

Student's Name: _____

Individual Profile of Progress: Grade 5 Number Sense and Operations Strand

Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.

MARKING PERIOD				PERFORMANCE INDICATORS	COMMENTS
Number Systems					
				5.N.1 Read and write whole numbers to millions	
				5.N.2 Compare and order numbers to millions	
				5.N.3 Understand the place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand 10 thousands = 1 ten thousand 10 ten thousands = 1 hundred thousand 10 hundred thousands = 1 million	
				4.N.7 Develop an understanding of fractions as locations on number lines and as divisions of whole numbers	
				4.N.8 Recognize and generate equivalent fractions (halves, fourths, thirds, fifths, sixths, and tenths) using manipulatives, visual models, and illustrations	
				5.N.4 Create equivalent fractions, given a fraction	
				4.N.9 Use concrete materials and visual models to compare and order unit fractions or fractions with the same denominator (with and without the use of a number line)	
				5.N.5 Compare and order fractions including unlike denominators (with and without the use of a number line). Note: Commonly used fractions such as those that might be indicated on ruler, measuring cup, etc.	

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				5.N.6 Understand the concept of ratio	
				5.N.7 Express ratios in different forms	
				4.N.10 Develop an understanding of decimals as part of a whole	
				4.N.11 Read and write decimals to hundredths, using money as a context	
				5.N.8 Read, write, and order decimals to thousandths	
				4.N.12 Use concrete materials and visual models to compare and order decimals (less than 1) to the hundredths place in the context of money	
				5.N.9 Compare fractions using $<$, $>$, or $=$	
				5.N.10 Compare decimals using $<$, $>$, or $=$	
				5.N.11 Understand that percent means part of 100, and write percents as fractions and decimals	
Number Theory					
				5.N.12 Recognize that some numbers are only divisible by one and themselves (prime) and others have multiple divisors (composite)	
				5.N.13 Calculate multiples of a whole number and the least common multiple of two numbers	
				5.N.14 Identify the factors of a given number	
				5.N.15 Find the common factors and the greatest common factor of two numbers	

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Students will understand meanings of operations and procedures, and how they relate to one another.

Operations				
				4.N.19 Use a variety of strategies to multiply two-digit numbers by two-digit numbers (with and without regrouping)
				4.N.23 Add and subtract proper fractions with common denominators
				4.N.24 Express decimals as an equivalent form of fractions to tenths and hundredths
				4.N.25 Add and subtract decimals to tenths and hundredths using a hundreds chart
				5.N.16 Use a variety of strategies to multiply three-digit by three-digit numbers Note: Multiplication by anything greater than a three-digit multiplier/multiplicand should be done using technology.
				5.N.17 Use a variety of strategies to divide three-digit numbers by one- and two-digit numbers Note: Division by anything greater than a two-digit divisor should be done using technology.
				5.N.18 Evaluate an arithmetic expression using order of operations including multiplication, division, addition, subtraction and parentheses
				5.N.19 Simplify fractions to lowest terms
				5.N.20 Convert improper fractions to mixed numbers, and mixed numbers to improper fractions
				5.N.21 Use a variety of strategies to add and subtract fractions with like denominators
				5.N.22 Add and subtract mixed numbers with like denominators
				5.N.23 Use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths

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Students will compute accurately and make reasonable estimates.

Estimation					
				5.N.24 Round numbers to the nearest hundredth and up to 10,000	
				5.N.25 Estimate sums and differences of fractions with like denominators	
				5.N.26 Estimate sums, differences, products, and quotients of decimals	
				5.N.27 Justify the reasonableness of answers using estimation	

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Individual Profile of Progress: Grade 5 Algebra Strand

Students will represent and analyze algebraically a wide variety of problem-solving situations.

Students will perform algebraic procedures accurately.

Students will recognize, use, and represent algebraically patterns, relations, and functions.

MARKING PERIOD				PERFORMANCE INDICATORS	COMMENTS
Variables and Expressions					
				5.A.1 Define and use appropriate terminology when referring to constants, variables, and algebraic expressions	
				5.A.2 Translate simple verbal expressions into algebraic expressions*	
				5.A.3 Substitute assigned values into variable expressions and evaluate using order of operations*	
Equations and Inequalities					
				4.A.2 Use the symbols $<$, $>$, $=$, and \neq (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)	
				5.A.4 Solve simple one-step equations using basic whole-number facts*	
				5.A.5 Solve and explain simple one-step equations using inverse operations involving whole numbers*	
				5.A.6 Evaluate the perimeter formula for given input values	
Patterns, Relations, and Functions					
				5.A.7 Create and explain patterns and algebraic relationships (i.e., 2, 4, 6, 8...) algebraically: $2n$ (doubling)	
				5.A.8 Create algebraic or geometric patterns using concrete objects or visual drawings (i.e., rotate and shade geometric shapes)	

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Individual Profile of Progress: Grade 5 Geometry Strand

Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.

MARKING PERIOD				PERFORMANCE INDICATORS	COMMENTS
Shapes					
				5.G.1 Calculate the perimeter of regular and irregular polygons	

Students will identify and justify geometric relationships, formally and informally

Geometric Relationships					
				4.G.6 Draw and identify intersecting, perpendicular, and parallel lines	
				4.G.7 Identify points and rays when drawing angles	
				4.G.8 Classify angles as acute, obtuse, right, and straight	
				5.G.2 Identify pairs of similar triangles	
				5.G.3 Identify the ratio of corresponding sides of similar triangles	
				5.G.4 Classify quadrilaterals by properties of their angles and sides	
				5.G.5 Know that the sum of the interior angles of a quadrilateral is 360 degrees	
				5.G.6 Classify triangles by properties of their angles and sides	
				5.G.7 Know that the sum of the interior angles of a triangle is 180 degrees	
				5.G.8 Find a missing angle when given two angles of a triangle	

				5.G.9 Identify pairs of congruent triangles	
				5.G.10 Identify corresponding parts of congruent triangles	

Students will apply transformations and symmetry to analyze problem solving situations.

Transformational Geometry					
				5.G.11 Identify and draw lines of symmetry of basic geometric shapes	

Students will apply coordinate geometry to analyze problem solving situations.

Coordinate Geometry					
				5.G.12 Identify and plot points in the first Quadrant*	
				5.G.13 Plot points to form basic geometric shapes (identify and classify)*	
				5.G.14 Calculate perimeter of basic geometric shapes drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths and parallel to the axes)*	

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Individual Profile of Progress: Grade 5 Measurement Strand

Students will determine what can be measured and how, using appropriate methods and formulas.

MARKING PERIOD				PERFORMANCE INDICATORS	COMMENTS
Units of Measurement					
				5.M.1 Use a ruler to measure to the nearest inch, 1/2, 1/4, and 1/8 inch	
				5.M.2 Identify customary equivalent units of length	
				5.M.3 Measure to the nearest centimeter	
				5.M.4 Identify equivalent metric units of length	
				5.M.5 Convert measurement within a given system	
Tools and Methods					
				5.M.6 Determine the tool and technique to measure with an appropriate level of precision: lengths and angles	

Students will use units to give meaning to measurements.

Units					
				5.M.7 Calculate elapsed time in hours and minutes	
				5.M.8 Measure and draw angles using a protractor	

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Students will develop strategies for estimating measurements.

Estimation					
				5.M.9 Determine personal references for customary units of length (i.e., your pace is approximately 3 feet, your height is approximately 5 feet, etc.)	
				5.M.10 Determine personal references for metric units of length	
				5.M.11 Justify the reasonableness of estimates	

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Student's Name: _____

Individual Profile of Progress: Grade 5 Statistics and Probability Strand

Students will collect, organize, display, and analyze data.

MARKING PERIOD	PERFORMANCE INDICATORS	COMMENTS
Collection of Data		
	5.S.1 Collect and record data from a variety of sources (i.e., newspapers, magazines, polls, charts, and surveys)	
Organization and Display of Data		
	5.S.2 Display data in a line graph to show an increase or decrease over time	
Analysis of Data		
	4.S.4 Read and interpret line graphs	
	5.S.3 Calculate the mean for a given set of data and use to describe a set of data	

Students will make predictions that are based upon data analysis.

Predictions from Data		
	5.S.4 Formulate conclusions and make predictions from graphs	

Students will understand and apply concepts of probability.

Probability		
	5.S.5 List the possible outcomes for a single- event experiment*	
	5.S.6 Record experiment results using fractions/ratios*	
	5.S.7 Create a sample space and determine the probability of a single event, given a simple experiment (i.e., rolling a number cube)*	

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