zeros of the product when multiplying by powers of 10; - explain patterns in the placement of the decimal point when multiplying or dividing a decimal number by a power of 10; - read, write, and compare numbers using numerals, number names, expanded form and symbols ($>$, $<$, $=$); - round a given number.

Grade: Fifth

Subject: Mathematics

Perform operations with multi-digit whole numbers and with decimals to hundredths

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A fifth grade student at this level lacks basic computation skills and lacks basic problem solving skills or demonstrates inconsistent performance on level 2 expectations.	A fifth grade student at this level can: • multiply whole numbers using various strategies other than the traditional algorithm, or only shows mastery of multiplication of four-digit by one-digit or two-digit by two-digit numbers; • divide four-digit dividends by one-digit divisors to find whole-number quotients using various strategies; • fluently add and subtract multi-digit whole numbers using the standard algorithm; • inconsistently multiply decimals to the hundredths due to computation errors and placing the decimal point in the incorrect location; • apply computation strategies to problem solve but struggles to communicate the process for solving	A fifth grade student at this level can: • multiply multi-digit whole numbers (minimum of three-digit by two-digit) using the standard algorithm but lacks fluency and/or accuracy; • divide four-digit dividends by two-digit divisors to find whole-number quotients using various strategies inconsistently; • add and subtract decimals to the hundredths using various strategies inconsistently; • inconsistently multiply decimals to the hundredths due to computation errors, but the decimal point is in the correct location; • apply computation strategies to problem solve but struggles to communicate the process for solving	A fifth grade student at this level can: • fluently multiply multi-digit whole numbers (minimum of three-digit by two-digit) using the standard algorithm; • divide four-digit dividends by two-digit divisors to find whole-number quotients using various strategies; • add and subtract decimals to the hundredths using various strategies; • accurately multiply and divide decimals to the hundredths • apply computation strategies to efficiently problem solve and clearly communicate the process for solving using pictures, numbers, and/or words.

Use equivalent fractions as a strategy to add and subtract fractions.

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A fifth grade student at this level cannot add and subtract fractions or mixed numbers with like denominators and still struggles with lower grade level fraction concepts.	A fifth grade student at this level can: • add and subtract fractions and/or mixed numbers with like denominators in order to solve word problems with 1 step. There may be computation errors.	A fifth grade student at this level can: • add and subtract fractions and/or mixed numbers with unlike denominators in order to solve word problems with at least 2 steps. There may be computation errors.	A fifth grade student at this level can: • add and subtract fractions and mixed numbers with unlike denominators in order to solve word problems with at least 3 steps; • use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

Computation errors for this standard may include:

- Finding equivalent fractions for more complex denominators (other than 2, 3, 4, 5, 6, 8, 10, 12, and 100)
- Regrouping in subtraction
- Calculation errors with inefficient denominator choices (when adding fractions with the denominators 6 and 9 student chooses 54 instead of 18 as the common denominator)

Apply and extend understandings of multiplication and division to fractions.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fifth grade student at this level is unable to apply concepts of multiplication and division to fractions and problem solving situations.	Using models and equations, a fifth grade student at this level: • multiplies a fraction by whole number using repeated addition; • uses visual fraction models to show the correlation between equivalent multiplication expressions. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$; • solve word problems involving multiplication of a fraction by a whole number.	Using models and equations, a fifth grade student at this level: • interprets a fraction as division of the numerator by the denominator; • multiplies a fraction by a whole number; • multiplies a fraction by a fraction; • divides unit fractions by whole numbers and whole numbers by unit fractions using models; • interprets multiplication as scaling (resizing).	Using models and equations, a fifth grade student at this level: • interprets a fraction as division of the numerator by the denominator; • multiplies a fraction by a whole number; • multiplies a fraction by a fraction; • divides unit fractions by whole numbers and whole numbers by unit fractions using models; • interprets multiplication as scaling (resizing). Reasons about changes in the product of a multiplication problem as a result of a change in a factor; • solves real world problems involving division of whole numbers leading to answers in the form of fractions or mixed number; • solves real world problems involving the multiplication of fractions and mixed numbers.

Grade: Fifth

Subject: Mathematics

Convert like measurement units within a given measurement system.

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A fifth grade student at this level requires extensive support to convert like measurement units within a given measurement system.	A fifth grade student at this level can: • explain relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec.; • use the four operations to solve word problems including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit involving: • distances • intervals of time • liquid volumes • masses of objects • Money; • represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	A fifth grade student at this level can: • recognize whether to multiply or divide depending on whether converting from a larger unit to a smaller unit or a smaller unit to a larger unit, but may include computation mistakes; • convert among different-sized standard measurement units within a given measurement system, and uses these conversions in solving single-step, real world problems.	A fifth grade student at this level can: • recognize whether to multiply or divide depending on whether converting from a larger unit to a smaller unit or a smaller unit to a larger unit; • convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and uses these conversions in solving multi-step, real world problems.

Represent and interpret data.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fifth grade student at this level struggles to make and/or interpret a line plot.	A fifth grade student at this level can: • make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$); • solve problems involving addition and subtraction of fractions by using information presented in line plots.	A fifth grade student at this level can: • make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). • solve problems involving addition, subtraction, multiplication and division of fractions by using information presented in line plots inconsistently.	A fifth grade student at this level can: • make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$); • solve problems involving addition, subtraction, multiplication and division of fractions by using information presented in line plots.

Understand of volume and relate volume to multiplication and to addition.

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A fifth grade student at this level requires extensive support to demonstrate understanding of volume and its relation to multiplication and addition.	A fifth grade student at this level: • applies the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	A fifth grade student at this level: • distinguishes between 2-dimensional and 3-dimensional shapes and recognizes volume as an attribute of 3-D shapes; • may still need the support of manipulatives to achieve end of the year grade level standards; • when given a length, width and height, a student can calculate the volume of a rectangular prism; • applies volume concepts to solve real world problems involving on rectangular prism.	A fifth grade student at this level: • measures volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units; • finds the volume of a right rectangular prism with whole-number side lengths by: • packing with unit cubes • applying the formula $V = l \times w \times h$ • finding the volume of one layer and multiplying by the number of layers; • finds the volume of solid figures composed of two non-overlapping right rectangular prisms (composite figures) by adding the volumes of the non-overlapping parts; • applies volume concepts to solve problems involving regular rectangular prisms and two non-overlapping rectangular prisms.

Graph points on the coordinate plane to solve real-world and mathematical problems.

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A fifth grade student at this level requires extensive support to graph points on the coordinate plane to solve problems.	A fifth grade student at this level: identifies axes and coordinates as part of a coordinate plane.	A fifth grade student at this level: - uses a pair of perpendicular number lines, called axes, to define a coordinate system; - uses an ordered pair of numbers, called coordinates; - demonstrates understanding that the first coordinate indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis.	A fifth grade student at this level: - uses a pair of perpendicular number lines, called axes, to define a coordinate system; - uses an ordered pair of numbers, called coordinates; - demonstrates understanding that the first coordinate indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis; - represents real world and mathematical problems by graphing points in the first quadrant of the coordinate plane; - interprets coordinate values of points in the context of the situation.

Grade: 5th

Subject: Mathematics

Classify two-dimensional figures into categories based on their properties.

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A fifth grade student at this level requires extensive support to classify two-dimensional figures.	A fifth grade student at this level: identifies attributes of two-dimensional figures.	A fifth grade student at this level: - identifies attributes of two-dimensional figures; - classifies two-dimensional figures.	A fifth grade student at this level: - demonstrates understanding that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category (For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.); - classifies two-dimensional figures in a hierarchy based on properties.