Mathematics Grade 5
Number (N)

Outcome	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
N5.1 **I can represent, compare and describe whole numbers to 1 000 000.**	• **With help**, I can **read OR write** numbers up to 1 000 000.	• I can **read OR write** numbers up to 1 000 000.	• I can **read AND write** numbers up to 1 000 000.	• I can **read OR write** numbers **beyond** 1 000 000.
	• **With help**, I can **represent** numbers up to 1 000 000 concretely, pictorially, **OR** symbolically.	• I can **represent** numbers up to 1 000 000 concretely, pictorially, **OR** symbolically.	• I can **represent** numbers up to 1 000 000 concretely, pictorially, **AND** symbolically.	• I can **represent** numbers **beyond** 1 000 000 concretely, pictorially, **OR** symbolically.
	• **With help**, I can **describe a few** representations of quantities using place value patterns **OR** the base ten system.	• I can **describe some** representations of quantities using place value patterns **OR** the base ten system.	• I can **describe many** representations of quantities using place value patterns **AND** the base ten system.	• I can **explain** how **a wide variety** of numbers have been represented **AND** provide reasons for why errors in speech or writing might occur.
	• **With help**, I can **solve** some problems involving the quantity of whole numbers to 1 000 000.	• I can **solve some** problems involving the quantity of whole numbers to 1 000 000.	• I can **pose and solve** problems that compare the quantity of whole numbers to 1 000 000.	• I can **pose and solve** problems that compare the quantity of whole numbers **beyond** 1 000 000.
	• I can **identify** examples of whole numbers to 1 000 000.	• I can **compare** examples of whole numbers to 1 000 000 using greater than, less than, and equal to.	• I can **compare and order** examples of whole numbers to 1 000 000.	• I can **compare and order** whole numbers **beyond** 1 000 000.
Comments				

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N5.2 **I can develop strategies for multiplication.** **I can multiply whole numbers.**	• **With help**, I can **identify a few** mental math strategies for determining multiplication facts.	• I can **identify and apply a few** mental math strategies for determining multiplication facts.	• I can **describe and apply many** mental math strategies for determining multiplication **facts to 81**.	• I can **explain and apply a wide variety** of mental math strategies for determining multiplication facts to 81 **or beyond.**
	• **With help**, I can **identify** strategies for multiplying two whole numbers.	• I can **identify** strategies for multiplying two whole numbers.	• I can **apply** strategies for multiplying two whole numbers.	• I can **compare** strategies for multiplying two whole numbers.
	• **With help**, I can **identify** the distributive property.	• I can **give an example of** the distributive property.	• I can **explain** the use of the distributive property to determine a product of factors that are close to multiples of 10.	• I can **explain** the use of the distributive property to determine a product of **a wide variety** of factors.
	• **With help**, I can **model** multiplying 2-digit factors concretely or pictorially.	• I can **model** multiplying 2-digit factors concretely or pictorially.	• I can **model** multiplying 2-digit factors concretely or pictorially **AND record** the process symbolically.	• I can **model** multiplying **more than** 2-digit factors concretely or pictorially **AND record** the process symbolically.
	• **With help**, I can **identify** concretely, pictorially **AND** symbolically the distributive property using expanded notation.	• I can **illustrate** concretely, pictorially **OR** symbolically the distributive property **using expanded notation.**	• I can **illustrate** concretely, pictorially, **AND** symbolically the distributive property using expanded notation **AND** partial products.	• I can **illustrate** concretely, pictorially, **AND** symbolically the distributive property using expanded notation **AND** partial products, and **explain my reasoning.**
Comments				

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N5.3 **I can divide a 3-digit whole number by a 1-digit whole number and know what to do with a remainder.**	• **With help**, I can **model** the division process as equal sharing or equal grouping.	• I can **model** the division process as equal sharing or equal grouping.	• I can **model** the division process as equal sharing or equal grouping **AND record** the process symbolically.	• I can **create and explain** my own representation of the division process concretely, pictorially, **AND** symbolically.
	• With help, I can divide a 3-digit whole number by a one-digit whole number, and know what to do with a remainder.	• I can divide a 3-digit whole number by a one-digit whole number, **and** I **sometimes** know what to do with a remainder.	• **I can divide a 3-digit whole number by a one-digit whole number, and I know what to do with a remainder.**	• **I can divide a 3-digit whole number by a one-digit whole number, and I know what to do with a remainder, and explain the process.**
	• **With help,** I can **identify** concrete, pictorial **OR** symbolic strategies for dividing 3-digit whole numbers by 1-digit whole numbers in problem solving.	• I can **apply** concrete, pictorial **OR** symbolic strategies for dividing 3-digit whole numbers by 1-digit whole numbers in problem solving.	• I can **apply** concrete, pictorial **AND** symbolic strategies for dividing 3-digit whole numbers by 1-digit whole numbers in problem solving.	• I can **apply** concrete, pictorial **OR** symbolic strategies for dividing **beyond 3-digit** whole numbers by **more than 1-digit** whole numbers in problem solving.
Comments				

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N5.4 **I can use strategies to estimate, including** • **front-end rounding** • **compensation** • **compatible numbers**.	• **With help**, I can identify a strategy used to estimate.	• I **can use a few** strategies used to estimate.	• I can **use many strategies to estimate the results** of whole-number computations.	• I can select **strategies to estimate the results** of whole-number computations according to a specific context.
	• **With help**, I can describe compatible numbers, compensation **OR** front-end rounding.	• I can **describe** compatible numbers, compensation **OR** front-end rounding.	• I can **explain** compatible numbers, compensation, **AND** front-end rounding.	• I can **make comparisons between** compatible numbers, compensation and front-end rounding as estimation strategies.
	• **With help**, I can **identify** the estimation strategies of compatible numbers, compensation **OR** front-end rounding.	• I can **explain** the estimation strategies of compatible numbers, compensation **OR** front-end rounding.	• I can **apply** compatible numbers, compensation, **AND** front-end rounding to estimation **AND explain** my choice.	• I can **critique** the effectiveness of using compatible numbers, compensation, **AND** front-end rounding in estimating in different situations.
Comments				

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N5.5 **I can use manipulatives and pictures to show equivalent fractions and to compare fractions.**	• **With help**, I can **identify** equivalent fractions in concrete, pictorial, **AND** physical models.	• I can **identify** equivalent fractions in concrete, pictorial, **AND** physical models.	• I can **create** concrete, pictorial, **OR** physical models of equivalent fractions.	• I can **create** concrete, pictorial **AND** physical models of equivalent **OR** nonequivalent fractions.
	• **With help**, I can **identify** two equivalent fractions using concrete materials, pictorial representations OR symbols.	• I can **verify** whether two fractions are equivalent using concrete materials, pictorial representations, **OR** symbols.	• I can **compare** two equivalent fractions using concrete materials, pictorial representations **AND** symbols.	• I can **create and verify** equivalent fractions using concrete materials, pictorial representations, **AND** symbols.
	• I can **compare** a set of fractions with like denominators.	• I can **compare** a set of fractions with like **AND** unlike denominators.	• I can **compare** a set of fractions with like **AND** unlike denominators **AND** order these fractions.	• I can **create** a set of fractions with like and unlike denominators **AND** order these fractions.
Comments				

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N5.6 **I can represent decimals in different ways. I can recognize that fractions and decimals can represent the same amount. I can use benchmarks to help me order decimals.**	• I can **represent** a decimal to the **hundredths** concretely or pictorially.	• I can **represent** a decimal to the **thousandths** concretely or pictorially.	• I can **represent** a decimal to the **thousandths** concretely **OR** pictorially **AND** tell a story about it.	• I can **represent** a whole number with a decimal to the thousandths concretely **OR** pictorially **AND** tell a story about it.
	• **With help**, I can **predict whether a decimal and a fraction will be equal.**	• I can **predict whether a decimal and a fraction will be equal.**	• I can **predict** the relationship of equality of decimal and fractional forms **AND verify** this concretely, pictorially, **OR** logically.	• I can **create** examples of equal decimals and fractions concretely **AND** pictorially.
	• **With help**, I can **describe** how to write fractions as decimals **OR** decimals as fractions with a denominator of 10, 100, or 1000.	• I can **describe** how to write fractions as decimals **OR** decimals as fractions with a denominator of 10, 100, or 1000.	• I can **explain** how to write fractions as decimals **AND** decimals as fractions with a denominator of 10, 100, or 1000.	• I can **compare** the processes of writing fractions as decimals and decimals as fractions with a denominator of 10, 100, or 1000.
	• **With help**, I can **use benchmarks to order** a given set of decimals.	• I can **use benchmarks to order** a given set of decimals.	• I can **select and use benchmarks to order** a given set of decimals.	• I can **select and explain benchmarks to create** an ordered set of decimals.
Comments:				

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N5.7 **I can add and subtract decimal numbers to thousandths.**	• **With help**, I can **explain** concrete **OR** pictorial models to represent how to determine the sum **OR** difference of two decimal numbers.	• I can **compare** concrete **OR** pictorial models to represent how to determine the sum or difference **OR** two decimal numbers.	• I can **create** concrete **OR** pictorial models to represent how to determine the sum **AND** difference of two decimal numbers.	• I can **create** concrete **AND** pictorial models to represent the determination of the sum **AND** difference of two decimal numbers.
	• I can **add OR subtract decimal numbers to hundredths.**	• I can **add OR subtract decimal numbers to thousandths.**	• I can **add AND subtract decimal numbers to thousandths.**	• I can **add AND subtract decimal numbers beyond thousandths.**
	• **With help**, I can **describe how to use** place value to calculate sums and differences of decimals.	• I can **describe how to use** place value to calculate sums and differences of decimals.	• I can **explain** how understanding place value is necessary in calculating sums and differences of decimals.	• I can **compare** how place value works in calculating sums and differences of decimals AND whole numbers.
	• **With help**, I can **describe** a strategy for determining the sums and differences of decimals.	• I can **describe** a strategy for determining the sums and differences of decimals.	• I can **demonstrate** my strategy for estimating sums and differences of decimals.	• I can **compare** strategies for estimating sums and differences of decimals.
Comments				