

Module 2 - Mid Module Standards

Domain: Operations and Algebraic Thinking	
Standard 5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
Evaluate	Math Test: Module 2
<p>Standard Proficiency Rubric</p> <p>4 - Exceeds proficient expectations. <u>Demonstrated</u> and <u>explained</u> the importance of appropriate use of parentheses, brackets, or braces in numerical expressions, and evaluated complex expressions with these symbols.</p> <p>3 - Proficient and meets expectations Used parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>2 - Shows progress yet far from expectations or shows limited progress. Understood parentheses, brackets, or braces in numerical expressions, and understood expressions with these symbols. The student made one or two errors when solving the complex expressions.</p> <p>1 - Does not show progress or expectations. Does not identify parentheses, brackets, or braces in numerical expressions, and identified expressions with these symbols.</p>	

Domain: Operations and Algebraic Thinking	
Standard 5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.
Evaluate	Math Test: Module 2
<p>Standard Proficiency Rubric</p> <p>4 - Exceeds proficient expectations. Wrote more complex expressions that record calculations with numbers, and interpreted complex numerical expressions without evaluating them. The student made no errors when writing complex expressions.</p> <p>3 - Proficient and meets expectations Wrote simple expressions that record calculations with numbers, and interpreted numerical expressions without evaluating them. The student made one or two simple error when writing complex expressions.</p> <p>2 - Shows progress yet far from expectations or shows limited progress. Understood simple expressions that record calculations with numbers. The student made three or more errors when writing complex expressions.</p> <p>1 - Does not show progress or expectations. Struggled to understand simple expressions that record calculations with numbers. The student shows no evidence when writing complex expressions.</p>	

Domain: Number and Operations in Base Ten	
Standard 5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
Evaluate	Math Test: Module 2
<p>Standard Proficiency Rubric</p> <p>4 - Exceeds proficient expectations. <u>Demonstrates</u> and <u>explains</u> that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. The student correctly solves the multiplication problem.</p> <p>3 - Proficient and meets expectations <u>Demonstrates</u> that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. The student made simple errors when solving the multiplication problem.</p> <p>2 - Shows progress yet far from expectations or shows limited progress. Understood tens and ones places. The student made significant errors when solving the multiplication problem.</p> <p>1 - Does not show progress or expectations. The student struggled to understand and solve the problems and place the tens and ones place values.</p>	

Domain: Number and Operations in Base Ten	
Standard 5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
Evaluate	Math Test: Module 2,
<p>Standard Proficiency Rubric</p> <p>4 - Exceeds proficient expectations. <u>Explained</u> and <u>demonstrated</u> patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Used whole-number exponents to denote powers of 10.</p> <p>3 - Proficient and meets expectations <u>Demonstrated</u> patterns in the number of zeros of the product when multiplying a number by powers of 10, and demonstrated patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Used whole-number exponents to denote powers of 10.</p> <p>2 - Shows progress yet far from expectations or shows limited progress. <u>Demonstrated</u> basic patterns in the number of zeros of the product when multiplying a number by powers of 10.</p>	

1 - Does not show progress or expectations.

Was not able to understand patterns in the number of zeros of the product when multiplying a number by powers of 10.

Domain: Number and Operations in Base Ten

Standard 5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
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Evaluate	Math Test: Module 2,
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Standard Proficiency Rubric

4 - Exceeds proficient expectations.

Fluently multiply multi-digit decimals using the standard algorithm.

3 - Proficient and meets expectations

Fluently multiply multi-digit whole numbers using the standard algorithm.

2 - Shows progress yet far from expectations or shows limited progress.

Multiplied by a whole number up to four digits by a one-digit whole number using strategies based on place value and the properties of operations.

1 - Does not show progress or expectations.

The student does not understand how to multiply a whole number of up to four digits by a one-digit whole number using strategies based on place value and the properties of operations.

Domain: Number and Operations in Base Ten

Standard 5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
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Evaluate	Math Test: Module 2,
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Standard Proficiency Rubric

4 - Exceeds proficient expectations.

Clearly explained and demonstrated how to add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; related the strategy to written methods and explained the reasoning used.

3 - Proficient and meets expectations

Added, subtracted, multiplied, and divided decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; related the strategy to a written method and explained the reasoning used.

2 - Shows progress yet far from expectations or shows limited progress.

Understood how to add, subtract, multiply, or divide decimals to hundredths.

1 - Does not show progress or expectations.

Struggled to add, subtract, multiply, or divide decimals to hundredths.

Domain: Measurement and Data	
Standard 5.MD.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
Evaluate	Math Test: Module 2, Module 4,
<p>Standard Proficiency Rubric</p> <p>4 - Exceeds proficient expectations. Clearly <u>demonstrated</u> and <u>explained</u> how to convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real world problems.</p> <p>3 - Proficient and meets expectations Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real world problems.</p> <p>2 - Shows progress yet far from expectations or shows limited progress. Convert among different-sized standard measurement units within a given measurement system.</p> <p>1 - Does not show progress or expectations. Struggled to convert among different-sized standard measurement units.</p>	