**Number In bold** are expectations to be met in all strands

|  |  |  |  |
| --- | --- | --- | --- |
| **4 - Exceeding** | **3 - Meeting** | **2 - Approaching** | **1 - Working Below** |
| * **Fluently uses precise mathematical language correctly** * **Independently and consistently makes connections among concrete, pictorial and symbolic representations appropriately** * **Independently considers and applies alternative strategies to solve a range of complex and unfamiliar problems** * **Independently makes connections between and within the different strands of mathematics** * Consistently counts (including skip counting), represents, compares and orders a wide range of whole numbers accurately * Consistently uses benchmarks and patterns effectively and efficiently * Consistently uses referents, subitizing, and estimation strategies effectively and efficiently * Consistently and independently makes connections among addition, subtraction and problem situations * Uses strategies (including mental math) efficiently and effectively * Consistently explains strategies and reasoning with clarity, precision and thoroughness * Few errors or omissions, and are minor | * **Routinely uses mathematical language correctly** * **Makes connections among concrete, pictorial and symbolic representations appropriately** * **Routinely selects and applies appropriate strategies to solve problems** * **Makes connections between and within the different strands of mathematics** * Routinely counts (including skip counting), represents, compares and orders whole numbers accurately * Routinely uses benchmarks and patterns effectively * Routinely uses referents, subitizing, and estimation strategies effectively * Makes connections among addition, subtraction and problem situations * Routinely uses strategies (including mental math) effectively * Routinely explains strategies and reasoning with clarity * Errors or omissions are minor | * **Inconsistently uses correct mathematical language** * **Sometimes makes connections among concrete, pictorial and symbolic representations appropriately** * **Sometimes selects and applies appropriate strategies to solve problems** * **Sometimes makes connections between and within the different strands of mathematics** * Sometimes counts (including skip counting), represents, compares and orders whole numbers accurately; may require pictorial or other representations * Occasionally uses benchmarks and patterns. * Occasionally uses referents, subitizing, and estimation strategies * Sometimes makes connections among addition, subtraction and problem situations * Sometimes uses strategies (including mental math) effectively * Sometimes explains strategies and reasoning, or explanations may be incomplete * Errors or omissions may include some major | * **Rarely uses correct mathematical language** * **Has difficulty making connections among concrete, pictorial and symbolic representations appropriately** * **Rarely selects or applies appropriate strategies to solve problems** * **Rarely makes connections between and within the different strands of mathematics** * Has difficulty counting (including skip counting), representing, comparing and ordering whole numbers, even with concrete or pictorial representations * Not able to use benchmarks and patterns * Rarely uses referents, subitizing, and estimation strategies. * Has difficulty making connections among addition, subtraction and problem situations * Has difficulty using strategies effectively * Has difficulty explaining strategies and reasoning * Errors or omissions are major |

**Patterns and Relations** **In bold** are expectations to be met in all strands

|  |  |  |  |
| --- | --- | --- | --- |
| **4 - Exceeding** | **3 - Meeting** | **2 - Approaching** | **1 - Working Below** |
| * **Fluently uses precise mathematical language correctly** * **Independently and consistently makes connections among concrete, pictorial and symbolic representations** * **Independently considers and applies alternative strategies to solve a range of complex and unfamiliar problems** * **Independently makes connections between and within the different strands of mathematics** * Consistently identifies, describes, extends, compares and creates a wide range of patterns * Makes connections among a wide range of representations of patterns (written/oral, pictorial, objects, sounds, actions) * Uses patterns to solve a wide range of problems * Consistently explains patterns and reasoning with clarity, precision, and thoroughness * Consistently represents and explains more complex examples of equality and inequality * Few errors or omissions, and are minor | * **Routinely uses mathematical language correctly** * **Makes connections among concrete, pictorial and symbolic representations** * **Routinely selects and applies appropriate strategies to solve problems** * **Makes connections between and within the different strands of mathematics** * Routinely identifies, describes, extends, compares and creates patterns * Makes connections among various representations of patterns (written/oral, pictorial, objects, sounds, actions) * Uses patterns to solve problems * Routinely explains patterns and reasoning with clarity * Routinely represents and explains equality and inequality * Errors or omissions are minor | * **Inconsistently uses correct mathematical language** * **Sometimes makes connections among concrete, pictorial and symbolic representations** * **Sometimes selects and applies appropriate strategies to solve problems** * **Sometimes makes connections between and within the different strands of mathematics** * Sometimes identifies, describes, extends, compares and creates patterns * Sometimes makes connections among various representations of patterns (written/oral, pictorial, objects, sounds, actions) * Sometimes uses patterns to solve problems * Sometimes explains patterns and reasoning * Sometimes or with prompting represents and explains equality and inequality * Errors or omissions may include some major | * **Rarely uses correct mathematical language** * **Has difficulty making connections among concrete, pictorial and symbolic representations** * **representations appropriately** * **Rarely selects or applies appropriate strategies to solve problems** * **Rarely makes connections between and within the different strands of mathematics** * Has difficulty identifying, describing, extending, comparing and creating patterns * Has difficulty making connections among various representations of patterns (written/oral, pictorial, objects, sounds, actions) * Not able to use patterns to solve problems * Has difficulty explaining patterns and reasoning * Has difficulty representing and explaining equality and inequality * Errors or omissions are major |

**Shape and Space** **In bold** are expectations to be met in all strands

|  |  |  |  |
| --- | --- | --- | --- |
| **4 - Exceeding** | **3 - Meeting** | **2 - Approaching** | **1 - Working Below** |
| * **Fluently uses precise mathematical language correctly** * **Independently and consistently makes connections between concrete and pictorial representations** * **Independently considers and applies alternative strategies to solve a range of complex and unfamiliar problems** * **Independently makes connections between and within the different strands of mathematics** * Consistently identifies and explains attributes of objects (length, height, mass/weight, volume/capacity and area) * Consistently compares and orders a wide range of objects using attributes * Consistently explains strategies and reasoning with clarity, precision, and thoroughness * Describes, replicates, compares and sorts a wide range of 3-D objects and 2-D shapes using attributes * Uses precise labels in diagrams * Few errors or omissions, and are minor | * **Routinely uses mathematical language correctly** * **Makes connections between concrete and pictorial representations** * **Routinely selects and applies appropriate strategies to solve problems** * **Makes connections between and within the different strands of mathematics** * Routinely identifies attributes of objects (length, height, mass/weight, volume/capacity and area) * Routinely compares and orders objects using attributes * Routinely explains strategies and reasoning with clarity * Describes, replicates, compares and sorts 3-D objects and 2-D shapes using attributes * Routinely uses appropriate labels in diagrams * Errors or omissions are minor | * **Inconsistently uses correct mathematical language** * **Sometimes makes connections between concrete and pictorial representations** * **Sometimes selects and applies appropriate strategies to solve problems** * **Sometimes makes connections between and within the different strands of mathematics** * Sometimes or with prompting identifies attributes of objects (length, height, mass/weight, volume/capacity and area) * Sometimes or with prompting compares and orders objects using attributes * Sometimes explains strategies and reasoning, or explanations may be incomplete * Sometimes or with prompting describes, replicates, compares and sorts 3-D objects and 2-D shapes using attributes * Sometimes uses appropriate labels in diagrams * Errors or omissions may include some major | * **Rarely uses correct mathematical language** * **Has difficulty making connections between concrete and pictorial representations** * **representations appropriately** * **Rarely selects or applies appropriate strategies to solve problems** * **Rarely makes connections between and within the different strands of mathematics** * Has difficulty identifying attributes of objects (length, height, mass/weight, volume/capacity and area) * Has difficulty comparing and ordering objects using attributes * Has difficulty explaining strategies and reasoning * Has difficulty describing, replicating, comparing and sorting 3-D objects and 2-D shapes using attributes * Rarely uses appropriate labels in diagrams * Errors or omissions are major |