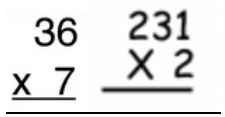
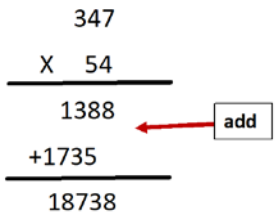
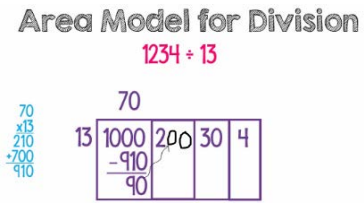
PSST: Please input the summarized Priority Standard, Skill, or Topic, as the more detailed PSST will be part of score 3.

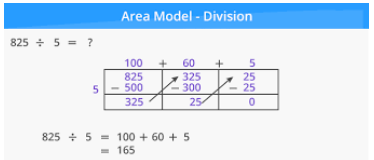
Content: Please indicate the learning progressions for the PSST as related to each score.

Evidence (A&E): Assessments (obtrusive, unobtrusive, student-generated), which are activities that provide feedback, and give a clear picture of student progress on learning goals.

PSST: Multi-digit Multiplication			SUBJECT: Math 1st Quarter	GRADE: 5
Score	Content		Activities	Evidence (A&E)
4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		• I can solve a real world multi-step problem involving multi digit multiplication, and explain the solution to the problem. Example: Mrs. Lizama collects 138 pieces of paper from each student per day. If she had 123 students, how many pieces of paper will she have in two days? • I can analyze the solution to a multi-step multiplication problem. State whether the solution is correct/incorrect, and explain your reasoning.	**Obtrusive:**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	The student will: 5.NBT.5 - Fluently multiply multi-digit whole numbers using the standard algorithm. **The student exhibits no major errors or omissions.**		• I can multiply multi-digit numbers. • Example: 321x32, 987x43	**Obtrusive:** Assessments, independent work,, games, quizzes **Unobtrusive**: team problems, white boards, problem of the day, exit tickets
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		

2.0	Prerequisites: **There are no major errors or omissions regarding the simpler details and processes as the student:** ● Recognizes or recalls specific terminology, such as: ○ multiply, product, factor, multiples, place value ● performs basic processes, such as: ○ Solve addition problems using the standard algorithm with or without regrouping. ○ Multiply up to 3-digit by 1-digit numbers using math facts (fact families), arrays, or area model.		● I can add multi-digit numbers. 854+90 ● I can multiply single digit numbers. Examples: 7×4   ● Reference NBT 1 and NBT 2 as needed based on student learning.	**Obtrusive:** Math facts, games, quizzes **Unobtrusive:** team problems, white boards, problem of the day, exit tickets
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.			

PSST: Division of Whole Numbers			SUBJECT: Math 1st Quarter	GRADE: 5
Score		Content	Activities	Evidence (A&E)
4.0		**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	I can analyze the solution to the division problem and state whether the solution is correct/incorrect, and explain your reasoning.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0		**The student will:** 5.NBT.6 ● 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. ● Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **The student exhibits no major errors or omissions.**	● I can divide 4-digit dividends by 2-digit divisors using different strategies. Link for Area Model Division (3 by 1) https://youtu.be/Yl9eJJIlV-w 	**Obtrusive:** Assessments, independent work, games, quizzes, white boards, problem of the day, exit tickets
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		

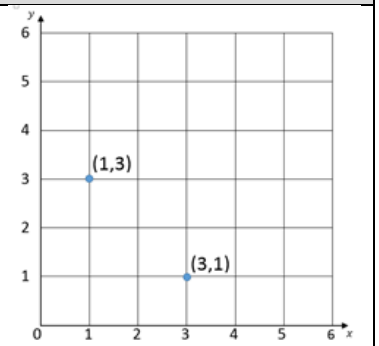
2.0	Prerequisites:
	
	There are no major errors or omissions regarding the simpler details and processes as the student:
	● recognizes or recalls specific terminology, such as:
	  ● Dividend, divisor, quotient, divisible, divide, remainder, equation, rectangular array, and area model
	● performs basic processes, such as:
	  ● Solve subtraction problems with or without regrouping.
	  ● Solve multiplication problems with or without regrouping.
	  ● Divide up to 4-digit dividends by a 1-digit divisor by using an area model or an array.
		● I can divide multi-digit dividends by single digit numbers using different strategies.
		
		Examples:
		
		 
			Obtrusive:
			Assessments, independent work, games, quizzes, white boards, problem of the day, exit tickets
			
			,

	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.		

PSST: Simple Expressions and Numerical Expressions			SUBJECT: Math 2nd Quarter	GRADE: 5
Score	Content		Activities	Evidence (A&E)
4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		I can create a 3 step word problem and write an expression for it.	**Obtrusive:** Assessments, independent work, games, quizzes, white boards, problem of the day, exit tickets
	3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	The student will: 5.OA.2 - Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.		I can write numerical expressions. For example, express the calculation “add 8 and 7, then multiply by 2” as 2 x (8+7). Recognize that 3 x (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.	**Obtrusive:** Assessments, independent work, games, quizzes, white boards, problem of the day, exit tickets
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		

2.0	Prerequisites:
	
	There are no major errors or omissions regarding the simpler details and processes as the student:
	● recognizes or recalls specific terminology, such as:
	  ● expression(s), parenthesis, brackets, braces,
	  ● vocabulary associated with math symbols and operations
	  ▪ twice as much (2x), equals (=), the same as (=), more than (+), etc.
	
	● performs basic processes, such as:
	  ● Solving expressions using order of operations (PEMDAS)
			I can solve expressions using order of operations.
			
			3 x (18932 + 921)
			2 x (8+7)
				Obtrusive:
				Assessments, independent work, games, quizzes, white boards, problem of the day, exit tickets

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.			

PSST: Graphing Coordinate Planes			SUBJECT: Math 2nd Quarter	GRADE: 5
Score	Content		Activities	Evidence (A&E)
4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		I can draw conclusions based on a coordinate plane.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	The student will: 5.G.2 - Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.		I can graph and interpret points in the first quadrant of a coordinate plane. https://www.commoncoresheets.com/Math/Grids/Using%20Grids%20in%20Real%20World%20Context/English/1.pdf	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		

2.0	Prerequisites:
	
	There are no major errors or omissions regarding the simpler details and processes as the student:
	● recognizes or recalls specific terminology, such as:
	  ● quadrant, coordinate, coordinate plane, point, ordered pair(s), X-axis, Y-axis, origin
	
	● performs basic processes, such as:
	  ● identify X-axis and Y-axis			

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.			

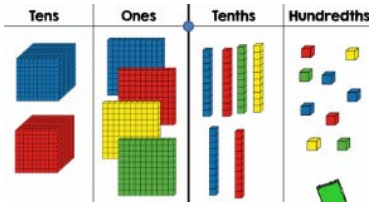
PSST: Add and Subtract Unlike Fractions			SUBJECT: Math 3rd Quarter	GRADE: 5
Score	Content		Activities	Evidence (A&E)
4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		Students will solve “real world” word problems involving addition or subtraction of fractions with unlike denominator.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	The student will: 5.NF.1 Add and subtract with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.		For example: ⅔ + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.) I can add and subtract fractions with unlike denominators. Students will solve: ½ + ¼ = use your floor tiles as your manipulative	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		

2.0	Prerequisites: **There are no major errors or omissions regarding the simpler details and processes as the student:** ● recognizes or recalls specific terminology, such as: o numerator, denominator, Least Common Denominator (LCD), unlike denominator, Least Common Multiple (LCM), mixed number, improper fractions, Greatest Common Factor (GCF), simplest form ● performs basic processes, such as: o add and subtract fractions with like denominators o find equivalent fractions (by multiplying/dividing) o simplify fractions o multiplication, division		I can add and subtract fractions with like denominators. I can find equivalent fractions. I can simplify fractions Activities ● Recall specific terminology using flash cards, foldable, technology, etc. ● Find an equivalent fraction using multiplication for 3/5 = ● Find an equivalent fraction using division for 10/15 = ● Other important vocabulary words: fraction bar, simplest form, like denominator, equivalent	**Obtrusive:** Assessments, independent work, games, quizzes, white boards, problem of the day, exit tickets
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.			

PSST: Interpret a fraction as a division			SUBJECT: Math 3rd Quarter	GRADE: 5
Score	Content		Activities	Evidence (A&E)
4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		I can explain the relationship between division and fraction.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	The student will: 5.NF.3 - Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.		● For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? ●	**Obtrusive:** Assessments, independent work, games, quizzes, white boards, problem of the day, exit tickets
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		

2.0	Prerequisites: **There are no major errors or omissions regarding the simpler details and processes as the student:** ● recognizes and recalls specific terminology such as: o Fraction bar, improper fraction, proper fraction, simplest form, inverse, reciprocal, mixed numbers. ● performs basic processes, such as: o division and multiplication of whole numbers. o converting improper to mixed fraction or vice versa.		I can divide and multiply whole numbers. I can convert improper to mixed fraction or vice versa.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.			

PSST: Add, Subtract, Multiply, and Divide Decimals			SUBJECT: Math 3rd Quarter	GRADE: 5
Score	Content		Activities	Evidence (A&E)
4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		I can solve and explain a real world multi-step problem with decimals involving the 4 operations. Tony earns $17.50 for working at IHop for 2 hours. How much would he earn in 4 hours? (Show your work) Jushley wanted to buy strawberries that cost $1.60 a pound. He figured he will get 4 pounds of strawberries. He gave the cashier 4 dollars for his total purchase. Did Jushley give enough money? Why or why not? Shirleen wanted to buy apples that cost $0.60 a pound. She had $3.80 and her mom gave her $2.20. How many pounds of apples can she buy?	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	The student will: 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.		• I can add, subtract, multiply, and divide decimals to hundredths. • I can explain the method used.	

			base-ten examples: Links: Adding using base-ten https://youtu.be/t66sDWGe4PM Subtracting using base-ten https://youtu.be/rOjdSarrNLo Multiplying decimals using base-ten https://youtu.be/0Kx8zr-qV_g Multiplying using illustration https://youtu.be/8B2CpiJO-uI DIviding using base-ten https://youtu.be/i4MUL8Wa_Bs Dividing using illustration/shading https://youtu.be/29IGiF3zjbY  Singapore math	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		

2.0	Prerequisites:
	
	There are no major errors or omissions regarding the simpler details and processes as the student:
	● recognizes or recalls specific terminology, such as:
	  ● sum, addend, difference, product, factor, quotient, dividend, place value, tenths, hundredths.
	● performs basic processes, such as:
	  ● Identify place value of digits for whole numbers and decimal numbers up to the hundredths.
			I can identify the place value of digits to the hundredths place.	

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.			

PSST: Convert to different-sized standard measurement units			SUBJECT: Math 4th Quarter	GRADE: 5
Score	Content		Activities	Evidence (A&E)
4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		I understand this concept so well that I can apply it to harder problems and explain how I solve it. or Construct a real world multi-step problem involving conversion of measurements, and explain the solution to the problem.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	The student will: ● 5.MD.1 - Convert among different-sized standard measurement units within a given measurement system and use these conversions in solving multi-step, real world problems..		● I can convert units of measurement within the same system. ● I can use measurement conversions to solve real world problems. ● Conversion process [e.g., To convert smaller to larger units, divide. To convert larger to smaller units, multiply.] ● Solve the following word problem. o *John has a rope that is 60 inches long. How many yards of rope does he have?*	

	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		

2.0	Prerequisites:
	
	● recognizes or recalls specific terminology, such as:
	  ● Convert
	  ● U.S. customary measurement system of length, capacity, weight, and time:
	  ▪ inch, feet, yard, mile, fluid ounce, cup, pint, quart, gallon, ounce, pound, ton, seconds, minutes, hours, days
	  ● Metric system of measurement and its values:
	  ▪ kilo-, hecto-, deca-, deci-, centi-, and milli-; meter, liter, gram
	● performs basic processes, such as:
	  ● Measuring with appropriate tools
	
	  ● Multiplication and division
			● I can measure objects using appropriate tools.
			● Convert 5 centimeters to ____ meters. (ans. 0.05 meters)
			● Convert 24 inches to ____ feet. (ans. 2 feet)	

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.			

PSST: Relate volume to the operations of multiplication and additions			SUBJECT: Math 4th Quarter	GRADE: 5
Score	Content		Activities	Evidence (A&E)
4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		I can solve real world problems by subtracting volumes. Another student wants to create a hollow cube. She will start with a cube mold that is 8 in. x 8 in. x 8 in. She will fill it with some slit, and then insert another cube that is 5 in. x 5 in. x 5 in. Calculate the volume of the solid area that will be left.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	The student will: 5.MD.5 - Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Apply the formulas V = l x w x h and V = b x h 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.		I can relate volume to the operations of multiplication and addition. I can solve problems involving volume.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		

2.0	Prerequisites:
	
	There are no major errors or omissions regarding the simpler details and processes as the student:
	● recognizes or recalls specific terminology, such as:
	  ● volume, rectangular prisms, cubic units, net, surface area
	● performs basic processes, such as:
	  ● multiplication and addition
	  ● Finding the area of a two-dimensional figure
			I can multiply and add.
			I can find the area of a two-dimensional figure.	

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.			