Unit 5 Key Assessment Opportunities Chart

Taken from *Math Trailblazers* digital Teacher Guide

Content

Key Ideas in Unit 5 Unit 5 Expectations		SG *Fractions in Simplest Form* Check-In: Q# 9 **L1**	SG *Equivalent Fractions and Ratios* Check-In: Q# 18–20 **L2**	SAB *Cost of Brownies*** **L3**	SG *Distance vs. Time* Q# 6–18** **L4**	SG *Problems of Scale* Check-In: Q# 2–5** **L5**	SG Workshop: *Using Equivalent Fractions and Ratios* Self-Check: Q# 1–3 **L6**
Number 1	**Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.**						
E1*	Represent and identify fractions and ratios (e.g., proper, improper, mixed number) using area models, number lines, tables, graphs, words, and symbols. [5.NF.3] [MP1, 2, 3, 5]	×	×	×			×
E2*	Represent and identify the simplest form of a fraction or ratio using tools (e.g., area models) and multiplication and division strategies. [5.NF.1] [MP1, 2, 5]	×					×
Number 3	**Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.**						
E3*	Find equivalent fractions and ratios using tools (e.g., area models, number lines, tables, graphs) and multiplication and division strategies. (Algebra 4) [5.NF.1] [MP1, 2, 3, 5, 6]	×		×	×	×	×
E4	Use ratios to solve problems. [5.NF.5] [MP1, 2, 3, 4, 5, 7]			×	×	×	
Measurement 2	**Measurement Skills: Use measurement tools, appropriate techniques, and formulas to determine measurements**						
E5	Measure length in inches and yards. [5.MD.2] [MP5]				×		
E6	Convert among different-sized standard measurement units within a given measurement system (e.g., seconds to hours and feet to yards). (Algebra 4) [5.MD.1] [MP1, 2, 5]				×	×	
Data 2	**Data Representation: Select and create appropriate representations, including tables and graphs, for organizing, displaying, and analyzing data.**						
E7	Make a point graph and draw a best-fit line. (Algebra 2) [5.G.2; 5.OA. 3] [MP1, 4, 7]			×	×		
Data 4	**Using Data: Apply relationships and patterns in data to solve problems, develop generalizations, and make predictions.**						
E8	Make predictions and generalizations using tables and graphs. (Algebra 4) [5.G.2] [MP1, 2, 3, 5, 7]			×	×		
E9	Describe how the change in one variable in an investigation relates to a change in a second variable. (Algebra 1) [5.OA.3] [MP1, 3, 5, 7]				×		

* Denotes Benchmark Expectation

Math Facts

		L1 TG DPP Item A *Multiplication and Division Facts: Square Numbers*	L5 TG DPP Item U *Quiz: Square Numbers*
Number 3	***Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.***		
E10*	Demonstrate fluency with the multiplication and division facts for the square numbers.	×	×

Math Practices

		L3 SAB *Cost of Brownies***	L4 SG *Distance vs. Time* Q# 6–18**	L4 SG *Distance vs. Time* Check-in: Q# 16 Peer Assessment	L5 SG *Problems of Scale* Check-In: Q# 2–5**
MPE1	**Know the problem.** I read the problem carefully. I know the questions to answer and what information is important.	×	×	×	
MPE2	**Find a strategy.** I choose good tools and an efficient strategy for solving the problem.	×	×	×	×
MPE3	**Check for reasonableness.** I look back at my solution to see if my answer makes sense. If it does not, I try again.	×			
MPE4	**Check my calculations.** If I make mistakes, I correct them.				
MPE5	**Show my work.** I show or tell how I arrived at my answer so someone else can understand my thinking.	×	×	×	×
MPE6	**Use labels.** I use labels to show what numbers mean.		×	×	×

* Denotes Benchmark Expectation
** Includes Feedback Box