

Fifth Grade Observation Profile for On-Going Assessment and End of the Year Evaluation

NAME _____

• Number and Operations



1.01 Develop number sense for rational numbers 0.001 through 999,999.

a) Connect model, number word, and number using a variety of representations.

b) Build understanding of place value (thousandths through hundred thousands).

c) Compare and order rational numbers.

d) Make estimates of rational numbers in appropriate situations.

1.02 Develop fluency in adding and subtracting non-negative rational numbers (halves, fourths, eighths; thirds, sixths, twelfths; fifths, tenths, hundredths, thousandths; mixed numbers).

a) Develop and analyze strategies for adding and subtracting numbers.

b) Estimate sums and differences.

c) Judge the reasonableness of solutions.

1.03 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.

• Measurement



2.01 Estimate the measure of an object in one system given the measure of that object in another system.

2.02 Identify, estimate, and measure the angles of plane figures using appropriate tools.

• Geometry



3.01 Identify, define, describe, and accurately represent triangles, quadrilaterals, and other polygons.

3.02 Make and test conjectures about polygons involving:

a) Sum of the measures of interior angles.

b) Lengths of sides and diagonals.

c) Parallelism and perpendicularity of sides and diagonals.

3.03 Classify plane figures according to types of symmetry (line, rotational).

3.04 Solve problems involving the properties of triangles, quadrilaterals, and other polygons.

a) Sum of the measures of interior angles.

b) Lengths of sides and diagonals.

c) Parallelism and perpendicularity of sides and diagonals.

• Data Analysis & Probability



4.01 Collect, organize, analyze, and display data (including stem-and-leaf plots) to solve problems.

4.02 Compare and contrast different representations of the same data; discuss the effectiveness of each representation.

4.03 Solve problems with data from a single set or multiple sets of data using median, range, and mode.

• Algebra



5.01 Describe, extend, and generalize numeric and geometric patterns using tables, graphs, words, and symbols.

5.02 Use algebraic expressions, patterns, and one-step equations and inequalities to solve problems.

5.03 Identify, describe, and analyze situations with constant or varying rates of change.

Level IV (Exceeds expectations)

- consistent performance beyond grade level
- works independently
- understands advanced concepts
- applies strategies creatively
- analyzes and synthesizes
- shows confidence and initiative
- justifies and elaborates responses
- makes critical judgements
- makes applications and extensions beyond grade level; applies Level III competencies in more challenging situations

Level III (Proficient)

- exhibits consistent performance
- shows conceptual understanding
- applies strategies in most situations
- responds with appropriate answer or procedure
- completes tasks accurately
- needs minimal assistance
- exhibits fluency and applies learning
- shows some flexibility in thinking
- works with confidence
- recognizes cause and effect relationships
- applies, models, and explains concepts

Level II (Not yet proficient)

- exhibits inconsistent performance and misunderstandings at times
- shows some evidence of conceptual understanding
- has difficulty applying strategies or completing tasks in unfamiliar situations
- responds with appropriate answer or procedure sometimes
- requires teacher guidance frequently
- needs additional time, opportunities
- demonstrates some Level III competencies but is inconsistent

Level I (Limited performance)

- exhibits minimal performance
- shows very limited evidence of conceptual understanding and use of strategies
- responds with inappropriate answer and/or procedure frequently
- very often displays misunderstandings
- completes task appropriately and accurately infrequently
- needs assistance, guidance and modified instruction