STAAR Standards Snapshot - Grade 5 Math

Rptg Cat	STAAR	*STAAR Modified*	Readiness Standards	Supporting Standards
1 Numbers, Operations, and Quantitative Reasoning	18	*14*	5.2.A generate a fraction equivalent to a given fraction such as 1/2 and 3/6 or 4/12 and 1/3 5.2.C compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators 5.3.A use addition and subtraction to solve problems involving whole numbers and decimals 5.3.B use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology) 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	5.1.A use place value to read, write, compare, and order whole numbers through the 999,999,999,999 5.1.B use place value to read, write, compare, and order decimals through the thousandths place 5.2.B generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number 5.2.D use models to relate decimals to fractions that name tenths, hundredths, and thousandths 5.3.D identify common factors of a set of whole numbers 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
2 Patterns, Relationships, Algebraic Reasoning	6	*5*	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 5.6.A select from and use diagrams and equations such as y = 5 + 3 to represent meaningful problem situations.
3 Geometry and Spatial Reasoning	7	*6*	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 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
4 Measurement	8	*6*	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) 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
5 Probability and Statistics	11	*9*	5.12.B use experimental results to make predictions 5.13.B describe characteristics of data presented in tables and graphs including median, mode, and range	5.12.A use fractions to describe the results of an experiment 5.12.C list all possible outcomes of a probability experiment such as tossing a coin 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.
STAAR	**50 (3 Grid)**		**30-33 questions from Readiness Standards**	**17-20 questions from Supporting Standards**
STAAR Modified		***40 (1 Grid)***	***24-26 questions from Readiness Standards***	***14-16 questions from Supporting Standards***

Process Standards (Underlying Processes and Mathematical Tools)

STAAR	*STAAR Modified*	
≥ 75% of items will be dual coded ≈ 38 items will be dual coded	≥ 60% of items will be dual coded ≈ 24 items will be dual coded	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 5.16.B justify why an answer is reasonable and explain the solution process

Source: Texas Education Agency STAAR Resources

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