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	10/18 Rounding Robots

(Continue list on additional paper, if needed.)

Student's Name: **Alex Keaton**   Grade: **05**   Date of Survey: **9/23/2024**

Grade 5 Mathematics

Number and Operations in Base Ten

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

2025 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.

	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
Values	0	100	100	50	75	60	75	50	50	75	100	73	100	78	100	100				
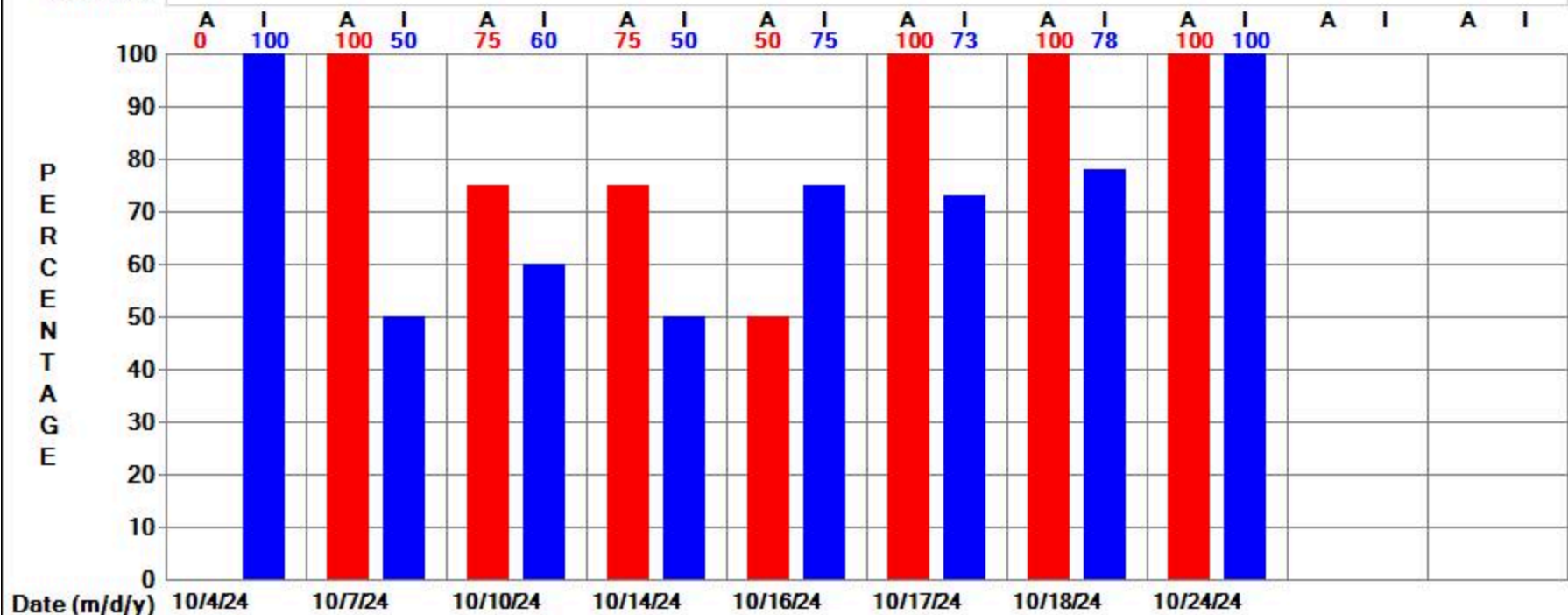
Date (m/d/y)	10/4/24	10/7/24	10/10/24	10/14/24	10/16/24	10/17/24	10/18/24	10/24/24		
Brief Description (What was student asked to do and how did they do it?)	Rounding worksheet with 5 three-digit numbers was given to Alex. He was asked to round to the nearest hundred.	Given a worksheet with 4 three-digit 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.		

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): **10/17/24**

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

10/17/24

Name **Alex**

Rounding Round Up

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

73 C **100**	**200**
123 C	185 C
112 C	235 C
51 C P	174 C
	170 C P

300	427 C **400**
264 C P	383 C
312 C	350 C P
325 C	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): **10/18/24**

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.
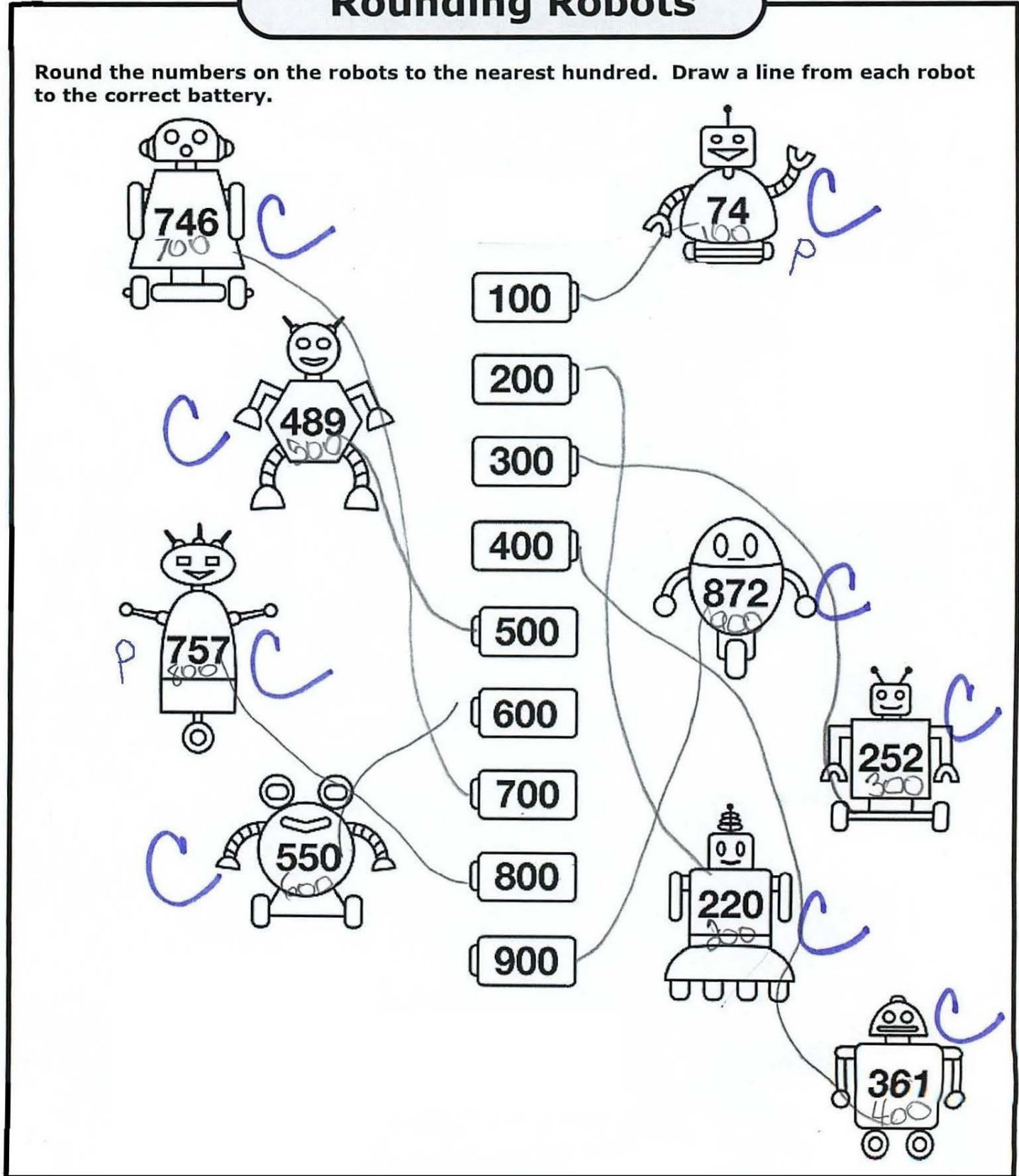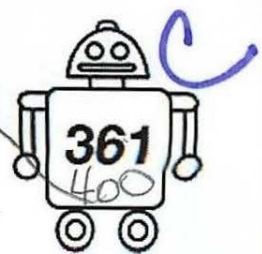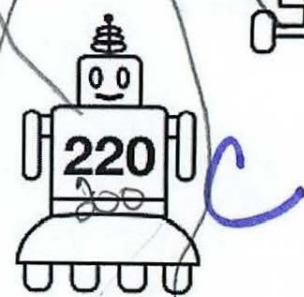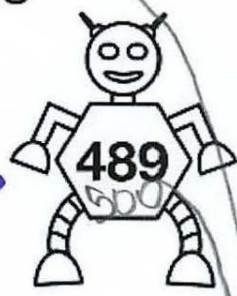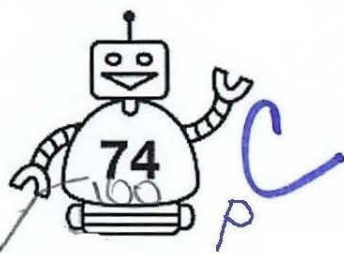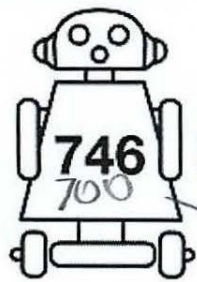
Name: _Alex_

100% Acc.
78% Ind.
10/18/24

Rounding Robots

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

746
700
C

74
100
C
P

100

489
500
C

200

300

757
800
C
P

872
900
C

400

500

252
300
C

600

700

550
600
C

220
200
C

800

900

361
400
C
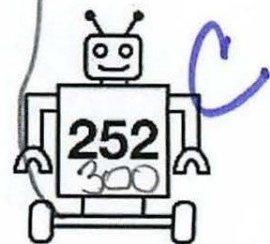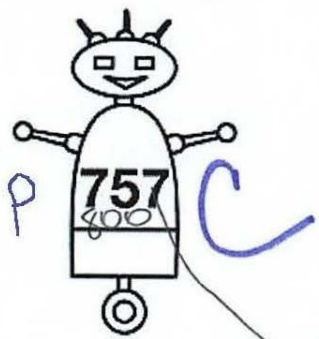
Name _Alex_   Date _10/18/24_

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
looB between the hunders .

One thing that I liked about this activity was
Putting the numder no the .
Rebots

My goal for the next time I work on this skill is
I Will do my best Work .