

Grade 5 Smarter Balanced Assessment Item Specifications Fact Sheet

Claim 1 - Target J: Graph points on the coordinate plane to solve real-world and mathematical problems.

Content Domain: Geometry

Claim 1 Supporting Cluster

Standards Assessed in Target J:

5.G.1: Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

5.G.2: Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Achievement Level Descriptors

Level 1	Students should be able to graph whole number coordinate pairs in the first quadrant of a coordinate plane with unit axis increments.
Level 2	Students should be able to graph whole number coordinate pairs on a coordinate plane with whole number axis increments to solve problems.
Level 3	Students should be able to graph coordinate pairs where one term is a whole number and one is a fraction on a coordinate plane with whole number axis increments.
Level 4	Students should be able to graph coordinate pairs where both terms are fractions on a coordinate plane with fractional axis increments.

Construct-Relevant Vocabulary

coordinate pair, coordinate plane, coordinate system, first quadrant, ordered pair, origin, point, x-axis, x-coordinate, y-axis, y-coordinate

Allowable Stimulus Materials

visual coordinate plane