**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
 |