

KSDE Mathematics - 2005 Standards

GRADE 5 INDIVIDUAL TEACHER CONTENT / CONFIDENCE SURVEY : MATHEMATICS

DIRECTIONS: Every teacher in the school should answer **Self Assessment Question A and B** by indicating **1, 2, 3, or 4** under columns **A and B** for each indicator on the tables below.

Note: All teachers (classroom, special education, Title I, art, p.e., etc.) are asked to complete this survey for the school because improving achievement on the state assessments is the responsibility of all teachers in the building, not just the teacher at the grade level that the assessment is given.

<p>Self-Assessment A: Content Expertise</p> <p>What is your level of content expertise or knowledge for each of the assessed indicators?</p> <p>1. Surface Understanding 4. Deep Understanding</p>
<p>Self-Assessment B: Confidence Teaching Assessed Indicators</p> <p>How confident are you with your ability to deliver instruction that firmly and richly fits (aligns) with each of the assessed indicators?</p> <p>1. Not Confident 4. Highly Confident</p>

Knowledge Base Indicators: <i>Statements of mathematical facts, concepts, and/or procedures, which a student should know and/or be able to do.</i>	A				B			
	1	2	3	4	1	2	3	4
1.1.K1a-c knows, explains, and uses equivalent representations for: a) whole numbers from 0 through 1,000,000; b) fractions greater than or equal to zero (including mixed numbers); c) decimals greater than or equal to zero through hundredths place and when used as monetary amounts								
1.3.K2 uses various estimation strategies to estimate whole number quantities from 0 through 100,000; fractions greater than or equal zero (including mixed numbers); decimals greater than or equal to zero through hundredths place; and monetary amounts to \$10,000 and explains how various strategies are used								
1.4.K4 identifies, explains, and finds the greatest common factor and least common multiple of two or more whole numbers through the basic multiplication facts from 1 x 1 through 12 x 12								
2.2.K1 explains and uses variables and symbols to represent unknown whole number quantities from 0 through 1,000 and variable relationships								
2.2.K2 solves one-step linear equations with one variable and a whole number solution using addition and subtraction with whole numbers from 0 through 100 and multiplication with the basic facts								
2.3.K4 uses a function table (input/output machine, T-table) to identify, plot, and label whole number ordered pairs in the first quadrant of a coordinate plane								
3.1.K3 recognizes and describes the solids (cubes, rectangular prisms, cylinders, cones, spheres, triangular prisms, rectangular pyramids, triangular pyramids) using the terms faces, edges, and vertices (corners)								
3.2.K4a converts: a) within the customary systems: inches and feet, feet and yards, inches and yards, cups and pints, pints and quarts, quarts and gallons, pounds and ounces								
3.3.K3 recognizes three-dimensional figures (rectangular prisms, cylinders, cones, spheres, triangular prisms, rectangular pyramids) from various perspectives (top, bottom, side, corners)								
4.2.K3a-e identifies, explains, and calculates or finds these statistical measures of a whole number data set of up to twenty whole number data points from 0 through 1,000: a) minimum and maximum values; b) range; c) mode (no-, uni-, bi,); d) median (including answers expressed as a decimal or a fraction without reducing to simplest form); e) means (including answers expressed as a decimal or a fraction without reducing to simplest form)								

