Grade Five Math

CONTENT AREA: Operations and Algebraic Thinking

AREA OF ASSESSMENT: Writes and interprets numerical expressions (5.OA.1, 5.OA.2)

RUBRIC	DECEMBER	MARCH	JUNE
4	Reads, writes, interprets, and simplifies expressions using numbers, symbols and variables to represent and solve complex mathematical situations involving whole numbers. Consistently and independently applies order of operations in solving problems.	Reads, writes, interprets, and simplifies expressions using numbers, symbols and variables to represent and solve complex mathematical situations involving whole numbers, fractions and decimals. Consistently and independently apply order of operations in solving problems.	Reads, writes, interprets, and simplifies expressions using numbers, symbols and variables to represent and solve complex mathematical situations involving whole numbers, fractions and decimals. Consistently and independently apply order of operations in solving problems.
3	Reads, writes, interprets, and simplifies expressions using numbers, symbols and variables to represent and solve a simple situation involving whole numbers. Consistently and independently applies order of operations in solving simple problems.	Reads, writes, interprets, and simplifies expressions using numbers, symbols and variables to represent and solve a simple situation involving whole numbers, fractions and decimals. Consistently and independently apply order of operations in solving simple problems.	Can read, write, interpret, and simplify expressions using numbers, symbols and variables to represent and solve a simple situation involving whole numbers, fractions and decimals. Consistently and independently apply order of operations in solving simple problems.
2	With scaffolded support, can read, write, interpret, and simplify expressions using numbers, symbols and variables to represent and solve a simple situation involving whole numbers. Inconsistently applies order of operations in solving problems.	With scaffolded support, can read, write, interpret, and simplify expressions using numbers, symbols and variables to represent and solve a simple situation involving whole numbers, fractions and decimals. Inconsistently applies order of operations in solving problems.	With scaffolded support, can read, write, interpret, and simplify expressions using numbers, symbols and variables to represent and solve a simple situation involving whole numbers, fractions and decimals. Inconsistently applies order of operations in solving problems.
1	With teacher support and scaffolded support, can read, write, interpret and simplify expressions involving whole numbers. Shows limited understanding when applying order of operations in problem solving.	With teacher and scaffolded support, can read, write, interpret and and simplify expressions involving whole numbers, fractions and decimals. Shows limited understanding when applying order of operations in problem solving.	With teacher and scaffolded support, can read, write, interpret and and simplify expressions involving whole numbers, fractions and decimals. Shows limited understanding when applying order of operations in problem solving.

CONTENT AREA: **Numbers and Operations in Base Ten**

AREA OF ASSESSMENT: Demonstrates fact fluency

RUBRIC	DECEMBER	MARCH	JUNE
4	Knows from memory basic addition, subtraction, multiplication and division single digit facts.	Knows from memory basic addition, subtraction, multiplication and division single digit facts.	Knows from memory basic addition, subtraction, multiplication and division single digit facts.
3	Fluently adds and multiplies basic facts from memory. Effectively uses strategies to add, subtract, multiply and divide facts quickly and accurately.	Fluently adds and multiplies basic facts from memory. Effectively uses strategies to add, subtract, multiply and divide facts quickly and accurately.	Fluently adds and multiplies basic facts from memory. Effectively uses strategies to add, subtract, multiply and divide facts quickly and accurately.
2	Fluently adds and multiplies some basic facts from memory. Uses some strategies to add, subtract, multiply and divide basic facts.	Fluently adds and multiplies some basic facts from memory. Uses some strategies to add, subtract, multiply and divide basic facts.	Fluently adds and multiplies some basic facts from memory. Uses some strategies to add, subtract, multiply and divide basic facts.
1	Fluently adds and multiplies few or no basic addition and multiplication facts from memory. Uses few to no strategies to add, subtract, multiply and divide.	Fluently adds and multiplies few or no basic addition and multiplication facts from memory. Uses few to no strategies to add, subtract, multiply and divide.	Fluently adds and multiplies few or no basic addition and multiplication facts from memory. Uses few to no strategies to add, subtract, multiply and divide.

CONTENT AREA: Numbers and Operations in Base Ten
AREA OF ASSESSMENT: Understands the place value system (5.NBT.1, 5.NBT.2, 5.NBT.3, 5.NBT.4)

RUBRIC	DECEMBER	MARCH	JUNE
4	In any multi-digit whole number, explains the relationship between a digit in a given place and the same digit in any other place in the same or different numbers. Explains patterns in the number of zeros when multiplying or dividing whole numbers by a power of 10 involving more than one operation. Uses whole number exponents to denote powers of 10 in exponential form, standard form, and as repeated multiplication.	In any multi-digit number, explains the relationship between a digit in a given place and the same digit in any other place in the same or different numbers to the thousandth place. Explains patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Reads and writes, decimals to the thousandths place in standard, unit and expanded form when the terms are in a random order. Compares two decimals to the thousandths place expressed in any combination of standard, expanded, word or unit forms by using >, =, and < and justify using place value understanding. Rounds decimals to any place.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.
3	In any multi-digit whole number, explains the relationship between a digit in one place and the same digit in an adjacent place in the same or different numbers. Explains patterns in the number of zeros when multiplying and dividing whole numbersby powers of 10. Uses whole number exponents to denote powers of 10 in exponential form, standard form, and as repeated multiplication.	In any multi-digit number, explains the relationship between a digit in one place and the same digit in an adjacent place in the same or different numbers to the thousandths place. Explain patterns in the number of zeros when multiplying and dividing numbers by powers of 10. Reads and writes, decimals to the thousandths in standard, unit, and expanded forms by using both fraction and decimal notation. Compares two decimals to the thousandths place by using >, =, and <. Round decimals to any place.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.
2	In any multi-digit whole number, identifies that a digit in one place has the same value of the same digit in another whole number by either multiplying or dividing by 10. Multiply and divide whole numbers by powers of 10. Inconsistently uses whole number exponents to denote powers of ten in exponential form, standard form, and as repeated multiplication.	In any multi-digit number, identifies a digit in one place represents 10 times or 1/10 as much as a given digit. Multiplies and divides numbers by powers of 10. Identifies standard, word and unit forms of decimals to the thousandths place. Compares two decimals having the same number of decimal places to the thousandths place by using >, =, and <. Round decimals to any place given a visual model.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.
1	Using visual models and/or manipulatives, in any two- or three-digit whole number, determine that a digit in one place represents ten times as much as it represents in the place to its right. With support multiplies or divides whole numbers by powers of 10. Expresses whole number powers of 10 in standard form and as repeated multiplication.	Using visual models and/or manipulatives, in any multi-digit number, determine that a digit in one place represents ten times as much as it represents in the place to its right. With support multiplies or divides numbers by powers of 10. Identifies some standard, word or unit forms of decimals to the thousandths place. Given visual models compare two decimals having the same number of decimal places to the thousandths place by using >, =, and <. Rounds decimals to the tenths place given a visual model.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.

CONTENT AREA: Numbers and Operations in Base Ten

AREA OF ASSESSMENT: Performs operations with multi-digit whole numbers (5.NBT.5, 5.NBT.6)

RUBRIC	DECEMBER	MARCH	JUNE
4	Multiplies and analyzes two multi-digit whole numbers by using the standard algorithm. Divides, analyzes and compares representations of division of whole-number dividends with up to four-digits by whole number divisors with up to two-digits. Creates and interprets models for division of whole number dividends with up to four-digits and whole number divisors with up to two-digits.	Since there is no explicit instruction in this area in the second trimester, students may earn the same level they did in December. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.
3	Multiplies two multi-digit whole numbers by using the standard algorithm. Divides whole-number dividends with up to four-digits by whole number divisors with up to two-digits. Creates models for division of whole number dividends with up to four-digits and whole number divisors with up to two-digits.	Since there is no explicit instruction in this area in the second trimester, students may earn the same level they did in December. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.
2	Inconsistently multiplies two multi-digit whole numbers by using the standard algorithm or consistently using familiar strategies. Inconsistently divides whole-number dividends with up to four-digits by whole number divisors with up to two-digits. Determines the quotient for division of whole number dividends with up to four-digits and whole number divisors with up to two-digits by using a provided model.	Since there is no explicit instruction in this area in the second trimester, students may earn the same level they did in December. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.
1	Multiplies one multi-digit whole number by a one-digit number using the standard algorithm or other familiar strategy. Divides whole-number dividends with up to four-digits by whole number divisors with one-digit. Determines the quotient for division of whole number dividends with up to four-digits and whole number divisors with one-digit by using a provided model.	Since there is no explicit instruction in this area in the second trimester, students may earn the same level they did in December. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.

CONTENT AREA: Numbers and Operations in Base Ten

AREA OF ASSESSMENT: Performs operations with decimals to the hundredths place (5.NBT.7)

RUBRIC	DECEMBER	MARCH	JUNE
4		Adds and subtracts decimals that have a different number of decimal places. Multiplies and divides decimals to any place. Analyzes models for addition, subtraction, multiplication and division of decimals to any place. Analyzes and explains addition, subtraction, multiplication and division of decimals to any place by using understanding of place value operations.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.
3		Adds and subtracts decimals that have a different number of decimal places. Multiplies and divides decimals to the hundredths place. Models addition, subtraction, multiplication and division of decimals to the hundredths place. Analyzes and explains addition, subtraction, multiplication and division of decimals to the hundredths place by using understanding of place value operations.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.
2		Inconsistently adds and subtracts decimals that have a different number of decimal places or consistently with decimals that have the same number of decimal places. Multiplies and divides decimals to the hundredths place by a one-digit whole number or multiple of 10, 100, or 1,000. Matches expressions to representations of addition, subtraction, multiplication and division of decimals to the hundredths place.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.
1		With support, adds and subtracts decimals that have the same number of decimal places. With support, multiplies and divides decimals to the hundredths place by a one-digit whole number. With support match expressions to representations of addition, subtraction, multiplication and division of decimals to the hundredths place.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.

CONTENT AREA: Numbers and Operations with Fractions

AREA OF ASSESSMENT: Uses strategies to add and subtract fractions (5.NF.1, 5.NF.2)

RUBRIC	DECEMBER	MARCH	JUNE
4	Adds and subtracts three or more fractions and mixed numbers with unlike denominators. Solves word problems and explains or compares models involving addition and subtraction of three or more fractions and mixed numbers with unlike denominators by using visual fractions or equations. Assesses and justifies reasonableness using benchmark fractions and number sense of fractions.	Since there is no explicit instruction in this area in the second trimester, students may earn the same level they did in December. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.
3	Adds and subtracts two fractions and mixed numbers with unlike denominators. Solves word problems involving addition and subtraction of two fractions and mixed numbers with unlike denominators by using visual fractions or equations. Assesses reasonableness using benchmark fractions and number sense of fractions.	Since there is no explicit instruction in this area in the second trimester, students may earn the same level they did in December. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.
2	Inconsistently adds and subtracts two fractions and mixed numbers with unlike units or adds and subtracts two fractions with like denominators. Inconsistently solves word problems involving addition and subtraction of two fractions and mixed numbers with unlike denominators by using visual fractions or equations or solves word problems involving addition and subtraction of two fractions and mixed numbers with like denominators. Estimates a range for sums or differences of two fractions or mixed numbers.	Since there is no explicit instruction in this area in the second trimester, students may earn the same level they did in December. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.
1	With support adds and subtracts two fractions with related denominators. With support solves word problems involving addition and subtraction of two fractions and mixed numbers with like denominators. With support estimates a range for sums or differences of two fractions or mixed numbers.	Since there is no explicit instruction in this area in the second trimester, students may earn the same level they did in December. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.

CONTENT AREA: Numbers and Operations with Fractions

AREA OF ASSESSMENT: Uses strategies to multiply and divide fractions (5.NF.4, 5.NF.6, 5.NF.7)

RUBRIC	DECEMBER	MARCH	JUNE
4		Multiplies fractions by fractions and whole numbers by fractions and creates a context to fit a given expression or equation involving multiplication of fractions. Contextualizes division of unit fractions by non zero whole numbers and whole numbers by unit fractions and interprets the quotient. Solves multi-step real-world problems involving multiplication of fractions and division of unit fractions by nonzero whole numbers and whole numbers by unit fractions..	Multiplies two mixed numbers. Finds areas of figures composed of rectangles with fraction or mixed-number side lengths that are missing one or more side lengths.
3		Multiplies fractions by fractions and whole numbers by fractions and creates and explains models of multiplication. Models and evaluates division of unit fractions by nonzero whole numbers and whole numbers by unit fractions. Solves single step real-world problems involving multiplication of fractions and division of unit fractions by nonzero whole numbers and whole numbers by unit fractions.	Multiplies two mixed numbers. Finds and creates areas of rectangles and figures composed of rectangles with fraction or mixed-number side lengths, where all side lengths are given.
2		Inconsistently multiplies fractions by fractions and whole numbers by fractions or multiplies two unit fractions or a whole number by a unit fraction and recognizes multiple ways of representing a fraction of a set. Inconsistently models and evaluates division of unit fractions by nonzero whole numbers and whole numbers by unit fractions or divides unit fractions by nonzero whole numbers and whole numbers by unit fractions by using provided models. Inconsistently solves single step real-world problems or identifies a numerical expression involving multiplication of fractions and division of unit fractions by nonzero whole numbers and whole numbers by unit fractions.	Inconsistently multiplies two mixed numbers or multiplies a mixed number by a fraction or a whole number. Finds areas of rectangles with fraction side lengths or match area models with expressions for multiplication of fractions or mixed numbers by whole numbers.
1		With support multiplies two unit fractions or a whole number by a unit fraction and recognizes multiple ways of representing a fraction of a set. With support divides unit fractions by nonzero whole numbers and whole numbers by unit fractions by using provided models. With support identifies a numerical expression that can be used to solve real-world problems involving multiplication of fractions and division of unit fractions by nonzero whole numbers and whole numbers by unit fractions.	With support multiplies a mixed number by a fraction or a whole number or multiplies a fraction by a fraction. With support finds areas of rectangles with fraction side lengths or match area models with expressions for multiplication of fractions or mixed numbers by whole numbers.

CONTENT AREA: Measurement and Data

AREA OF ASSESSMENT: Converts like measurement units within a given measurement system (5.MD.1)

RUBRIC	DECEMBER	MARCH	JUNE
4	Converts among whole-number amounts within the metric measurement system when the conversion factor is NOT given to solve multi-step real-world and mathematical problems.	Converts among units within a given measurement system when the conversion factor is NOT given to solve multi-step real-world and mathematical problems.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.
3	Converts among whole-number amounts within the metric measurement system when the conversion factor is given to solve real-world and mathematical problems.	Converts among units within a given measurement system when the conversion factor is given to solve multi-step real-world and mathematical problems.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.
2	Converts among whole-number amounts within the metric measurement system when the conversion factor is given.	Converts among units within a given measurement system when the conversion factor is given.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.
1	With support converts among whole-number amounts within the metric measurement system when the conversion factor is given.	With support converts among units within a given measurement system when the conversion factor is given.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.

CONTENT AREA: Measurement and Data

AREA OF ASSESSMENT: Represents and interprets data (5.MD.2)

RUBRIC	DECEMBER	MARCH	JUNE
4	Makes a line plot to display a data set of measurements in fractions of a unit with denominators limited to 2, 4 and 8, uses line plots to analyze data and solve problems and interprets the solution in relation to the data.	Since there is no explicit instruction in this area in the second trimester, students may earn the same level they did in December. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.
3	Makes a line plot to display a data set of measurements in fractions of a unit with denominators limited to 2, 4 and 8, and uses line plots to analyze data and solve problems.	Since there is no explicit instruction in this area in the second trimester, students may earn the same level they did in December. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.
2	Inconsistently makes a line plot to display a data set of measurements in fractions of a unit with denominators limited to 2, 4 and 8, and uses line plots to analyze data and solve problems.	Since there is no explicit instruction in this area in the second trimester, students may earn the same level they did in December. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.
1	With support, makes a line plot to display a data set of measurements in fractions of a unit with denominators limited to 2, 4 and 8, or fractions with like denominators and uses line plots to analyze data and solve problems.	Since there is no explicit instruction in this area in the second trimester, students may earn the same level they did in December. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.	Since there is no explicit instruction in this area in the third trimester, students may earn the same level they did in March. If students show an improvement through I/E, AIS, IXL, exit tickets, etc. then their level can be improved.

CONTENT AREA: Measurement and Data

AREA OF ASSESSMENT: Understands concepts of volume (5.MD.3, 5.MD.4, 5.MD.5)

RUBRIC	DECEMBER	MARCH	JUNE
4			● Recognizes that volume can be measured by using unit cubes and that a solid packed without gaps or overlaps by n unit cubes has a volume of n cubic units. ● Draws, describes, or compares shapes created with a given number of unit cubes, by using cubic cm, in, ft, and improvised units. ● Determines the dimensions of a right rectangular prism that would hold a certain volume. ● Explains that finding the volume of a right rectangular prism by packing it with unit cubes yields the same result as multiplying edge lengths or multiplying the area of the base by the height. ● Solves word problems involving multiple right rectangular prisms with whole-number edge lengths by using V = l x w x h or V = B x h. ● Finds volumes of figures composed of right rectangular prisms to solve real-world and mathematical problems.
3			● Recognizes that volume can be measured by using unit cubes and that a solid packed without gaps or overlaps by n unit cubes has a volume of n cubic units. ● Measures volumes by counting unit cubes in a figure composed of right rectangular prisms with a provided model or in a described right rectangular prism, by using cubic cm, in, ft, and improvised units. ● Calculates an unknown edge length or face area of a right rectangular prism by using a known volume and known edge lengths or by using a known volume and face area. ● Explains that finding the volume of a right rectangular prism by packing it with unit cubes yields the same result as multiplying edge lengths or multiplying the area of the base by the height. ● Solves word problems by determining the volume of a right rectangular prism with whole-number edge lengths by using V = l x w x h or V = B x h. ● Finds volumes of figures composed of right rectangular prisms to solve real-world and mathematical problems.
2			● Identifies volume as the most relevant attribute in a given scenario ● Measures volumes by counting unit cubes in a right rectangular prism with a provided model, by using cubic cm, in, and ft. ● Inconsistently calculates an unknown edge length or face area of a right rectangular prism by using a known volume and known edge lengths or by using a known volume and face area. ● Determines attributes of a right rectangular prism with whole-number edge lengths by packing it with unit cubes. ● Calculates the volume of a right rectangular prism with whole-number edge lengths by using V = l x w x h or V = B x h. ● Inconsistently finds volumes of figures composed of right rectangular prisms to solve real-world and mathematical problems.
1			● With support, identifies volume as the most relevant attribute in a given scenario. ● With support, measures volumes by counting unit cubes in a right rectangular prism with a provided model, by using cubic cm, in, and ft. ● With support, calculates an unknown edge length or face area of a right rectangular prism by using a known volume and known edge lengths or by using a known volume and face area. ● With support, determines attributes of a right rectangular prism with whole-number edge lengths by packing it with unit cubes. ● With support, Calculates the volume of a right rectangular prism with whole-number edge lengths by using V = l x w x h or V = B x h. ● With support finds volumes of figures composed of right rectangular prisms to solve real-world and mathematical problems.

Grade Five Math

CONTENT AREA: Geometry

AREA OF ASSESSMENT: Graphs points on the coordinate plane to solve mathematical problems (5.G.1, 5.G.2, 5.OA.3)

RUBRIC	DECEMBER	MARCH	JUNE
4			Generates and describes two numerical patterns and represents them by using tables and the coordinate plane. Plots, describes and interprets points in any quadrant of the coordinate plane to solve real-world and mathematical problems and shades and describes regions of the first quadrant of the coordinate plane based on given information.
3			Generates and describes two numerical patterns and represents them by using tables and the coordinate plane. Plots, describes and interprets points in the first quadrant of a coordinate plane to solve real-world and mathematical problems.
2			Generates numerical patterns by using a given single-operation rule or description or identifies rules for single-operation numerical patterns. Identifies points in the first quadrant of a coordinate plane to solve real-world and mathematical problems.
1			With support generates numerical patterns by using a given single-operation rule or description or identifies rules for single-operation numerical patterns. With support identifies points in the first quadrant of a coordinate plane to solve real-world and mathematical problems.

CONTENT AREA: Geometry

AREA OF ASSESSMENT: Classifies two-dimensional figures into categories based on their properties (5.G.3, 5.G.4)

RUBRIC	DECEMBER	MARCH	JUNE
4			Justifies classifications of two-dimensional figures in a hierarchy based on properties. Demonstrates and explains that properties belonging to a category of two-dimensional figures alo belong to all subcategories of that category.
3			Classifies two-dimensional figures in a hierarchy based on properties. Explains that properties belonging to a category of two-dimensional figures alo belong to all subcategories of that category.
2			Identifies hierarchies of two-dimensional figures based on their properties. Inconsistently explains that properties belonging to a category of two-dimensional figures alo belong to all subcategories of that category.
1			With support identifies hierarchies of two-dimensional figures based on their properties. With support explains that properties belonging to a category of two-dimensional figures alo belong to all subcategories of that category.

CONTENT AREA: Mathematical Reasoning

AREA OF ASSESSMENT: Makes sense of problems and perseveres in solving them

RUBRIC	DECEMBER	MARCH	JUNE
4	Student solves problems in multiple ways and makes connections between and among problems.	Student solves problems in multiple ways and makes connections between and among problems.	Student solves problems in multiple ways and makes connections between and among problems.
3	Student makes sense of problems, and accurately solves them using appropriate strategies. Student recognizes that solving problems involves asking “Does this make sense?”	Student makes sense of problems, and accurately solves them using appropriate strategies. Student recognizes that solving problems involves asking “Does this make sense?”	Student makes sense of problems, and accurately solves them using appropriate strategies. Student recognizes that solving problems involves asking “Does this make sense?”
2	Student has difficulty making sense of problems; this leads to the use of inefficient and/or incorrect strategies. Requires scaffolded support to solve problems correctly.	Student has difficulty making sense of problems; this leads to the use of inefficient and/or incorrect strategies. Requires scaffolded support to solve problems correctly.	Student has difficulty making sense of problems; this leads to the use of inefficient and/or incorrect strategies. Requires scaffolded support to solve problems correctly.
1	Student requires teacher assistance to make sense of problems or decide on an appropriate strategy.	Student requires teacher assistance to make sense of problems or decide on an appropriate strategy.	Student requires teacher assistance to make sense of problems or decide on an appropriate strategy.

CONTENT AREA: Mathematical Reasoning

AREA OF ASSESSMENT: Efficiently and accurately applies strategies to solve problems

RUBRIC	DECEMBER	MARCH	JUNE
4	Efficiently and accurately uses appropriate tools and models to strategically solve problems.	Efficiently and accurately uses appropriate tools and models to strategically solve problems.	Efficiently and accurately uses appropriate tools and models to strategically solve problems.
3	Uses appropriate tools and models to strategically solve problems.	Uses appropriate tools and models to strategically solve problems.	Uses appropriate tools and models to strategically solve problems.
2	Inconsistently uses tools and models to strategically solve problems.	Inconsistently uses tools and models to strategically solve problems.	Inconsistently uses tools and models to strategically solve problems.
1	Student requires teacher assistance to use tools and models strategically to solve problems.	Student requires teacher assistance to use tools and models strategically to solve problems.	Student requires teacher assistance to use tools and models strategically to solve problems.

Grade Five Math

CONTENT AREA: Mathematical Reasoning

AREA OF ASSESSMENT: Clearly communicates mathematical thinking using appropriate vocabulary

RUBRIC	DECEMBER	MARCH	JUNE
4	Student uses appropriate math vocabulary orally and in writing. Student makes connections between and among strategies and is able to justify and explain them.	Student uses appropriate math vocabulary orally and in writing. Student makes connections between and among strategies and is able to justify and explain them.	Student uses appropriate math vocabulary orally and in writing. Student makes connections between and among strategies and is able to justify and explain them.
3	Student uses clear and precise language orally and in writing to justify their thinking.	Student uses clear and precise language orally and in writing to justify their thinking.	Student uses clear and precise language orally and in writing to justify their thinking.
2	Student inconsistently uses clear and precise language orally and in writing but often requires adult support.	Student inconsistently uses clear and precise language orally and in writing but often requires adult support.	Student inconsistently uses clear and precise language orally and in writing but often requires adult support.
1	Student rarely uses appropriate math vocabulary to communicate mathematical thinking.	Student rarely uses appropriate math vocabulary to communicate mathematical thinking.	Student rarely uses appropriate math vocabulary to communicate mathematical thinking.