DIAGNOSTIC PRE-ASSESSMENT C

Use this Diagnostic Pre-Assessment to identify students who require intervention in this area:

Measurement & Data

Standards Plus®

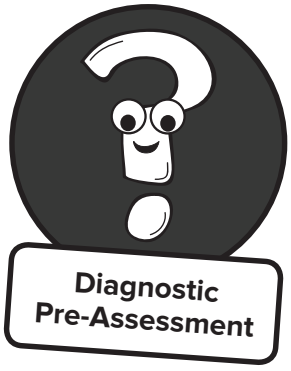
COMMON CORE

INTERVENTION

Grade 5 c

MATHEMATICS GRADE 5

Diagnostic Pre-Assessment



Administering the Diagnostic Pre-Assessment:

- Determine if all or a subgroup of your students will be assessed.
- Print the appropriate number of student assessments.
- Distribute the assessments and review the directions with the students.
- Have students complete the assessment independently.
- Collect and score the assessments.
- Students who perform at 75% or lower will benefit from intervention instruction for the topic.

See the next page for the Diagnostic Pre-Assessment procedure and answer key.

Procedure and Answer Key

Standards Plus® – Common Core Intervention Mathematics – Grade 5

Procedure: Each intervention assessment is designed to be completed independently by the students. Read the directions aloud, and ensure that students understand how to mark their answer choices. Collect the assessments and use the answer key to correct.

Domain: Measurement & Data | Focus: Units of Measure | **Pre-Assessment:** #C1

Answers:

1. 5 inches; 13 centimeters
2. 3 inches; 8 centimeters
3. There are 5 hours in 300 minutes.
4. There are 840 minutes in 14 hours.
5. Five feet is 60 inches.
6. Ten feet is equal to 120 inches.

Procedure and Answer Key

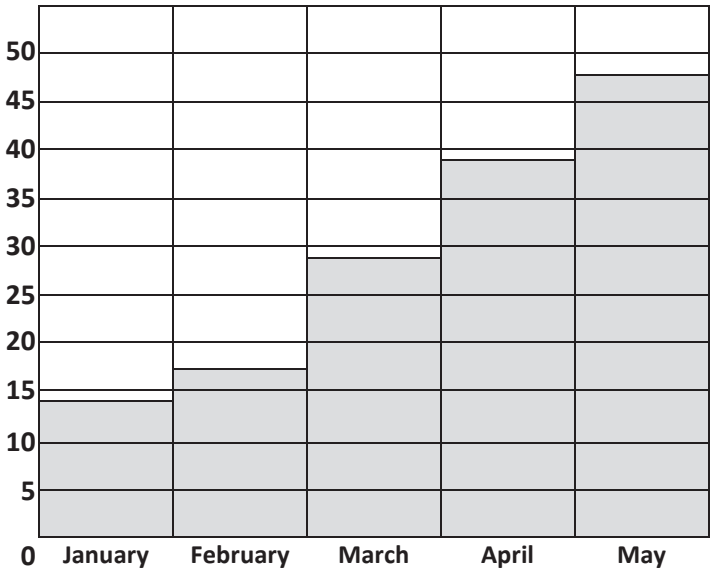
Standards Plus® – Common Core Intervention Mathematics – Grade 5

Procedure: Each intervention assessment is designed to be completed independently by the students. Read the directions aloud, and ensure that students understand how to mark their answer choices. Collect the assessments and use the answer key to correct.

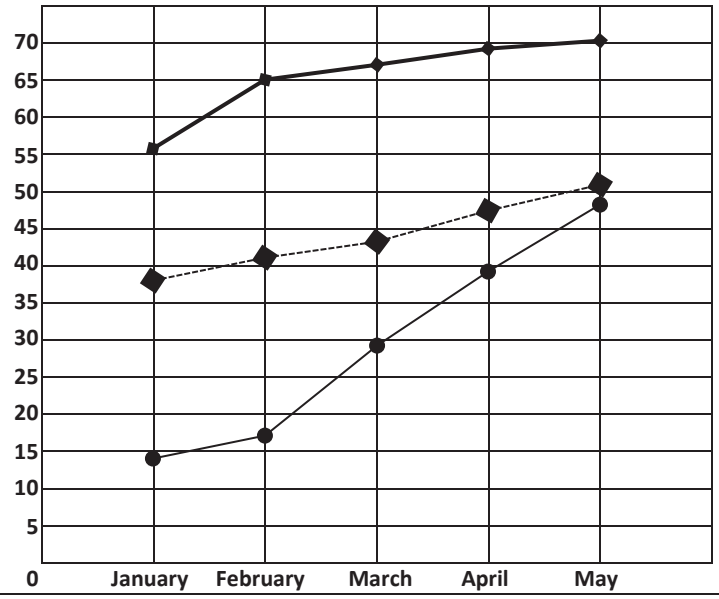
Domain: Measurement & Data | Focus: Displaying Data | **Pre-Assessment:** #C2

Answers:

1.



2.



Procedure and Answer Key

Standards Plus® – Common Core Intervention Mathematics – Grade 5

Procedure: Each intervention assessment is designed to be completed independently by the students. Read the directions aloud, and ensure that students understand how to mark their answer choices. Collect the assessments and use the answer key to correct.

Domain: Measurement & Data | Focus: Volume | **Pre-Assessment:** #C3

Answers:

1. 8 ft^3
2. 300 mm^3
3. 990 yd^3
4. To find the volume of a rectangular prism, you multiply the length times the height times the depth.

Domain: Geometry | Focus: Graphing Points | **Pre-Assessment:** #C4

Answers:

1. (2, 11) (6, 11) (2, 15)
2. (1, 2) (7, 2) (7, 8) (1, 8)
3. (15, 4) (12, 7) (9, 4)
4. (15, 7) (15, 15) (14, 15) (14, 7)
5. 90°, 45°, 45°

Domain: Geometry | Focus: Triangles & Quadrilaterals | **Pre-Assessment:** #C5

Answers:

1. Obtuse
2. Acute, right, acute
3. Obtuse, acute, acute
4. 55°
5. 80°
6. The total of the angle measures in a quadrilateral is 360°, so you add the measures of the three known angles and subtract the total from 360 to find the measure of the missing angle.

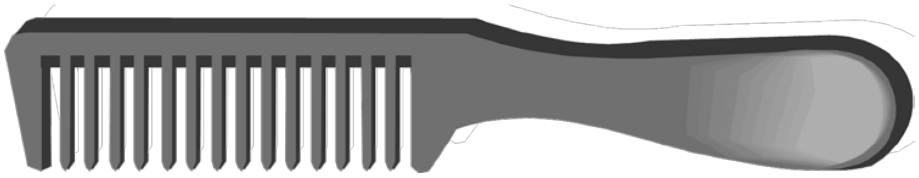
See the next five pages for the Diagnostic Pre-Assessments.

Name:

Pre-Assessment C1

Directions: Measure each of the following using both an inch and a centimeter ruler. Round each measurement to the nearest inch and centimeter. Record the measurements on the lines provided for you.

1.



_____ inches _____ centimeters

2.

_____ inches _____ centimeters

Directions: Answer each question with a complete sentence. Show you work in converting the measurements.

3. How many hours are 300 minutes?

4. How many minutes in 14 hours?

5. How many inches in five feet?

6. How many feet are 120 inches?

Name:

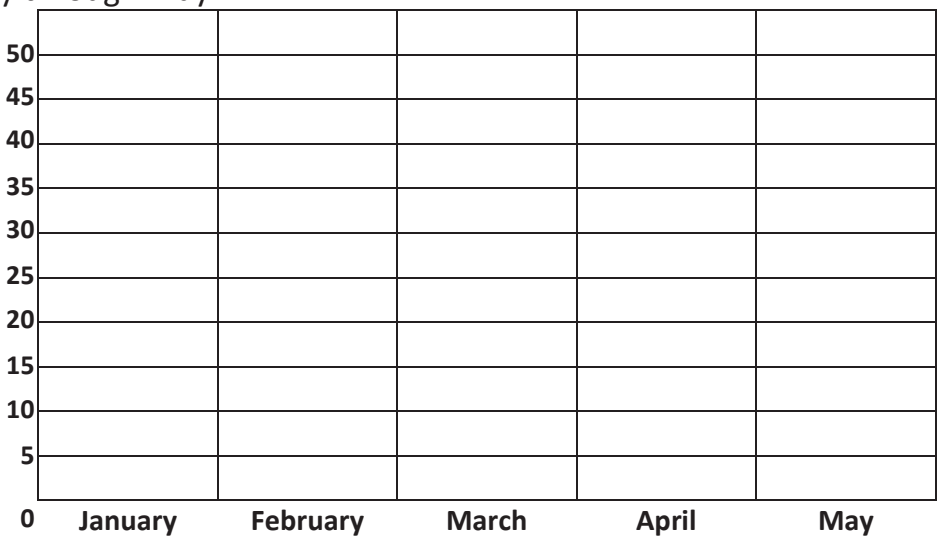
Pre-Assessment C2

Directions: Use the chart below to help you create bar and line graphs based on the data.

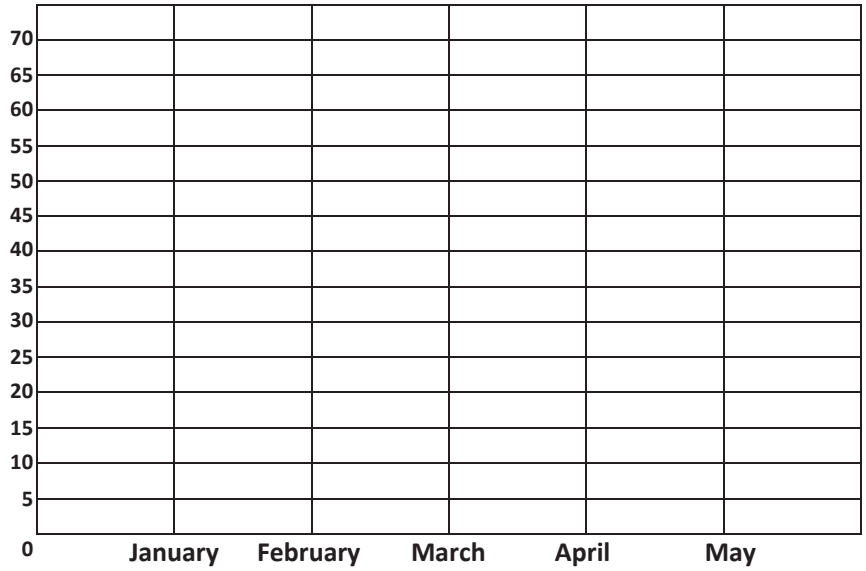
Average Low Temperatures for Selected Cities

City	January	February	March	April	May
Chicago, Illinois	14°	17°	29°	39°	48°
Honolulu, Hawaii	56°	65°	67°	69°	70°
Las Vegas, Nevada	38°	41°	43°	47°	51°

1. Create a bar graph to show the Average Low Temperatures for Chicago, Illinois for January through May.



2. Create a line graph to show the Average Low Temperatures for all three cities from January through May. Use a different color for each city.

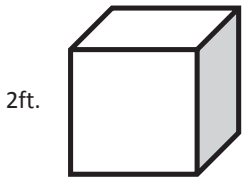


Name:

Pre-Assessment C3

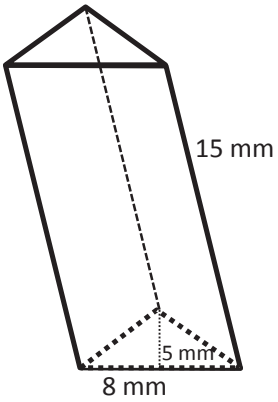
Directions: Find the volume of the cube below. Write your answer on the line.

1.



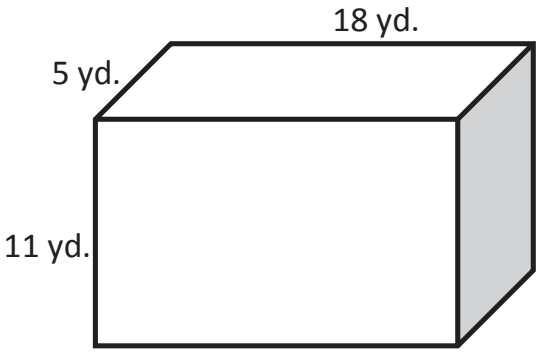
V=_____

2. Find the volume of this prism.



V=_____

3. Find the volume of this rectangular prism.



V=_____

4. How do you determine the volume of a rectangular prism?

_____

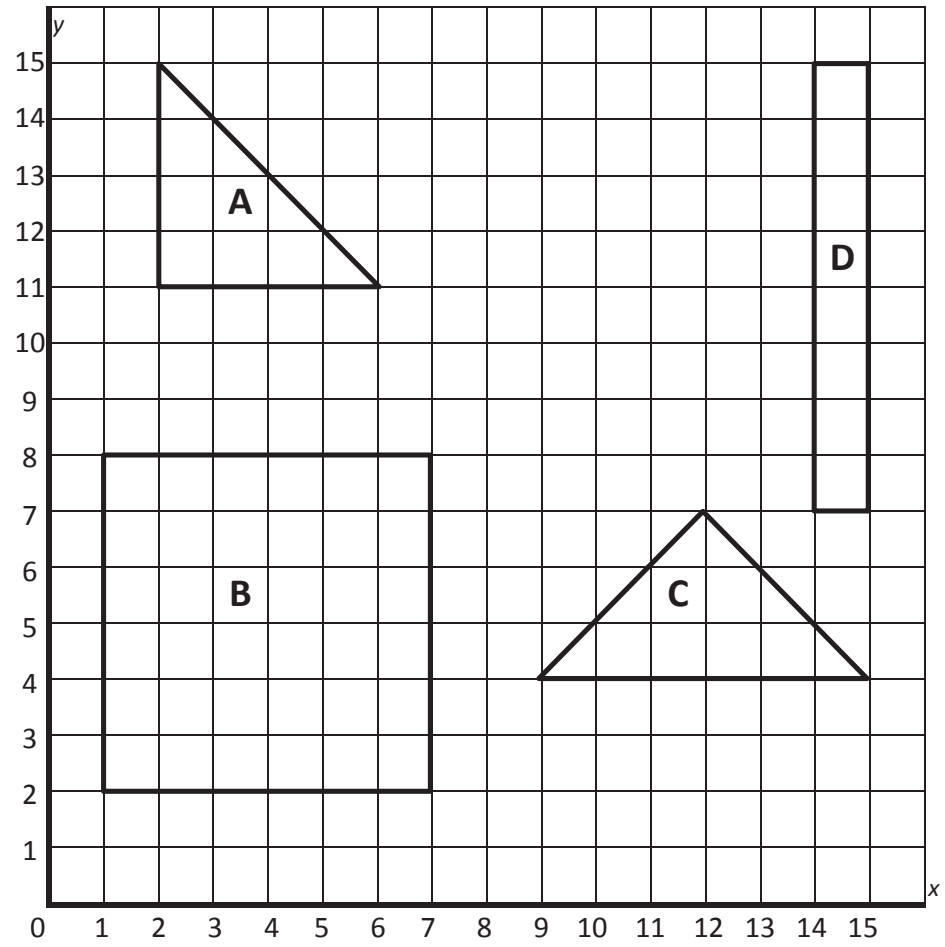
_____

_____

Name:

Pre-Assessment C4

Directions: Use the graph to help you answer each question.



1. Which points are joined to make triangle A?

   (____, ____) (____, ____) (____, ____)

2. Which points are joined to make square B?

   (____, ____) (____, ____) (____, ____) (____, ____)

3. Which points are joined to make triangle C?

   (____, ____) (____, ____) (____, ____)

4. Which points are joined to make rectangle D?

   (____, ____) (____, ____) (____, ____) (____, ____)

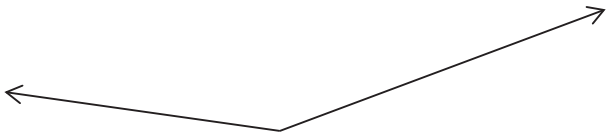
5. If triangle A is an isosceles triangle, what are the measures of the three angles of the triangle?

Name:

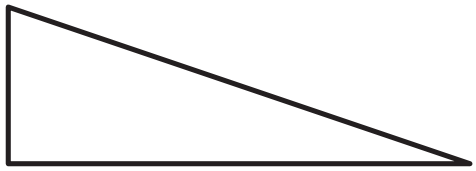
Pre-Assessment C5

Directions: Read each item. Write your answers in the space provided.

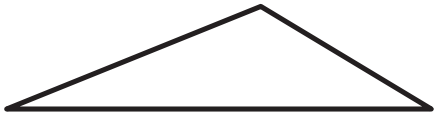
1. What type of angle is shown here? _____



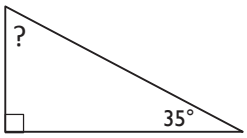
2. Label each angle in the triangle as acute, obtuse, or right:



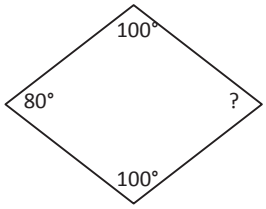
3. Label each angle in the triangle as acute, obtuse, or right:



4. What is the correct measurement of the missing angle in the triangle?



5. What is the correct measurement of the missing angle in the quadrilateral below?



6. How do you determine the measure of a missing angle in a quadrilateral?

_____

_____

_____

Standards Plus® Common Core Intervention

Diagnostic Pre-Assessment Results

Once you have the results of the Diagnostic Pre-Assessment, providing targeted intervention instruction is easy with Standards Plus Common Core Intervention. Simply teach the topic(s) that meet your students' needs. Each topic includes scaffolded, ready-to-teach, scripted, direct instruction lessons, performance tasks, and post-assessments.

More About Standards Plus Common Core Intervention

What is Standards Plus CC Intervention?
Standards Plus CC Intervention is a set of research-based, scaffolded 1-8 language arts and math lessons written to the Common Core Standards. These explicit, direct instruction lessons were designed to build the essential prerequisite elements of the grade level standards.

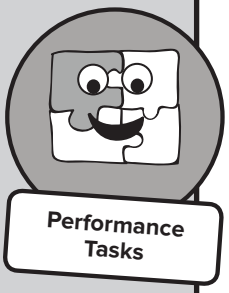
Benefits:

- Ready-to-teach lessons and performance tasks with very little teacher preparation.
- Instruction is scaffolded and provides exposure to the standards at DOK levels 1-3.
- Grade level content vocabulary is taught within the context of the lessons.
- Prepares students for grade level success.
- Ideal for:
  - Small group instruction
  - After school programs
  - Special Ed. settings to meet IEP goals
  - Summer school programs

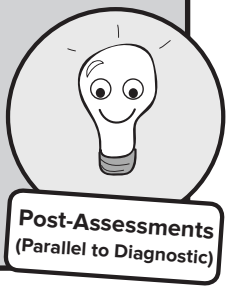
Standards Plus Common Core Intervention Instructional Components

Step-by-Step Direct Instruction Lessons:
These ready-to-teach lessons are organized by topic to develop prerequisite skills and concepts while scaffolding to grade-level appropriate activities. These lessons are written to DOK levels 1 and 2.

Performance Tasks:
Within each topic, students have the opportunity to participate in a Performance Task to apply what they have learned in a unique setting and cement their learning. These lessons are written to DOK levels 1 and 2.



Post-Assessments:
Parallel to the Diagnostic Pre-Assessments, these assessments provide data directly related to the instruction provided.



Standards Plus®

COMMON CORE INTERVENTION

Grade	ELA Topic A	ELA Topic B	ELA Topic C	ELA Topic D
1	Reading Literature and Writing	Reading Informational Text	Reading Foundational Skills, Capitalization, and Punctuation	Spelling, Grammar & Usage, and Vocabulary
2	Reading Literature and Writing	Reading Informational Text	Reading Foundational Skills, Capitalization, Punctuation, and Spelling	Grammar & Usage and Vocabulary
3	Reading Literature and Writing	Reading Informational Text	Capitalization, Punctuation, and Spelling	Grammar & Usage and Vocabulary
4	Reading Literature and Writing	Reading Informational Text	Capitalization, Punctuation, and Spelling	Grammar & Usage and Vocabulary
5	Reading Literature and Writing	Reading Informational Text	Capitalization, Punctuation, and Spelling	Grammar & Usage and Vocabulary
6	Reading Literature and Writing	Reading Informational Text	Capitalization, Punctuation, and Spelling	Grammar & Usage and Vocabulary
7	Reading Literature and Writing	Reading Informational Text	Capitalization, Punctuation, and Spelling	Grammar & Usage and Vocabulary
8	Reading Literature and Writing	Reading Informational Text	Capitalization, Punctuation, Spelling, and Grammar & Usage	Vocabulary
Grade	**Math Topic A**	**Math Topic B**	**Math Topic C**	**Math Topic D**
1	Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Data	Geometry
2	Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Data	Geometry
3	Operations & Algebraic Thinking	Number & Operations – Fractions	Number & Operations in Base Ten and Geometry	Measurement & Data
4	Operations & Algebraic Thinking	Number & Operations – Fractions	Number & Operations in Base Ten and Geometry	Measurement & Data
5	Number & Operations in Base Ten	Number & Operations – Fractions	Measurement & Data	Operations & Algebraic Thinking
6	The Number System	Ratios & Proportional Relationships	Expressions & Equations	Geometry and Statistics & Probability
7	Ratios & Proportional Relationships and The Number System	Expressions & Equations	Statistics & Probability	Geometry
8	The Number System and Expressions & Equations	Functions	Statistics & Probability	Geometry

To learn more, please contact 1.877.505.9152