

Assessment

- Throughout the year, classroom teachers will assess each student's growth and progress toward achievement of the learning goals specified in the state curriculum (GPS or QCC if GPS have not been implemented).
- These classroom assessments will be used to guide instruction in order to provide every child with the opportunity to learn and to succeed.
- Students will be made aware of the performance expectations for 5th grade and will acquire self-monitoring and self-assessing skills to help them maximize their achievement.
- In the spring, Criterion-Referenced Competency Tests in Reading, Language Arts, Mathematics, Science, and Social Studies will be administered to 5th graders in order to provide a standardized measure of student learning.
- Beginning in the year the Georgia Performance Standards are implemented for a content area, the CRCT will directly align with those GPS.
- In January, the Grade 5 Writing Assessment will be administered.
- Georgia law also mandates the administration of a norm-referenced test to all 5th grade students sometime during the school year. The state provides the Iowa Test of Basic Skills; a school may choose to administer an alternate norm-referenced test at the system's own expense.

Dear Parents,

Thank you for all you do as parents to guide your children's learning! I am confident that the future of all our children will be bright because of your continued support of public education in Georgia.



We are beginning the most extensive improvement in Georgia education undertaken in the last 18 years—the implementation of the Georgia Performance Standards (GPS). The new state curriculum sets high standards, maintains clear expectations, and will place our schools and our students not just at the top of the Southeast, but at the top of the nation.

As a parent, I personally understand that this kind of change may generate questions and concerns: Why do we need a change? How will this impact my child? What will be different in my child's classroom?

For this reason, I have made communication and keeping you informed an absolute priority. Georgia's teachers and administrators have been preparing for this change, and they will be able to answer many of your questions at your local schools. I also encourage you to visit the Georgia Department of Education website to find out more about the new curriculum: www.georgiastandards.org.

It is a great day for education in Georgia. Like never before, our state is unified behind a mission to raise the achievement level of all students in our public schools. Toward this aim, we have rallied together and successfully tackled many challenges, ushering in a new level of accountability and quality in education. Thank you for your support as we continue to raise the bar for our state's most precious resource, our children.

Kathy Cox,
State Superintendent of Schools

Implementation Schedule for the Georgia Performance Standards in 5th Grade

2005-2006
English Language Arts

2006-2007
Science

2007-2008
Mathematics

2008-2009
Social Studies

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Kathy Cox,
State Superintendent of Schools

www.georgiastandards.org

The Georgia Department of Education is an Equal
Opportunity Employer

5th Grade

THE NEW GEORGIA PERFORMANCE STANDARDS



*We will lead the nation
in improving student achievement.*

Kathy Cox,
State Superintendent of Schools

www.gadoe.org

5th Grade Language Arts

Fifth grade students will receive instruction in reading, writing, and listening, speaking, & viewing. By the end of 5th Grade, students will be able to:

- Read and comprehend texts from a variety of genres (fiction, nonfiction, poetry, and drama) and from a variety of subject areas (math, science, social studies, and English language arts)
- Construct new knowledge by making connections between new and previously held ideas
- Study subjects in more formal ways
- Write for a variety of purposes
- Use reading and writing skills to learn and understand more about their world and about different cultures
- Articulate how authors use a variety of techniques and craft in their writing, and show evidence of the author's craft in their own writing
- Understand a problem or conflict as stated in oral, visual, or written texts and determine an appropriate solution
- Utilize previous knowledge and experience, draw conclusions and make valid generalizations, apply logic, and incorporate evidence and reasoning to develop and support possible solutions to problems

5th Grade Mathematics

All students will be actively engaged in developing mathematical understandings in real and relevant contexts. By the end of 5th Grade, students will be able to:

- Classify counting numbers by distinguishing characteristics (prime or composite, odd or even), find multiples and factors, and use divisibility rules
- Find equivalent fractions and add and subtract common fractions and mixed numbers
- Use $<$, $>$, or $=$ to compare fractions
- Understand decimals as part of the base-ten number system and multiply and divide decimals
- Understand the meaning of percent and use percentages and circle graphs to represent and interpret statistical data
- Compute area and volume of simple geometric figures and measure capacity
- Understand congruence of geometric figures, and the relationship of circumference to diameter of a circle
- Represent and investigate mathematical expressions algebraically by using variables
- Compare and contrast multiple graphic representations of statistical data
- Use different strategies to solve problems, including the strategy of solving a simpler problem

5th Grade Science

Fifth grade students will investigate evidence related to scientific concepts. They will conduct experiments and do research that focuses on earth science, physical science, and life science. By the end of 5th Grade, students will be able to:

- Differentiate between observations and ideas
- Use records, tables, or graphs to identify patterns of change
- Identify and find examples of constructive and destructive forces while relating the role of technology to monitoring and controlling these forces
- Explain the difference between physical and chemical change
- Investigate the relationship between electricity and magnetism
- Classify organisms into groups
- Compare and contrast characteristics of learned behaviors and of inherited traits
- Identify plants, animals, single-celled organisms, and multi-celled organisms
- Relate how microorganisms are harmful or beneficial

5th Grade Social Studies

Fifth grade students will continue the formal study of United States history, beginning with the Civil War and culminating with the present. Concepts in geography, government, and economics will interface with the study of history. By the end of 5th Grade, students will be able to:

- Explain the causes, major events, and consequences of the Civil War, and analyze the effects of Reconstruction
- Describe and/or explain life in America from the late 19th century to the present, including the U. S. involvement in various wars and conflicts, the Great Depression and the New Deal, the Cold War, and significant people and events between 1950 and the present
- Locate important places in the United States, both natural and man-made
- Explain the reasons for the impact of geography on the growth of the U. S.
- Explain the protection of citizens' rights under the constitution, including the process for and history of amending the U. S. Constitution
- Use economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events

