Grade 5 Math Progress Report: First Quarter

Assessment Schedule: August/September through late October/early November

CCSS	Needing	Meeting	Exceeding
3.OA.7		Knows multiplication facts through 10 × 10, and can easily solve related division facts through 100 ÷ 10.	
5.OA.1		Writes and evaluates numerical expressions with parentheses, e.g., 25 × (10 – 4). Understands that parentheses indicate the order in which operations are to be carried out.	
5.OA.2		Writes expressions to record calculations; interprets expressions without evaluating them. For example, can tell that the expression 280 × 5 is equal to the expression 140 × 10 because one factor has been halved, while the other has been doubled.	
5.NBT.6		Uses models and strategies to divide 2- and 3-digit numbers by 2-digit numbers, with and without remainders. (Students are not expected to use the standard long division algorithm until sixth grade.)	
5.NF.1		Adds and subtracts fractions with unlike denominators, e.g., ⅔ + ½, by rewriting the fractions so they have the same denominator. For example, rewrites ⅔ + ½ as ⁴⁄₆ + ³⁄₆ to get a total of ⅞ or 1 ⅙.	
5.NF.2		Estimates the answers to story problems that involve adding and subtracting fractions with unlike denominators, solves the problems, and assesses the reasonableness of answers.	
5.NF.3		Understands that a fraction such as ½ means 1 ÷ 2 and is actually the answer to the division combination, because 1 divided by 2 is ½.	
5.NF.4a		Uses models and strategies to multiply a whole number by a fraction, e.g., 36 × ¼ = 9.	
5.MD.3a		Understands that volume has to do with the amount of space taken up by a three-dimensional object, and is measured in cubic units.	
5.MD.3b		Understands that a solid figure, such as a rectangular prism, which can be packed using *n* unit cubes has a volume of *n* cubic units.	
5.MD.4		Measures the volume of a solid figure by counting the cubes it takes to fill it, with no gaps or overlaps.	
5.MD.5a		Finds the volume of a rectangular prism by packing it with unit cubes, and shows that the result is the same as would be found by multiplying the length times the width times the height of the prism.	

Comments

Grade 5 Math Progress Report: Second Quarter

Assessment Schedule: November through January

CCSS	Needing	Meeting	Exceeding
5.NBT.1		Understands that in a multi-digit number such as 4,587,934 each digit represents 10 times what it represents in the place to its right, and one-tenth what it represents in the place to its left.	
5.NBT.2		Explains patterns in the number of zeros in the answer when multiplying by powers of 10 (e.g., 10, 100, 1,000).	
5.NBT.2		Explains patterns in the placement of the decimal point when multiplying or dividing by powers of 10.	
5.NBT.3a		Reads and writes decimals to thousandths using numbers, words, and expanded notation. For example, writes 25.129 as twenty-five and one hundred twenty-nine thousandths, and also as $(2 \times 10) + (5 \times 1) + (1 \times \frac{1}{10}) + (2 \times \frac{1}{100}) + (9 \times \frac{1}{1000})$.	
5.NBT.3b		Compares pairs of decimal numbers and uses >, =, and < symbols to record the comparisons.	
5.NBT.4		Rounds decimals to the nearest ten, one, tenth, or hundredth.	
5.NBT.5		Uses the standard algorithm to multiply multi-digit whole numbers.	
5.NBT.6		Uses models and strategies to divide 2-, 3-, or 4-digit numbers by 2-digit numbers, with and without remainders. (Students are not expected to use the standard long division algorithm until sixth grade.)	
5.NBT.7		Uses models and strategies to add and subtract decimals to hundredths.	
5.NBT.7		Uses models and strategies to multiply and divide decimals to hundredths.	
5.NF.4a		Multiplies a whole number by a fraction, e.g., $36 \times \frac{1}{4} = 9$.	
5.MD.1		Converts among different-sized measurement units within a given measurement system (e.g., centimeters, meters, and kilometers), and solves related word problems.	

Comments

Grade 5 Math Progress Report: Third Quarter

Assessment Schedule: February through March

CCSS	Needing	Meeting	Exceeding
5.OA.3		Generates two number patterns given two different rules, and graphs both of them.	
5.NBT.6		Uses models and strategies to divide 2-, 3-, or 4-digit numbers by 2-digit numbers, with and without remainders. (Students are not expected to use the standard long division algorithm until sixth grade.)	
5.NF.1		Adds and subtracts fractions with unlike denominators.	
5.NF.3		Understands that a fraction such as ½ means 1 ÷ 2 and is actually the answer to the division combination, because 1 divided by 2 is ½.	
5.NF.4a		Uses models and strategies to multiply a whole number by a fraction, e.g., $36 \times ¼ = 9$, and a fraction by another fraction, e.g., $¾ \times ⅝$.	
5.NF.4b		Multiplies fractional side lengths to find areas of rectangles, and represents fraction by fraction multiplication as rectangular areas.	
5.NF.5b		Can explain why a given number multiplied by a fraction less than 1 (e.g., $4 \times ⅖$) results in a product smaller than the given number, and why a given number multiplied by a fraction greater than 1 (e.g., $4 \times ⅚$) results in a product greater than the given number.	
5.NF.6		Solves story problems involving multiplication of fractions and mixed numbers.	
5.NF.7a		Uses models and strategies to divide a unit fraction by a whole number, e.g., $¼ ÷ 3$.	
5.NF.7b		Uses models and strategies to divide a whole number by a unit fraction, e.g., $6 ÷ ½$.	
5.NF.7c		Solves story problems that involve dividing a unit fraction by a whole number and vice versa.	
5.MD.1		Converts among different-sized measurement units within a given measurement system and solves related word problems.	
5.MD.2		Makes a line plot to a data set of measurements in fractions of a unit (½, ¼, ⅛), and solves related problems.	
5.MD.5b		Uses the formulas $V = l \times w \times h$ and $V = b \times h$ to find the volume of rectangular prisms.	
5.MD.5c		Finds the volume of a solid figure composed of two or more non-overlapping rectangular prisms by calculating the volume of each prism and adding the results.	
5.G.1		Locates a point on a coordinate plane based on its ordered pair of coordinates. Identifies the x- and y-coordinates of a given point in a coordinate plane.	
5.G.2		Graphs points in the first quadrant of the coordinate plane to represent a problem. Describes the meaning of the values of coordinate points based on the context of a problem.	
5.G.3		Understands that the attributes of a category of two-dimensional shapes belong to all the subcategories of that category. For example, all quadrilaterals have 4 sides. A rectangle is a quadrilateral, so it has 4 sides.	
5.G.4		Classifies two-dimensional shapes on the basis of their properties.	

Comments

Grade 5 Math Progress Report: Fourth Quarter

Assessment Schedule: April through May/June

CCSS	Needing	Meeting	Exceeding
5.NBT.1		Understands that in a multi-digit number such as 4,587,934 each digit represents ten times what it represents in the place to its right, and one-tenth what it represents in the place to its left.	
5.NBT.2		Explains patterns in the number of zeros in the answer when multiplying by powers of 10, e.g., 10, 100, 1,000, and so on.	
5.NBT.2		Explains patterns in the placement of the decimal point when multiplying or dividing by powers of 10.	
5.NBT.6		Uses models and strategies to divide 2-, 3-, or 4-digit numbers by 2-digit numbers, with and without remainders. (Students are not expected to use the standard long division algorithm until sixth grade.)	
5.NBT.7		Uses models and strategies to add and subtract decimals to hundredths.	
5.NBT.7		Uses models and strategies to multiply and divide decimals to hundredths.	
5.NF.3		Understands that a fraction such as ½ means 1 ÷ 2 and is actually the answer to the division combination, because 1 divided by 2 is ½.	
5.NF.4a		Uses models and strategies to multiply a whole number by a fraction, e.g., $36 \times ¼ = 9$, and a fraction by another fraction, e.g., $¾ \times ⅝$.	
5.NF.4b		Multiplies fractional side lengths to find areas of rectangles, and represents fraction by fraction multiplication as rectangular areas.	
5.NF.6		Solves story problems involving multiplication of fractions and mixed numbers.	
5.NF.7a		Uses models and strategies to divide a unit fraction by a whole number, e.g., ¼ ÷ 3.	
5.NF.7b		Uses models and strategies to divide a whole number by a unit fraction, e.g., 6 ÷ ½.	
5.NF.7c		Solves story problems that involve dividing a unit fraction by a whole number and vice versa.	
5.MD.1		Converts among different-sized measurement units within a given measurement system and solves related word problems.	
5.MD.5a		Finds the volume of a rectangular prism by packing it with unit cubes, and shows that the result is the same as would be found by multiplying the length times the width times the height of the prism.	
5.MD.5b		Uses the formulas $V = l \times w \times h$ and $V = b \times h$ to find the volume of rectangular prisms.	
5.G.2		Graphs points in the first quadrant of the coordinate plane to represent a problem. Describes the meaning of the values of coordinate points based on the context of a problem.	

Comments