Task Model 1
 	
Response Type:
Equation/Numeric
 	
DOK Level 1
 	
5.MD.A.1
Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems.
 	
Evidence Required:
1. The student converts units of linear measure within a single measurement system.
 	
Tools: None
	Prompt Features: The student is prompted to convert a unit of linear measure to a larger or smaller unit within the same system.
	
	Stimulus Guidelines:
	• Measurement conversions are within a single system including kilometer (km), meter (m), centimeter (cm), inch (in), foot (ft), yard (yd), mile (mi).
	• Decimal numbers can be to the thousandths place.
	• Conversions involving division of fractions are limited to a whole number by a unit fraction or unit fraction by a whole number.
	• Item difficulty can be adjusted via these example methods:
	  ○ Single-unit conversions using adjacent common units of measure (e.g., 1 foot = 12 inches)
	  ○ Whole number conversion problems which use one step of separation between units
	  ○ Single-step conversion problems containing fractions or decimals or multi-step conversion problems using whole numbers
	  ○ Multi-step conversion problems containing fractions or decimals
	
	TM1a
	Stimulus: The stem presents a length measurement in customary units.
	
	Example Stem: Enter the number of **inches** equal to 7 yards.
	
	TM1b
	Stimulus: The stem presents a length measurement in metric units.
	
	Example Stem: Enter the number of **millimeters** equal to 7 centimeters.
	
	Rubric: (1 point) The student correctly converts from one measurement to another measurement (e.g., 252; 70).
	
	Response Type: Equation/Numeric

Task Model 2
 	
Response Type:
Equation/Numeric
 	
DOK Level 1
 	
5.MD.A.1
Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems.
 	
Evidence Required:
2. The student converts units of weight/mass measure within a single measurement system.
 	
Tools: None
	Prompt Features: The student is prompted to convert a unit of weight/mass measure to a larger or smaller unit within the same system.
	
	Stimulus Guidelines:
	• Measurement conversions are within a single system including kilogram (kg), gram (g), ounce (oz), pound (lb).
	• Decimal numbers can be to the thousandths place.
	• Conversions involving division of fractions are limited to a whole number by a unit fraction or unit fraction by a whole number.
	• Item difficulty can be adjusted via these example methods:
	  ○ Single-unit conversions using adjacent common units of measure (e.g., 1 pound = 16 ounces)
	  ○ Whole number conversion problems which use one step of separation between units
	  ○ Single-step conversion problems containing fractions or decimals or multi-step conversion problems using whole numbers
	  ○ Multi-step conversion problems containing fractions or decimals
	
	TM2a
	Stimulus: The stem presents a weight measurement in customary units.
	
	Example Stem: Enter the number of **ounces** equal to $7\frac{1}{2}$ pounds.
	
	TM2b
	Stimulus: The stem presents a mass measurement in metric units.
	
	Example Stem: Enter the number of **grams** equal to 24.7 kilograms.
	
	Rubric: (1 point) The student correctly converts from one measurement to another measurement (e.g., 120; 24,700).
	
	Response Type: Equation/Numeric

Task Model 3
 	
Response Type:
Equation/Numeric
 	
DOK Level 1
 	
5.MD.A.1
Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems.
 	
Evidence Required:
3. The student converts units of liquid volume measure within a single measurement system.
 	
Tools: None
	Prompt Features: The student is prompted to convert a unit of liquid measure to a larger or smaller unit within the same system.
	
	Stimulus Guidelines:
	• Measurement conversions are within a single system including liter (L), milliliter (mL), cup, pint (pt), quart (qt), gallon (gal).
	• Decimal numbers can be to the thousandths place.
	• Conversions involving division of fractions are limited to a whole number by a unit fraction or unit fraction by a whole number.
	• Item difficulty can be adjusted via these example methods:
	  ○ Single-unit conversions using adjacent common units of measure (e.g., 1 gallon = 16 cups)
	  ○ Whole number conversion problems which use one step of separation between units
	  ○ Single-step conversion problems containing fractions or decimals or multi-step conversion problems using whole numbers
	  ○ Multi-step conversion problems containing fractions or decimals
	
	TM3a
	Stimulus: The stem presents a liquid volume measurement in customary units.
	
	Example Stem: Enter the number of **cups** equal to $2\frac{1}{8}$ gallons.
	
	TM3b
	Stimulus: The stem presents a liquid volume measurement in metric units.
	
	Example Stem: Enter the number of **milliliters** equal to 4.6 liters.
	
	Rubric: (1 point) The student correctly converts from one measurement to another measurement (e.g., 34; 4600).
	
	Response Type: Equation/Numeric

Task Model 4 **Response Type:** **Equation/Numeric** **DOK Level 1** **5.MD.A.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. **Evidence Required:** 4. The student converts units of time measure within a single measurement system. **Tools:** None	**Prompt Features:** The student is prompted to convert a unit of time measure to a larger or smaller unit. **Stimulus Guidelines:** • Measurement conversions are within a single system including hour, minute, second. • Decimal numbers can be to the thousandths place. • Conversions involving division of fractions are limited to a whole number by a unit fraction or unit fraction by a whole number. • Item difficulty can be adjusted via these example methods: ○ Single-unit conversions using adjacent common units of measure (e.g., 1 minute = 60 seconds) ○ Whole number conversion problems which use one step of separation between units ○ Single-step conversion problems containing fractions or decimals or multi-step conversion problems using whole numbers ○ Multi-step conversion problems containing fractions or decimals **TM4** **Stimulus:** The stem presents a measurement of time. **Example Stem:** Enter the number of **minutes** equal to $\frac{3}{4}$ hour. **Rubric:** (1 point) The student correctly converts from one measurement to another measurement (e.g., 45). **Response Type:** Equation/Numeric