

# Grade 5 Smarter Balanced Assessment Item Specifications Fact Sheet

**Claim 1 - Target C:** Understand the place value system.

**Content Domain:** Numbers and Operations in Base Ten

**Claim 1 Priority Cluster**

## Standards Assessed in Target C:

**5.NBT.1:** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and  $1/10$  of what it represents in the place to its left.

**5.NBT.2:** Explain patterns in the number of zeroes of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

**5.NBT.3:** Read, write, and compare decimals to thousandths.

**a.** Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g.,  $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .

**b.** Compare two decimals to thousandths based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

**5.NBT.4:** Use place value understanding to round decimals to any place.

## Achievement Level Descriptors

<b>Level 1</b>	Students should be able to read and write decimals to the thousandths using base-ten numerals, number names, and expanded form and round decimals to the hundredths.
<b>Level 2</b>	Students should be able to use repeated reasoning to understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left. They should be able to explain patterns in numbers of zeroes and/or placement of a decimal point when a number is multiplied or divided by 10.
<b>Level 3</b>	Students should be able to use whole-number exponents to denote powers of 10; use repeated reasoning to understand and explain patterns in numbers of zeroes and/or placement of a decimal point when a number is multiplied or divided by powers of 10; read, write, and compare two decimals to the thousandths using base-ten numerals, number names, and expanded form, using the symbols $>$ , $=$ , and $<$ to record the results of the comparison; and round decimals to any place.
<b>Level 4</b>	Students should be able to combine multiplying by powers of 10, comparing, and rounding to highlight essential understandings.

## Construct-Relevant Vocabulary

digit, equal to, equivalent, expanded form, expression, greater than, less than, round, value, word form

## Allowable Stimulus Materials

$>$ ,  $<$ , or  $=$  symbols; multi-digit numbers less than or equal to 1,000,000; base-ten models; decimals to the thousandths (except when rounding, which can be to the hundredths)