

Math Grade 5 Final

(Student name) scored at the *Advanced* level in Math. Students scoring at this level generally exhibit the ability to

- analyze and evaluate the most efficient strategies and appropriate procedures to solve complex multi-step problems;
- translate between real-world problem settings and mathematical expressions and sentences;
- draw conclusions from data represented in various forms;
- compare and contrast concrete models and numerical values for probabilities;
- use a coordinate grid to illustrate transformations and symmetries;
- model and solve real-life problems involving connections among the concepts and skills in the six content strands;
- communicate mathematical thinking using appropriate terminology and notation; and
- create, extend, and describe a variety of patterns.

(Student name) scored at the *Mastery* level in Math. Students scoring at this level generally exhibit the ability to

- use multiple strategies to solve real-life problems using whole numbers;
- connect conceptual models and pictures with mathematical language and operations;
- use appropriate strategies for calculating, comparing, and estimating measurements;
- use models and drawings to describe and interpret basic geometric transformations and symmetries;
- identify and plot points on a coordinate grid;
- organize and display data using a variety of tables and graphs;
- represent probabilities as common fractions and recognize that probabilities fall between 0 and 1;
- solve multi-step problems and determine the reasonableness of answers; and
- extend and describe a variety of patterns.

(Student name) scored at the *Basic* level in Math. Students scoring at this level generally exhibit the ability to

- solve real-life problems using whole numbers;
- use estimation strategies and mental math to determine reasonable values and solutions;
- identify positive solutions to inequalities on a number line;
- choose tools necessary to measure accurately and estimate measurements;
- identify basic geometric transformations and symmetries;
- identify points on a coordinate grid;
- organize and display data using tables and graphs and represent probabilities as common fractions;
- determine operations necessary to solve multi-step problems; and
- complete missing elements in a variety of patterns.

(Student name) scored at the *Approaching Basic* level in Math. Students scoring at this level generally exhibit the ability to

- solve whole number problems;
- demonstrate an understanding of fractions and positive numbers on a number line;
- choose tools necessary to measure accurately;
- demonstrate an understanding that a connection between models and mathematical language exists;
- read tables and graphs;
- discuss the likelihood of an event occurring in a real-life situation;
- recognize and classify common two-dimensional figures by attributes; and
- identify missing elements in a variety of patterns.

(Student name) scored at the *Unsatisfactory* level in Math. Students scoring at this level have not demonstrated the fundamental knowledge and skills needed for the next level of schooling. Students scoring at this level need to develop the ability to

- solve whole number problems;
- demonstrate an understanding of fractions and positive numbers on a number line;
- choose tools necessary to measure accurately;
- demonstrate an understanding that a connection between models and mathematical language exists;
- read tables and graphs;
- discuss the likelihood of an event occurring in a real-life situation;
- recognize and classify common two-dimensional figures by attributes; and
- identify missing elements in a variety of patterns.