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| **Name** | **Grading Period** | | | | | |
|  | * 1st | * 2nd | * 3rd | * 4th | * 5th | * 6th |

| **Report. Cat # 1** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
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|  | 5.2.A generate a fraction equivalent to a given fraction such as 1/2 and 3/6 or 4/12 and 1/3 |  |  |  |  | 5.1.A use place value to read, write, compare, and order whole numbers through the 999,999,999,999 |  |  |  |  |
| 5.2.C compare two fractional quantities in problem solving situations using a variety of methods, including common denominators |  |  |  |  | 5.1.B use place value to read, write, compare, and order decimals through the thousandths place |  |  |  |  |
| 5.3.A use addition and subtraction to solve problems involving whole numbers and decimals |  |  |  |  | 5.2.B generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number |  |  |  |  |
| 5.3.B use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology) |  |  |  |  | 5.2.D use models to relate decimals to fractions that name tenths, hundredths, and thousandths |  |  |  |  |
| 5.3.C use division to solve problems involving whole numbers (no more than two‐digit divisors and three‐digit dividends without technology), including interpreting the remainder within a given context |  |  |  |  | 5.3.D identify common factors of a set of whole numbers |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | 5.3.E model situations using addition and/or subtraction involving fractions with like denominators using concrete objects,  pictures, words, and numbers |  |  |  |  |
| 5.4.A use strategies, including rounding and compatible numbers to  estimate solutions to addition, subtraction, multiplication,  and division problems |  |  |  |  |

| **Report. Cat # 2** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
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|  | 5.5.A describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams |  |  |  |  | 5.5.B identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?** | | | | | 5.6.A select from and use diagrams and equations such as y = 5 + 3 to represent meaningful problem situations |  |  |  |  |
| **What actions do I need to take?** | | | | |

| **Report. Cat # 3** | **Readiness Standards** | **My**  **Goal** | | **Test**  **1** | | **Test**  **2** | | **Test**  **3** | | **Supporting Standards** | | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
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|  | 5.8.A sketch the results of translations, rotations, and reflections on a Quadrant I coordinate grid | |  | |  | |  | |  | | 5.7.A identify essential attributes including parallel, perpendicular, and congruent parts of two‐ and three‐dimensional geometric figures |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?** | | | | | | | | | | 5.8.B identify the transformation that generates one figure from the other when given two congruent figures on a Quadrant I coordinate grid |  |  |  |  |
| 5.9.A locate and name points on a coordinate grid using ordered pairs of whole numbers |  |  |  |  |
| **What actions do I need to take?** | | | | |

| **Report. Cat # 4** | **Readiness Standards** | **My**  **Goal** | | **Test**  **1** | | **Test**  **2** | | **Test**  **3** | | **Supporting Standards** | | **My**  **Goal** | **Test**  **1** | | **Test**  **2** | | **Test**  **3** | |
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|  | 5.10.C select and use appropriate units and formulas to measure length, perimeter, area, and volume | |  | |  | |  | |  | | 5.10.A perform simple conversions within the same measurement system (SI (metric) or customary) |  | |  | |  | |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | | | | | | 5.10.B connect models for perimeter, area, and volume with their respective formulas |  | |  | |  | |  |
| 5.11.A solve problems involving changes in temperature |  | |  | |  | |  |
| 5.11.B solve problems involving elapsed time |  | |  | |  | |  |

| **Report. Cat # 5** | **Readiness Standards** | **My**  **Goal** | | **Test**  **1** | | **Test**  **2** | | **Test**  **3** | | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
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|  | 5.12.B use experimental results to make predictions | |  | |  | |  | |  | 5.12.A use fractions to describe the results of an experiment |  |  |  |  |
| 5.13.B describe characteristics of data presented in tables and graphs including median, mode, and range | |  | |  | |  | |  | 5.12.C list all possible outcomes of a probability experiment such as tossing a coin |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | | | | | 5.13.A use tables of related number pairs to make line graphs |  |  |  |  |
| 5.13.C graph a given set of data using an appropriate graphical representation such as a picture or line graph |  |  |  |  |

| **Process Standards (Underlying Processes and Mathematical Tools)** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
| --- | --- | --- | --- | --- |
| 5.14.A identify the mathematics in everyday situations |  |  |  |  |
| 5.14.B solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness |  |  |  |  |
| 5.14.C select or develop an appropriate problem‐solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem |  |  |  |  |
| 5.14.D use tools such as real objects, manipulatives, and technology to solve problems |  |  |  |  |
| 5.15.A explain and record observations using objects, words, pictures, numbers, and technology |  |  |  |  |
| 5.15.B relate informal language to mathematical language and symbols |  |  |  |  |
| 5.16.A make generalizations from patterns or sets of examples and nonexamples |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | |