

Name		Grading Period									
		<input type="checkbox"/> 1 st	<input type="checkbox"/> 2 nd	<input type="checkbox"/> 3 rd	<input type="checkbox"/> 4 th	<input type="checkbox"/> 5 th	<input type="checkbox"/> 6 th				
Report Cat # 1	Readiness Standards	My Goal	Test 1	Test 2	Test 3	Supporting Standards	My Goal	Test 1	Test 2	Test 3	
	5.2.A generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$					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?						5.3.E model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers				
	Where can I improve?						5.4.A use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems				
	What actions do I need to take?										

Report Cat # 2	Readiness Standards	My Goal	Test 1	Test 2	Test 3	Supporting Standards	My Goal	Test 1	Test 2	Test 3	
	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?						5.6.A select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations				
	Where can I improve?						What actions do I need to take?				

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?				

Report Cat # 3	Readiness Standards	My Goal	Test 1	Test 2	Test 3	Supporting Standards	My Goal	Test 1	Test 2	Test 3	
	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?						5.8.B identify the transformation that generates one figure from the other when given two congruent figures on a Quadrant I coordinate grid				
	Where can I improve?						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	
	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?						5.10.B connect models for perimeter, area, and volume with their respective formulas				
	Where can I improve?						5.11.A solve problems involving changes in temperature				
	What actions do I need to take?						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	
	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?						5.13.A use tables of related number pairs to make line graphs				
	Where can I improve?						5.13.C graph a given set of data using an appropriate graphical representation such as a picture or line graph				
	What actions do I need to take?										