

## Frequently Asked Questions

- Q: Why have there been so many recent changes to the NYS Math curriculum?
- A: The federal No Child Left Behind Act (NCLB) requires schools to be accountable for the success of all students.
- Q: What is the Corinth Middle School teaching staff doing to address these continuing changes?
- A: The teaching staff at CMS is dedicated to the continued success of its students, updating our curriculum annually to coincide with the continued changes. The middle school will also be implementing a new Math series in the fall of 2006.
- Q: How are the test results utilized?
- A: NYS analyzes the results to determine whether our school is achieving "Adequate Yearly Progress" (AYP).
- B: Q: How can you help your child?
- C: Help your child to see math in the "real world" at home. Engage them in fun math projects: bake cookies, build a tree house, involve them in the remodeling of a room in your home... the possibilities are endless! Above all, help your child to recognize that math is everywhere, and learning it can be fun!

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Corinth Middle School



## *Grade 5 Math Standards and Assessments*



2006-2007

An informational brochure  
for parents and guardians.

## NYS Math Strands and Performance Indicators

This page is intended to provide you with a general overview of the math concepts your child will be learning over the course of the academic year.

### Number Sense and Operations

- ⇒ Place Value
- ⇒ Rounding
- ⇒ Decimals
- ⇒ Fractions
- ⇒ Ratio & Proportions
- ⇒ Percents
- ⇒ Number Theory
- ⇒ Estimation

### Algebra

- ⇒ Expressions (number sentences)
- ⇒ One-Step Equations

### Geometry

- ⇒ Polygons
- ⇒ Triangles
- ⇒ Perimeter
- ⇒ Symmetry
- ⇒ Coordinate Geometry

### Measurement

- ⇒ Time
- ⇒ Length
- ⇒ Angles
- ⇒ Estimation

### Probability and Statistics

- ⇒ Data collection & Display
- ⇒ Determining the Mean
- ⇒ Probability of single events

## Strategies for Success!

### Draw it out!

- ⇒ Many students are visual learners and drawing pictures can help them better develop an understanding of what the problem is asking.

### Guess and Check!

- ⇒ Sometimes just getting started on a math problem is the hardest part for your child. Students can achieve a higher level of success by actually guessing at an answer, and then checking the reasonableness of their guess.

### Work Backwards!

- ⇒ Often, students will say that they know the answer to the problem, but can't explain how they arrived at it. Have your child explain in words what they think the answer really *means*, instead of just seeing it as a number, and try to help them work backwards through the steps used to arrive at the answer.

### Talk it Out!

- ⇒ Students may achieve a higher level of success when they speak aloud the steps that are going through their minds. Known as "self-talk", help your child to vocalize out loud the mental steps used to solve a math problem, just as we do as adults when trying to organize a series of important events. So, no need to worry... talking to yourself is a *good* thing!

## Testing Information

### Testing Dates:

- ⇒ March 6th—March 7th

### Testing Format:

- ⇒ This is a two-day assessment comprised of:

⇒ Session 1: Multiple Choice

⇒ Session 2: Open-ended, extended responses

⇒ Session 3: Open-ended, extended responses

\*Note: The extended responses require students to provide mathematical answers to the questions, and to explain *how* they arrived at their answer. Acceptable explanations may include written responses (in words), pictures, or mathematical calculations (using actual numbers), as long as the student explanation shows evidence of sound mathematical procedures.

