5th Grade Math

Operations and Algebraic Thinking

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
1, 2, 3	**Write and interpret numerical expressions 5.OA.1, 5.OA.2**	**The student is seldom able to** interpret numerical expressions.	**The student is sometimes able to** write and interpret numerical expressions.	**The student usually** writes and interprets numerical expressions.	**The student is consistently beginning to perform above grade-level standards** and is able to support with substantial evidence of solid reasoning or application of mathematics to solve the problem.
3	**Analyze patterns and relationships 5.OA.3**	**The student is seldom able to** analyze patterns and relationships.	**The student is sometimes able to** analyze patterns and relationships.	**The student usually** analyzes patterns and relationships.	**The student is consistently beginning to perform above grade-level standards** and is able to support with substantial evidence of solid reasoning or application of mathematics to solve the problem.

Numbers and Operations in Base Ten

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
2	**Understand the place value system. 5.NBT.1, 5.NBT.2, 5.NBT.3, 5.NBT.4**	**The student is seldom able to:** • Recognize that in a multi-digit number, a digit in one place represents	**The student is sometimes able to:** • Recognize that in a multi-digit number, a digit in one place represents	**The student usually:** • Recognizes that in a multi-digit number, a digit in one place represents	**The student is consistently beginning to perform above grade-level standards** and is able to support his/her

		10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. • Explain patterns in the number of zeros of the product when multiplying a number by powers of 10. • Read, write, and compare decimals to thousandths. • Use place value understanding to round decimals to any place.	10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. • Explain patterns in the number of zeros of the product when multiplying a number by powers of 10. • Read, write, and compare decimals to thousandths. • Use place value understanding to round decimals to any place.	10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. • Explains patterns in the number of zeros of the product when multiplying a number by powers of 10. • Reads, writes, and compares decimals to thousandths. • Uses place value understanding to round decimals to any place.	thinking with substantial evidence of solid reasoning or application of mathematics to solve the problem.
2	**Performs operations with multi-digit whole numbers and with decimals to hundredths. 5.NBT.5, 5.NBT.6, 5.NBT.7**	**The student is seldom able to** perform operations with multi-digit whole numbers and with decimals to hundredths.	**The student is sometimes able to** perform operations with multi-digit whole numbers and with decimals to hundredths.	**The student usually** performs operations with multi-digit whole numbers and with decimals to hundredths.	**The student is consistently beginning to perform above grade-level standards** and is able to support their thinking with substantial evidence of solid reasoning or application of mathematics to solve the problem.

Numbers and Operations in Fractions

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	**2** Approaching Grade Level Expectations	**3** Meets Grade Level Expectations	**4** Exceeds Grade Level Expectations
3	**Use equivalent fractions as a strategy to add and subtract fractions 5.NF.1, 5.NF.2**	**The student is seldom able to** use equivalent fractions as a strategy to add and subtract fractions with unlike denominators and solve word problems involving addition and subtraction of fractions.	**The student is sometimes able to** use equivalent fractions as a strategy to add and subtract fractions with unlike denominators and solve word problems involving addition and subtraction of fractions.	**The student usually** uses equivalent fractions as a strategy to add and subtract fractions with unlike denominators and solve word problems involving addition and subtraction of fractions.	**The student is consistently beginning to perform above grade-level standards** and is able to support their thinking with substantial evidence of solid reasoning or application of mathematics to solve the

					problem.
1,2	**Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 5.NF.3, 5.NF.4, 5.NF.5, 5.NF.7**	**The student is seldom able to** apply and extend previous understandings of multiplication and division to multiply and divide fractions and solve real world problems involving division of unit fractions by whole numbers and whole numbers by unit fractions.	**The student is sometimes able to** apply and extend previous understandings of multiplication and division to multiply and divide fractions and solve real world problems involving division of unit fractions by whole numbers and whole numbers by unit fractions.	**The student usually** applies and extends previous understandings of multiplication and division to multiply and divide fractions and solve real world problems involving division of unit fractions by whole numbers and whole numbers by unit fractions.	**The student is consistently beginning to perform above grade-level standards** and is able to support with substantial evidence of solid reasoning or application of mathematics to solve the problem.

Measurement and Data

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	**2** Approaching Grade Level Expectations	**3** Meets Grade Level Expectations	**4** Exceeds Grade Level Expectations
3	**Convert like measurement units within a given measurement system. 5.MD.1**	**The student is seldom able to** convert among different-sized standard measurement units within a given measurement system, and uses these conversions in solving multi-step, real-world problems.	**The student is sometimes able to** convert among different-sized standard measurement units within a given measurement system, and uses these conversions in solving multi-step, real-world problems.	**The student usually** converts among different-sized standard measurement units within a given measurement system, and uses these conversions in solving multi-step, real-world problems.	**The student is consistently beginning to perform above grade-level standards** and is able to support with substantial evidence of solid reasoning or application of mathematics to solve the problem.
3	**Represents and interprets data 5.MD.2**	**The student is seldom able to:** • make a line plot to display a data set of measurements in fractions of a unit. • Use operations on grade-level fractions to solve problems involving information presented in line plots.	**The student is sometimes able to:** • make a line plot to display a data set of measurements in fractions of a unit. • Use operations on grade-level fractions to solve problems involving information presented in line plots.	**The student usually:** • makes a line plot to display a data set of measurements in fractions of a unit. • Uses operations on grade-level fractions to solve problems involving information presented in line plots.	**The student is consistently beginning to perform above grade-level standards** and is able to support with substantial evidence of solid reasoning or application of mathematics to solve the problem.
1	**Geometric**	**The student is seldom**	**The student is sometimes**	**The student usually**	**The student is**

	measurement: understand concepts of volume and relate volume to multiplication and to addition 5.MD.3, 5.MD.4, 5.MD.5	**able to** understand concepts of volume and relates volume to multiplication and to addition.	**able to** understand concepts of volume and relates volume to multiplication and to addition.	understands concepts of volume and relates volume to multiplication and to addition.	**consistently beginning to perform above grade-level standards** and is able to support with substantial evidence of solid reasoning or application of mathematics to solve the problem.

Geometry

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	**2** Approaching Grade Level Expectations	**3** Meets Grade Level Expectations	**4** Exceeds Grade Level Expectations
3	**Graph points on the coordinate plane to solve real-world and mathematical problems. 5.G**	**The student is seldom able to** graph points on the coordinate plane to solve real-world and mathematical problems.	**The student is sometimes able to** graph points on the coordinate plane to solve real-world and mathematical problems.	**The student usually** graphs points on the coordinate plane to solve real-world and mathematical problems.	**The student is consistently beginning to perform above grade-level standards** and is able to support with substantial evidence of solid reasoning or application of mathematics to solve the problem.
3	**Classify two-dimensional figures into categories based on their properties. 5.G.3, 5.G.4**	**The student is seldom able to** classify two-dimensional figures into categories based on their properties.	**The student is sometimes able to** classify two-dimensional figures into categories based on their properties.	**The student usually** classifies two-dimensional figures into categories based on their properties.	**The student is consistently beginning to perform above grade-level standards** and is able to support with substantial evidence of solid reasoning or application of mathematics to solve the problem.