Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Fifth Grade Math OAS Objectives**

**Standard Based Report Card**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

P = Proficient B = Basic BB = Below Basic

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| **OAS****Obj.#** | **Oklahoma Academic Standards (OAS) Objective Description** | **Nine Weeks** |
| **1** | **2** | **3** | **4** |
| 5.N.1.1 | Estimate solutions to division problems in order to assess the reasonableness of results. |  |  |  |  |
| 5.N.1.2 | Divide multi-digit numbers, by one- and two-digit divisors, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms. |  |  |  |  |
| 5.N.1.3 | Recognize that quotients can be represented in a variety of ways, including a whole number with a remainder, a fraction or mixed number, or a decimal and consider the context in which a problem is situated to select and interpret the most useful form of the quotient for the solution. |  |  |  |  |
| 5.N.1.4 | Solve real-world and mathematical problems requiring addition, subtraction, multiplication, and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results. |  |  |  |  |
| 5.N.2.1 | Represent decimal fractions (e.g., $\frac{1}{10}, \frac{1}{100}$ ) using a variety of models (e.g., 10 by 10 grids, rational number wheel, base-ten blocks, meter stick) andmake connections between fractions and decimals. |  |  |  |  |
| 5.N.2.2 | Represent, read and write decimals using place value to describe decimal numbers including fractional numbers as small as thousandths and whole numbers as large as millions. |  |  |  |  |
| 5.N.2.3 | Compare and order fractions and decimals, including mixed numbers and fractions less than one, and locate on a number line. |  |  |  |  |
| 5.N.2.4 | Recognize and generate equivalent decimals, fractions, mixed numbers, and fractions less than one in various contexts. |  |  |  |  |
| 5.N.3.1 | Estimate sums and differences of fractions with like and unlike denominators, mixed numbers, and decimals to assess the reasonableness of the results. |  |  |  |  |
| 5.N.3.2 | Illustrate addition and subtraction of fractions with like and unlike denominators, mixed numbers, and decimals using a variety of representations (e.g., fraction strips, area models, number lines, fraction rods). |  |  |  |  |
| 5.N.3.3 | Add and subtract fractions with like and unlike denominators, mixed numbers, and decimals, using efficient and generalizable procedures, including but not limited to standard algorithms in order to solve real-world and mathematical problems including those involving money, measurement, geometry, and data. |  |  |  |  |
| 5.N.3.4 | Find 0.1 more than a number and 0.1 less than a number. Find 0.01 more than a number and 0.01 less than a number. Find 0.001 more than a number and 0.001 less than a number. |  |  |  |  |
| 5.A.1.1 | Use tables and rules of up to two operations to describe patterns of change and make predictions and generalizations about real-world and mathematical problems. |  |  |  |  |
| 5.A.1.2 | Use a rule or table to represent ordered pairs of whole numbers and graph these ordered pairs on a coordinate plane, identifying the origin and axes in relation to the coordinates. |  |  |  |  |
| 5.A.2.1 | Generate equivalent numerical expressions and solve problems involving whole numbers by applying the commutative, associative, and distributive properties and order of operations (no exponents). |  |  |  |  |
| 5.A.2.2 | Determine whether an equation or inequality involving a variable is true or false for a given value of the variable. |  |  |  |  |
| 5.A.2.3 | Evaluate expressions involving variables when values for the variables are given. |  |  |  |  |
| 5.GM.1.1 | Describe, classify and construct triangles, including equilateral, right, scalene, and isosceles triangles. Recognize triangles in various contexts. |  |  |  |  |
| 5.GM.1.2 | Describe and classify three-dimensional figures including cubes, rectangular prisms, and pyramids by the number of edges, faces or vertices as well as the shapes of faces. |  |  |  |  |
| 5.GM.1.3 | Recognize and draw a net for a three-dimensional figure (e.g., cubes, rectangular prisms, pyramids). |  |  |  |  |
| 5.GM.2.1 | Recognize that the volume of rectangular prisms can be determined by the number of cubes (*n*) and by the product of the dimensions of the prism (*a × b × c = n*). Know that rectangular prisms of different dimensions (*p, q,* and *r*) can have the same volume if *a×b×c = p×q×r= n.* |  |  |  |  |
| 5.GM.2.2 | Recognize that the surface area of a three-dimensional figure with rectangular faces with whole numbered edges can be found by finding the area of each component of the net of that figure. Know that three-dimensional shapes of different dimensions can have the same surface area. |  |  |  |  |
| 5.GM.2.3 | Find the perimeter of polygons and create arguments for reasonable values for the perimeter of shapes that include curves. |  |  |  |  |
| 5.GM.3.1 | Measure and compare angles according to size. |  |  |  |  |
| 5.GM.3.2 | Choose an appropriate instrument and measure the length of an object to the nearest whole centimeter or 1/16-inch. |  |  |  |  |
| 5.GM.3.3 | Recognize and use the relationship between inches, feet, and yards to measure and compare objects. |  |  |  |  |
| 5.GM.3.4 | Recognize and use the relationship between millimeters, centimeters, and meters to measure and compare objects. |  |  |  |  |
| 5.D.1.1 | Find the measures of central tendency (mean, median, or mode) and range of a set of data. Understand that the mean is a “leveling out” or central balance point of the data. |  |  |  |  |
| 5.D.1.2 | Create and analyze line and double-bar graphs with whole numbers, fractions, and decimals increments. |  |  |  |  |

● Unmarked boxes in the table are objectives that had not been assessed as of report date.