

2018-19 NC Check-In 2
Grade 5 Mathematics
State Item Statistics

	Content Standard		Item #	Depth of Knowledge	Percent Correct by Item	
Numbers and Operations in Base Ten	5.NBT.3	Read, write, and compare decimals to thousandths. <ul style="list-style-type: none"> Write decimals using base-ten numerals, number names, and expanded form. Compare two decimals to thousandths based on the value of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. 	4	Recall	73.2	
			13*^	Recall	64.8	
			17^	Recall	57.9	
			19^	Recall	72.3	
			22^	Recall	70.0	
			24^	Recall	80.2	
	5.NBT.7	Compute and solve real-world problems with multi-digit whole numbers and decimal numbers. <ul style="list-style-type: none"> Add and subtract decimals to thousandths using models, drawings or strategies based on place value. Multiply decimals with a product to thousandths using models, drawings, or strategies based on place value. Divide a whole number by a decimal and divide a decimal by a whole number, using repeated subtraction or area models. Decimals should be limited to hundredths. Use estimation strategies to assess reasonableness of answers. 	9*	Skill/Concept	65.5	
			10*	Skill/Concept	63.6	
			11*	Skill/Concept	73.2	
			12*^	Skill/Concept	65.9	
			14^	Skill/Concept	47.6	
	Number and Operations-Fractions	5.NF.3	Use fractions to model and solve division problems. <ul style="list-style-type: none"> Interpret a fraction as an equal sharing context, where a quantity is divided into equal parts. Model and interpret a fraction as the division of the numerator by the denominator. Solve one-step word problems involving division of whole numbers leading to answers in the form of fractions and mixed numbers, with denominators of 2, 3, 4, 5, 6, 8, 10, and 12, using area, length, and set models or equations. 	1	Skill/Concept	62.8
				3	Skill/Concept	64.0
				6	Skill/Concept	59.9
8				Skill/Concept	58.3	
15^				Recall	73.2	
20^				Recall	65.3	
25^				Skill/Concept	49.8	
5.NF.7		Solve one-step word problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions using area and length models, and equations to represent the problem.	2	Skill/Concept	73.2	
			5	Recall	74.8	
			7	Recall	81.0	
			16^	Recall	55.5	
			18^	Skill/Concept	69.8	
			21^	Skill/Concept	77.1	
23^	Skill/Concept	81.0				

* Items marked with an asterisk (*) are gridded response items.

^ Students had access to a calculator when completing items marked with a ^.

Note: Results from NC Check-Ins should not be compared across interims, districts, or the state.

Each math Grade 5 NC Check-In assesses different content standards.