Claim 1: Concepts and Procedures. Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Not used in this grade.	A. Write and interpret numerical expressions. **Evidence Required:** 1. The student writes or identifies a numerical expression that records a calculation represented with words. 2. The student interprets numerical expressions in words without evaluating them. 3. The student evaluates numerical expressions with grouping symbols.	5.OA.1, 5.OA.2	1	Low	65-75%
	B. Analyze patterns and relationships. **Evidence Required:** 1. Given two rules, the student identifies and explains apparent relationships between corresponding terms of two related numerical patterns. 2. Given two rules, the student represents corresponding terms from two related numerical patterns as ordered pairs and plots them on a coordinate plane.	5.OA.3	2	Low	
	C. Understand the place value system. **Evidence Required:** 1. The student represents powers of 10 by using whole-number exponents. 2. The student reads and writes decimals to the thousandths using base-ten numerals, number names, and expanded form. 3. The student compares two decimals to the thousandths by using >, =, and < symbols. 4. The student rounds decimals to the nearest whole number, tenth, hundredth, or thousandth.	5.NBT.1, 5.NBT.2, 5.NBT.3, 5.NBT.4	2	High	

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Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Not used in this grade.	D. Perform operations with multi-digit whole numbers and with decimals to hundredths. **Evidence Required:** 1. The student multiplies multi-digit whole numbers. 2. The student determines whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. 3. The student adds, subtracts, multiplies, and divides decimals to the hundredths using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	5.NBT.5, 5.NBT.6, 5.NBT.7	2	High	Claim 1 cont. 65-75%
	E. Use equivalent fractions as a strategy to add and subtract fractions. **Evidence Required:** 1. The student adds or subtracts fractions with unlike denominators (including mixed numbers) by using visual fraction models or equations to represent the problem. 2. The student identifies and explains the use of equivalent fractions when adding or subtracting fractions with unlike denominators (including mixed numbers).	5.NF.1, 5.NF.2			

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Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Not used in this grade.	F. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. **Evidence Required:** 1. The student interprets a fraction as division of the numerator by the denominator. 2. The student solves problems involving division of whole numbers leading to quotients in the form of fractions or mixed numbers, with or without fraction models. 3. The student multiplies a fraction or whole number by a fraction. 4. The student multiplies fractional side lengths to find areas of rectangles. 5. The student compares the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. 6. The student solves real-world problems involving multiplication of fractions and mixed numbers, with or without visual fraction models. 7. The student solves real-problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, with or without visual fraction models.	5.NF.3, 5.NF.4, 5.NF.5, 5.NF.6, 5.NF.7 NF.7	2	High	Claim 1 cont. 65-75%
	G. Convert like measurement units within a given measurement system and solve problems involving time. **Evidence Required:** 1. The student converts units of linear measure within a single measurement system. 2. The student converts units of weight/mass measure within a single measurement system. 3. The student converts units of liquid volume measure within a single measurement system. 1. The student converts units of time measure within a single measurement system. 4. The student solves real-world problems involving elapsed time between world time zones.	5.MD.1, 5.MD.2	1	Medium	

Claim 1: Concepts and Procedures. Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.					
Focus	**Target**	**Standards**	**Goal DOK**	**Relative Emphasis/ Comments**	**%**
Not used in this grade.	H. Represent and interpret data. **Evidence Required:** 1. The student completes or identifies line plot with fractional units to display a data set. 2. The student uses operations on fractions to solve problems involving information presented in line plots. 3. The student explains the classification of data from real-world problems shown in graphical representations including the use of terms mean and median with a given set of data.	5.MD.3, 5.MD.4	2	Medium	Claim 1 cont. 65-75%
	I. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. **Evidence Required:** 1. The student determines the volume of a right rectangular prism with whole-number side lengths by counting or packing unit cubes. 1. The student applies the formulas V = l × w × h and V = b × h to solve real world and mathematical problems involving volumes of right rectangular prisms.	5.MD.5, 5.MD.6, 5.MD.7	2	High	
	J. Graph points on the coordinate plane to solve real-world and mathematical problems. **Evidence Required:** 1. The student interprets coordinate values of points graphed on a coordinate plane, or in the context of a given situation. 2. The student graphs points on the coordinate plane representing real world or mathematical problems.	5.G.1, 5.G.2	1	Low	
	K. Classify two-dimensional (plane) figures into categories based on their properties. **Evidence Required:** 1. The student classifies two-dimensional figures into categories and/or subcategories based on attributes and properties.	5.G.3, 5.G.4	2	Low	

Claim 2: Problem Solving. Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problems solving strategies.					
Focus	**Target**	**Standard**	**Goal DOK**	**Relative Emphasis/ Comments**	**%**
Not used in this grade.	**A-D** A. Apply mathematics to solve well-posed problems in pure mathematics and arising in everyday life, society, and the workplace. B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas).	Focus Clusters: 5.NBT.B, 5.NF.A, 5.NF.B, 5.MD.A*, 5.MD.C, 5.G.A* *denotes minor clusters	3	Tasks limited to machine-scorable responses, so not all Targets may be addressed.	8-12%

Claim 3: Communicating Reason. Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of other.					
Focus	**Target**	**Standards**	**Goal DOK**	**Relative Emphasis/ Comments**	**%**
Not used in this grade.	**A-F** A. Test propositions or conjectures with specific examples. B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. C. State logical assumptions being used. D. Use the technique of breaking an argument into cases. E. Distinguish correct logic or reasoning from that which is flawed and—if there is a flaw in the argument— explain what it is. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.	Focus Clusters/Standards: 5.NBT.2, 5.NBT.6, 5.NBT.7, 5.NF.1, 5.NF.2, 5.NF.B, 5.NF.3, 5.NF.4, 5.NF.7a, 5.NF.7b, 5.MD.C, 5.MD.5a, 5.MD.5b, 5.G.B*, 5.G.4* *denotes minor clusters	3	Tasks limited to machine-scorable responses, so not all Targets may be addressed.	8-12%

Claim 4: Modeling and Data Analysis. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.					
Focus	**Target**	**Standards**	**Goal DOK**	**Relative Emphasis/ Comments**	**%**
Not used in this grade.	**A-G** A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. C. State logical assumptions being used. D. Interpret results in the context of a situation. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). G. Identify, analyze, and synthesize relevant external resources to pose or solve problems. (performance tasks only)	Focus Clusters: 5.NBT.B, 5.NF.A, 5.NF.B, 5.MD.A* 5.MD.B* 5.MD.C, 5.G.A* *denotes minor clusters	3	Tasks limited to machine-scorable responses, so not all Targets may be addressed.	8-12%