

## Grade 5 Math Learning Map

**Prioritized Standard: MGSE5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). *Geometry - Graph points on the coordinate plane to solve real-world and mathematical problems.***

	Proficiency Scale
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates (MGSE6.NS.6)</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Use a pair of perpendicular number lines, called axes, to define a coordinatesystem, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates</p> <p><b><u>Learning Target 2:</u></b> Understand that the first number indicates how far to travel from the origin in thedirection of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate)</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> axis/axes, coordinates, coordinate plane, first quadrant, ordered pairs, origin</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify the origin, quadrant, and axes on the coordinate plane</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 5 Math Learning Map

**Prioritized Standard: MGSE5.G.4 Classify two-dimensional figures in a hierarchy based on properties (polygons, triangles, and quadrilaterals). Geometry - Classify two-dimensional figures into categories based on their properties.**

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Apply properties of two-dimensional figures to solve real world problems</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Classify two-dimensional figures in a hierarchy based on properties (polygons, triangles, and quadrilaterals)</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> kite, equilateral, isosceles, scalene, square, rectangle, rhombus, parallelogram, quadrilateral, trapezoid, parallel, pentagon, right, acute, obtuse, perpendicular</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify the attributes, characteristics, and properties of triangles and quadrilaterals</p> <p><b><u>Learning Target 3:</u></b> Use properties of figures, such as sides and angles, as well as line relationships, such as parallel and perpendicular, to find commonalities and groupings among quadrilaterals</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 5 Math Learning Map

**Prioritized Standard: MGSE5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. *Measurement and Data - Geometric Measurement: understand concepts of volume and relate volume to multiplication and division.***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Apply volume understanding to real-world construction problems</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> 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. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication (MGSE5.MD.5.a)</p> <p><b><u>Learning Target 2:</u></b> Apply the formulas <math>V = l \times w \times h</math> and <math>V = b \times h</math> 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 (MGSE5.MD.5.b)</p> <p><b><u>Learning Target 3:</u></b> 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 (MGSE5.MD.5.c)</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> volume, area, decompose, length-base, width-height</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Know and apply strategies to find volume</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 5 Math Learning Map

**Prioritized Standard: MGSE5.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. *Number and Operations in Base Ten - Understand the place value system.***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Apply base ten system knowledge to real world problems</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> 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</p> <p><b><u>Learning Target 2:</u></b> Recognize that in a multi-digit number, a digit in one place represents 1/10 of what it represents in the place to its left</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> place, value, decimal, powers of 10</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Understand the value of each place (including decimals to thousandths)</p> <p><b><u>Learning Target 3:</u></b> Multiply and divide by powers of ten</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 5 Math Learning Map

**Prioritized Standard: MGSE5.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. *Number and Operations in Base Ten - Understand the place value system.***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Learn and apply scientific notation in context (real world word problems)</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10  <b><u>Learning Target 2:</u></b> Explain patterns in the placement of the decimal point when a decimal is multiplied by a power of 10  <b><u>Learning Target 3:</u></b> Explain patterns in the placement of the decimal point when a decimal is divided by a power of 10  <b><u>Learning Target 4:</u></b> Use whole-number exponents to denote powers of 10</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> decimal, standard form, expanded form</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Understand the value of each place (including decimals to thousandths)  <b><u>Learning Target 3:</u></b> Multiply by powers of ten  <b><u>Learning Target 4:</u></b> Divide by powers of ten</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 5 Math Learning Map

**Prioritized Standard: MGSE5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm (or other strategies demonstrating understanding of multiplication) up to a 3 digit by 2 digit factor. *Number and Operations in Base Ten - Perform operations with multi-digit whole numbers and with decimals to hundredths.***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Solve multi-step real world word problems that may include larger factors</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Fluently multiply multi-digit whole numbers using the standard algorithm (or other strategies demonstrating understanding of multiplication) up to a 3 digit by 2 digit factor</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> product, algorithm, factor</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Fluently multiply two-digit numbers using the standard algorithm</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 5 Math Learning Map

**Prioritized Standard: MGSE5.NBT.6 Fluently divide up to 4-digit dividends and 2-digit divisors by using at least one of the following methods: 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 or concrete models. (e.g., rectangular arrays, area models) *Number and Operations in Base Ten - Perform operations with multi-digit whole numbers and with decimals to hundredths.***

	Proficiency Scale
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Solve multi-step real world word problems that may include larger dividends/divisors and written justification</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Fluently divide up to 4-digit dividends and 2-digit divisors by using at least one of the following methods: 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 or concrete models (e.g., rectangular arrays, area models)</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> commutative property, associative property, distributive property, dividend, divisor, quotient</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Divide using single digit divisors using at least one of the following methods: strategies based on place value, the properties of operations, and/or the relationship between multiplication and division</p> <p><b><u>Learning Target 3:</u></b> Understand how to interpret remainders</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 5 Math Learning Map

**Prioritized Standard: MGSE5.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. *Number and Operations in Base Ten - Perform operations with multi-digit whole numbers and with decimals to hundredths.***

	Proficiency Scale
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Solve multi-step real world word problems that may include larger dividends, divisors, and/or factors and justify using words or models</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Add 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</p> <p><b><u>Learning Target 2:</u></b> Subtract 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</p> <p><b><u>Learning Target 3:</u></b> Multiply 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</p> <p><b><u>Learning Target 4:</u></b> 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</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> decimal, inverse operation, estimate</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Use powers of ten, including exponents, to multiply and divide with decimals and whole numbers</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success



## Grade 5 Math Learning Map

**Prioritized Standard: MGSE5.NF.2 Solve word problems involving addition and subtraction of fractions, including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result  $2/5 + 1/2 = 3/7$ , by observing that  $3/7 < 1/2$ . *Number and Operations – Fractions - Use equivalent fractions as a strategy to add and subtract fractions.***

	Proficiency Scale
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Solve multi-step real world word problems which may include mixed numbers and improper fractions and justify solutions using words or models</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Solve word problems involving addition of fractions, including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem)</p> <p><b><u>Learning Target 2:</u></b> Solve word problems involving subtraction of fractions, including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem)</p> <p><b><u>Learning Target 3:</u></b> Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math></p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> numerator, denominator, equivalent fraction, benchmark fraction, unlike denominators, like denominators</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Add fractions with like denominators</p> <p><b><u>Learning Target 3:</u></b> Subtract fractions with like denominators</p> <p><b><u>Learning Target 4:</u></b> Add fractions with unlike denominators</p> <p><b><u>Learning Target 5:</u></b> Subtract fractions with unlike denominators</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 5 Math Learning Map

**Prioritized Standard: MGSE5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *Number and Operations – Fractions - Apply and extend previous understandings of multiplication and division to multiply and divide fractions.***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Solve multi-step real world word problems and justify solutions using words or models</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Solve real world word problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> improper fraction, mixed number, proper fraction</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Multiply fractions with like denominators  <b><u>Learning Target 3:</u></b> Multiply fractions with unlike denominators  <b><u>Learning Target 4:</u></b> Multiply mixed numbers</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 5 Math Learning Map

**Prioritized Standard: MGSE5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. *Number and Operations – Fractions - Apply and extend previous understandings of multiplication and division to multiply and divide fractions.***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b>Learning Target 1:</b> Solve multi-step real-world word problems that may extend from unit fractions to non-unit fractions and justify using words or models</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b>Learning Target 1:</b> Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for <math>(1/3) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math> (MGSE.5.NF.7.a)</p> <p><b>Learning Target 2:</b> Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for <math>4 \div (1/5)</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math> (MGSE.5.NF.7.b)</p> <p><b>Learning Target 3:</b> Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>1/3</math>-cup servings are in 2 cups of raisins? (MGSE.5.NF.7.c)</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b>Learning Target 1:</b> unit fraction, equivalent, benchmark fraction, dividend, divisor</p> <p><b>The student will perform basic processes:</b></p> <p><b>Learning Target 2:</b> Create a model representing division of a whole number by a unit fraction</p> <p><b>Learning Target 3:</b> Create a model representing division of a unit fraction by a whole number</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 5 Math Learning Map

**Prioritized Standard: MGSE5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. *Operations and Algebraic Thinking - Write and interpret numerical expressions.***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Solve multi-step real world word problems that require an in-depth knowledge of the order of operations including multiple sets of parentheses, brackets, or braces</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Use parentheses, brackets, or braces in numerical expressions and evaluate expressions with these symbols</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> exponent, base, braces, parentheses, brackets, evaluate, expression</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Solve expressions without exponents, parentheses, brackets, or braces</p> <p><b><u>Learning Target 3:</u></b> Solve exponents with a base of 10</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success