

Grade 5 Mathematics

Operations and Algebraic Thinking

1. Write and interpret numerical expressions (5.OA.A)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Unable or rarely able to: - Read, write, interpret, and simplify expressions using numbers and variables to represent a simple situation - Apply order of operations to simplify expressions and equations with parentheses, brackets, or braces	Needs prompting and support to: - Read, write, interpret, and simplify expressions using numbers and variables to represent a simple situation - Apply order of operations to simplify expressions and equations with parentheses, brackets, or braces	Fluently: - Reads, writes, interprets, and simplifies expressions using numbers and variables to represent a simple situation - Applies order of operations to simplify expressions and equations with parentheses, brackets, or braces	Student meets all the criteria for “Meets Standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Reads, writes, interprets, and simplifies expressions using numbers and variables to represent a simple situation - Applies order of operations to simplify expressions and equations containing parentheses, brackets, or braces in addition to fractions, exponents, and decimals

2. Analyze patterns and relationships (5.OA.B)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Unable or rarely able to: • Generate and extend numerical patterns • Identify relationships between corresponding terms in two patterns. • Form ordered pairs consisting of corresponding terms from two patterns. • Graph points in a coordinate plane.	Needs prompting and support to: • Generate and extend numerical patterns • Identify relationships between corresponding terms in two patterns. • Form ordered pairs consisting of corresponding terms from two patterns. • Graph points in a coordinate plane.	Fluently: • Generates and extends numerical patterns • Forms ordered pairs consisting of corresponding terms from two patterns • Identifies relationships between corresponding terms in two patterns. • Graphs points in a coordinate plane.	Student meets all the criteria for “Meets Standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: • Generates and extends numerical patterns • Form ordered pairs consisting of corresponding terms from two patterns • Identifies and explains relationships between corresponding terms in two patterns. • Graphs points in a coordinate plane • Uses coordinate planes and/or ordered pairs to represent and solve real world problems.

Measurement

1. Converts like measurement units. (5.M.A)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Unable or rarely able to: - Convert among different sized standard units within a given system - Apply conversions to solve multi-step real world situations	Needs prompting and support to: - Convert among different sized standard units within a given system - Apply conversions to solve multi-step real world situations	Fluently: - Converts among different sized standard units within a given system - Applies conversions to solve multi-step real world situations	Student meets all the criteria for “Meets Standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Converts among different sized standard units within a given system - Applies conversions to solve multi-step real world situations - Applies knowledge of the relative sizes of units of measure to solve problems with real-world contexts

2. Demonstrate understanding of volume and solve problems (5.M.B)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Unable or rarely able to: - Recognize volume as an attribute of solid figures - Measure volume by counting unit cubes using standard and non-standard units of measure - Relate volume to the operations of multiplication and addition - Apply the formulas $V=l \times w \times h$ and $V=B \times h$ to find volumes of right rectangular prisms - Recognize volume as additive and find volume of solid figures composed of two or more non-overlapping rectangular prisms - Solve real-world and mathematical problems involving volume	Needs prompting and support to: - Recognize volume as an attribute of solid figures - Measure volume by counting unit cubes using standard and non-standard units of measure - Relate volume to the operations of multiplication and addition - Apply the formulas $V=l \times w \times h$ and $V=B \times h$ to find volumes of right rectangular prisms - Recognize volume as additive and find volume of solid figures composed of two or more non-overlapping rectangular prisms - Solve real-world and mathematical problems involving volume	Fluently: - Recognizes volume as an attribute of solid figures - Measures volume by counting unit cubes using standard and non-standard units of measure - Relates volume to the operations of multiplication and addition - Applies the formulas $V=l \times w \times h$ and $V=B \times h$ to find volumes of right rectangular prisms - Recognizes volume as additive and find volume of solid figures composed of two or more non-overlapping rectangular prisms - Solves real-world and mathematical problems involving volume	Student meets all the criteria for “Meets Standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Recognizes volume as an attribute of solid figures - Measures volume by counting unit cubes using standard and non-standard units of measure - Relates volume to the operations of multiplication and addition - Applies the formulas $V=l \times w \times h$ and $V=B \times h$ to find volumes of right rectangular prisms - Recognizes volume as additive and find volume of solid figures composed of two or more non-overlapping rectangular prisms - Solves real-world and mathematical problems involving volume
2	NOT ASSESSED AT THIS TIME			
3	NOT ASSESSED AT THIS TIME			

Data Literacy

1. Analyze, represent, and understand data visualizations. (5.DL.A-B)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Unable or rarely able to: - Ask questions and interpret data visualizations to describe and analyze patterns. - Represent measurement data on a line plot with unit fraction intervals ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$.) - Use learned operations on fractions to solve problems involving data presented on line plots.	Needs prompting and support to: - Question and interpret data visualizations to describe and analyze patterns. - Represent measurement data on a line plot with unit fraction intervals ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$) - Use learned operations on fractions to solve problems involving data presented on line plots	Fluently: - Asks questions and interpret data visualizations to describe and analyze patterns. - Represents measurement data on a line plot with unit fraction intervals ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$) - Uses learned operations on fractions to solve problems involving data presented on line plots	Student meets all the criteria for “Meets Standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Asks questions and interpret data visualizations to describe and analyze patterns including more than one data set. - Represents measurement data on a line plot with unit fraction intervals ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$) - Applies understanding of fraction operations and their interpretation of data on line plots to solve problems with real-world context.

Numbers and Operations in Base Ten

1. Demonstrates understanding of the place value system (5 NBT.A)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Unable or rarely able to: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as the digit in the place to its right and 1/10 of what it represents in the place to its left	Needs prompting and support to: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as the digit in the place to its right and 1/10 of what it represents in the place to its left	Fluently: Recognizes that in a multi-digit number, a digit in one place represents 10 times as much as the digit in the place to its right and 1/10 of what it represents in the place to its left	Student meets all the criteria for “Meets Standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: Applies place value relationships across nonadjacent place values.
2	NOT ASSESSED AT THIS TIME			
3	NOT ASSESSED AT THIS TIME			

2. Express numbers using the power of 10 (5.NBT.A. 2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Unable or rarely able to: • use whole number exponents to denote powers of 10 • explain patterns in the number of zeros in the product or quotient when multiplying or dividing by powers of 10	Needs prompting and support to: • use whole number exponents to denote powers of 10 • explain patterns in the number of zeros in the product or quotient when multiplying or dividing by powers of 10	Fluently: • uses whole number exponents to denote powers of 10 • explains patterns in the number of zeros in the product or quotient when multiplying or dividing by powers of 10	Student meets all the criteria for “Meets Standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: • Applies whole number exponents to algebraic reasoning • Compares expressions with powers of 10 to prove equivalence through structural patterns
2	Unable or rarely able to: • use whole number exponents to denote powers of 10 • explain patterns in the number of zeros in the product or quotient when multiplying or dividing by powers of 10	Needs prompting and support to: • use whole number exponents to denote powers of 10 • explain patterns in the number of zeros in the product or quotient when multiplying or dividing by powers of 10	Fluently: • uses whole number exponents to denote powers of 10 • explains patterns in the number of zeros in the product or quotient when multiplying or dividing by powers of 10	Student meets all the criteria for “Meets Standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: • Applies whole number exponents to algebraic reasoning • Compares expressions with powers of 10 to prove equivalence through structural patterns
3	NOT ASSESSED AT THIS TIME			

3. Read, write, compare, and round decimals. 5.NBT.3

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Unable or rarely able to: - Read, write, and compare decimals to the thousandths - Use place value understanding to round decimals to tenths and hundredths place	Needs prompting and support to: - Read, write, and compare decimals to the thousandth - Use place value understanding to round decimals to tenths and hundredths place	Fluently: - Reads, writes, and compares decimals to the thousandths - Uses place value understanding to round decimals to the thousandths place	Student meets all the criteria for “Meets Standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Reads, writes, and compares decimals to the thousandths place and beyond - Uses place value understanding to round decimals to the thousandths place and beyond
2	NOT ASSESSED AT THIS TIME			
3	NOT ASSESSED AT THIS TIME			

4. Add and subtract multi-digit decimals (5.NBT.B)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Unable or rarely able to: - Add and subtract whole numbers and decimals to the thousandths using the standard algorithm - Model, use place value concepts, and properties of operations to add or subtract problems with multi-digit whole numbers and decimals to the hundredths	Needs prompting and support to: - Add and subtract whole numbers and decimals to the thousandths using the standard algorithm - Model, use place value concepts, and properties of operations to add or subtract problems with multi-digit whole numbers and decimals to the hundredths	Fluently: - Adds and subtracts whole numbers and decimals to the thousandths using the standard algorithm - Models, uses place value concepts, and properties of operations to add or subtract problems with multi-digit whole numbers and decimals to the hundredths	Student meets all the criteria for “Meets Standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Adds and subtracts whole numbers and decimals to the thousandths place and beyond using the standard algorithm - Models, uses place value concepts, and properties of operations to add or subtract problems with multi-digit whole numbers and decimals to the hundredths place and beyond
2	NOT ASSESSED AT THIS TIME			
3	NOT ASSESSED AT THIS TIME			

5. Multiply multi-digit whole numbers (5.NBT.B)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Unable or rarely able to: • Multiply two multi-digit whole numbers using the standard algorithm • Model and use properties of operations to multiply multi-digit whole numbers	Needs prompting and support to: • Multiply two multi-digit whole numbers using the standard algorithm • Model and use properties of operations to multiply multi-digit whole numbers	Fluently: • Multiplies two multi-digit whole numbers using the standard algorithm • Models and uses properties of operations to multiply multi-digit whole numbers	Student meets all the criteria for “Meets Standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: • Multiplies two or more multi-digit whole numbers using the standard algorithm • Models and uses properties of operations to multiply multi-digit whole numbers • Applies multiplication strategies to solve real-world applications involving the products of multi-digit numbers
2	NOT ASSESSED AT THIS TIME			
3	NOT ASSESSED AT THIS TIME			

6. Divide multi-digit whole numbers (5.NBT.B)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Unable or rarely able to: - Find whole number quotients using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division - Divide multi-digit whole numbers using the standard algorithm with up to a two-digit divisor and three-digit dividend	Needs prompting and support to: - Find whole number quotients using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division - Divide multi-digit whole numbers using the standard algorithm with up to a two-digit divisor and three digit	Fluently: - Find whole number quotients using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division - Divides multi-digit whole numbers using the standard algorithm with up to a two-digit divisor and three-digit dividend	Student meets all the criteria for “Meets Standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Divides multi-digit whole numbers using the standard algorithm with up to a two-digit divisor and three-digit dividend - Applies understanding of division strategies to solve problems with real-world contexts
3	NOT ASSESSED AT THIS TIME			

7. Multiply multi-digit decimals (5.NBT.B)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Unable or rarely able to: - Model the multiplication of decimals to the hundredths - Multiply multi-digit whole numbers and decimals to the thousandths using the standard algorithm	Needs prompting and support to: - Model the multiplication of decimals to the hundredths - Multiply multi-digit whole numbers and decimals to the thousandths using the standard algorithm	Fluently: - Models the multiplication of decimals to the hundredths - Multiply multi-digit whole numbers and decimals to the thousandths using the standard algorithm	Student meets all the criteria for “Meets Standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Models the multiplication of decimals to the hundredths - Multiply multi-digit whole numbers and decimals to the thousandths using the standard algorithm - Applies understanding of multiplying decimals to solve problems with real-world contexts
2	NOT ASSESSED AT THIS TIME			
3	NOT ASSESSED AT THIS TIME			

8. Divide multi-digit decimals (5.NBT.B)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Unable or rarely able to: - Divide multi-digit whole numbers using the standard algorithm with up to a two-digit divisor and three-digit dividend. - Divide decimals using the standard algorithm where a decimal appears in the divisor and dividend	Needs prompting and support to: - Divide multi-digit whole numbers using the standard algorithm with up to a two-digit divisor and three-digit dividend - Divide decimals using the standard algorithm where a decimal appears in the divisor and dividend	Fluently: - Divides multi-digit whole numbers using the standard algorithm with up to a two-digit divisor and three-digit dividend - Divides decimals using the standard algorithm where a decimal appears in the divisor and dividend	Student meets all the criteria for “Meets Standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Divides multi-digit whole numbers using the standard algorithm with up to a two-digit dividend and three-digit dividend - Divides decimals using the standard algorithm where a decimal appears in the divisor and dividend, and can explain its relationship to multiplication - Applies understanding of dividing decimals to solve problems with real-world contexts
3	NOT ASSESSED AT THIS TIME			

Number and Operations – Fractions

1. Adds and subtracts fractions and mixed numbers to solve word problems. (5.NF.A)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Unable or rarely able to: - Form equivalent fractions and simplify fractions using visual models, number lines, or divisibility rules - Add and subtract fractions and mixed numbers with unlike denominators by replacing given fractions with equivalent fractions to produce and equivalent sum or equivalent difference.	Needs prompting and support to: - Form equivalent fractions and simplify fractions using visual models, number lines, or divisibility rules - Add and subtract fractions and mixed numbers with unlike denominators by replacing given fractions with equivalent fractions to produce and equivalent sum or equivalent difference.	Fluently: - Forms equivalent fractions and simplifies fractions using visual models, number lines, or divisibility rules - Adds and subtracts fractions and mixed numbers with unlike denominators by replacing given fractions with equivalent fractions to produce and equivalent sum or equivalent difference.	Student meets all the criteria for “Meets Standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Forms equivalent fractions and simplifies fractions using visual models, number lines, divisibility rules or algebraic rules such as cross-multiplication formulas - Adds and subtracts fractions and mixed numbers with unlike denominators replacing given fractions with equivalent fractions to produce and equivalent sum or equivalent difference and can construct viable arguments to explain answers and critique the reasoning of others
3	NOT ASSESSED AT THIS TIME			

2. Multiply fractions and mixed numbers (5.NF.B)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Unable or rarely able to: • Multiply fractions and whole numbers by a fraction using the standard algorithm or a model • Predict and compare the size of a product when multiplying based on the size of the factors • Solve problems involving multiplication of fractions and mixed numbers by using equations and visual models	Needs prompting and support to: • Multiply fractions and whole numbers by a fraction using the standard algorithm or a model • Predict and compare the size of a product when multiplying based on the size of the factors • Solve problems involving multiplication of fractions and mixed numbers by using equations and visual models	Fluently: • Multiplies fractions and whole numbers by a fraction using the standard algorithm or a model • Predicts and compares the size of a product when multiplying based on the size of the factors • Solves problems involving multiplication of fractions and mixed numbers by using equations and visual models	Student meets all the criteria for “Meets Standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: • Multiplies fractions and whole numbers by a fraction using the standard algorithm or a model • Predicts and compares the size of a product when multiplying based on the size of the factors without calculating. • Solves problems involving multiplication of fractions and mixed numbers by using equations and visual models and can construct viable arguments to explain answers and critique the reasoning of others
3	NOT ASSESSED AT THIS TIME			

3. Divide fractions and whole numbers (5.NF.B)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Unable or rarely able to: - Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$) and solves word problems involving the division of whole numbers leading to answer in the form of fractions or mixed numbers. - Compute quotients of unit fractions by whole numbers and whole numbers by unit fractions using equations or models - Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of non-zero whole numbers by unit fractions.	Needs prompting and support to: - Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$) and solves word problems involving the division of whole numbers leading to answer in the form of fractions or mixed numbers. - Compute quotients of unit fractions by whole numbers and whole numbers by unit fractions using equations or models - Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of non-zero whole numbers by unit fractions.	Fluently: - Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$) and solves word problems involving the division of whole numbers leading to answer in the form of fractions or mixed numbers. - Compute quotients of unit fractions by whole numbers and whole numbers by unit fractions using equations or models - Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of non-zero whole numbers by unit fractions.	Student meets all the criteria for “Meets Standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Computing quotients of non-unit fractions by whole numbers and whole numbers by non-unit fractions using equations or models - Solve real-world problems involving division of fractions and can construct viable arguments to explain answers and critique the reasoning of others
3	NOT ASSESSED AT THIS TIME			

Geometry

1. Graphs points on a coordinate plane to solve real-world and mathematical problems (5.G.A)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Unable or rarely able to: - Locate and plot points in the first quadrant of the coordinate plane - Find the length and vertical segments in the first quadrant - Solve problems involving data represented graphs and tables of ordered pairs	Needs prompting and support to: - Locate and plot points in the first quadrant of the coordinate plane - Find the length and vertical segments in the first quadrant - Solve problems involving data represented graphs and tables of ordered pairs	Fluently: - Locates and plots points in the first quadrant of the coordinate plane - Finds the length and vertical segments in the first quadrant - Solves problems involving data represented graphs and tables of ordered pairs	Student meets all the criteria for “Meets Standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Locates and plots points in the first quadrant of the coordinate plane and other quadrants - Finds the length and vertical segments in the first quadrant - Solves problems involving data represented graphs and tables of ordered pairs

2. Classify two-dimensional figures based on their properties (5.G.B)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Unable or rarely able to: - Describe the attributes of two-dimensional figures using proper mathematical vocabulary - Classify and sort two-dimensional figures in a hierarchy by their attributes	Needs prompting and support to: - Describe the attributes of two-dimensional figures using proper mathematical vocabulary - Classify and sort two-dimensional figures in a hierarchy by their attributes	Fluently: - Describes the attributes of two-dimensional figures using proper mathematical vocabulary - Classifies and sorts two-dimensional figures in a hierarchy by their attributes	Student meets all the criteria for “Meets Standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Describes the attributes of two-dimensional figures using proper mathematical vocabulary - Analyzes and deconstructs non-examples based on a figure’s categorical attributes - Classifies and sorts two-dimensional figures in a hierarchy by their attributes and explains and justifies their claim

Mathematical Practices

1. Makes sense of problems and perseveres in solving them; reasons abstractly and quantitatively

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	When given a problem, student is unable to: • Make a plan to solve it • apply strategies to solve the problem • determine if it makes sense • check the work • select effective strategy • identify appropriate operations • mathematically compute the correct answer	When given a problem, student, with prompting and support, is sometimes able to: • make a plan to solve it • apply strategies to solve the problem • determine if it makes sense • check the work • persevere to solve the problem accurately • select effective strategy • identify appropriate operations • mathematically compute the correct answer	When given a problem, student is consistently able to: • make a plan to solve it • apply strategies to solve the problem • determine if it makes sense • check the work • persevere to solve the problem accurately • select effective strategy • identify appropriate operations • mathematically compute the correct answer	When given a problem, student is consistently and independently able to: • make a plan to solve it • apply strategies to solve the problem • determine if it makes sense • check the work • persevere to solve the problem accurately • suggest at least one other way to solve the problem • interprets the task and applies appropriate operations • computes accurately on more complex problems • makes connections to other • mathematical ideas or contexts

2. Constructs viable mathematical arguments/model with mathematics

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	Student is unable or rarely able to: - communicate mathematical thinking with accurate vocabulary - communicate logical arguments that follow a clear and coherent path throughout the problem - use representations that are effective - use appropriate representations that are complete	Student sometimes but not consistently: - communicates all mathematical thinking with accurate vocabulary - communicates logical arguments that follow a clear and coherent path throughout the problem - use representations that are effective - use appropriate representations that are complete	Student consistently: - communicates all mathematical thinking with accurate vocabulary - communicates logical arguments that follow a clear and coherent path throughout the problem - uses representations that are effective - uses appropriate representations that are complete	Student consistently: - communicates all mathematical thinking precisely and with accurate vocabulary - communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense - uses representations that are both elegant and insightful - uses appropriate representations on more complex problems

Science

Trimester One- Physical Science

(5-PS1-1, 5-PS1-2, 5-PS1-3, 5-PS1-4, 5-PS2-1)

Topics	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
Matter and Its Interactions Motion and Stability: Forces and Interactions	- Student has not demonstrated an adequate understanding of the content and is still developing the required skills. - Student has not demonstrated an adequate ability to compose open-ended responses. - Student has not demonstrated an adequate ability to support understanding through modeling (using measuring and/or graphing) and/or investigation	- Student has demonstrated understanding of the content and can practice the skills with prompting or assistance. - Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support. - Student needs prompting and support to demonstrate an adequate understanding through modeling (using measuring and/or graphing) and/or investigation	- Student has demonstrated understanding of the content and can practice the skills independently. - Student has demonstrated the ability to compose detailed and proficient open-ended responses. - Student is able to thoroughly and accurately demonstrate understanding through modeling and/or investigation	- Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. - Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses. - Student's ideas for modeling and investigating are insightful, engaging, and advanced.

Trimester Two- Earth Science

(5-ESS1-1, 5-ESS1-2, 5-ESS2-1, 5-ESS2-2, 5-ESS3-1)

Topics	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
Earth's Systems Earth and Human Activity Earth's Place in the Universe	• Student has not demonstrated an adequate understanding of the content and is still developing the required skills. • Student has not demonstrated an adequate ability to compose open-ended responses. • Student has not demonstrated an adequate ability to support understanding through modeling (using measuring and/or graphing) and/or investigation	• Student has demonstrated understanding of the content and can practice the skills with prompting or assistance. • Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support. • Student needs prompting and support to demonstrate an adequate understanding through modeling (using measuring and/or graphing) and/or investigation	• Student has demonstrated understanding of the content and can practice the skills independently. • Student has demonstrated the ability to compose detailed and proficient open-ended responses. • Student is able to thoroughly and accurately demonstrate understanding through modeling and/or investigation	• Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. • Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses. • Student's ideas for modeling and investigating are insightful, engaging, and advanced.

**Trimester Three- Life Science
(5-PS3-1, 5-LS1-1, 5-LS2-1)**

Topics	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
From Molecules to Organisms Eco-system: Interactions, Energy, and Dynamics	• Student has not demonstrated an adequate understanding of the content and is still developing the required skills. • Student has not demonstrated an adequate ability to compose open-ended responses. • Student has not demonstrated an adequate ability to support understanding through modeling (using measuring and/or graphing) and/or investigation	• Student has demonstrated understanding of the content and can practice the skills with prompting or assistance. • Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support. • Student needs prompting and support to demonstrate an adequate understanding through modeling (using measuring and/or graphing) and/or investigation	• Student has demonstrated understanding of the content and can practice the skills independently. • Student has demonstrated the ability to compose detailed and proficient open-ended responses. • Student is able to thoroughly and accurately demonstrate understanding through modeling and/or investigation	• Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. • Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses. • Student's ideas for modeling and investigating are insightful, engaging, and advanced.

Science Inquiry and Engineering - All Semesters

(3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3)

Needs Support	Approaching Standard	Meets Standard	Exceeds Standard
Student is unable, even with prompting to: - Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. - Construct arguments which support scientific concepts based on evidence - Apply scientific concepts to real world scenarios - Contribute to class discussions and activities.	With prompting and support student is able to: - Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. - Construct arguments which support scientific concepts based on evidence - Apply scientific concepts to real world scenarios - Contribute to class discussions and activities.	Student is able to consistently: - Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. - Construct arguments which support scientific concepts based on evidence - Apply scientific concepts to real world scenarios - Contribute to class discussions and activities.	Student meets all criteria for “Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: - Utilizing scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. - Constructing arguments which support scientific concepts based on evidence - Applying scientific concepts to real world scenarios - Contributing to class discussions and activities.