Name: Teacher:

Grade Five Math Snapshot

Assessment Summary

Competency / Content	Proficiency Marker		
Number Sense	**Emerging**	**Developing**	**Proficient**
Place Value (1-5)			
Ordering (6-9)			
Fractions (10-14)			
Algebraic Thinking and Linear Relations, Patterning, and Data			
Algebraic Thinking and Linear Relations (15-16)			
Patterning (17-18)			
Data (19)			
Time, Measurement and Financial Literacy			
Time (20)			
Measurement (21)			
Financial Literacy (22)			
Computational Fluency			
Anecdotal assessment of +/- basic fact fluency through observation/interview/games			
Anecdotal assessment of x/÷ basic fact fluency through observation/interview/games) x2, x10, x5			
Modeling (23-24)			
Addition (25)			
Subtraction (26)			
Multiplication (27)			
Division (28)			

Grade Five

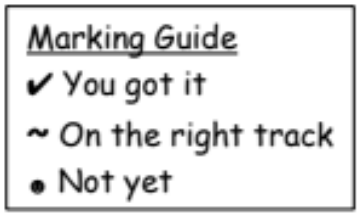
This grade five Math Snapshot has been designed as a formative assessment and universal screener for students entering grade five. The assessment is based on foundational skills from prior years and is designed to allow educators to identify the learning needs of students.

The information gained from this tool will serve as a universal screener and will inform individual, small group, and class instruction. It will also help identify patterns of instructional needs in a class as we work to ensure students master these foundational math skills.

Teachers are encouraged to administer the assessment in *small sections* during the first weeks of the year. A small team of teachers will come together to mark the assessments and heat map the results by class.

This snapshot is an inventory of skills and does not represent the full, complex set of skills necessary for proficiency in mathematics. It can provide information to inform our Inclusive Education team about planning and support for student success.

Use the column to the right of each question to indicate student understanding using the following marking guide. Scoring of the assessment will not be calculated numerically, but rather will be looked at holistically to help inform instruction:

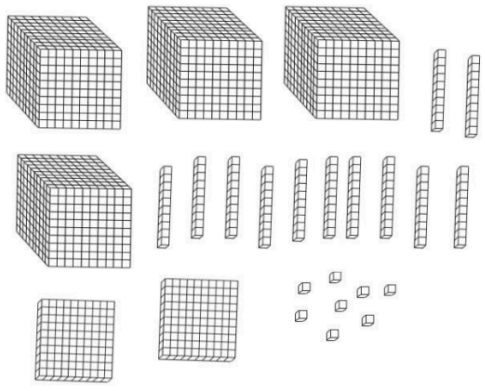
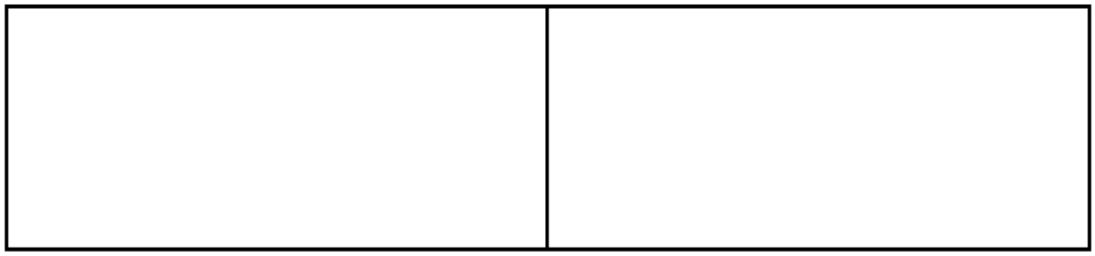


Students will also complete a self-reflection following each section of the snapshot:

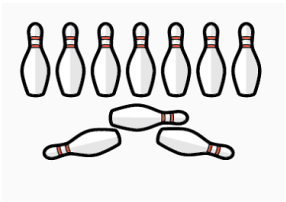
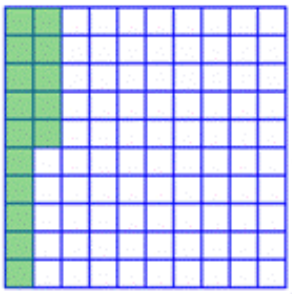
This was (circle one):	Easy for me	I need some review	Difficult

Name: **Date:**

Number Sense

Place Value		
1.	Write the number your teacher says. A. _____ B. _____ C. _____ D. _____	
2.	Write the number that is represented by 8 000 + 4 + 900 _____	
3.	9 658 Which number represents each place value? thousands ___ tens ___ hundreds ___	
4.	What is the number represented by the base ten blocks?  _____	
5.	Represent 146 in two different ways. 	

Ordering		
6.	Put the following numbers in order from least to greatest. 2 039 2903 2099 2309 _____ _____ _____ _____	
7.	Write the number which is 100 more than 1903? _____	
8.	What number does X represent? 0 X 10 000  x = _____	
9.	Where would 6500 go on the number line above? Add it in.	

Fractions and Decimals		
10.	What fraction of the bowling pins is knocked over? 	
11.	What fraction or decimal number is shaded? 	

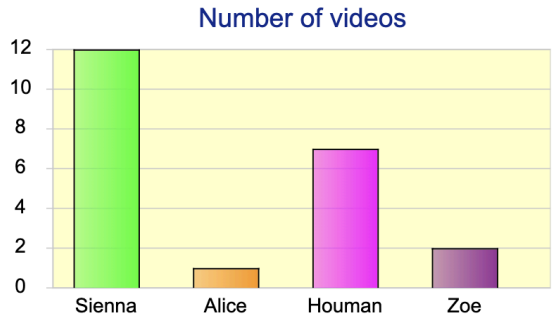
12.	Put these fractions in order from least to greatest. 3/10 7/10 0.2 6/10 _____ _____ _____ _____	
13.	Put the numbers below in order from least to greatest. 0.37 0.08 0.81 0.36 0.8 _____ _____ _____ _____ _____	
14.	Write a proper fraction to represent 0.37 _____	

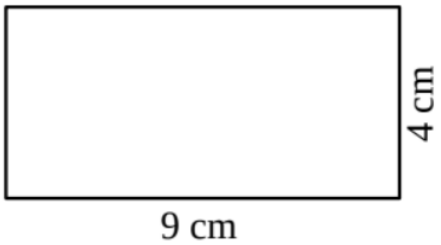
<u>This was (circle one)</u>:	Easy for me	I need some review	Difficult

Name: **Date:**

Algebraic Thinking and Linear Relations, Patterning, and Data

Algebraic Thinking and Linear Relations		
1.	12 + _____ = 20	
2.	What is the weight of an apple? What is the weight of a banana?  	
Patterning		
3.	Our class is going skating. The cost is $4 per student. Complete the table. Students / Total cost 1 / $4 2 / $8 3 / $12 4 / 5 / … / 10 /	
4.	How much would it be for 24 students? Show how you found the answer.	

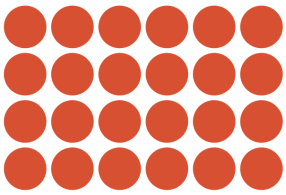
	Data Analysis	
5.	How many more videos does Houman have than Zoe? 	

	Time	
6.	What time is shown? Write in digital format.  _____:_____	
	Measurement	
7.	Find the area and perimeter of the figure below.  Area: _____ Perimeter: _____	
	Financial Literacy	
8.	John buys a hamburger and fries for $16.79. He pays $20. How much change will he receive? How do you know?	

<u>This was (circle one)</u>: Easy for me I need some review Difficult

Name: **Date:**

Computational Fluency

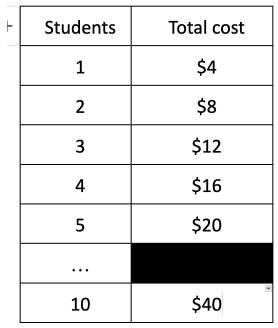
Modeling		
1.	Write 2 multiplication equations that match this array.  _____ _____	
2.	Write 2 division equations that match this array.  _____ _____	
Addition		
3.	a) 39 + 23	b) 5 905 + 2 358

Subtraction			
4.	a) 63 - 59	b) 7 052 - 6 471	
Multiplication			
5.	a) 5 x 7	b) 6 x 28	
	c) 425 x 3	d) 238 x 4	
Division			
6.	a) 12 ÷ 3	b) 64 ÷ 4	
	c) 30 ÷ 5	d) 54 ÷ 3	

This was (circle one): Easy for me I need some review Difficult

Answer Key

Number Sense		
Place Value	**1.**	3072, 7388, one and three tenths, 78 hundredths
	2.	8904
	3.	Thousands: 9 Tens: 5 Hundreds: 6
	4.	4328
	5.	Answers will vary. Possible answers 100+40+6 140 + 6 150-4 50 + 50 + 40 + 6
Ordering	**6.**	2039; 2099; 2309; 2903
	7	2003
	8.	3000
	9.	
Fractions and decimals	**10.**	3/10
	11.	15/100 or 0.15
	12.	0.2; 3/10; 6/10; 7/10
	13.	0.08; 0.36; 0.37; 0.8; 0.81
	14.	37/100
Algebraic thinking and Linear relations		
	1.	8
	2.	Banana = 8, Apple = 1

	3.	 Students | Total cost 1 | $4 2 | $8 3 | $12 4 | $16 5 | $20 … | [redacted] 10 | $40
	4.	$96. Strategies will vary. Possible strategies $4 x 24 $40 + $40 + $16
	5.	5 more.
Time Measurement and Financial Literacy		
Time	**6.**	4 x 6 = 24 6 x 4 = 24
Measurement	**7.**	Area: 36 cm2 Perimeter: 26 cm
Financial Literacy	**8.**	$3.21
Computational Fluency		
Modeling	**1.**	4 x 6 = 24 6 x 4 = 24
	2.	27 ÷ 3 = 9 27 ÷ 9 = 3
Addition	**3a.**	62
	3b.	8263
Subtraction	**4a.**	4
	4b.	581
Multiplication	**5a.**	35
	5b.	168
	5c.	1275
	5d.	952

Division	**6a.**	4
	6b.	16
	6c.	6
	6d.	18