<table>
<thead>
<tr>
<th>Domain</th>
<th>Operations and Algebraic Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Policy Level Descriptors</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>Marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>Superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Range PLD: Cluster A - Write and interpret numerical expressions.</th>
<th>Basic students evaluate two-step numerical expressions with no grouping symbols (5.OA.1); Basic students write numerical expressions without grouping symbols (5.OA.2).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Proficient students evaluate numerical expressions that use one type of grouping symbol to complete the simplification of numerical expressions (5.OA.1); Proficient students write numerical expressions that use one type of grouping symbol (5.OA.2).</td>
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<tr>
<td></td>
<td>Advanced students evaluate numerical expressions that use two or more types of grouping symbols to complete the simplification of numerical expressions (5.OA.1); Advanced students write numerical expressions that use two or more types of grouping symbols (5.OA.2).</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Range PLD: Cluster B - Analyze patterns and relationships.</th>
<th>Basic students graph the ordered pairs on the coordinate plane given the ordered pairs of a numeric pattern (5.OA.3).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Proficient students generate the corresponding terms and identify relationships between the corresponding terms, given two rules (5.OA.3).</td>
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<td></td>
<td>Advanced students identify and explain features between the corresponding terms of two numerical patterns not explicitly given in the rule (5.OA.3).</td>
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<tr>
<td>Level</td>
<td>Basic</td>
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<tr>
<td><strong>Domain</strong></td>
<td><strong>Number and Operations-Base Ten</strong></td>
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<tr>
<td><strong>Range PLD: Cluster C - Understand the place-value system.</strong></td>
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<td></td>
<td>Basic students recognize that in a multi-digit number, a digit in the ones place represents 10 times as much as it represents in the place to its right (5.NBT.1);</td>
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<td></td>
<td>Basic students continue a pattern of a number multiplied by a power of 10 (5.NBT.2);</td>
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<td></td>
<td>Basic students read and write decimal numbers to hundredths (5.NBT.3);</td>
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<td></td>
<td>Basic students compare two decimal numbers to hundredths using the symbols &gt;, =, and &lt; to record the results of comparisons (5.NBT.3);</td>
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<td></td>
<td>Basic students round decimals to the nearest tenth (5.NBT.4).</td>
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<tr>
<td><strong>Range PLD: Cluster D - Perform operations with multi-digit whole numbers and with decimals to the hundredths.</strong></td>
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<tr>
<td></td>
<td>Basic students multiply a multi-digit whole number by a single-digit whole number using the standard algorithm (5.NBT.5);</td>
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<td></td>
<td>Basic students determine a whole number quotient of a dividend with up to three digits and a one-digit divisor involving whole numbers (5.NBT.6);</td>
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<td></td>
<td>Basic students add and subtract decimals to the hundredths using concrete models (5.NBT.7).</td>
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<tr>
<td>Level</td>
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<td>Domain</td>
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<tr>
<td>Range PLD: Cluster E - Use equivalent fractions as a strategy to add and subtract fractions.</td>
<td>Basic students add and subtract proper fractions with unlike denominators (5.NF.1);</td>
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<td></td>
<td>Basic students solve one-step mathematical and real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (5.NF.2).</td>
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<tr>
<td>Range PLD: Cluster F - Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</td>
<td>Basic students identify a fraction written as the quotient of a numerator divided by a denominator in a mathematical context (5.NF.3);</td>
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<td>Basic students multiply a fraction by a whole number (5.NF.4);</td>
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<td></td>
<td>Basic students solve for the area of a rectangle with sides represented by a whole number and a fraction by multiplying (5.NF.4);</td>
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<td></td>
<td>Basic students solve real-world problems by multiplying a whole number by a fraction (5.NF.6);</td>
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<tr>
<td></td>
<td>Basic students solve for the quotient of a whole number divided by a unit fraction given a model (5.NF.7).</td>
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<td><strong>Domain</strong></td>
<td><strong>Measurement and Data</strong></td>
</tr>
<tr>
<td><strong>Range PLD: Cluster G - Convert like measurement units within a given measurement system.</strong></td>
<td>Basic students convert among different-sized standard measurement units within a given measurement system, given the conversion equivalence and solve one-step mathematical problems requiring one conversion (5.MD.1).</td>
</tr>
<tr>
<td><strong>Range PLD: Cluster H - Represent and interpret data.</strong></td>
<td>Basic students identify a line plot representing a data set with measurements in fractions of a unit (1/2, 1/4, 1/8) (5.MD.2).</td>
</tr>
<tr>
<td><strong>Range PLD: Cluster I - Geometric measurement: understand concepts of volume and relate volume to multiplication and addition.</strong></td>
<td>Basic students determine the definition of a unit cube (5.MD.3); Basic students determine the volume of a rectangular prism by counting the number of unit cubes in a rectangular prism (5.MD.5); Basic students apply the formula ( V = l \times w \times h ) to find volumes of right rectangular prisms given whole number edge lengths (5.MD.5).</td>
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<td><strong>Range PLD: Cluster J</strong> - Graph points on the coordinate plane to solve real-world and mathematical problems.</td>
<td>Basic students name the components of a coordinate system (5.G.1);</td>
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<td>Basic students locate a point in the first quadrant using an ordered pair (5.G.1).</td>
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<tr>
<td><strong>Range PLD: Cluster K</strong> - Classify two-dimensional figures into categories based on their properties.</td>
<td>Basic students classify two-dimensional figures into basic subcategories (5.G.3,4).</td>
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