**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 (forwards and backwards), counting is meaningful (see counting principles)
* Consistently represents, and compares a wide range of whole numbers accurately
* Consistently uses number relationships (including benchmarking to 5 and 10) and patterns effectively and efficiently
* Consistently uses subitizing strategies effectively
* Consistently explains strategies and reasoning with clarity
* 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 (forwards and backwards), counting is meaningful (see counting principles)
* Routinely represents, and compares whole numbers accurately
* Routinely uses number relationships (including benchmarking to 5 and 10) and patterns effectively
* Routinely uses subitizing
* 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 (forwards and backwards), counting may not be meaningful (see counting principles)
* Sometimes represents, and compares whole numbers accurately; may require pictorial or other representations
* Sometimes uses number relationships (including benchmarking to 5 and 10) and patterns
* Occasionally uses subitizing
* Sometimes explains strategies and reasoning, 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 (forwards and backwards), counting may not be meaningful (see counting principles)
* Has difficulty representing, and comparing whole numbers, even with concrete or pictorial representations
* Not able to use number relationships (including benchmarking to 5 and 10) and patterns
* Rarely uses subitizing
* Has difficulty explaining their 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, copies, 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
* 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, copies, 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
* 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, copies, 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
* 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, copying, 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
* 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 describes and directly compares a wide range of objects using attributes (including length/height, mass/weight and volume/capacity)
* Consistently describes, builds and sorts a wide range of 3-D objects using attributes
* Consistently makes predictions and explains reasoning clearly, with precision, and thoroughness
* 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 describes and directly compares objects using attributes (including length/height, mass/weight and volume/capacity)
* Routinely describes, builds and sorts 3-D objects using attributes
* Routinely makes predictions and explains reasoning clearly
* 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 describes and directly compares objects using attributes (including length/height, mass/weight and volume/capacity)
* Sometimes or with prompting describes, builds and sorts 3-D objects using attributes
* Sometimes makes predictions and explains reasoning clearly, or explanations may be incomplete
* 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 describing and directly comparing objects using attributes (including length/height, mass/weight and volume/capacity)
* Has difficulty describing, building, and sorting 3-D objects using attributes
* Has difficulty making predictions and explaining reasoning
* Errors or omissions are major
 |