

## Operations and Algebraic Thinking

Topic: Operations and Algebraic Thinking	
Score	Description: 5.OA.1 - Use parentheses to evaluate expressions
4	<p><b>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</b></p> <ul style="list-style-type: none"> <li>Evaluate numerical expressions containing more than 2 non-nested sets of parentheses</li> <li>Evaluate numerical expressions containing nested sets of parentheses</li> </ul>
3	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Evaluate expressions with 2 non-nested sets of parentheses</li> </ul>
2	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>Parentheses, expression, equation, sum, difference, product, quotient, evaluate, doubled, tripled</li> </ul> <p><b>The student will perform basic processes:</b></p> <ul style="list-style-type: none"> <li>Evaluate expressions with 1 set of parentheses</li> </ul>
1	No understanding of the standard is demonstrated.

## Operations and Algebraic Thinking

Topic: Operations and Algebraic Thinking	
Score	Description: 5.OA.2 - Write and interpret numerical expressions
4	<p><b>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</b></p> <ul style="list-style-type: none"> <li>Write and identify numerical expressions, written in words and containing more than 2 non-nested sets of parentheses</li> <li>Interpret numerical expressions, written in words and containing more than two non-nested sets of parentheses</li> </ul>
3	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Write and identify numerical expressions, written in words and containing two non-nested sets of parentheses</li> <li>Interpret numerical expressions, written in words and containing two non-nested sets of parentheses</li> </ul>
2	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>Parentheses, expression, equation, sum, difference, product, quotient, doubled, tripled, times, multiply, divide</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>Write and identify numerical expressions, written in words and containing one set of parentheses</li> <li>Interpret numerical expressions, written in words and containing one set of parentheses</li> </ul>
1	No understanding of the standard is demonstrated.

## Number and Operations in Base 10

Topic: Number and Operations in Base 10	
Score	Description: 5.NBT.2 - Explain patterns when multiplying or dividing by powers of 10 including decimals
4	<p><b>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</b></p> <ul style="list-style-type: none"> <li>Student is able to apply mathematical strategies to calculate a number when multiplied or divided by powers of ten in real world problems and can express reasoning utilizing mathematical language</li> </ul>
3	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10</li> <li>Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10</li> <li>Use whole-number exponents to denote powers of 10</li> </ul>
2	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>Place value, tenth, hundredth, thousandth, whole number, decimal, base, exponents</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>Multiply and divide using power of 10s</li> <li>Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to the right and 1/10 of what it represents in the place to the left (5.NBT.1)</li> </ul>
1	No understanding of the standard is demonstrated.

## Number and Operations in Base 10

Topic: Number and Operations in Base 10	
Score	Description: 5.NBT.3 - Read, write, and compare decimals to thousandths.
4	<p><b>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</b></p> <ul style="list-style-type: none"> <li>Read, write and compare decimals to solve real world and mathematical problems</li> </ul>
3	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Read and write decimals to thousandths using base-ten numerals, word form, expanded form, and unit form</li> <li>Compare two decimals to thousandths in different forms based on meaning of the digits in each place, using <math>&lt;</math>, <math>&gt;</math>, <math>=</math>, and <math>\neq</math> relational symbols</li> </ul>
2	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>Place value, tenth, hundredth, thousandth, metric measurement, exponents, word form, expanded form, unit form, number line</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>Read and write decimals to thousandths in standard form</li> <li>Compare two decimals to thousandths in the same form based on meaning of the digits in each place, using <math>&lt;</math>, <math>&gt;</math>, <math>=</math>, and <math>\neq</math> relational symbols</li> </ul>
1	No understanding of the standard is demonstrated.

## Number and Operations in Base 10

Topic: Number and Operations in Base 10	
Score	Description: 5.NBT.4 - Use place value understanding to round to any place
4	<p><b>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</b></p> <ul style="list-style-type: none"> <li>Solve real world problems that require rounding to solve</li> <li>Create a real world scenario that would require accurate rounding up to the hundredths place</li> </ul>
3	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Use place value understanding to round decimals to any place value (Note: In fifth grade, decimals include whole numbers and decimal fractions to the hundredths place)</li> </ul>
2	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>Place value, tenth, hundredth, thousandth, decimals, number line, rounding, estimate, next largest place value</li> </ul> <p><b>The student will perform basic processes:</b></p> <ul style="list-style-type: none"> <li>Round decimals to the next largest place value</li> </ul>
1	No understanding of the standard is demonstrated.

## Number and Operations in Base 10

Topic: Number and Operations in Base 10	
Score	Description: 5.NBT.5 - Fluently multiply multi-digit whole numbers using an efficient algorithm
4	<p><b>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</b></p> <ul style="list-style-type: none"> <li>Solve multi-step word problems involving multi-digit multiplication that tie to real world scenarios</li> <li>Justify the reasoning and algorithms use to solve problems explaining why one method is more efficient for the situation</li> </ul>
3	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Fluently (efficiently, accurately, and flexibly) multiply multi-digit whole numbers using an efficient algorithm (<i>ex., traditional, partial products, area model etc.</i>) based on place value understanding and the properties of operations</li> </ul>
2	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>Product, equation, multiplier, digit, algorithm</li> </ul> <p><b>The student will perform basic processes:</b></p> <ul style="list-style-type: none"> <li>Multiply two multi-digit numbers using only 1 strategy based on place value understanding</li> </ul>
1	No understanding of the standard is demonstrated.

## Number and Operations in Base 10

<b>Topic: Number and Operations in Base 10</b>	
<b>Score</b>	<b>Description: 5.NBT.6 - Find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using a variety of strategies</b>
<b>4</b>	<p><b>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</b></p> <ul style="list-style-type: none"> <li>• Solve multi-step word problems involving multi-digit division (up to four-digit dividend and two-digit divisors) that tie to real world scenarios</li> <li>• Find the error in a solved problem and correctly divide the problem</li> </ul>
<b>3</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division</li> <li>• Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models</li> </ul>
<b>2</b>	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>• Dividend, divisor, quotient, equation, divide, multiply, groups</li> </ul> <p><b>The student will perform basic processes:</b></p> <ul style="list-style-type: none"> <li>• Find whole-number quotients of whole numbers with two and three digit dividends and 2-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division</li> </ul>
<b>1</b>	No understanding of the standard is demonstrated.

## Number and Operations in Base 10

Topic: Number and Operations in Base 10	
Score	Description: 5.NBT.7a – Add and subtract decimals to hundredths, using a variety of strategies.
4	<p><b>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</b></p> <ul style="list-style-type: none"> <li>• Add and subtract decimals to the hundredths place to solve real world word problems</li> <li>• Justify the reasoning and algorithms used to perform operations with decimals</li> <li>• Find the error in a solved problem and correctly solve the problem</li> </ul>
3	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Add and subtract decimals to hundredths, using concrete models or drawings using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction and relate the strategy to a written method</li> </ul>
2	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>• Place value, tenth, hundredth, thousandth, exponents, sum, difference</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>• Add and subtract a decimal to the hundredths and a whole number using strategies based on place value understanding</li> <li>• Add or subtract decimals to the hundredths, but not both operations.</li> </ul>
1	No understanding of the standard is demonstrated.

## Number and Operations in Base 10

Topic: Number and Operations in Base 10	
<b>Score</b>	<b>Description: 5.NBT.7b</b> - Multiply and divide decimals to hundredths, using a variety of strategies.
<b>4</b>	<p><b>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</b></p> <ul style="list-style-type: none"> <li>• Multiply and divide decimals to the hundredths place to solve real world word problems</li> <li>• Justify the reasoning and algorithms used to perform operations with decimals</li> <li>• Find the error in a solved problem and correctly solve the problem</li> </ul>
<b>3</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Multiply and divide decimals to hundredths, using concrete models or drawings using strategies based on place value, properties of operations, and/or the relationship between multiplication and division and relate the strategy to a written method</li> </ul>
<b>2</b>	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>• Place value, tenth, hundredth, thousandth, exponents, product, quotient</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>• Multiply and divide a decimal to the hundredths and a whole number using strategies based on place value understanding</li> <li>• Multiply or divide decimals to the hundredths, but not both operations.</li> </ul>
<b>1</b>	No understanding of the standard is demonstrated.

## Number & Operations - Fractions

Topic: Number and Operations -Fractions	
Score	Description: 5.NF.1 - Add and Subtract Fractions with Unlike Denominators
<b>4</b>	<p><b>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications:</b></p> <ul style="list-style-type: none"> <li>• Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, (ex. by using visual fraction models or equations to represent the problem) (5.NF.2)</li> <li>• Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers</li> </ul>
<b>3</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Add and Subtract fractions and mixed numbers with unlike denominators in mathematical problems by using equivalent fractions with like denominators to find the sum or difference</li> </ul>
<b>2</b>	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>• Numerator, denominator, equivalent fractions, sum, difference, add, subtract, mixed number, whole number</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>• Add fractions and mixed numbers with unlike denominators (denominators <math>\leq 12</math>) when one denominator is a factor of the other</li> <li>• Subtract a fraction or mixed number from a whole number (denominator <math>\leq 4</math>)</li> </ul>
<b>1</b>	No understanding of the standard is demonstrated.

## Number & Operations - Fractions

Topic: Number and Operations -Fractions	
Score	Description: 5.NF.3 - Interpret a fraction as division problem and solve real world word problems
4	<p><b>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications:</b></p> <ul style="list-style-type: none"> <li>Represent and solve the word problem with both a visual model and equation, and explain their reasoning in words</li> </ul>
3	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Represent and solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers (using visual fraction models or equations)</li> </ul>
2	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>Fraction, division, numerator, denominator, whole number, mixed number, quotient, dividend, divisor</li> </ul> <p><b>The student will perform basic processes:</b></p> <ul style="list-style-type: none"> <li>Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>)</li> </ul>
1	No understanding of the standard is demonstrated.

## Number & Operations - Fractions

Topic: Number and Operations -Fractions	
Score	Description: 5.NF.4 - Apply and extend understanding of multiplication to multiplying fractions
4	<p><b>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications:</b></p> <ul style="list-style-type: none"> <li>Solve problems involving the areas of rectangles with fractional side lengths</li> </ul>
3	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Apply and extend previous understandings of multiplication to multiply a fraction or mixed number by a fraction or mixed number</li> </ul>
2	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>Numerator, denominator, product, factor, multiply, equivalent fractions, mixed number, whole number, unit fraction, area, length, width</li> </ul> <p><b>The student will perform basic processes:</b></p> <ul style="list-style-type: none"> <li>Multiply a whole number by fraction</li> </ul>
1	No understanding of the standard is demonstrated.



## Number & Operations - Fractions

Topic: Number and Operations -Fractions	
Score	Description: 5.NF.5 - Interpret multiplication as scaling (resizing)
4	<p><b>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications:</b></p> <ul style="list-style-type: none"> <li>When multiplying mixed numbers, use estimation to whole numbers to make a reasonable statement of comparison (Ex. I know when I multiply <math>3\frac{1}{3}</math> by <math>\frac{5}{6}</math>, I will get an answer bigger than <math>\frac{5}{6}</math>, not only because I am multiplying <math>\frac{5}{6}</math> by a number greater than 1, but also because <math>3 \times 1</math> is 3)</li> </ul>
3	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Interpret multiplication as scaling (resizing) by comparing the size of a product to the size of one factor based on the size of the other factor, without performing the indicated multiplication (ex. <math>\frac{1}{2} \times 3</math> is seen as half the size of 3)</li> <li>Explain why multiplying a given number by a fraction less than 1 results in a product less than the given number</li> </ul>
2	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>Multiply, scaling, comparing, greater, less, product</li> </ul> <p><b>The student will perform basic processes:</b></p> <ul style="list-style-type: none"> <li>Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number</li> </ul>
1	No understanding of the standard is demonstrated.

## Number & Operations - Fractions

Topic: Number and Operations -Fractions	
Score	Description: 5.NF.6- Solve real world problems involving multiplication of fractions and mixed numbers
4	<p><b>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications:</b></p> <ul style="list-style-type: none"> <li>Solve real world word problems involving multiplication of fractions and mixed numbers, representing with both a visual model and an equation, and also explaining their reasoning in words.</li> </ul>
3	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Solve real world problems involving multiplication of fractions or mixed numbers by fractions or mixed numbers (using visual fraction models or equations)</li> </ul>
2	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>Multiply, fraction, mixed number, factor, product, numerator, denominator, whole number</li> </ul> <p><b>The student will perform basic processes:</b></p> <ul style="list-style-type: none"> <li>Solve real world problems involving multiplication of fraction by whole number (using visual fraction models or equations)</li> </ul>
1	No understanding of the standard is demonstrated.

## Number & Operations - Fractions

Topic: Number and Operations -Fractions	
Score	Description: 5.NF.7 - Apply and extend previous understandings of division to divide unit fractions
4	<p><b>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications:</b></p> <ul style="list-style-type: none"> <li>Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions</li> </ul>
3	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions</li> </ul>
2	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>Unit fraction, numerator, denominator, divide, whole number, quotient</li> </ul> <p><b>The student will perform basic processes:</b></p> <ul style="list-style-type: none"> <li>Divide a whole number by a unit fraction</li> </ul>
1	No understanding of the standard is demonstrated.

## Measurement and Data

Topic: Measurement and Data	
Score	Description: 5.MD.1 - Convert like measurements units within a given measurement system
4	<p><b>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications:</b></p> <ul style="list-style-type: none"> <li>Convert like measurements within a system using whole numbers, fractions (customary), and decimals (metric system) and use these conversions to solve multi-step real world problems</li> </ul>
3	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Convert decimal in tenths place to a different metric measurement</li> <li>Convert a customary fraction or mixed number to the <math>\frac{1}{4}</math> unit from a larger unit to a smaller one</li> <li>Use conversions to solve single step real world word problems</li> </ul>
2	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>Customary/ US Standard units, Unit, Metric System units, Conversion</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>Convert a whole number metric measurement to a different metric measurement, resulting in a whole number</li> <li>Convert a whole number customary measurement to a different customary measurement resulting in a whole number</li> </ul>
1	No understanding of the standard is demonstrated.

## Measurement and Data

Topic: Measurement and Data	
<b>Score</b>	<b>Description: 5.MD.2</b> - Represent and interpret data including line plots, pictographs, and bar graphs
<b>4</b>	<p><b>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</b></p> <ul style="list-style-type: none"> <li>• Answer questions based on interpreting the data displays representing data sets in any fractions of units (not limited to <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, or <math>\frac{1}{8}</math>)</li> <li>• Make a data display (line plot, bar graph, pictograph) to show a data set of measurements in fractions of a unit (<u>other than <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math></u>) and use operations to solve problems involving information presented in the data display.</li> </ul>
<b>3</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Make a data display (line plot, bar graph, pictograph) to show a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>) and use operations (add, subtract, multiply) on fractions for this grade to solve problems involving information presented in the data display.</li> </ul>
<b>2</b>	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>• Line plot, add, subtract, multiply, bar graph, pictograph, data set, fraction</li> </ul> <p><b>The student will perform basic processes:</b></p> <ul style="list-style-type: none"> <li>• Make a data display representing data sets in fractions of units</li> </ul>
<b>1</b>	No understanding of the standard is demonstrated.

## Measurement and Data

Topic: Measurement and Data	
<b>Score</b>	<b>Description: 5.MD.3&amp;4</b> - Measure volumes by counting cubic units
<b>4</b>	<p><b>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications:</b></p> <ul style="list-style-type: none"> <li>• Make decisions as to what would be the appropriate unit of measurement for the volume of different objects/spaces</li> </ul>
<b>3</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Measure volumes by counting unit cubes such as cubic cm, cubic in, cubic ft. or non-standard cubic units</li> </ul>
<b>2</b>	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>• Volume, rectangular prism, length, width, height, base, unit cube, cubic unit, depth, solid</li> </ul> <p><b>The student will perform basic processes:</b></p> <ul style="list-style-type: none"> <li>• Recognize volume as an attribute of solid figures and understand concepts of volume (5.MD.3)</li> </ul>
<b>1</b>	No understanding of the standard is demonstrated.

## Measurement and Data

Topic: Measurement and Data	
Score	Description: 5.MD.5 - Solve real world and mathematical problems involving volume
4	<p><b>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications:</b></p> <ul style="list-style-type: none"> <li>Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. (5.MD.5c)</li> </ul>
3	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Apply the formulas <math>V = l \cdot w \cdot h</math> and <math>V = B \cdot h</math> (B represents the area of the base) for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. (5.MD.5b)</li> </ul>
2	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>Volume, length, width, height, depth, base, area, right rectangular prism, multiply, product, unit cubes</li> </ul> <p><b>The student will perform basic processes:</b></p> <ul style="list-style-type: none"> <li>Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base (5.MD.5a)</li> </ul>
1	No understanding of the standard is demonstrated.

## Geometry

Topic: Geometry	
<b>Score</b>	<b>Description: 5.G.1&amp;2</b> -Graph points on the coordinate plane to solve real world and mathematical problems
<b>4</b>	<p><b>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</b></p> <ul style="list-style-type: none"> <li>Graph coordinate points on a coordinate grid with fractional axis increments (<math>1/2, 1/4</math>), where at least one term is a fraction</li> <li>Interpret coordinate points on a coordinate grid with fractional axis increments, where at least one term is a fraction, in real world and mathematical problems</li> </ul>
<b>3</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Graph whole number coordinate points on a coordinate grid with whole number axis increments and interpret the values of the points in the context of the situation in real world problems</li> </ul>
<b>2</b>	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>Graph (as a verb &amp; noun), point, coordinate plane, axis, coordinate pair, increment</li> </ul> <p><b>The student will perform basic processes:</b></p> <ul style="list-style-type: none"> <li>Graph and identify whole number coordinate points on a coordinate grid with whole number axis increments in mathematical problems (quadrant 1)</li> </ul>
<b>1</b>	No understanding of the standard is demonstrated.

## Geometry

Topic: Geometry	
<b>Score</b>	<b>Description: 5.G.3&amp;4</b> -Classify two-dimensional figures into categories based on their properties
<b>4</b>	<p><b>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications:</b></p> <ul style="list-style-type: none"> <li>Compare two-dimensional figures based on attributes and properties</li> </ul>
<b>3</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Classify two-dimensional figures into sub-categories in a hierarchy based on properties</li> </ul>
<b>2</b>	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>Rectangle, square, trapezoid, rhombus, diamond, parallelogram, angle, right, circle, triangle, oval, pentagon, hexagon, heptagon, octagon, nonagon, decagon, hierarchy, 2 dimensional figure, attribute, properties, sub-category, corner</li> </ul> <p><b>The student will perform basic processes:</b></p> <ul style="list-style-type: none"> <li>Classify two-dimensional figures into categories by their attributes and properties</li> </ul>
<b>1</b>	No understanding of the standard is demonstrated.