

Find the value. Fill in the bubble that matches the value.

1.

$$[(50 - 25) \times (12 - 8)] =$$

- (A) 95
- (B) 100
- (C) 200
- (D) 375

2.

$$10 \times (25 + 5) \div [20 - (6 + 8)] =$$

- (A) 10
- (B) 80
- (C) 50
- (D) 30

3.

$$[2(6 + 5)] - [3(2 + 5)] =$$

- (A) 1
- (B) 2
- (C) 3
- (D) 4

4.

$$[60 + (2 \times 3)] + [(9 \times 6) - 4] =$$

- (A) 61
- (B) 16
- (C) 161
- (D) 116

5.

$$[(8 \times 9) + 5] - [(10 \times 3) - 3] =$$

- (A) 50
- (B) 57
- (C) 75
- (D) 97

6.

$$[(12 \times 8) + 4] + [(10 \times 10) + 1] =$$

- (A) 1,200
- (B) 2,201
- (C) 201
- (D) 200

Fill in the bubble for the matching expanded form and/or number name.

28. $.543 =$
- (A) $(5 \times \frac{1}{10}) + (4 \times \frac{1}{100}) + (3 \times \frac{1}{1000})$
 - (B) five hundred forty-three thousandths
 - (C) A and B
 - (D) None of the above
-

29. $.706 =$
- (A) $(7 \times 10) + (0 \times \frac{1}{100}) + (6 \times \frac{1}{1000})$
 - (B) six hundred seven thousandths
 - (C) seven hundred six thousandths
 - (D) None of the above
-

30. $.421 =$
- (A) $(4 \times \frac{1}{10}) + (2 \times \frac{1}{100}) + (1 \times \frac{1}{1000})$
 - (B) $(4 \times 10) + (2 \times 100) + (1 \times 1,000)$
 - (C) $(4 \times \frac{1}{1000}) + (2 \times \frac{1}{100}) + (1 \times \frac{1}{10})$
 - (D) None of the above
-

31. $6.852 =$
- (A) six and eight hundred fifty-two thousandths
 - (B) six point eight hundred fifty-two
 - (C) A and B
 - (D) None of the above
-

32. $23.197 =$
- (A) $(2 \times 100) + (3 \times 10) + (1 \times 1) + (9 \times \frac{1}{10}) + (7 \times \frac{1}{1000})$
 - (B) twenty-three thousand one hundred ninety-seven
 - (C) twenty-three and one hundred ninety-seven hundredths
 - (D) None of the above
-

33. $564.008 =$
- (A) $(5 \times 100) + (6 \times 10) + (4 \times 1) + (0 \times \frac{1}{10}) + (0 \times \frac{1}{100}) + (8 \times \frac{1}{1000})$
 - (B) five hundred sixty-four thousand
 - (C) five hundred sixty-four and eight hundredths
 - (D) None of the above

Compare. Write the symbol in the oval.

121.

$$23 \times 15 \quad \bigcirc \quad 23 \times 10$$

122.

$$25 \times \frac{1}{5} \quad \bigcirc \quad 20 \times \frac{1}{5}$$

123.

$$100 \times 1\frac{1}{4} \quad \bigcirc \quad 80 \times 1\frac{1}{4}$$

124.

$$96 \times \frac{1}{6} \quad \bigcirc \quad 96 \times 1\frac{1}{6}$$

Read the statement. Fill in the bubble. Write an explanation.

125.

The product of a fraction less than 1 times a whole number is _____ the whole number.

(A) less than (B) equal to (C) greater than

Explain:

126.

The product of a fraction or mixed number greater than 1 times a whole number is _____ the fraction.

(A) less than (B) equal to (C) greater than

Explain:

Introduction**Standards-Based Proficiency Test**

This booklet for the TouchMath Standards-Based Proficiency Test for Fifth Grade includes the description, directions, accommodations, suggested time, instructional plan, proficiency record sheets, comprehensive answer keys, and the Common Core State Standards.

The Standards-Based Proficiency Test for Fifth Grade is designed for end-of-year assessment of the standards and content presented throughout the year.

Description

This booklet accompanies the student booklets for the Fifth Grade Proficiency Test. The test sheets in the student booklet are organized and presented by standard. The code for the standard (e.g., 5.OA.1) is included in the center of the footer for easy reference. The Standards for Application to Students with Disabilities require that instruction must incorporate supports and accommodations to fully demonstrate their knowledge and skills.

An individual proficiency record sheet and a class proficiency record sheet of the test performance are provided on pages 4 and 5.

An additional sheet of workspace is included on page 33 of the student booklet.

Directions

The test sheet-by-test sheet directions are included in this booklet. Answer keys are included on the pages to provide a visual reference while giving the directions. All directions are given orally.

The following presentation is used:

Materials

Materials needed to complete the test sheet. (Additional materials are included for administering the test with accommodations.)

- ◆ Directions for the teacher before administering the test sheet. [Indicates directions not included on the test sheets.]

 Directions to be read to the students

 Directions for accommodations

Accommodations

Multiple formats are included to allow all students to demonstrate their knowledge and skills. The formats include combinations of the following actions:

1. Multiple choice
2. Draw
3. Match
4. Use an operation
5. Use a formula
6. Compare
7. Write (an answer, a number sentence, a story, and an explanation)
8. Use models, charts, grids, number lines, diagrams, graphs, line plots, and shapes

Additional materials needed for administering the accommodations:

1. Multiplication facts tables
2. Graph paper
3. Place value charts
4. Fraction models (rectangles and circles)
5. Blank number lines
6. 3-D shapes: cubes with unit markings
7. Box of 16 crayons
8. Measurement tables
9. Sheets of paper

Additional supports encourage all students to function at their level in the C-R-A sequence. Use any combination of the following suggestions:

1. Respond to verbal cues
2. Use TouchPoints, skip counting, and cues
3. Use multisensory actions: touch, say, count
4. Tell a story
5. Take the test with reduced visual distraction

Suggested Time

As a general guideline, one or two test sheets should be administered at one time. The amount of time should be no more than 20 minutes per session. The test for each standard should be administered immediately following the standard presented for instruction.

It is not sound practice to assess too much at one time. If the test is used as identification of needed intervention before taking high-stakes tests, limit the number of standards tested at a given time.

Student Name:

Page	Operations and Algebraic Thinking	Correct/Prob.	Comments
1	5.OA.1 (symbols)	6	
2	5.OA.2 (expressions)	6	
3	5.OA.3 (patterns, ordered pairs, coordinate planes)	5	
Page	Number and Operations in Base Ten	Correct/Prob.	Comments
4	5.NBT.1-2 (place value)	10	
5	5.NBT.3 (decimals)	6	
6	5.NBT.3 (compare decimals)	8	
7	5.NBT.4 (round decimals)	8	
8	5.NBT.5 (multiply whole numbers)	5	
9	5.NBT.6 (divide whole numbers)	6	
10	5.NBT.7 (add/subtract decimals)	14	
11	5.NBT.7 (multiply/divide decimals)	14	
Page	Number and Operations – Fractions	Correct/Prob.	Comments
12	5.NF.1 (add/subtract fractions)	8	
13	5.NF.2 (word problems)	6	
14	5.NF.3 (fractions as division)	6	
15	5.NF.4 (products of fractions)	6	
16	5.NF.4 (area with fractions)	6	
17	5.NF.5 (compare fractions)	6	
18	5.NF.6 (word problems)	4	
19	5.NF.7 (divide fractions)	5	
20	5.NF.7 (word problems)	6	
Page	Measurement and Data	Correct/Prob.	Comments
21	5.MD.1 (convert customary measurement)	4	
22	5.MD.1 (convert metric measurement)	4	
23	5.MD.2 (line plots)	8	
24	5.MD.3 (volume concept)	6	
25	5.MD.4 (measure volume)	3	
26	5.MD.5 (volume of right rectangle prism)	3	
Page	Geometry	Correct/Prob.	Comments
27	5.G.1 (coordinate systems)	12	
28	5.G.2 (x and y coordinates)	6	
29	5.G.3 (categories of 2-D figures)	5	
30	5.G.3 (categories of 2-D figures)	5	
31	5.G.4 (classify 2-D figures)	5	
32	5.G.4 (classify 2-D figures)	5	

5.OA.1

Test sheet 1

Materials

- Pencils

◆ Read the sheet directions with the students.

🗨 Problems 1-6:

- ▼ Find the value.
Fill in the bubble that matches the value.

1

Find the value. Fill in the bubble that matches the value.

1. $[(50 - 25) \cdot (12 - 8)] =$

95
 100
 200
 375

2. $10 \cdot (25 + 5) + [20 - (6 + 8)] =$

10
 80
 50
 30

3. $[2(6 + 5)] - [3(2 + 5)] =$

1
 2
 3
 4

4. $[60 + (2 \cdot 3)] + [(9 \cdot 6) - 4] =$

61
 16
 161
 116

5. $[(8 \cdot 9) + 5] - [(10 \cdot 3) - 3] =$

50
 57
 75
 97

6. $[(12 \cdot 8) + 4] + [(10 \cdot 10) + 1] =$

1,200
 2,201
 201
 200

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123

Accommodation
Show only one row at a time. Guide the students in finding and writing the values within the parentheses, then the brackets.

5.OA.2

Test sheet 2

Materials

- Pencils

◆ Read the directions for each section with the students.
Note: The students do not calculate the expression.

🗨 Problems 7, 9, and 11:

- ▼ Choose the correct calculation.
Fill in the bubble.

Problems 8, 10, and 12:

- ▼ Choose the explanation for the previous problem.
Fill in the bubble.

2

Choose the correct calculation. Fill in the bubble.

7. Add 20 and 30, then multiply by 5.

$20 \cdot (30 + 5)$
 $(20 + 5) \cdot 30$
 $5 \cdot (20 + 30)$
 None of the above

9. Subtract 44 from 88, then divide by 11.

$(44 - 88) \cdot 11$
 $(88 - 44) \cdot 11$
 $(88 + 11) \cdot 44$
 None of the above

11. Add 12,345 and 67,890, then multiply by 90.

$90 \cdot (12,345 + 67,890)$
 $90 \cdot 12,345 + 67,890$
 $90 \cdot 12,345 \cdot 67,890$
 None of the above

Choose the explanation for the previous problem. Fill in the bubble.

8. The product is five times greater than the sum.
 The sum is five times greater than the product.
 The sum and the product equals 105.
 None of the above.

10. The quotient is eleven times greater than the difference.
 The difference is eleven times greater than the quotient.
 The sum of the divisor and the difference equals 30.
 None of the above.

12. The sum and the product are the same.
 The sum is ninety times the product.
 The product is ninety times the sum.
 None of the above.

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Accommodation
Coach the students in identifying each operation and matching the choice. Read the explanations with them.

5.NBT.3

Test sheet 5

Materials

- Pencils

◆ Read the sheet directions with the students.

Problems 28–33:

- ▼ Fill in the bubble for the matching expanded form and/or number name.

5

Fill in the bubble for the matching expanded form and/or number name.

28. $.543 =$

- $(5 \cdot \frac{1}{10}) + (4 \cdot \frac{1}{100}) + (3 \cdot \frac{1}{1000})$
- five hundred forty-three thousandths
- A and B
- None of the above

29. $.706 =$

- $(7 \cdot 10) + (0 \cdot \frac{1}{100}) + (6 \cdot \frac{1}{1000})$
- six hundred seven thousandths
- seven hundred six thousandths
- None of the above

30. $.421 =$

- $(4 \cdot \frac{1}{10}) + (2 \cdot \frac{1}{100}) + (1 \cdot \frac{1}{1000})$
- $(4 \cdot 10) + (2 \cdot 100) + (1 \cdot 1,000)$
- $(4 \cdot \frac{1}{1000}) + (2 \cdot \frac{1}{100}) + (1 \cdot \frac{1}{10})$
- None of the above

31. $6.852 =$

- six and eight hundred fifty-two thousandths
- six point eight hundred fifty-two
- A and B
- None of the above

32. $23.197 =$

- $(2 \cdot 100) + (3 \cdot 10) + (1 \cdot 1) + (9 \cdot \frac{1}{10}) + (7 \cdot \frac{1}{1000})$
- twenty-three thousand one hundred ninety-seven
- twenty-three and one hundred ninety-seven hundredths
- None of the above

33. $564.008 =$

- $(5 \cdot 100) + (6 \cdot 10) + (4 \cdot 1) + (0 \cdot \frac{1}{10}) + (0 \cdot \frac{1}{100}) + (8 \cdot \frac{1}{1000})$
- five hundred sixty-four thousand
- five hundred sixty-four and eight hundredths
- None of the above

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Accommodation

Show only one row at a time. Lead the students to write the value of the choices to more easily match the given number.

5.NBT.3

Test sheet 6

Materials

- Pencils
- Place value charts (accommodation)

◆ Read the sheet directions with the students.

Problems 34–41:

- ▼ Compare. Write the symbol in the oval.

6

Compare. Write the symbol in the oval.

34. $.001 \ominus .010$

35. $35.03 \ominus 35.003$

36. $106.06 \ominus 160.06$

37. $95.26 \ominus 95.25$

38. $139.706 \ominus 139.607$

39. $614.416 \ominus 614.416$

40. $8,000.008 \ominus 8,001$

41. $2,222.22 \ominus 1,111.111$

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Accommodation

Show only one row at a time. Have the students write the value in the appropriate columns on the place value charts. Compare the numeral in each place.

Test Sheets 15–16

Standards-Based Proficiency Test

5.NF.4

Test sheet 15

Materials

- Pencils
- Fraction models: rectangles and circles (accommodation)

◆ Read the directions for each section with the students.

🗨️ Problems 109, 111, and 113:

- ▼ Draw a fraction model to show the expression.

Problem 110, 112, and 114:

- ▼ Write a story using the expression. Write and solve the equation.

15

109. Draw a fraction model to show the expression.
 $\frac{1}{2} \times 5$
 Drawings may vary.

110. Write a story using the expression. Write and solve the equation.
 Stories will vary.
 $\frac{1}{2} \times 5 = 2\frac{1}{2}$

111. Draw a fraction model to show the expression.
 $\frac{1}{2} \times \frac{2}{5}$
 Drawings may vary.

112. Write a story using the expression. Write and solve the equation.
 Stories will vary.
 $\frac{1}{2} \times \frac{2}{5} = \frac{1}{5}$

113. Draw a fraction model to show the expression.
 $\frac{3}{4} \times \frac{1}{2}$
 Drawings may vary.

114. Write a story using the expression. Write and solve the equation.
 Stories will vary.
 $\frac{3}{4} \times \frac{1}{2} = \frac{3}{8}$

12

Accommodation

Problems 109, 111, and 113: Provide blank fraction models for the students to demonstrate the problem.

Problems 110, 112, and 114: Ask the students to tell a story using the expression.

5.NF.4

Test sheet 16

Materials

- Pencils
- Graph paper (accommodation)

◆ Read the directions for each section with the students.

🗨️ Problems 115–118:

- ▼ Tile [shade] the area of the shape. Find the area.

Problems 119 and 120:

- ▼ Draw a rectangle. Find the area [problem 119]. Find the side lengths [problem 120].

16

115. Tile the area of the shape. Find the area.
 $\frac{1}{2} \times \frac{1}{2}$
 $A = \frac{1}{2} \times \frac{1}{2}$
 $A = \frac{1}{4}$ sq. units

116. $A = \frac{1}{2} \times \frac{3}{4}$
 $A = \frac{3}{8}$ sq. units

117. Tile the area of the shape. Find the area.
 $\frac{1}{2} \times \frac{3}{4}$
 $A = \frac{1}{2} \times \frac{3}{4}$
 $A = \frac{3}{8}$ sq. units

118. $A = \frac{1}{2} \times \frac{3}{4}$
 $A = \frac{3}{8}$ sq. units

119. Draw a rectangle. Find the area of the product or the fractional part.
 Drawings may vary.
 $\frac{1}{3} \times \frac{1}{4}$
 $A = \frac{1}{12}$ sq. units

120. Draw a rectangle. Find the area of the product or the fractional part.
 Drawings may vary.
 $A = \frac{1}{6}$ sq. units
 $\frac{2}{3} \times \frac{1}{4}$
 Answers may vary.

12

Accommodation

Provide the graph paper. Guide the students in creating the rectangles to find the area of the shape.