Priority and Supporting Content

An emphasis on focus and coherence in assessment rests on the prioritization of content for purposes of sampling – it is simply not feasible to thoroughly assess every student on all topics, but it is essential to provide information regarding student understanding and facility with centrally important topics.

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The Content Specifications suggest that the computer-adaptive selection of items and tasks for Claim #1 be divided according to those clusters identified as “major” and those identified as “additional/supporting.” This breakdown of clusters for each grade level was conducted in close collaboration with lead authors of CCSSM and members of the CCSSM validation committee.

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CCSS WHERE TO FOCUS GRADE 5 MATHEMATICS

MATH 5 F

MATHEMATICS GRADE 5 FOCUS

This document shows where students and teachers should spend the large majority of their time in order to meet the expectations of the Standards.

Not all content in a given grade is emphasized equally in the Standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the Standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade.

Students should spend the large majority[1] of their time on the major work of the grade (■). Supporting work (□) and, where appropriate, additional work (○) can engage students in the major work of the grade.[2, 3]

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 5

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ○ Additional Clusters

5.OA.A	○	Write and interpret numerical expressions.
5.OA.B	○	Analyze patterns and relationships.
5.NBT.A	■	Understand the place value system.
5.NBT.B	■	Perform operations with multi-digit whole numbers and with decimals to hundredths.
5.NF.A	■	Use equivalent fractions as a strategy to add and subtract fractions.
5.NF.B	■	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
5.MD.A	□	Convert like measurement units within a given measurement system.
5.MD.B	□	Represent and interpret data.
5.MD.C	■	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
5.G.A	○	Graph points on the coordinate plane to solve real-world and mathematical problems.
5.G.B	○	Classify two-dimensional figures into categories based on their properties.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

REQUIRED FLUENCIES FOR GRADE 5

5.NBT.B.5	Multi-digit multiplication

1 At least 65% and up to approximately 85% of class time, with Grades K–2 nearer the upper end of that range, should be devoted to the major work of the grade. For more information, see Criterion #1 of the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics www.achievethecore.org/publisherscriteria.
2 Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics www.achievethecore.org/publisherscriteria.
3 Note, the critical areas are a survey of what will be taught at each grade level; the major work is the subset of topics that deserve the large majority of instructional time during a given year to best prepare students for college and careers.

CCSS WHERE TO FOCUS GRADE 5 MATHEMATICS

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5.NBT.B	■	Perform operations with multi-digit whole numbers and with decimals to hundredths.
5.NF.A	■	Use equivalent fractions as a strategy to add and subtract fractions.
5.NF.B	■	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
5.MD.A	☐	Convert like measurement units within a given measurement system.
5.MD.B	☐	Represent and interpret data.
5.MD.C	■	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
5.G.A	○	Graph points on the coordinate plane to solve real-world and mathematical problems.
5.G.B	○	Classify two-dimensional figures into categories based on their properties.

Smarter Balanced Assessment Consortium

Mathematics Summative Assessment Blueprint

As of 02/09/15

Target Sampling Mathematics Grade 5						
Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
1. Concepts and Procedures	Priority Cluster	E. Use equivalent fractions as a strategy to add and subtract fractions.	1, 2	5-6	0	17-20
		I. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	1, 2			
		F. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	1, 2	4-5		
		D. Perform operations with multi-digit whole numbers and with decimals to hundredths.	1, 2	3-4		
		C. Understand the place value system.	1, 2			
	Supporting Cluster	J. Graph points on the coordinate plane to solve real-world and mathematical problems.	1	2-3		
		K. Classify two-dimensional figures into categories based on their properties.	2			
		A. Write and interpret numerical expressions.	1	2		
		B. Analyze patterns and relationships.	2			
		G. Convert like measurement units within a given measurement system.	1			
		H. Represent and interpret data.	1, 2			

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 5

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters ☐ Supporting Clusters ○ Additional Clusters

Target Sampling Mathematics Grade 5	
Content Category	**Assessment Targets**
Priority Cluster	■ Use equivalent fractions as a strategy to add and subtract fractions.
	■ Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
	■ Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
	■ Perform operations with multi-digit whole numbers and with decimals to hundredths.
	■ Understand the place value system.
Supporting Cluster	○ Graph points on the coordinate plane to solve real-world and mathematical problems.
	○ Classify two-dimensional figures into categories based on their properties.
	○ Write and interpret numerical expressions.
	○ Analyze patterns and relationships.
	☐ Convert like measurement units within a given measurement system.
	☐ Represent and interpret data.