**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

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| --- | --- | --- | --- |
| **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 |