| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{2}$ = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.OA. 1 | 5.OA. 1 | 5.OA. 1 | 5.NBT. 1 |
| Lname | Fname |  | I can solve an expression using the order of operations | I can translate and evaluate words in an expression | Apply the order of operations to evaluate numerical expressions | Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it place to its right place to its right and $1 / 10$ of what it 1/10 of what it |
| Student Name | Student Name | Kaitlin | 3 | 3 | 4 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 4 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 4 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 4 | 4 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 1 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 1 | 3 | 2 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 2 | 3 | 2 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 2 | 1 | 3 | 3 |


| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NBT.3b | 5.NBT.3b | 5.NBT.3b | 5.NBT. 5 |
| Lname | Fname |  | I can express decimals in standard word, and expanded form | Regrouping in word form (13 tenths= 1.3) | Compare two decimals to thousandths based on meanings of the digits in each place, using >, $=$, and < symbols to record the results of comparisons. | I can fluently multiply numbers up to 12 . |
| Student Name | Student Name | Kaitlin | 3 | 3 | 4 |  |
| Student Name | Student Name | Kaitlin | 3 | 3 | 4 |  |
| Student Name | Student Name | Kaitlin | 3 | 3 | 4 |  |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 |  |
| Student Name | Student Name | Kaitlin | 3 | 3 | 4 |  |
| Student Name | Student Name | Kaitlin | 1 | 1 | 3 |  |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 |  |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 |  |
| Student Name | Student Name | Kaitlin | 3 | 3 | 4 |  |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 |  |
| Student Name | Student Name | Kaitlin | 2 | 2 | 2 |  |
| Student Name | Student Name | Kaitlin | 1 | 3 | 2 |  |
| Student Name | Student Name | Kaitlin | 1 | 1 | 3 |  |
| Student Name | Student Name | Kaitlin | 2 |  | 3 |  |
| Student Name | Student Name | Kaitlin | 2 | 3 | 3 |  |
| Student Name | Student Name | Christina | 3 | 2 | 3 |  |
| Student Name | Student Name | Christina | 1 | 1 | 2 |  |
| Student Name | Student Name | Christina | 3 | 3 | 3 |  |
| Student Name | Student Name | Christina | 3 | 3 | 3 |  |
| Student Name | Student Name | Christina | 3 | 3 | 3 |  |
| Student Name | Student Name | Christina | 1 | 2 | 3 |  |
| Student Name | Student Name | Christina | 1 | 1 | 2 |  |
| Student Name | Student Name | Christina | 3 | 3 | 3 |  |
| Student Name | Student Name | Christina | 2 | 1 | 2 |  |


| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  | Math |  |  |  |
| 4 = excelling for the standard |  |  | 5.NBT. 5 | 5. NBT. 6 | 5.NBT. 6 | 5.NBT. 6 |
|  |  |  | Fluently multiply multidigit whole numbers using a standard algorithm. | I can use compatible numbers to estimate | I can divide four-digit dividends by two-digit divisors with no remainder. | I can divide four-digit dividends by two-digit divisiors that have a remainder. |
| Lname | Fname |  |  |  |  |  |
| Student Name | Student Name | Kaitlin | 3 | 2 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Kaitlin | 4 | 3 | 3 | 4 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 4 | 3 | 3 | 4 |
| Student Name | Student Name | Kaitlin | 3 | 2 | 3 | 2 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 4 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 4 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 2 | 3 | 1 |
| Student Name | Student Name | Kaitlin | 3 | 2 | 3 | 1 |
| Student Name | Student Name | Kaitlin | 3 | 2 | 3 | 2 |
| Student Name | Student Name | Kaitlin | 3 |  | 3 | 2 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 2 | 2 | 2 | 2 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 2 | 2 | 2 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 1 | 2 | 2 |


| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NBT. 6 | 5.NBT. 7 | 5.NBT. 7 | 5.NBT. 7 |
| Lname | Fname |  | Find whole-number <br> quotients of whole <br> numbers with up to <br> four-digit dividends <br> and two-digit divisors, <br> using strategies based <br> on place value, the <br> properties of | I can add decimals to the hundredths | I can subtract decimals to the hundredths | I can multiply decimals to the hundredths |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 4 | 4 | 4 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 4 | 4 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 4 | 4 | 4 |
| Student Name | Student Name | Kaitlin | 3 | 4 | 4 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 2 | 2 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 2 | 2 | 2 | 2 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 2 | 3 | 3 | 1 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 2 | 3 | 3 | 2 |




| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NF. 4 | 5.NF. 4 | 5.NF. 4 | 5.NF. 4 |
| Lname | Fname |  | I can multiply fractions by fractions | I can multiiply a whole number by a fraction. | I can multiply a mixed number by a mixed number. | Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 4 | 4 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 4 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 4 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 4 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 4 | 4 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 4 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 2 | 2 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 2 | 2 |
| Student Name | Student Name | Kaitlin | 1 | 3 | 2 | 2 |
| Student Name | Student Name | Kaitlin | 1 | 2 | 3 | 2 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 2 | 3 | 3 | 2 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 2 | 2 | 3 | 2 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |


| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NF. 7 | 5.NF. 7 | 5.NF. 7 | 5.MD.5b |
| Lname | Fname |  | I can divide a unit fraction by a whole number | I can divide a whole number by a unit fraction | Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions | I can find the volume of right rectangular prisms using the formula $V=1 \times w \times h$ |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 2.5 | 2 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 1 | 1 | 1 | 2 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 2 | 2 | 2 | 2 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |


| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.MD.5b | 5.MD.5b | 5.MD.5b | 5.G. 2 |
| Lname | Fname |  | I can find the volume of right rectangular prisms using the formula $\mathrm{V}=\mathrm{BxH}$ | I can find the volume of right rectangular prisms to solve real world problems | 5.MD.5.b Apply the formulas $V=1 \times w \times h$ and $V=B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the | I can use a rule to create ordered pairs |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 2 | 3 | 2 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 2 | 2 | 2 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Kaitlin | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 2 | 2 | 2 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 2 | 2 | 2 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 2 | 2 | 3 |


| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.G. 2 | 5.G. 2 |  |  |
| Lname | Fname |  | I can plot points on the coordinate plane in quadrant one | NY-5.G. 2 Represen <br> eal world and <br> mathematica <br> problems by graphing points in the firs quadrant of the coordinate plane, and interpret coordinate |  |  |
| Student Name | Student Name | Kaitlin | 3 | 4 |  |  |
| Student Name | Student Name | Kaitlin | 2 | 3 |  |  |
| Student Name | Student Name | Kaitlin | 3 | 4 |  |  |
| Student Name | Student Name | Kaitlin | 3 | 4 |  |  |
| Student Name | Student Name | Kaitlin | 3 | 4 |  |  |
| Student Name | Student Name | Kaitlin | 3 | 4 |  |  |
| Student Name | Student Name | Kaitlin | 3 | 2 |  |  |
| Student Name | Student Name | Kaitlin | 3 | 3 |  |  |
| Student Name | Student Name | Kaitlin | 3 | 4 |  |  |
| Student Name | Student Name | Kaitlin | 3 | 3 |  |  |
| Student Name | Student Name | Kaitlin | 3 | 3 |  |  |
| Student Name | Student Name | Kaitlin | 3 | 3 |  |  |
| Student Name | Student Name | Kaitlin | 3 | 3 |  |  |
| Student Name | Student Name | Kaitlin | 3 | 3 |  |  |
| Student Name | Student Name | Kaitlin | 3 | 2 |  |  |
| Student Name | Student Name | Christina | 3 | 3 |  |  |
| Student Name | Student Name | Christina | 2 | 3 |  |  |
| Student Name | Student Name | Christina | 3 | 3 |  |  |
| Student Name | Student Name | Christina | 3 | 3 |  |  |
| Student Name | Student Name | Christina | 3 | 3 |  |  |
| Student Name | Student Name | Christina | 3 | 3 |  |  |
| Student Name | Student Name | Christina | 3 | 3 |  |  |
| Student Name | Student Name | Christina | 3 | 3 |  |  |
| Student Name | Student Name | Christina | 2 | 3 |  |  |






| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.OA. 1 | 5.OA. 1 | 5.OA. 1 | 5.NBT. 1 |
| Lname | Fname |  | I can solve an expression using the order of operations | I can translate and evaluate words in an expression | Apply the order of operations to evaluate numerical expressions | 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 |
| Student Name | Student Name | Christina | 2 | 2 | 3 | 2 |
| Student Name | Student Name | Christina | 2 | 1 | 3 | 2 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 2 | 2 | 2 | 2 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 1 | 1 | 1 | 2 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 1 | 1 | 1 | 2 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Meghan | 2 | 3 | 2 | 1 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 1 | 2 | 3 | 3 |


| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NBT.3b | 5.NBT.3b | 5.NBT.3b | 5.NBT. 5 |
| Lname | Fname |  | I can express decimals in standard, word, and expanded form | Regrouping in word form (13 tenths= 1.3) | Compare two decimals to thousandths based on meanings of the digits in each place, using >, $=$, and < symbols to record the results of comparisons. | I can fluently multiply numbers up to 12 . |
| Student Name | Student Name | Christina | 2 | 2 | 2 |  |
| Student Name | Student Name | Christina | 1 | 1 | 1 |  |
| Student Name | Student Name | Christina | 3 | 3 | 3 |  |
| Student Name | Student Name | Christina | 3 | 2 | 3 |  |
| Student Name | Student Name | Christina | 2 | 3 | 2 |  |
| Student Name | Student Name | Christina | 1 | 1 | 1 |  |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 |  |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 |  |
| Student Name | Student Name | Rebecca | 2 | 2 | 3 |  |
| Student Name | Student Name | Rebecca | 2 | 2 | 2 |  |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 |  |
| Student Name | Student Name | Rebecca | 1 | 2 | 3 |  |
| Student Name | Student Name | Rebecca | 1 | 2 | 1 |  |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 |  |
| Student Name | Student Name | Rebecca | 1 | 1 | 3 |  |
| Student Name | Student Name | Rebecca | 2 | 2 | 3 |  |
| Student Name | Student Name | Meghan | 3 | 3 | 3 |  |
| Student Name | Student Name | Meghan | 3 | 3 | 3 |  |
| Student Name | Student Name | Meghan | 3 | 3 | 3 |  |
| Student Name | Student Name | Meghan |  |  |  |  |
| Student Name | Student Name | Meghan | 2 | 3 | 3 |  |
| Student Name | Student Name | Meghan | 3 | 3 | 3 |  |
| Student Name | Student Name | Meghan | 1 | 3 | 2 |  |



| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NBT. 6 | 5.NBT. 7 | 5.NBT. 7 | 5.NBT. 7 |
| Lname | Fname |  |  | I can add decimals to the hundredths | I can subtract decimals to the hundredths | I can multiply decimals to the hundredths |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Christina | 2 | 2 | 1 | 1 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 2 | 3 | 2 | 2.5 |
| Student Name | Student Name | Christina | 1 | 2 | 1 | 2 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 2 | 3 | 3 | 2 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 2 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 2 | 2 | 2 | 2 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 3 | 1 | 1 | 3 |
| Student Name | Student Name | Rebecca | 2 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 2 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 2 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 2 | 2 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 1 | 3 | 2 | 3 |


| proficient for the standard |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NBT. 7 | 5.NBT. 7 | 5.NF. 1 | 5.NF. 1 |
| Lname | Fname |  | I can divide decimals to the hundredths |  | I can make equivalent fractions. | I can add fractions denominators |
| Student Name | Student Name | Christina | 2 | 2 | 3 | 3 |
| Student Name | Student Name | Christina | 1 | 1 | 3 | 2 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 2 | 3 | 3 |
| Student Name | Student Name | Christina | 1 | 1 | 2 | 1 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 2 | 2 | 3 | 3 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 2 | 3 | 3 | 2 |
| Student Name | Student Name | Rebecca | 1 | 2 | 1 | 1 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 2 | 2 | 1 | 2 |
| Student Name | Student Name | Rebecca | 2 | 2 | 3 | 1 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 2 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 2 | 2 | 3 | 2 |



| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NF. 4 | 5.NF. 4 | 5.NF. 4 | 5.NF. 4 |
| Lname | Fname |  | I can multiply fractions by fractions | I can multiiply a whole number by a fraction. | I can multiply a mixed number by a mixed number. | Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. |
| Student Name | Student Name | Christina | 2.5 | 2 | 2 | 2 |
| Student Name | Student Name | Christina | 2 | 1 | 1 | 1 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 2 | 1 | 2 |
| Student Name | Student Name | Christina | 1 | 2 | 1 | 2 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 3 | 3 | 2 | 2 |
| Student Name | Student Name | Rebecca | 2 | 2 | 2 | 2 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 1 |  |  |  |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 2 | 2 | 1 | 2 |
| Student Name | Student Name | Rebecca | 3 | 3 | 2 | 2 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Meghan | 3 | 2 | 2 | 2 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 2 | 2 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 2 | 1 | 1 | 2 |


| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NF. 7 | 5.NF. 7 | 5.NF. 7 | 5.MD.5b |
| Lname | Fname |  | I can divide a unit fraction by a whole number | I can divide a whole number by a unit fraction | Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions | I can find the volume of right rectangular prisms using the formula $V=1 \times w \times h$ formula $V=1 \times w \times h$ |
| Student Name | Student Name | Christina | 3 | 2 | 2 | 3 |
| Student Name | Student Name | Christina | 3 | 2 | 2 | 1 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 1 |
| Student Name | Student Name | Christina | 2 | 3 | 1 | 3 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 3 |  | 2 | 2 |
| Student Name | Student Name | Rebecca |  |  |  | 3 |
| Student Name | Student Name | Rebecca | 2 | 3 | 2 | 3 |
| Student Name | Student Name | Rebecca | 2 | 2 | 2 | 3 |
| Student Name | Student Name | Rebecca |  |  |  | 2 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca |  |  |  | 2 |
| Student Name | Student Name | Rebecca |  |  |  | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Meghan | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 2 | 2 | 2 | 3 |


| proficient for the standard |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{2}$ = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.MD.5b | 5.MD.5b | 5.MD.5b | 5.G. 2 |
| Lname | Fname |  | I can find the volume of right rectangular prisms using the formula $\mathrm{V}=\mathrm{BxH}$ | I can find the volume of right rectangular prisms to solve real world problems | 5.MD.5.b Apply the formulas $V=1 \times w \times h$ and $\mathrm{V}=\mathrm{B} \times \mathrm{h}$ for rectangular prisms to find volumes of right with whole-number edge lengths in the | I can use a rule to create ordered pairs |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 1 | 1 | 1 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Christina | 1 | 1 | 1 | 3 |
| Student Name | Student Name | Christina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 1 | 2 | 2 | 3 |
| Student Name | Student Name | Rebecca | 2 | 3 | 2 |  |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 1 | 1 | 1 |  |
| Student Name | Student Name | Rebecca | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Rebecca | 3 | 2 | 2 |  |
| Student Name | Student Name | Rebecca | 2 | 2 | 2 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 2 | 3 | 2 |
| Student Name | Student Name | Meghan | 3 | 2 | 2.5 | 3 |
| Student Name | Student Name | Meghan | 2 | 3 | 2 | 3 |
| Student Name | Student Name | Meghan | 2 | 3 | 2.5 | 3 |
| Student Name | Student Name | Meghan | 3 | 2 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 2 | 2 | 2 |


| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{2}$ = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.G. 2 | 5.G. 2 |  |  |
| Lname | Fname |  | I can plot points on the coordinate plane in quadrant one | NY-5.G. 2 Represen real world and mathematical problems by graphing points in the firs quadrant of the coordinate plane, and interpret coordinate |  |  |
| Student Name | Student Name | Christina | 3 | 3 |  |  |
| Student Name | Student Name | Christina | 3 | 3 |  |  |
| Student Name | Student Name | Christina | 3 | 3 |  |  |
| Student Name | Student Name | Christina | 3 | 3 |  |  |
| Student Name | Student Name | Christina | 3 | 3 |  |  |
| Student Name | Student Name | Christina | 2 | 3 |  |  |
| Student Name | Student Name | Rebecca | 3 | 3 |  |  |
| Student Name | Student Name | Rebecca | 3 | 3 |  |  |
| Student Name | Student Name | Rebecca | 3 | 3 |  |  |
| Student Name | Student Name | Rebecca | 3 | 3 |  |  |
| Student Name | Student Name | Rebecca | 3 | 3 |  |  |
| Student Name | Student Name | Rebecca | 3 | 3 |  |  |
| Student Name | Student Name | Rebecca |  |  |  |  |
| Student Name | Student Name | Rebecca | 3 | 3 |  |  |
| Student Name | Student Name | Rebecca |  |  |  |  |
| Student Name | Student Name | Rebecca | 3 | 3 |  |  |
| Student Name | Student Name | Meghan | 3 | 3 |  |  |
| Student Name | Student Name | Meghan | 3 | 3 |  |  |
| Student Name | Student Name | Meghan | 3 | 3 |  |  |
| Student Name | Student Name | Meghan | 3 | 3 |  |  |
| Student Name | Student Name | Meghan | 3 | 3 |  |  |
| Student Name | Student Name | Meghan | 3 | 3 |  |  |
| Student Name | Student Name | Meghan | 2 | 3 |  |  |






| proficient for the standard |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.OA. 1 | 5.OA. 1 | 5.OA. 1 | 5.NBT. 1 |
| Lname | Fname |  | I can solve an expression using the order of operations | I can translate and evaluate words in an expression | Apply the order of operations to evaluate numerical expressions | 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 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 2 | 2 | 2 | 2 |
| Student Name | Student Name | Meghan | 2 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 1 | 1 | 1 | 2 |
| Student Name | Student Name | Meghan | 1 | 1 | 3 | 2 |
| Student Name | Student Name | Meghan | 3 | 2 | 2 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 2 | 2 | 2 | 2 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 2 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 3 | 2 | 3 | 3 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 2 | 2 | 2 | 2 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 3 |


| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NBT.3b | 5.NBT.3b | 5.NBT.3b | 5.NBT. 5 |
| Lname | Fname |  | I can express decimals in standard, word, and expanded word, and expanded form for | Regrouping in word form (13 tenths= 1.3 ) | Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. | I can fluently multiply numbers up to 12 . |
| Student Name | Student Name | Meghan | 3 | 3 | 3 |  |
| Student Name | Student Name | Meghan | 2 | 3 | 3 |  |
| Student Name | Student Name | Meghan | 3 | 3 | 3 |  |
| Student Name | Student Name | Meghan | 3 | 3 | 3 |  |
| Student Name | Student Name | Meghan | 1 | 3 | 3 |  |
| Student Name | Student Name | Meghan | 3 | 3 | 3 |  |
| Student Name | Student Name | Meghan | 3 | 3 | 3 |  |
| Student Name | Student Name | Meghan | 1 | 2 | 1 |  |
| Student Name | Student Name | Meghan | 3 | 2 | 2 |  |
| Student Name | Student Name | Meghan | 1 | 1 | 1 |  |
| Student Name | Student Name | Meghan | 3 | 3 | 3 |  |
| Student Name | Student Name | Shana | 3 | 2 | 2 |  |
| Student Name | Student Name | Shana | 1 | 1 | 1 |  |
| Student Name | Student Name | Shana | 3 | 3 | 3 |  |
| Student Name | Student Name | Shana | 2 | 3 | 3 |  |
| Student Name | Student Name | Shana | 3 | 3 | 3 |  |
| Student Name | Student Name | Shana | 3 | 2 | 3 |  |
| Student Name | Student Name | Shana | 3 | 3 | 3 |  |
| Student Name | Student Name | Shana | 3 | 3 | 3 |  |
| Student Name | Student Name | Shana | 2 | 3 | 3 |  |
| Student Name | Student Name | Shana | 3 | 3 | 3 |  |
| Student Name | Student Name | Shana | 2 | 3 | 2 |  |
| Student Name | Student Name | Shana | 3 | 3 | 3 |  |



| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{2}=$ partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NBT. 6 | 5.NBT. 7 | 5.NBT. 7 | 5.NBT. 7 |
| Lname | Fname |  | 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 | I can add decimals to the hundredths | I can subtract decimals to the hundredths | I can multiply decimals to the hundredths |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 2 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Meghan | 1 | 2 | 1 | 2 |
| Student Name | Student Name | Meghan | 2 | 3 | 2 | 3 |
| Student Name | Student Name | Meghan | 1 | 2 | 1 | 2 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 2 | 2 | 2 | 2 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Shana | 2 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 2 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 2 | 3 | 3 | 2 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 3 |



| proficient for the standard |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NF. 1 | 5.NF. 1 | 5.NF. 1 | 5.NF. 1 |
| Lname | Fname |  | I can subtract fractions with unlike denominators. | I can add mixed numbers with unlike denominators | I can subtract mixed numbers with unlike denominators | Add and subtract fractions with ulike dinominomintors (incluing mixed numbers )y replacing given fractions with equivalent fractions in such a way as to |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 2 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 2 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Meghan | 1 | 1 | 1 | 1 |
| Student Name | Student Name | Meghan | 2 | 1 | 3 | 2 |
| Student Name | Student Name | Meghan | 2 | 1 | 1 | 2 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 3 | 2 | 2 | 2 |
| Student Name | Student Name | Shana | 2 | 1 | 2 | 2 |
| Student Name | Student Name | Shana | 2 | 1 | 2 | 2 |
| Student Name | Student Name | Shana | 1 | 2 | 2 | 2 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 3 | 2 | 3 | 3 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Shana | 2 | 2 | 1 | 2 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 3 |




| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.MD.5b | 5.MD.5b | 5.MD.5b | 5.G. 2 |
| Lname | Fname |  | I can find the volume of right rectangular prisms using the formula $\mathrm{V}=\mathrm{B} \times \mathrm{H}$ | I can find the volume of right rectangular prisms to solve real world problems | 5.MD.5.b Apply the formulas $V=1 \times w \times h$ and $\mathrm{V}=\mathrm{B} \times \mathrm{h}$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the | I can use a rule to create ordered pairs |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 2 | 2 | 2 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 2 | 2 | 2 | 3 |
| Student Name | Student Name | Meghan | 3 | 2 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Meghan | 3 | 2 | 2.5 | 1 |
| Student Name | Student Name | Meghan | 3 | 2 | 2 | 1 |
| Student Name | Student Name | Meghan | 3 | 2 | 2.5 | 3 |
| Student Name | Student Name | Meghan | 3 | 2 | 3 | 3 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | moved |
| Student Name | Student Name | Shana | 2 | 1 |  | 2 |
| Student Name | Student Name | Shana | 3 | 2 | 2 | 3 |
| Student Name | Student Name | Shana | 2 | 2 | 2 | 3 |
| Student Name | Student Name | Shana | 3 | 2 | 2 | 1 |
| Student Name | Student Name | Shana | 3 | 2 | 2 | 3 |
| Student Name | Student Name | Shana | 3 | 2 | 2 | 1 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Shana | 3 | 2 | 2 | 3 |
| Student Name | Student Name | Shana | 3 | 2 | 2 | 3 |
| Student Name | Student Name | Shana | 2 | 2 | 1 | 3 |
| Student Name | Student Name | Shana | 3 | 3 | 3 | 3 |







| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.OA. 1 | 5.OA. 1 | 5.OA. 1 | 5.NBT. 1 |
| Lname | Fname |  | I can solve an expression using the order of operations | I can translate and evaluate words in an expression | Apply the order of operations to evaluate numerical expression | 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 |
| Student Name | Student Name | Tina | 1 | 2 | 1 | 2 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 2 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 2 | 3 | 4 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 1 | 1 | 1 | 1 |
| Student Name | Student Name | Tina | 2 | 2 | 2 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 1 | 2 | 2 |
| Student Name | Student Name | Tina | 1 | 2 | 1 | 2 |
| Student Name | Student Name | Tina | 3 | 2 | 3 | 2 |
| Student Name | Student Name | Tina | 1 | 1 | 1 | 1 |
| Student Name | Student Name | Tina | 4 | 4 | 3 | 4 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 1 | 1 | 1 | 2 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 2 | 3 | 3 |
| Student Name | Student Name | Monica | 2 | 2 | 2 | 3 |
| Student Name | Student Name | Monica | 3 | 2 | 3 | 3 |


| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NBT.3b | 5.NBT.3b | 5.NBT.3b | 5.NBT. 5 |
| Lname | Fname |  | I can express decimals in standard, word, and expanded form | Regrouping in word form (13 tenths= 1.3) | Compare two decimals to thousandths based on meanings of the digits in each place, using >, $=$, and < symbols to record the results of comparisons. | I can fluently multiply numbers up to 12 . |
| Student Name | Student Name | Tina | 1 | 1 | 1 |  |
| Student Name | Student Name | Tina | 3 | 3 | 3 |  |
| Student Name | Student Name | Tina | 3 | 3 | 3 |  |
| Student Name | Student Name | Tina | 3 | 3 | 3 |  |
| Student Name | Student Name | Tina | 3 | 3 | 4 |  |
| Student Name | Student Name | Tina | 3 | 3 | 3 |  |
| Student Name | Student Name | Tina | 1 | 1 | 1 |  |
| Student Name | Student Name | Tina | 3 | 3 | 3 |  |
| Student Name | Student Name | Tina | 3 | 3 | 4 |  |
| Student Name | Student Name | Tina | 3 | 3 | 3 |  |
| Student Name | Student Name | Tina | 3 | 3 | 3 |  |
| Student Name | Student Name | Tina | 1 | 2 | 2 |  |
| Student Name | Student Name | Tina | 1 | 1 | 2 |  |
| Student Name | Student Name | Tina | 2 | 3 | 3 |  |
| Student Name | Student Name | Tina | 2 | 3 | 2 |  |
| Student Name | Student Name | Tina | 4 | 4 | 4 |  |
| Student Name | Student Name | Monica | 3 | 3 | 3 |  |
| Student Name | Student Name | Monica | 1 | 1 | 1 |  |
| Student Name | Student Name | Monica | 2 | 2 | 3 |  |
| Student Name | Student Name | Monica | 3 | 3 | 3 |  |
| Student Name | Student Name | Monica | 3 | 3 | 3 |  |
| Student Name | Student Name | Monica | 2 | 3 | 3 |  |
| Student Name | Student Name | Monica | 2 | 3 | 3 |  |



| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NBT. 6 | 5.NBT. 7 | 5.NBT. 7 | 5.NBT. 7 |
| Lname | Fname |  | 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 | I can add decimals to the hundredths | I can subtract decimals to the hundredths | I can multiply decimals to the hundredths |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 1 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina |  | 1 | 1 | 1 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 1 | 2.5 |
| Student Name | Student Name | Tina | 3 | 2 | 1 | 2 |
| Student Name | Student Name | Tina | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Tina | 1 | 3 | 3 | 2.5 |
| Student Name | Student Name | Tina | 3 | 4 | 4 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 1 | 3 | 3 | 2 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 2 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 2 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |


| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NBT. 7 | 5.NBT. 7 | 5.NF. 1 | 5.NF. 1 |
| Lname | Fname |  | I can divide decimals to the hundredths |  | I can make equivalent fractions. | I can add fractions with unlike denominators |
| Student Name | Student Name | Tina | 3 | 2 | 1 | 1 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 1 |  | 2 | 1 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 2 | 2 | 2 |
| Student Name | Student Name | Tina | 2 | 2 | 1 | 1 |
| Student Name | Student Name | Tina | 3 | 2 | 3 | 3 |
| Student Name | Student Name | Tina | 2 | 2 | 3 | 2 |
| Student Name | Student Name | Tina | 4 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 1 | 2 | 1 | 1 |
| Student Name | Student Name | Monica | 2 | 2 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 2 | 2 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |


| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NF. 1 | 5.NF. 1 | 5.NF. 1 | 5.NF. 1 |
| Lname | Fname |  | I can subbract fractions with unlike denominators. | $\begin{aligned} & \text { I can add mixed } \\ & \text { numbers with unlike } \\ & \text { denominators } \end{aligned}$ | I can subtract mixed numbers with unlike denominators | Add and subtract <br> fractions with unlike <br> denominators <br> (including mixed <br> numbers) by replacing <br> given fractions with <br> equivalent fractions in <br> such a way as to |
| Student Name | Student Name | Tina | 1 | 3 | 1 | 1 |
| Student Name | Student Name | Tina | 3 | 3 | 2 | 2 |
| Student Name | Student Name | Tina | 3 | 3 | 2 | 2 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 1 | 1 | 1 |  |
| Student Name | Student Name | Tina | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 2 | 3 | 3 | 2 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 2 | 3 | 2 | 2 |
| Student Name | Student Name | Tina | 1 | 1 | 1 | 2 |
| Student Name | Student Name | Tina | 3 | 3 | 2 | 2 |
| Student Name | Student Name | Tina | 2.5 | 2 | 2 | 2 |
| Student Name | Student Name | Tina | 3 | 4 | 4 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 1 | 1 | 1 | 1 |
| Student Name | Student Name | Monica | 3 | 2 | 2 | 2 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 2 | 2 | 2 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |


| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NF. 4 | 5.NF. 4 | 5.NF. 4 | 5.NF. 4 |
| Lname | Fname |  | I can multiply fractions by fractions | I can multiiply a whole number by a fraction. | I can multiply a mixed number by a mixed number. | Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. |
| Student Name | Student Name | Tina | 1 | 1 | 2 | 2 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 4 | 3 |
| Student Name | Student Name | Tina | 3 | 4 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 4 | 3 |
| Student Name | Student Name | Tina | 1 | 1 | 3 |  |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Tina | 3 | 3 | 4 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 1 | 1 | 2 |
| Student Name | Student Name | Tina | 2 | 3 | 2 | 2 |
| Student Name | Student Name | Tina | 3 | 3 | 2 | 2 |
| Student Name | Student Name | Tina | 1 | 1 | 1 | 2 |
| Student Name | Student Name | Tina | 3 | 4 | 4 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 1 | 1 | 1 | 1 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 2 | 2 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |


| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NF. 7 | 5.NF. 7 | 5.NF. 7 | 5.MD.5b |
| Lname | Fname |  | I can divide a unit fraction by a whole number | I can divide a whole number by a unit fraction | Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions | I can find the volume of right rectangular prisms using the formula $V=1 \times w \times h$ |
| Student Name | Student Name | Tina | 2 | 2 | 2 | 2 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina |  |  |  | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 2 | 2 | 2 | 3 |
| Student Name | Student Name | Tina | 1 | 1 | 2 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Tina | 3 | 2 | 2 | 2 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 1 | 1 | 1 | 2.5 |
| Student Name | Student Name | Monica | 2 | 2 | 2 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 1 | 1 | 1 | 1 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |


| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.MD.5b | 5.MD.5b | 5.MD.5b | 5.G. 2 |
| Lname | Fname |  | I can find the volume of right rectangular prisms using the formula $\mathrm{V}=\mathrm{BxH}$ | I can find the volume of right rectangular prisms to solve real world problems | 5.MD.5.b Apply the formulas $V=1 \times w \times h$ and $\mathrm{V}=\mathrm{B} \times \mathrm{h}$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the | I can use a rule to create ordered pairs |
| Student Name | Student Name | Tina | 3 | 2 | 2 | 2 |
| Student Name | Student Name | Tina | 3 | 2 | 3 | 3 |
| Student Name | Student Name | Tina | 2 | 2 | 2 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 2 | 2 | 2 | 2 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 2 | 3 | 3 |
| Student Name | Student Name | Tina | 3 | 2 | 2 | 3 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Tina | 3 | 2 | 2 | 2 |
| Student Name | Student Name | Tina | 2 | 2 | 2 | 3 |
| Student Name | Student Name | Tina | 2 | 3 | 2.5 | 2 |
| Student Name | Student Name | Tina | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 2.5 | 2.5 | 2 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Monica | 3 | 2 | 2 | 3 |
| Student Name | Student Name | Monica | 3 | 2 | 2 | 3 |







| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{2}$ = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.OA. 1 | 5.OA. 1 | 5.OA. 1 | 5.NBT. 1 |
| Lname | Fname |  | I can solve an expression using the order of operations | I can translate and evaluate words in an expression | Apply the order of operations to evaluate numerical expression | Recognize that in a multi-digit number, a represent place as much as it represents in the place to its right and $1 / 10$ of what it |
| Student Name | Student Name | Monica | 3 | 1 | 2 | 3 |
| Student Name | Student Name | Monica | 1 |  | 1 | 1 |
| Student Name | Student Name | Monica | 3 | 2 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 2 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 2 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 2 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 2 | 3 | 2 |
| Student Name | Student Name | Julie | 1 | 1 | 1 | 2 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 1 | 1 | 1 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 2 | 1 | 1 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 1 | 1 | 2 | 2 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 2 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |


| proficient for the standard |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NBT.3b | 5.NBT.3b | 5.NBT.3b | 5.NBT. 5 |
| Lname | Fname |  | I can express decimals in standard, word, and expanded form | Regrouping in word form (13 tenths= 1.3 ) | Compare two <br> decimals to <br> thousandthas based on <br> meanings of the digits <br> in ean place, using <br> =and < symbois to <br> , and <br> record the results of <br> comparisons. | I can fluently multiply numbers up to 12 . |
| Student Name | Student Name | Monica | 2 | 2 | 2 |  |
| Student Name | Student Name | Monica | 1 | 1 | 1 |  |
| Student Name | Student Name | Monica | 2 | 3 | 3 |  |
| Student Name | Student Name | Monica | 3 | 3 | 3 |  |
| Student Name | Student Name | Monica | 3 | 3 | 3 |  |
| Student Name | Student Name | Monica | 3 | 3 | 3 |  |
| Student Name | Student Name | Monica | 3 | 3 | 3 |  |
| Student Name | Student Name | Monica | 2 | 3 | 2 |  |
| Student Name | Student Name | Julie | 1 | 1 | 1 |  |
| Student Name | Student Name | Julie | 3 | 3 | 3 |  |
| Student Name | Student Name | Julie | 1 | 1 | 2 |  |
| Student Name | Student Name | Julie | 3 | 3 | 3 |  |
| Student Name | Student Name | Julie | 3 | 2 | 3 |  |
| Student Name | Student Name | Julie | 3 | 2 | 2 |  |
| Student Name | Student Name | Julie | 1 | 1 | 1 |  |
| Student Name | Student Name | Julie | 3 | 3 | 2 |  |
| Student Name | Student Name | Julie | 3 | 3 | 3 |  |
| Student Name | Student Name | Julie | 1 | 1 | 1 |  |
| Student Name | Student Name | Julie | 3 | 3 | 3 |  |
| Student Name | Student Name | Julie | 2 | 2 | 3 |  |
| Student Name | Student Name | Julie |  |  |  |  |
| Student Name | Student Name | Julie |  |  |  |  |
| Student Name | Student Name | Julie | 3 | 3 | 3 |  |



| proficient for the standard |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NBT.6 | 5.NBT. 7 | 5.NBT. 7 | 5.NBT. 7 |
| Lname | Fname |  | Find whole-number <br> quotients of whole <br> numbers with up to <br> four-digit dividends <br> and two-digit divisors, <br> asing strategies based <br> on place value, the <br> properties of | I can add decimals to the hundredths | I can subtract decimals to the hundredths | I can multiply decimals to the hundredths |
| Student Name | Student Name | Monica | 3 | 2 | 2 | 2 |
| Student Name | Student Name | Monica | 1 |  |  | 1 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 1 | 2 | 1 | 1 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 2 | 3 | 3 | 1 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 2 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 1 | 3 | 3 | 2 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 1 | 2 | 2 | 2 |
| Student Name | Student Name | Julie | 2 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Julie |  |  |  | 2 |
| Student Name | Student Name | Julie |  |  |  | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |


| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NBT. 7 | 5.NBT. 7 | 5.NF. 1 | 5.NF. 1 |
| Lname | Fname |  | I can divide decimals to the hundredths |  | I can make equivalent | I can add fractions with unlike denominators |
| Student Name | Student Name | Monica | 2 | 2 | 3 | 3 |
| Student Name | Student Name | Monica | 1 | 1 | 1 | 1 |
| Student Name | Student Name | Monica | 2 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 2 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 1 | 2 | 3 | 3 |
| Student Name | Student Name | Julie | 1 | 1 | 3 | 1 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 1 | 2 | 2 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 2 | 2 | 3 | 3 |
| Student Name | Student Name | Julie | 1 | 2 | 1 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 2 | 2 | 3 | 2 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 2 | 2 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 2 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |


| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NF. 1 | 5.NF. 1 | 5.NF. 1 | 5.NF. 1 |
| Lname | Fname |  | I can subbract fractions with unlike denominators. | I can add mixed numbers with unlike denominators | I can subtract mixed numbers with unlike denominators | Add and subtract <br> fractions with unlike <br> denominators <br> (including mixed <br> numbers) by replacing <br> given fractions with <br> equivalent fractions in <br> such a way as to |
| Student Name | Student Name | Monica | 3 | 1 | 1 | 2 |
| Student Name | Student Name | Monica | 1 | 1 | 1 | 1 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 1 | 1 | 1 | 1 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 2 | 3 | 2 | 2 |
| Student Name | Student Name | Julie | 2 | 2 | 2 | 2 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 2 | 2 | 2 |
| Student Name | Student Name | Julie | 2 | 1 | 1 | 1 |
| Student Name | Student Name | Julie | 2 | 1 | 3 | 2 |
| Student Name | Student Name | Julie | 2 | 2 | 2 | 2 |
| Student Name | Student Name | Julie | 2 | 3 | 2 | 2 |
| Student Name | Student Name | Julie | 2 | 1 | 2 | 2 |
| Student Name | Student Name | Julie | 3 | 3 | 2 | 2 |


| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{2}$ = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NF. 4 | 5.NF. 4 | 5.NF. 4 | 5.NF. 4 |
| Lname | Fname |  | I can multiply fractions by fractions | I can multiiply a whole number by a fraction. | I can multiply a mixed number by a mixed number. | Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 1 | 1 | 1 | 1 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 1 | 1 | 1 | 1 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Julie | 3 | 3 | 1 | 2 |
| Student Name | Student Name | Julie | 1 | 1 | 3 | 1 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 1 |  |  |  |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 1 |
| Student Name | Student Name | Julie | 3 | 3 | 1 | 2 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Julie | 3 | 2 | 3 | 2 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 2 |


| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{2}$ = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NF. 7 | 5.NF. 7 | 5.NF. 7 | 5.MD.5b |
| Lname | Fname |  | I can divide a unit fraction by a whole number | I can divide a whole number by a unit fraction | Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions | I can find the volume of right rectangular prisms using the formula $V=1 \times w x h$ |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 2.5 |
| Student Name | Student Name | Monica | 1 | 1 | 1 | 1 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 2 | 2 | 3 |
| Student Name | Student Name | Julie | 1 | 1 | 1 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 2.5 | 2 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Julie |  |  |  | 1 |
| Student Name | Student Name | Julie | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 2 | 3 |


| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{2}$ = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.MD.5b | 5.MD.5b | 5.MD.5b | 5.G. 2 |
| Lname | Fname |  | I can find the volume of right rectangular prisms using the formula $\mathrm{V}=\mathrm{BxH}$ | I can find the volume of right rectangular prisms to solve real world problems | 5.MD.5.b Apply the formulas $V=1 \times w \times h$ and $V=B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the | I can use a rule to create ordered pairs |
| Student Name | Student Name | Monica | 3 | 2.5 | 2.5 | 2 |
| Student Name | Student Name | Monica | 1 | 1 | 1 | 1 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Monica | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Julie | 3 | 2 | 2.5 | 2 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 2 | 2 | 2 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 2 | 3 | 2.5 | 2 |
| Student Name | Student Name | Julie | 3 | 2 | 2.5 | 3 |
| Student Name | Student Name | Julie | 3 | 2 | 2.5 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 1 | 1 | 1 | 2 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 2 | 3 | 2.5 | 3 |
| Student Name | Student Name | Julie | 2 | 2 | 2 | 2 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |








| proficient for the standard |  |  |  |  |  |  |
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| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NBT.3b | 5.NBT.3b | 5.NBT.3b | 5.NBT. 5 |
| Lname | Fname |  | I can express decimals in standard word, and expanded form | Regrouping in word form (13 tenths= 1.3 ) | Compare two decimals to thousandths based on meanings of the digits in each place, using >, $=$, and < symbols to record the results of comparisons. | I can fluently multiply numbers up to 12 . |
| Student Name | Student Name | Julie | 3 | 3 | 2 |  |
| Student Name | Student Name | Julie | 2 | 2 | 1 |  |
| Student Name | Student Name | Julie | 1 | 1 | 1 |  |
| Student Name | Student Name | Amy | 3 | 3 | 3 |  |
| Student Name | Student Name | Amy | 3 | 3 | 3 |  |
| Student Name | Student Name | Amy | 2 | 2 | 1 |  |
| Student Name | Student Name | Amy | 2 | 2 | 3 |  |
| Student Name | Student Name | Amy |  |  |  |  |
| Student Name | Student Name | Amy | 3 | 3 | 3 |  |
| Student Name | Student Name | Amy | 2 | 2 | 3 |  |
| Student Name | Student Name | Amy | 3 | 3 | 3 |  |
| Student Name | Student Name | Amy | 3 | 3 | 3 |  |
| Student Name | Student Name | Amy | 3 | 3 | 3 |  |
| Student Name | Student Name | Amy | 2 | 2 | 3 |  |
| Student Name | Student Name | Amy | 3 | 3 | 3 |  |
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| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NBT.6 | 5.NBT. 7 | 5.NBT. 7 | 5.NBT. 7 |
| Lname | Fname |  |  | I can add decimals to the hundredths | I can subtract decimals to the hundredths | I can multiply decimals to the hundredths |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Amy | 2 | 3 | 2 | 2 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Amy |  | 3 | 2 |  |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Amy | 2 | 2 | 2 | 2 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 3 |
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| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NBT. 7 | 5.NBT. 7 | 5.NF. 1 | 5.NF. 1 |
| Lname | Fname |  | I can divide decimals to the hundredths |  | I can make equivalent fractions. | I can add fractions with unlike denominators |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Julie | 2 | 2 | 3 | 3 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Amy | 2 | 2 | 2 | 1 |
| Student Name | Student Name | Amy | 2 | 2 | 3 | 2 |
| Student Name | Student Name | Amy |  |  | 2 |  |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Amy | 2 | 2 | 3 | 3 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Amy | 2 | 2 | 2 | 2 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 3 |
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| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NF. 4 | 5.NF. 4 | 5.NF. 4 | 5.NF. 4 |
| Lname | Fname |  | I can multiply fractions by fractions | I can multiiply a whole number by a fraction. | I can multiply a mixed number by a mixed number. | Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. |
| Student Name | Student Name | Julie | 1 | 3 |  |  |
| Student Name | Student Name | Julie | 3 | 3 | 3 | 2 |
| Student Name | Student Name | Julie | 3 | 2 | 3 | 2 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Amy | 1 |  |  |  |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Amy | 1 |  | 1 |  |
| Student Name | Student Name | Amy | 3 | 2 | 3 | 2 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Amy | 1 | 3 | 2 | 2 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Amy | 3 | 3 | 2 | 2 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 3 |
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| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NF. 7 | 5.NF. 7 | 5.NF. 7 | 5.MD.5b |
| Lname | Fname |  | I can divide a unit fraction by a whole number | I can divide a whole number by a unit fraction | Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions | I can find the volume of right rectangular prisms using the formula $V=1 \times w \times h$ |
| Student Name | Student Name | Julie |  |  |  | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Julie | 3 | 3 | 2 | 3 |
| Student Name | Student Name | Amy |  |  |  | 3 |
| Student Name | Student Name | Amy | 2 | 3 | 2 | 3 |
| Student Name | Student Name | Amy |  |  |  | 1 |
| Student Name | Student Name | Amy | 3 | 1 | 2 | 3 |
| Student Name | Student Name | Amy |  |  |  | 3 |
| Student Name | Student Name | Amy |  |  |  | 3 |
| Student Name | Student Name | Amy | 3 | 2 | 2 | 2 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Amy |  |  |  | 2 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 3 |
| Student Name | Student Name | Amy |  |  |  | 2 |
| Student Name | Student Name | Amy | 3 | 3 | 3 | 3 |
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| 3 | proficient for the standard |  |  |  |  |  |
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| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NBT.3b | 5.NBT.3b | 5.NBT.3b | 5.NBT. 5 |
| Lname | Fname |  | I can express decimals in standard, word, and expanded form | Regrouping in word form (13 tenths= 1.3 ) | Compare two decimals to thousandths based on meanings of the digits in each place, using >, $=$, and < symbols to record the results of comparisons. | I can fluently multiply numbers up to 12 . |
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| 3 | proficient for the standard |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 = partially proficient for the standard |  |  |  |  |  |  |
| 3 = proficient for the standard |  |  |  |  |  |  |
| 4 = excelling for the standard |  |  | 5.NF. 7 | 5.NF. 7 | 5.NF. 7 | 5.MD.5b |
| Lname | Fname |  | I can divide a unit fraction by a whole number | I can divide a whole number by a unit fraction | Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions | I can find the volume of right rectangular prisms using the formula $V=1 \times w \times h$ |
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