

Rubrics:

The rubrics for the report card outcomes on the following pages are in the same order as the outcomes are listed on the report cards.

Please Note:

At a meeting held on February 23rd, 2005, the Division's Assessment & Evaluation Steering Committee made the following recommendation:

Combinations of numbers should not be used on the report cards (e.g. 1/2 - Meeting Outcomes/Developing Skills). Teachers should be able to use the rubrics to decide if a student is a 1, a 2, or a 3.

Grade 4 Reading Rubric

The references to the curriculum outcomes refer to the outcome numbers and page numbers found in the *Foundation for Implementation* documents.

<i>Reading Skills</i>				
<i>Curriculum Outcome - References</i>	<i>Outcome:</i>	<i>#1 – Is Meeting Grade 4 Outcomes</i>	<i>#2 – Developing Skills & Strategies</i>	<i>#3 – Not Meeting Grade 4 Outcomes</i>
1.1.1, pp.4.6-4.11 1.2.1, pp.4.30-4.33 2.1.1, pp.4.50-4.55 2.1.2, pp.4.56-4.65 2.1.4, pp.4.72-4.79 2.2.2, pp.4.98-4.103 2.2.3, pp.4.104-4.111 2.3.2, pp.4.120-4.131 3.1.1, pp.4.160-4.165 3.2.5, pp.4.216-4.223 5.1.2, pp.4.370-4.373 5.1.3, pp.4.374-4.379	<u>Independently reads and understands narrative text.</u> Note: If students are on an adapted program, the reading levels need to be communicated to the parents so the parents understand that the students are not reading grade 4 level texts.	Independently reads and answers <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>why</i> questions in grade 4 level texts.	Reads grade 4 level texts but needs assistance to answer some of the <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>why</i> questions.	Cannot read or answer the questions in a grade 4 level text without assistance.
1.1.1, pp.4.6-4.11 1.2.1, pp.4.30-4.33 2.1.1, pp.4.50-4.55 2.1.3, pp.4.66-4.71 2.2.2, pp.4.98-4.103 3.1.1, pp.4.160-4.165 3.2.4, pp.4.206-4.215 3.2.5, pp.4.216-4.223 5.1.2, pp.4.370-4.373 5.1.3, pp.4.374-4.379	Independently understands informational text.	Independently reads and understands information in grade 4 level texts using cues such as headings, pictures, etc.	Needs assistance to understand information in grade 4 level texts using cues such as headings, pictures, etc.	Does not understand informational grade 4 level texts and does not use headings, pictures, etc. for understanding.

2.1.2, pp.4.56-4.65 3.2.4, pp.4.206-4.215 3.3.4, pp.4.252-4.255 3.2.1, pp.4.188-4.193 3.2.5, pp.4.216-4.223 5.1.1, pp.4.364-4.369	Makes predictions, inferences and draws conclusions based on gathered information.	Consistently makes meaningful predictions, inferences and conclusions based on gathered information	Depending on the text and prior knowledge makes some predictions, inferences and draws conclusions based on gathered information.	Cannot make meaningful predictions, inferences, or draw conclusions without assistance
1.1.3, pp.4.16-4.19 2.3.3, pp.4.132-4.143 2.3.4, pp.4.144-4.149	Demonstrates a good understanding of vocabulary within text. Note: If students are on an adapted program, the reading levels need to be communicated to the parents so the parents understand that the students are not reading grade 4 level texts.	Student consistently demonstrates a good understanding of vocabulary within text by using vocabulary words from the texts in their written assignments and oral conversations.	Student understands vocabulary within specific texts or in isolation but does not use the vocabulary in written or oral communication.	Student shows little knowledge or evidence of understanding the vocabulary within texts; does not know the meaning of the word in isolation; or uses it inconsistently and does not apply vocabulary to written or oral communication.
2.1.4, pp.4.72-4.79 3.2.5, pp.4.216-4.223	Uses a variety of strategies to solve unknown words.	Independently and consistently uses a variety of strategies (syntactic, semantic, grapho-phonemic, dictionary) to solve unknown words.	With assistance is able to use a variety of strategies to solve unknown words.	Relies on only one strategy to solve unknown words. Student needs 1:1 assistance in order to use other strategies.
2.1.4, pp.4.72-4.79 2.2.3, pp.4.104-4.111 4.4.2, pp.4.348-4.351	Reads aloud fluently.	Fluent, phrased reading with a few word-by-word slow downs.	A mixture of word-by-word and fluent, phrased reading.	All word-by-word reading with some long pauses between words.
2.1.4, pp.4.72-4.79 2.2.3, pp.4.104-4.111 4.4.2, pp.4.348-4.351	Reads with expression.	Expressive interpretation is evident. Attends to punctuation and syntax.	Some evidence of attention to punctuation and syntax; some expressive interpretation is evident.	No expressive interpretation; little evidence of awareness of punctuation, some word groupings awkward.
2.1.2, pp.4.56-4.65 2.1.3, pp.4.66-4.71 2.1.4, pp.4.72-4.79	Self corrects when reading.	Makes meaningful self-corrections when reading. Few self-corrections are needed.	Does not consistently make meaningful self-corrections.	Does not self-correct.

1.1.5, pp.4.24-4.29 2.2.3, pp.4.104-4.111	Makes responsible reading choices (selects appropriate text, comes prepared to read, reads throughout the allotted time period, reads outside of school time, etc.)	Consistently selects appropriate text, comes prepared to read, reads throughout the allotted time period, reads outside of school time, etc.	Usually selects appropriate text, comes prepared to read, reads throughout the allotted time period, reads outside of school time, etc.	Seldom selects appropriate text, comes prepared to read, reads throughout the allotted time period, reads outside of school time, etc.
1.1.3, pp.4.16-4.19 1.1.4, pp.4.20-4.23 2.2.1, pp.4.80-4.97 2.3.1, pp.4.112-4.119 3.2.4, pp.4.206-4.215 3.2.2, pp.4.194-4.201 5.1.2, pp.4.370-4.373	Reads a variety of types of text (poems, non-fiction, etc.) from different sources (magazines, books, Internet, etc.)	Independently, the student has chosen to read at least 3 different types of texts from different sources.	Independently, the student has chosen to read 2 different types of text from different sources or reads a variety of texts from only one source.	Independently the student chooses to read only 1 type of text. (e.g. only reading fiction stories, only reading magazines) and/or the student reads from only one source.

Notes:

Grade 4 Writing Rubric

Curriculum Outcome - References	Outcome:	#1 – Is Meeting Grade 4 Outcomes	#2 – Developing Skills & Strategies	#3 – Having Difficulty
1.1.2, pp.4.12-4.15 3.2.1, pp.4.188-4.193 4.1.1, pp.4.260-4.267	Generates ideas on a given topic.	Independently and consistently generates ideas on a given topic.	With some assistance is able to generate ideas on a given topic.	Needs 1:1 assistance to generate ideas on a given topic.
1.2.3, pp.4.38-4.41 1.2.4, pp.4.42-4.46 3.1.4, pp.4.178-4.187 3.3.1, pp.4.224-4.233 3.3.2, pp.4.234-4.247 3.3.3, pp.4.248-4.251 4.1.2, pp.4.268-4.275 4.1.3, pp.4.276-4.281 4.2.2, pp.4.290-4.295 4.2.5, pp.4.308-4.313	Organizes information and ideas in a logical sequence.	Maintains topic focus with appropriately sequenced details. Independently writes in proper paragraph form, which includes indents, opening sentences, transition words, closing sentences.	Generally maintains topic focus but includes some irrelevant and/or inappropriately sequenced details. With some assistance writes in proper paragraph form using indents, opening sentences, transition words, closing sentences.	Does not maintain the topic focus or a logical sequence of ideas. Even with assistance does not include all the elements of a proper paragraph (e.g. indents, opening sentences, transition words, closing sentences.)
2.3.5, pp.4.150-4.155 4.2.2, pp.4.290-4.295	Writes stories with a beginning, middle, and end.	Written work consistently shows proper sequence of main ideas and supporting details.	Written work reflects proper sequence of ideas with some assistance.	Even with assistance, proper sequencing of ideas is not evident.
1.1.3, pp.4.16-4.19 4.2.1, pp.4.282-4.289 4.2.4, pp.4.300-4.307 5.2.3, pp.4.404-4.407	<u>Uses descriptive language to express ideas.</u>	Uses descriptive language (appropriate adjectives & adverbs) to enhance ideas	Some use of adjectives and adverbs is evident to enhance ideas.	Minimal or no use of adjectives and adverbs to enhance ideas.
4.3.2, pp.4.318-4.333	Knows and applies spelling strategies/patterns when editing and proofreading.	Consistently, independently, and correctly applies spelling strategies/patterns such as phonics, syllabication, structural analysis, etc.	Requires some assistance to apply spelling strategies/patterns such as phonics, syllabication, structural analysis, etc.	Requires assistance to apply spelling strategies/patterns such as phonics, syllabication, structural analysis, etc.
4.3.1, pp.4.314-4.317 4.2.4, pp.4.300-4.307	Demonstrates an ability to write complete sentences.	Independently and consistently the student is able to write complete simple and complex sentences.	Independently and consistently the student writes only simple sentences.	Independently the student is able to write only sentence fragments and/or run-on sentences.

4.2.4, pp.4.300-4.307 4.3.1, pp.4.314-4.317	Demonstrates an ability to use different types of sentences within writing assignments. (e.g. statements, questions, exclamations)	Independently and consistently the student usually uses different types of sentences within writing assignments. (e.g. statements, questions, exclamations)	Inconsistently uses more than one type of sentence within writing assignments.	In writing assignments, the student seldom uses more than one type of sentence.
4.3.2, pp.4.318-4.333 4.3.3, pp.4.334-4.337	Knows and uses basic capitalization and punctuation when editing and proofreading.	Consistently and correctly uses basic capitalization & punctuation (including commas in a series, question marks, and apostrophes).	Uses basic capitalization & punctuation but requires assistance with commas, question marks and apostrophes.	Inconsistently uses basic capitalization & punctuation. Even with assistance does not use commas, quotation marks and apostrophes.
1.1.2, pp.4.12-4.15 3.3.4, pp.4.252-4.255 4.2.1, pp.4.282-4.289 4.2.2, pp.4.290-4.295 5.2.4, pp.4.408-4.415	Makes revisions based on feedback from peers and teachers	Revisions enhance content (e.g. adding description, adding details, reorganizing ideas, changing sequence of events or ideas) as well as including spelling and grammar.	Student revisions are primarily spelling and grammar revisions.	Even with feedback, the student makes few, if any, changes to written work; revisions are limited to spelling corrections or simple syntactic changes.
4.2.3, pp.4.296-4.299	Writes legibly at an appropriate rate for the task.	Knows and uses cursive letter formation and connectives while writing legibly at an appropriate rate for the task.	Knows and uses proper cursive letter formation and connectives but does not write at an appropriate rate for the task; writes too quickly so work is not legible; writes too slowly	Does not know or does not consistently use proper cursive letter formation and connectives.

Notes:

Grade 4 Speaking Rubric

Curriculum Outcome - References	Outcome:	#1 – Is Meeting Grade 4 Outcomes	#2 – Developing Skills & Strategies	#3 – Having Difficulty
1.1.3, pp.4.16-4.19 1.1.5, pp.4.24-4.29 1.2.2, pp. 4.34-4.37 3.2.1, pp.4.188-4.193 4.1.2, pp.4.268-4.275 4.1.3, pp.4.276-4.281 4.2.1, pp.4.282-4.289 4.4.1, pp.4.338-4.347 5.1.1, pp.4.364-4.369 5.1.3, pp.4.374-4.379 5.1.4, pp.4.380-4.387 5.2.2, pp.4.396-4.403 5.2.3, pp.4.404-4.407	Is able to express ideas, feelings, and opinions clearly	Effectively expresses ideas, feelings and opinions using language appropriate to the situation.	Needs some assistance to express ideas, feelings, and opinions using language appropriate to the situation.	Does not effectively express ideas, feelings, and opinions using language appropriate to the situation (e.g. student uses same answer all the time, does not give details, is unable to put an answer into words).
4.4.2, pp.4.348-4.351 5.1.4, pp.4.380-4.387	Applies speaking skills (tone of voice, pace, volume, etc.)	Consistently applies appropriate tone of voice, pace, volume, etc.	Inconsistently applies appropriate tone of voice, pace, or volume, etc.	Does not apply appropriate tone of voice, pace, or volume, etc.
3.1.3, pp.4.172-4.177 4.4.3, pp.4.352-4.359 5.2.1, pp.4.388-4.395 5.2.2, pp.4.396-4.403 5.2.4, pp.4.408-4.415	Participates in discussions	Regularly takes an active appropriate role in discussions.	Needs specific prompts to participate in discussions.	Even with prompting does not participate in discussions.
1.1.3, pp.4.16-4.19 1.2.4, pp.4.42-4.46 3.1.2, pp.4.166-4.171 5.2.1, pp.4.388-4.395	Asks questions to clarify and extend understanding	During discussions consistently asks appropriate questions to clarify and extend understanding.	Depending on the topic and/or the situation, the student asks appropriate questions to clarify and extend meaning.	Regardless of the level of understanding, the student does not ask appropriate questions to clarify and extend understanding.

Notes:

Grade 4 Listening Rubric

Curriculum Outcome - References	Outcome:	#1 – Is Meeting Grade 4 Outcomes	#2 – Developing Skills & Strategies	#3 – Having Difficulty
1.1.2, pp.4.12-4.15 4.4.3, pp.4.352-4.359 5.2.1, pp.4.388-4.395 5.2.2, pp.4.396-4.403 5.2.3, pp.4.404-4.407	Uses active listening skills (eye contact, takes turn, sits attentively, etc.)	Consistently uses active listening skills when considering others’ ideas and opinions and responds appropriately.	At times is unaware of what is being discussed in the classroom or at times does not respond appropriately.	Needs consistent reminders to be an active listener or does not respond appropriately.
4.4.3, pp.4.352-4.359	Follows oral directions	Consistently listens, understands, and follows through on oral directions.	Usually listens, understands, and follows through on oral directions; needs some assistance to follow oral directions (e.g. list on board/desk/agenda).	Seldom listens, understands, and follows through on oral directions; needs step-by-step individual repetition of directions.

Notes:

Grade 4 Viewing Rubric

<i>Curriculum Outcome - References</i>	<i>Outcome:</i>	<i>#1 – Is Meeting Grade 4 Outcomes</i>	<i>#2 – Developing Skills & Strategies</i>	<i>#3 – Having Difficulty</i>
1.1.3, pp.4.16-4.19 3.2.2, pp.4.194-4.201 3.2.3, pp.4.202-4.205 4.1.3, pp.4.276-4.281 4.4.3, pp.4.352-4.359 5.1.2, pp.4.370-4.373 5.1.3, pp.4.374-4.379 5.2.3, pp.4.404-4.407 D.I. Manual of Portage la Prairie school Division – Grade 4 section	Uses viewing skills to gather meaningful information from a variety of media such as video, Internet, posters, etc.	Consistently and independently is able to gather and understand information from a variety of media.	Needs some assistance to gather and understand information from a variety of media.	Needs 1:1 assistance to be able to gather and understand information from a variety of media.

Grade 4 Representing Rubric

<i>Curriculum Outcome - References</i>	<i>Outcome:</i>	<i>#1 – Is Meeting Grade 4 Outcomes</i>	<i>#2 – Developing Skills & Strategies</i>	<i>#3 – Having Difficulty</i>
1.1.3, pp.4.16-4.19 1.2.3, pp.4.38-4.41 4.1.2, pp.4.268-4.275 4.2.1, pp.4.282-4.289 4.2.2, pp.4.290-4.295 4.2.5, pp.4.308-4.313 4.4.1, pp.4.338-4.347 4.4.2, pp.4.348-4.351 5.1.1, pp.4.364-4.369 5.1.2, pp.4.370-4.373 5.1.3, pp.4.374-4.379	Communicates ideas in a variety of ways.	Following classroom instruction and guidelines independently is able to arrange ideas and information in a variety of ways, e.g. collages, graphic organizers, sketches, story maps, etc.	Following classroom instruction and guidelines needs some assistance to be able to arrange ideas and information in a variety of ways, e.g. collages, graphic organizers, sketches, story maps, etc.	Following classroom instruction and guidelines needs 1:1 instruction in order to arrange ideas and information in a variety of ways, e.g. collages, graphic organizers, sketches, story maps, etc.

Notes:

Grade 4 Numeracy Rubric:

<i>Curriculum Outcome References</i>	<i>Outcome</i>	<i>#1 – Is Meeting grade 4 Outcomes</i>	<i>#2 – Developing Skills and Strategies</i>	<i>#3 – Having Difficulty</i>
Mathematical Processes:				
Note: Please also see the attachment <i>Mental Math Strategies</i>	Makes effective use of a variety of mental math strategies	Student can use a variety of mental math strategies; can choose an appropriate strategy; can explain the strategy; and can correctly solve the problem.	Student relies on a limited number of strategies and may or may not get the correct answer. The student may or may not be able to explain how they got the correct answer.	Even with assistance and a breakdown of steps needed to solve the problem, the student is unable to apply any type of mental math strategy.
Reference Lillian B.	Uses a variety of strategies to solve problems.	Demonstrates a general understanding of the problem and can select an effective strategy ; shows computation, draws and labels diagram, etc.; solves the problem and gets the correct answer. (Note: If the student consistently shows the correct problem-solving strategies but makes occasional computation errors, the student is still a #1.)	Demonstrates a partial understanding of the problem and strategies; may require assistance to select an effective strategy ; elements of the concepts and strategies are missing.	Demonstrates a lack of skills necessary to reach solution; demonstrates a lack of understanding of the problem and required strategies; misinterprets problem or directions or both; draws incorrect diagram or makes incorrect computation; no attempt to find a solution.
Number Sense:				
	Understands, compares and orders numbers to 10 000	Independently and consistently represents, compares and orders numbers pictorially and symbolically; understands place value	Needs some assistance to represent, compare and order numbers pictorially and symbolically and to understand place value	Needs on-going assistance and/or manipulatives to represent, compare and order numbers and to understand place value

Note: <i>Answers to 10 000.</i>	Uses a variety of strategies to add 3- and 4- digit numbers	Uses more than one strategy to add numbers.	Adds only in one way and gets the correct answer.	Unable to add numbers to 10 000. Cannot determine the correct answer.
	Uses a variety of strategies to subtract 3- and 4- digit numbers	Uses more than one strategy to subtract numbers.	Subtract only in one way and gets the correct answer.	Unable to subtract numbers to 10 000. Cannot determine the correct answer.
	Describes and applies thinking strategies to solve addition facts to 20.	Can apply and describe thinking strategies (using doubles, making 10, using the commutative property, using the property of 0) to correctly answer addition facts to 20.	Student can correctly answer addition facts to 20 but cannot describe thinking strategies (using doubles, making 10, using the commutative property, using the property of 0) or only relies on memory.	Recalls addition facts with <75% accuracy and cannot describe any thinking strategies.
	Describes and applies thinking strategies to solve subtraction facts to 20.	Can apply and describe thinking strategies (using doubles, making 10, using the commutative property, using the property of 0) to correctly answer subtraction facts to 20.	Student can correctly answer subtraction facts to 20 but cannot describe thinking strategies (using doubles, making 10, using the commutative property, using the property of 0) or only relies on memory.	Recalls subtraction facts with <75% accuracy and cannot describe any thinking strategies.

	<p>Describes and applies thinking strategies to solve multiplication facts to 100.</p>	<p>Can apply and describe thinking strategies such as skip counting form a known fact, using doubling or halving, using doubling or halving and adding or subtracting one group, using patterns in the 9s facts, and using repeated doubling to determine basic multiplication facts to 10x10</p>	<p>Student can correctly answer multiplication facts to 10x10 but cannot apply and describe thinking strategies such as skip counting form a known fact, using doubling or halving, using doubling or halving and adding or subtracting one group, using patterns in the 9s facts, and using repeated doubling to determine basic multiplication facts to 10x10</p>	<p>Recalls multiplication facts with less than 60% accuracy.</p>
	<p>Describes and applies thinking strategies to solve division facts to 100.</p>	<p>Can apply and describe thinking strategies such as skip counting form a known fact, using doubling or halving, using doubling or halving and adding or subtracting one group, using patterns in the 9s facts, and using repeated doubling to determine basic division facts</p>	<p>Student can correctly answer division facts but cannot apply and describe thinking strategies such as skip counting form a known fact, using doubling or halving, using doubling or halving and adding or subtracting one group, using patterns in the 9s facts, and using repeated doubling to determine basic division facts.</p>	<p>Recalls division facts with less than 60% accuracy.</p>

<p>Note: Include the teaching of multiplying by 0 and by 1.</p>	<p>Uses a variety of strategies to multiply numbers (up to 3-digit by 1-digit).</p>	<p>Consistently is able to show and explain the process of multiplication for 3-digit by 1-digit numbers and to reasonably estimate and obtain the correct answer.</p>	<p>With assistance students are able to show and explain the process of multiplication for 3-digit by 1-digit numbers and to reasonably estimate and obtain the correct answer.</p>	<p>Even with assistance students are unable to show and explain the process of multiplication for 3-digit by 1-digit numbers and to reasonably estimate and obtain the correct answer.</p>
<p>Note: Include the teaching of dividing by 0 and by 1.</p>	<p>Uses a variety of strategies to divide numbers (up to 2-digit by 1-digit).</p>	<p>Consistently is able to show and explain the process of division for 2-digit by 1-digit numbers and to reasonably estimate and obtain the correct answer.</p>	<p>With assistance students are able to show and explain the process of division for 2-digit by 1-digit numbers and to reasonably estimate and obtain the correct answer.</p>	<p>Even with assistance students are unable to show and explain the process of division for 2-digit by 1-digit numbers and to reasonably estimate and obtain the correct answer.</p>
<p>Note: Teach fractions at least to hundredths in order to make connections to decimals.</p>	<p>Understands, compares, and orders fractions to 1 whole.</p>	<p>Student is able to use concrete and pictorial representations to:</p> <ul style="list-style-type: none"> - name and record - compare and order fractions. - Provide examples where fractions are used - Explain that the amount of the fraction is dependent on the size of the whole 	<p>Student is able to use concrete and pictorial representations to:</p> <ul style="list-style-type: none"> - Name and record fractions <p>But cannot compare and order fractions And may or may not be able to:</p> <ul style="list-style-type: none"> - Provide examples where fractions are used - Explain that the amount of the fraction is dependent on the size of the whole 	<p>Needs assistance to name and record fractions and is unable to:</p> <ul style="list-style-type: none"> - compare and order fractions. - Provide examples where fractions are used - Explain that the amount of the fraction is dependent on the size of the whole

	Describes and represents decimals (tenths and hundredths)	Independently and consistently can describe and represent decimals to tenths and hundredths.	Needs some assistance to describe and represent decimals to tenths and hundredths.	Even with assistance cannot describe and represent decimals to tenths and hundredths.
Note: Decimals are another way of writing fractions.	Connects decimals to proper fractions (tenths and hundredths).	Students can write tenths or hundredths as all of: a decimal, a fraction, and a pictorial representation.	Student can write the fraction and the pictorial representation but not the decimal or confuses tenths with hundredths (e.g. $\frac{8}{100}$ written as $\frac{8}{10}$)	Cannot connect a fraction or a decimal to a picture; has difficulty understanding fractions and decimals are parts of a whole; combines fractions and decimals, e.g. $\frac{.80}{100}$
Note: Decimals are used to indicate units position.	Demonstrates an understanding of addition and subtraction of decimals (tenths and hundredths)	Uses a variety of strategies to add and subtract decimal numbers to obtain the correct answer or make a reasonable estimate.	Uses only one strategy and/or makes occasional place value errors; usually obtains the correct answer and is unable to make reasonable estimates to check answers.	Unable to add and subtract decimal numbers.
Patterns and Relations:				
Note: "Reproduce" means a student is able to read a chart/table and is then able to create a pattern based on the pattern found in the chart.	Describes patterns and uses them to explain mathematical relationships	Using charts and tables the student is able to: <ul style="list-style-type: none"> - Identify and describe patterns - Reproduce patterns - Identify and explain mathematical relationships 	Using charts and tables the student is able to identify and describe patterns but will make some mistakes in reproducing patterns and will not be able to identify and explain mathematical relationships.	Using charts and tables the student is unable to: <ul style="list-style-type: none"> - Identify and describe patterns - Reproduce patterns - Identify and explain mathematical relationships

	Solves equations with a symbol representing an unknown (e.g. $28 \div \text{☺} = 4$)	Independently and consistently can correctly solve an equation with a symbol representing an unknown.	Needs some assistance to correctly solve an equation with a symbol representing an unknown.	Even with assistance the student is unable to correctly solve an equation with a symbol representing an unknown.
Shape and Space:				
Note: - Teach time to the nearest minute. - Talk in terms of fractions (e.g. quarter to; half-past)	Reads and records time using digital and analog clocks, including 24 hour clocks.	<ul style="list-style-type: none"> - Reads and writes time to the nearest minute on both analog and digital clocks - Can read and write time to the nearest minute using 24 hour clocks. - Recognizes amount of time both before and after the hour 	<ul style="list-style-type: none"> - Reads and writes time to the nearest minute on both analog and digital clocks - Student cannot read and write time to the nearest minute using 24 hour clocks. - Student cannot recognize amount of time both before and after the hour 	Student can read digital clocks but cannot read analog clocks. Does not understand what digital time means.
	Reads and records calendar dates in a variety of ways (e.g. yyyy/mm/dd; May 12, 2007; etc.)	Independently and consistently is able to accurately read and record calendar dates in a variety of ways.	Student can read and record calendar dates in two ways but makes errors using other formats.	With assistance the student is able to read and write the calendar date in one format.

	Demonstrates an understanding of area of 2D shapes.	Can accurately calculate the area of a 2D shape using square units.	Has difficulty understanding the concept of area. Can calculate the area of rectangular shape but is unable to calculate the area of irregular shapes.	Cannot calculate the area of a rectangle or other 2D shapes. Does not recognize the use of square units refers to the area of a shape.
	Describes and constructs rectangular and triangular prisms.	Student can recognize, describe and construct rectangular and triangular prisms and can identify and draw a net for each of these prisms.	Can recognize, construct, and describe rectangular and triangular prisms but is unable to identify the 3D solid from the net	Student may be able to recognize but is unable to describe or construct rectangular and triangular prisms
	Demonstrates an understanding of line symmetry of 2D shapes.	Student is able to draw one or more lines of symmetry in a 2-D shape, is able to complete or draw a symmetrical figure, and is able to explain why it is symmetrical.	Student can recognize that a shape has symmetry but cannot complete a symmetrical figure and cannot explain why a figure is symmetrical.	Student cannot recognize lines of symmetry; is unable to complete a symmetrical picture; cannot explain why a picture is symmetrical.
Statistics and Probability:				
	Demonstrates an understanding of many to one correspondence (e.g. ☺=5 people, ☺☺=10 people)	While creating bar graphs and pictographs the student is able to use many-to-one correspondence. While reading bar graphs and pictographs the student is able to interpret many-to-one correspondence.	Student can read many-to-one correspondence but is unable to create their own many-to-one correspondence without some assistance.	Student cannot read or create many-to-one correspondence without on-going assistance.

