Making a Difference for all Students

Grade 5 Mathematics Rubric (Beginning of the Year)

Name .... Date ....

Proficient = universal supports
Approaching proficiency = targeted supports
Limited = individualized supports

Use the criteria below to determine whether the student's skills and understandings related to number are at a proficient, approaching proficiency, or limited level. This information will identify a starting point for choosing the level of supports needed to enhance this student's success. Select the set of statements that best describes the student's current performance level.

	Proficient	Approaching proficiency	Limited
Represents Numbers	☐ Represents and describes whole numbers to 10 000 or above, pictorially and symbolically	☐ With models or prompts, represents and describes whole numbers to 1000, pictorially and symbolically	☐ With models and prompts, is beginning to represent numbers to 100 and above, concretely or pictorially
	Looking for strategies to assess students' understanding of this concept? See Nelson's *Math Focus 4*, Chapter 2, page 64.		
Addition and Subtraction	☐ Demonstrates an understanding of addition of numbers with answers to 10 000 or more and their corresponding subtractions (limited to 3- and 4-digit numerals) by: • using personal strategies for adding and subtracting • estimating sums and differences • solving problems involving addition and subtraction	☐ With models or prompts, demonstrates an understanding of addition of numbers with answers to 1000 and their corresponding subtractions (limited to 2- and 3-digit numerals) by: • using personal strategies for adding and subtracting • solving problems involving addition and subtraction with pictorial supports	☐ With models and prompts, is beginning to use a personal strategy (e.g., using a number line) for adding numbers to 20 and subtracting
	Looking for strategies to assess students' understanding of this concept? See Nelson's *Math Focus 4*, Teacher Resource, Chapter 3, pages 56–57.		
Notes			

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	Proficient	Approaching proficiency	Limited
Multiplication	☐ Demonstrates an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by: • using personal strategies for multiplication, with and without concrete materials • using arrays to represent multiplication • connecting concrete representations to symbolic representations • estimating products • applying the distributive property; e.g., $7 \times 123 = (7 \times 100) + (7 \times 20) + (7 \times 3)$	☐ With models and exemplars, demonstrates an understanding of multiplication (2-digit by 1-digit) to solve problems by: • using personal strategies for multiplication, using concrete materials • using arrays to represent multiplication • connecting concrete representations to symbolic representations	☐ With models and prompts, is beginning to represent equal groupings up to 10×10, using concrete and visual representations
	Looking for strategies to assess students' understanding of this concept? See Nelson's *Math Focus 4*, Teacher Resource, Chapter 9, pages 62–63.		
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		Proficient	Approaching proficiency	Limited
Division	☐	Demonstrates an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by: • using personal strategies for dividing, with and without concrete materials • estimating quotients • relating division to multiplication	☐ With models and exemplars, demonstrates an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by: • using personal strategies for dividing, with and without concrete materials • relating division to multiplication	☐ With models and prompts, is beginning to demonstrate an understanding of dividing quantities, using concrete material
	Looking for strategies to assess students' understanding of this concept? See Nelson's *Math Focus 4*, Teacher Resource, Chapter 6, pages 63–64.			
Fractions	☐	Demonstrates an understanding of fractions less than or equal to one by using concrete, pictorial and symbolic representations to: • name and record fractions for the parts of a whole or a set • compare and order fractions • provide examples of where fractions are used	☐ With models and exemplars, demonstrates an understanding of fractions less than or equal to one by using concrete and pictorial representations to: • name and record fractions for the parts of a whole or a set • provide examples of where fractions are used in real life	☐ With models and prompts, is beginning to demonstrate an understanding of 1/2 and wholes
	Looking for strategies to assess students' understanding of this concept? See Nelson's *Math Focus 4*, Teacher Resource, Chapter 7, Chapter Review Questions, pages 76–77.			
Notes				

Alberta Government