

2024 MCAS-Alt  
**STRAND COVER SHEET**

(A completed Strand Cover Sheet must be included at the beginning of each strand being submitted.)

(1) Student's Name: **Alex Keaton**

(2) Student's grade as reported in the Student Information Management System (SIMS): **05**

(3) a. Content Area (Subject): **Mathematics**

b. Strand: **Number and Operations in Base Ten**

c. Learning Standard: **5.NBT.B.6 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 operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**

(List the standard number for the grade in which the student was reported in SIMS.)

(4) Level of complexity: Student addressed the learning standard in this strand ...

☐ through an "access skill"  
practiced during academic  
instruction

(Resource Guide, Page:     )

☒ through an "entry point"  
(Resource Guide, Page: 54 )

For a student working at  
"grade-level," use Work  
Descriptions for Grade Level  
or Competency Portfolios,  
instead of this form.

(5) Measurable outcome: Select a challenging skill from the Resource Guide that the student is expected to learn as a result of instruction at the appropriate level of complexity, and the percent of accuracy and independence required for mastery. (for example, "student will summarize key events in a literary text with 80% accuracy and 100% independence").

**Alex will round whole numbers to the nearest 100 using place value with 80% accuracy and 100% independence.**

(6) Adaptations, accommodations, and/or modifications routinely used by the student during instruction of this skill, including augmentative or alternative communication (AAC) system, if used:

Evidence Page Type	My Description
Bar Graph	Rounding
Work Sample Description	10/17 Rounding Round-Up
Work Sample Description	10/19 Rounding Robots

(Continue list on additional paper, if needed.)

# MCAS-Alt SKILLS SURVEY

Student's Name: **Alex Keaton**

Grade: **05**

Date of Survey: **9/22/2023**

## Grade 5 Mathematics

### Number and Operations in Base Ten

Using objects, manipulatives, technology, or paper-pencil, student can:		<b>A</b> 0% (unable)	<b>B</b> Up to 25% (rarely)	<b>C</b> Up to 50% (occasionally)	<b>D</b> Up to 75% (more often than not)	<b>E</b> Up to 100% (almost always)
1.	Count by ones to 10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2.	Represent up to 5 objects with numerals, including 0.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3.	Compose numbers from 1 to 9 to create 10, using objects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4.	Count by tens to 100.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5.	Count forward beginning from a given number up to 100 (e.g., count on from 23).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6.	Identify "ten more" (or "ten less") than a given two-digit number.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7.	Add and subtract single-digit numbers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
8.	Add and subtract two-digit numbers.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Round a given amount of money to the nearest dollar (e.g., \$2.57 rounds to \$3.00).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	Round whole three-digit numbers to the nearest 100.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Multiply a one-digit number by a two-digit number.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	Divide a three-digit number by a one-digit number (without remainders).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# 2024 MCAS-Alt | BAR GRAPH (instructional data summarizing the student's performance on each date)

COMPLETE ALL INFORMATION BELOW. AT LEAST EIGHT (8) DIFFERENT DATES ARE REQUIRED.

Accuracy: ■

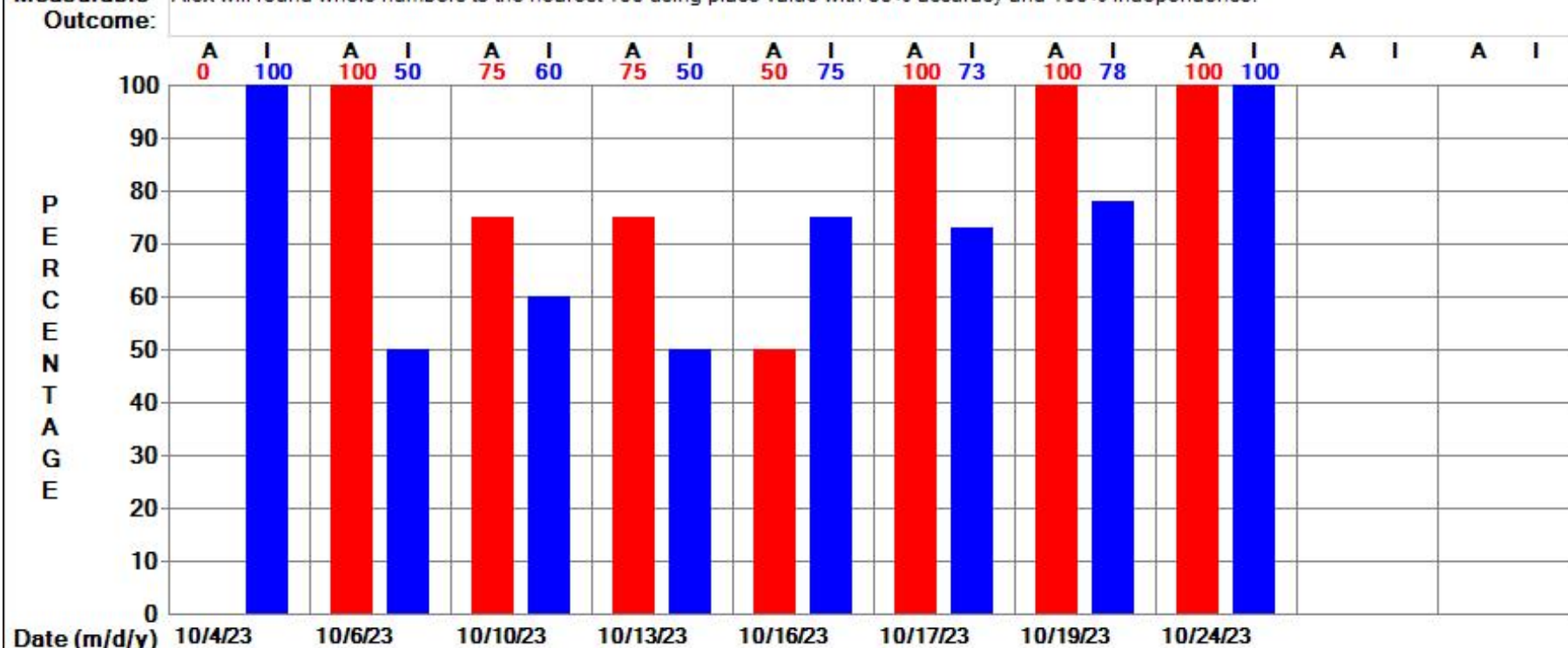
Independence: ■

Student Name: Alex Keaton

Content Area/Strand: Mathematics/Number and Operations in Base Ten

LS #: 5.NBT.B.6

Measurable Outcome: Alex will round whole numbers to the nearest 100 using place value with 80% accuracy and 100% independence.



## Brief Description

(What was student asked to do and how did they do it?)

Rounding worksheet with 5 three-digit numbers was given to Alex. He was asked to round to the nearest hundred.	Given a worksheet with 4 three-digit numbers, Alex had to round to the nearest hundred on the page.	Alex drew lines from 3-digit numbers in the left column to the nearest hundred on the right column on the whiteboard.	Using a game format, Alex chose 4 cards from a stack and then had to find the correct nearest hundred from the cards his peers were holding.	Bingo round-up. Using a bingo card with numbers 100-800, Alex had to place a mark on his card based on the 3-digit number called by the teacher to the nearest hundred.	Using a worksheet, Rounding Round-Up, Alex had to cut and paste the number that would round up to the nearest hundred in each box. Each box was labeled 100,200,300, and 400.	On a worksheet, Rounding Robots, Alex drew lines from the 3-digit number on the robot from either the left or right column to the nearest hundred in the middle column.	Alex was given a worksheet with number lines from 0-1,000. Each number line had a different 3-digit number to round to the nearest hundred. He circled the correct one..
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## WORK SAMPLE DESCRIPTION

*(Complete and attach one label to each work sample or write this information directly on each piece. Do not use this label for data charts or videotapes.)*

Name: **Alex Keaton**

Date (m/d/y): **10/17/23**

ACCURACY: **100%**

INDEPENDENCE: **73 %**

Subject: **Mathematics**

Strand: **Number and Operations in Base Ten**

Learning Standard:

**5.NBT.B.6 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 operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**

Self-Evaluation: (Must be completed by, or scribed at the direction of, the student; evidence of student **choice** must be shown)

Measurable Outcome:

**Alex will round whole numbers to the nearest 100 using place value with 80% accuracy and 100% independence.**

Briefly describe what the student was asked to do and how he/she did it:

**Using a worksheet, Rounding Round-Up, Alex had to cut and paste the number that would round up to the nearest hundred in each box. Each box was labeled 100, 200, 300, and 400.**

100% Acc.  
73% Ind.

Name Alex

## Rounding Round Up 10/17/23

Directions: Cut and paste the numbers with the hundred they round to

73 C 100

123 C

112 C

51 C p

200

185 C

235 C

174 C

170 C p

300

264 C p

312 C

325 C

427 C 400

383 C

350 C p

449 C

## WORK SAMPLE DESCRIPTION

*(Complete and attach one label to each work sample or write this information directly on each piece. Do not use this label for data charts or videotapes.)*

Name: **Alex Keaton**

Date (m/d/y): **10/19/23**

ACCURACY: **100%**

INDEPENDENCE: **78 %**

Subject: **Mathematics**

Strand: **Number and Operations in Base Ten**

Learning Standard:

**5.NBT.B.6 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 operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**

Self-Evaluation: (Must be completed by, or scribed at the direction of, the student; evidence of student **choice** must be shown)

See attached self-eval

Measurable Outcome:

**Alex will round whole numbers to the nearest 100 using place value with 80% accuracy and 100% independence.**

Briefly describe what the student was asked to do and how he/she did it:

**On a worksheet, Rounding Robots, Alex drew lines from the 3-digit number on the robot from either the left or right column to the nearest hundred in the middle column.**



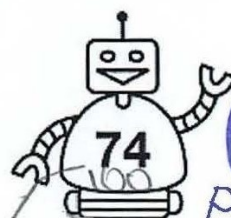
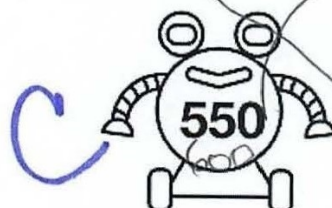
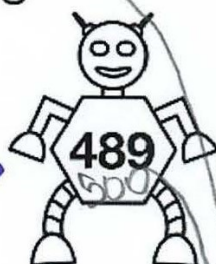
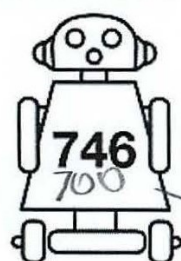
Name: Alex

Rounding to the nearest hundred

10/19/23

# Rounding Robots

Round the numbers on the robots to the nearest hundred. Draw a line from each robot to the correct battery.



100

200

300

400

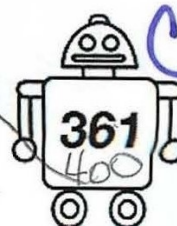
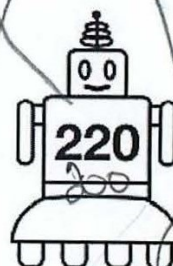
500

600

700

800

900

100% Acc.  
78% Ind

Name Alex

Date 10/19/23

### Self-Evaluation



The activity I completed today was called Bounding Robots

I thought the activity was (easy / easy with help / challenging).

I asked for help (only a little / sometimes / many times).

I think that I did (my best work / good work / work which needs improvement).



One new thing I learned was

look between the hunders



One thing that I liked about this activity was

putting the number no the  
Robots



My goal for the next time I work on this skill is

I Will do my best work