

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

### EMDI Scoring Guide: Grade 5

**3: ON TARGET** Shows automaticity and/or uses appropriate strategy for grade level; able to explain thinking and makes no mistakes or self corrects without prompting.

**2: CLOSE TO TARGET** Has good core understanding but it is not completely developed; growing fluency and ability to explain thinking; may need prompting.

**1: BELOW TARGET** Shows some understanding but has gaps or flaws in thinking, fluency and explanation.

**0: VERY BELOW TARGET** Shows little to no understanding.

\*NOTE: Only grade level items are included on the scoring guide. (Foundational skills are not included, though a score of 1 could be given if there is evidence of understanding at the grade below. Make a note in the item comment space to support the score.) Two possible summary sheets are included at the end of this scoring guide based on your need for data collection and share out.

\*NOTE: Always encourage students to first think aloud about the solution without writing or using other tools (unless the question or prompt directly says to write or use a tool). If the student has difficulty and needs to use an optional tool, then this should be noted in the score-sheet.

<b>ITEM 1</b>  <b>Compare Decimals</b>	A. $0.165 < 0.2$	0	1	2	3	
	B. $0.25 > 0.054$	0	1	2	3	<b>Total</b>
	C. $0.43 = 0.430$	0	1	2	3	/9
<b>Use the table as a guide. Only one bullet needs to be observed to score at the level described.</b>						
Score as a 3 if...		Score as a 2 if...		Score as a 1 if...		
<ul style="list-style-type: none"> <li>uses symbol correctly in the inequality to show understanding of greater/less than; reads correctly statement left to right</li> <li>NOTE: if student reads statement backwards, but correctly (i.e., <math>0.2 &gt; 0.16</math> instead of <math>0.16 &lt; 0.2</math>), the student can still score a 3 if when prompted they can read the inequality left to right correctly</li> </ul>		<ul style="list-style-type: none"> <li>uses symbol correctly in the inequality to show understanding of greater/less than; but is unable to read statement correctly</li> </ul>		<ul style="list-style-type: none"> <li>shows understanding of comparison and greater/less than, but is not able to use symbol or read statement</li> <li>incorrectly compares based on an error in interpreting one of the numbers.</li> </ul>		

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ITEM 2 Rounding Decimals Place Value	A. Rounds 21.543 to 21.54 (hundredths)	0	1	2	3	Total  /6
	B. Rounds 96.064 to 96.1 (tenths)	0	1	2	3	
Use the table as a guide. Only one bullet needs to be observed to score at the level described.						
Score as a 3 if...	Score as a 2 if...	Score as a 1 if...				
<ul style="list-style-type: none"><li>rounds number correctly to given place value; explains how they know; able to read number correctly</li></ul>	<ul style="list-style-type: none"><li>rounds number correctly to given place value; explains how they know; unable to read number correctly</li><li>NOTE: prompt if read incorrectly and give 3 points if successful 2nd time</li></ul>	<ul style="list-style-type: none"><li>rounds number correctly to given place value; is unable to explain how they know</li><li>shows some understanding of rounding but makes an error (e.g., wrong place)</li></ul>				

ITEM 3  Mult/Div By 10	A. $427 \times 10^2 = (42,700)$	0	1	2	3	Total  /9
	B. $347.8 \div 10 = 34.78$	0	1	2	3	
	C. Knows the value of the 4 in 640,000 is 100 times greater than the value of the 4 in 513,400.	0	1	2	3	
Use the table as a guide. Only one bullet needs to be observed to score at the level described.						
Score as a 3 if...	Score as a 2 if...	Score as a 1 if...				
<ul style="list-style-type: none"><li>Solves using mental math</li></ul>	<ul style="list-style-type: none"><li>correctly solves, but needs to use manipulatives or paper</li><li>correctly solves, but reasoning is difficult to follow or not efficient for the numbers presented</li><li>minor error in calculation but able to correct if prompted (record prompt used)</li></ul>	<ul style="list-style-type: none"><li>Needs to use manipulatives or paper to justify and loses track of reasoning</li></ul>				

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<b>ITEM 4</b>  <b>Operations with Decimals</b>	A. $48.34 + 16.07 = (64.41)$	0	1	2	3	<b>Total</b>  /12
	B. $57.9 - 12.78 = (45.12)$	0	1	2	3	
	C. $16 \times 2.75 = 44$	0	1	2	3	
	D. $40 \div 0.25 = 160$	0	1	2	3	

**Use the table as a guide. Only one bullet needs to be observed to score at the level described.**

Score as a 3 if...	Score as a2 if...	Score as a 1 if...
<ul style="list-style-type: none"> <li>correctly solves problem using efficient reasoning</li> </ul>	<ul style="list-style-type: none"> <li>correctly solves, but reasoning is difficult to follow or not efficient for the numbers presented</li> </ul>	<ul style="list-style-type: none"> <li>minor error in calculation but able to correct if prompted (record prompt used) and reasoning not efficient</li> </ul>

<b>ITEM 5</b>  <b>Estimate Fractions Add/Subtract</b>	A. $\frac{9}{10} + \frac{3}{5}$ (greater than 1)	0	1	2	3	<b>Total</b>  /9
	B. $\frac{1}{5} + \frac{2}{12}$ (less than $\frac{1}{2}$ )	0	1	2	3	
	C. $\frac{3}{4} - \frac{1}{3}$ (less than $\frac{1}{2}$ )	0	1	2	3	

**Use the table as a guide. Only one bullet needs to be observed to score at the level described.**

Score as a 3 if...	Score as a2 if...	Score as a 1 if...
<ul style="list-style-type: none"> <li>Correctly determines greater than or less than using only estimation</li> </ul>	<ul style="list-style-type: none"> <li>solves problem to determine greater than or less than (unable to use only estimation)</li> </ul>	<ul style="list-style-type: none"> <li>solves problem with minor error in calculation to determine greater than or less than</li> </ul>

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<b>ITEM 6</b>  <b>Addition Subtraction Fractions</b>	A. $\frac{5}{8} + \frac{3}{12} = \frac{21}{24}$ or $\frac{7}{8}$	0	1	2	3	<b>Total</b>
	B. $1\frac{4}{5} + 4\frac{1}{4} = 5\frac{21}{20}$ or $6\frac{1}{20}$	0	1	2	3	
	C. $4\frac{1}{2} - 2\frac{1}{3} = 2\frac{1}{6}$	0	1	2	3	
						/9

**Use the table as a guide. Only one bullet needs to be observed to score at the level described.**

Score as a 3 if...	Score as a 2 if...	Score as a 1 if...
<ul style="list-style-type: none"> <li>correctly solves and is able to explain reasoning</li> </ul>	<ul style="list-style-type: none"> <li>correctly solves, but reasoning is difficult to follow or not efficient for the numbers presented</li> </ul>	<ul style="list-style-type: none"> <li>minor error in calculation but is able to correct if prompted (record prompt used)</li> </ul>

<b>ITEM 7</b>  <b>Estimating Fractions Mult/Div</b>	A. $2 \times \frac{4}{5}$ (greater than $\frac{4}{5}$ )	0	1	2	3	<b>Total</b>
	B. $\frac{2}{3} \times \frac{9}{10}$ (less than $\frac{9}{10}$ )	0	1	2	3	
	C. $3 \div \frac{1}{8}$ (greater than 3)	0	1	2	3	
						/9

**Use the table as a guide. Only one bullet needs to be observed to score at the level described.**

Score as a 3 if...	Score as a 2 if...	Score as a 1 if...
<ul style="list-style-type: none"> <li>Correctly determines greater than or less than using only estimation</li> </ul>	<ul style="list-style-type: none"> <li>solves problem to determine greater than or less than (unable to use only estimation)</li> </ul>	<ul style="list-style-type: none"> <li>solves problem with minor error in calculation to determine greater than or less than</li> </ul>

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<b>ITEM 8</b>  <b>Fractions</b> <b>Mult/Div</b>	A. $\frac{2}{3} \times \frac{5}{8} = \frac{10}{24}$ or $\frac{5}{12}$	0	1	2	3	<b>Total</b>
	B. $\frac{1}{5} \div 2 = \frac{1}{10}$	0	1	2	3	/6

**Use the table as a guide. Only one bullet needs to be observed to score at the level described.**

Score as a 3 if...	Score as a 2 if...	Score as a 1 if...
<ul style="list-style-type: none"> <li>correctly solves using efficient method</li> </ul>	<ul style="list-style-type: none"> <li>correctly solves, but reasoning is difficult to follow or not efficient for the numbers presented</li> </ul>	<ul style="list-style-type: none"> <li>minor error in calculation but is able to correct if prompted (record prompt used)</li> </ul>

<b>ITEM 9</b>  <b>Fraction</b> <b>Word</b> <b>Problems</b>	A. $3 \div \frac{1}{4} = 12$ bags	0	1	2	3	<b>Total</b>
	B. $\frac{3}{4} \times \frac{1}{3} = \frac{3}{12} = \frac{1}{4}$ ( $\frac{1}{4}$ of the lawn)	0	1	2	3	/6

**Use the table as a guide. Only one bullet needs to be observed to score at the level described.**

Score as a 3 if...	Score as a 2 if...	Score as a 1 if...
<ul style="list-style-type: none"> <li>solves problem; includes units in their answer</li> <li>NOTE: if student does not include units but is able to after prompting, they can still score a 3</li> <li>NOTE: Rereading the problem multiple times is not considered prompting</li> </ul>	<ul style="list-style-type: none"> <li>solves problem; does not include units in their answer even after prompting</li> </ul>	<ul style="list-style-type: none"> <li>solves problem with minor mathematical error; does not include units in their answer even after prompting</li> </ul>

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Grade 5 Results										
Category	1	2	3	4	5	6	7	8	9	Total
Earned Points										
Possible Points	9	6	9	12	9	9	9	6	6	75
Comments:										

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Grade 3 Results				
	0 Very Below Target	1 Below Target	2 Close to Target	3 On Target
# of times student earned this score				
<b>Comments:</b>				