

Operations and Algebraic Thinking

Indicator: Knows multiplication and division facts fluently				
Performance Level	1	2	3	4
Trimester 1	<p>Recalls from memory, with automaticity, few:</p> <ul style="list-style-type: none"> • Multiplication and division facts within 144 (fewer than 13 problems/ 1 minute) 	<p>Recalls from memory, with automaticity:</p> <ul style="list-style-type: none"> • Multiplication and division facts within 144 (13-16 problems/ 1 minute) 	<p>Consistently able to recall from memory, with automaticity:</p> <ul style="list-style-type: none"> • Multiplication and division facts within 144 (17-20 problems/ 1 minute) 	<p>Consistently, accurately and independently able to recall from memory, with automaticity:</p> <ul style="list-style-type: none"> • All multiplication and division facts within 144 (>20 problems/ 1 minute)
Trimester 2	<p>Recalls from memory, with automaticity, few:</p> <ul style="list-style-type: none"> • Multiplication and division facts within 144 (fewer than 13 problems/ 1 minute) 	<p>Recalls from memory, with automaticity:</p> <ul style="list-style-type: none"> • Multiplication and division facts within 144 (13-16 problems/ 1 minute) 	<p>Consistently able to recall from memory, with automaticity:</p> <ul style="list-style-type: none"> • Multiplication and division facts within 144(17-20 problems/ 1 minute) 	<p>Consistently, accurately and independently able to recall from memory, with automaticity:</p> <ul style="list-style-type: none"> • All multiplication and division facts within 144 (>20 problems/ 1 minute)
Trimester 3	<p>Recalls from memory, with automaticity, few:</p> <ul style="list-style-type: none"> • Multiplication and division facts within 144 (fewer than 13 problems/ 1 minute) 	<p>Recalls from memory, with automaticity:</p> <ul style="list-style-type: none"> • Multiplication and division facts within 144 (13-16 problems/ 1 minute) 	<p>Consistently able to recall from memory, with automaticity:</p> <ul style="list-style-type: none"> • Multiplication and division facts within 144 (17-20 problems/ 1 minute) 	<p>Consistently, accurately and independently able to recall from memory, with automaticity:</p> <ul style="list-style-type: none"> • All multiplication and division facts within 144 (>20 problems/ 1 minute)

Indicator: Understands numerical expressions and patterns*				
Standard: 5.OA.1, 5.OA.2, 5.OA.3				
Performance Level	1	2	3	4
Trimester 1	Unable to: <ul style="list-style-type: none"> Apply the order of operations Evaluate expressions with parentheses (), brackets [] and braces { } Write an expression to express a calculation 	Requires teacher prompting and support to: <ul style="list-style-type: none"> Apply the order of operations Evaluate expressions with parentheses (), brackets [] and braces { } Write an expression to express a calculation 	Independently able to: <ul style="list-style-type: none"> Apply the order of operations Evaluate expressions with parentheses (), brackets [] and braces { } Write an expression to express a calculation 	Consistently, accurately and independently meets the criteria for a 3 and is able to: <ul style="list-style-type: none"> Evaluate equations with a variable Interpret errors and explain how to solve a problem correctly
Trimester 2				
Trimester 3	Unable to: <ul style="list-style-type: none"> Apply the order of operations Evaluate expressions with parentheses (), brackets [] and braces { } Write an expression to express a calculation Analyze numerical expressions and patterns Form ordered pairs given two rules 	Requires teacher prompting and support to: <ul style="list-style-type: none"> Apply the order of operations Evaluate expressions with parentheses (), brackets [] and braces { } Write an expression to express a calculation Analyze numerical expressions and patterns Form ordered pairs given two rules Graph the ordered pairs on a coordinate plane 	Independently able to: <ul style="list-style-type: none"> Apply the order of operations Evaluate expressions with parentheses (), brackets [] and braces { } Write an expression to express a calculation Analyze numerical expressions and patterns Form ordered pairs given two rules Graph the ordered pairs on a coordinate plane 	Consistently, accurately and independently meets the criteria for a 3 and is able to: <ul style="list-style-type: none"> Evaluate equations with a variable Interpret errors and explain how to solve a problem correctly

	<ul style="list-style-type: none"> Graph the ordered pairs on a coordinate plane 			
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*Will be included in '16-'17

Indicator: Interprets and solves word problems				
Standard: 5.NF.6, 5.NF.7, 5.NF.7a, 5.NF.7b, 5.NF.7c				
Performance Level	1	2	3	4
Trimester 1	Unable to <ul style="list-style-type: none"> Interpret a two-step word problem involving whole numbers Accurately and efficiently solve the problems in all four operations 	Requires teacher prompting and support to: <ul style="list-style-type: none"> Interpret a two-step word problem involving whole numbers Accurately and efficiently solve the problems in all four operations 	Independently able to: <ul style="list-style-type: none"> Interpret a two-step word problem involving whole numbers Accurately and efficiently solves the problems in all four operations 	Consistently, accurately and independently meets the criteria for a 3 and is able to: <ul style="list-style-type: none"> Justify the reasonableness of a response using words, models, and equations, etc.
Trimester 2	Unable to: <ul style="list-style-type: none"> Interpret a two-step word problem involving whole numbers and fractions Accurately and efficiently solve the problems in all four operations 	Requires teacher prompting and support to: <ul style="list-style-type: none"> Interpret a two-step word problem involving whole numbers and fractions Accurately and efficiently solve the problems in all four operations 	Independently able to: <ul style="list-style-type: none"> Interpret a two-step word problem involving whole numbers and fractions Accurately and efficiently solves the problems in all four operations 	Consistently, accurately and independently meets the criteria for a 3 and is able to: <ul style="list-style-type: none"> Justify the reasonableness of a response using words, models, and equations, etc.

<p>Trimester 3</p>	<p>Unable to:</p> <ul style="list-style-type: none"> ● Interpret a two-step word problem involving whole numbers, decimals, fractions ● Accurately and efficiently solve the problems in all four operations ● Solve problems involving volume and metric conversions 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> ● Interpret a two-step word problem involving whole numbers, decimals, fractions ● Accurately and efficiently solve the problems in all four operations ● Solve problems involving volume and metric conversions 	<p>Independently able to:</p> <ul style="list-style-type: none"> ● Interpret a two-step word problem involving whole numbers, decimals, fractions ● Accurately and efficiently solves the problems in all four operations ● Solve problems involving volume and metric conversions 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> ● Justify the reasonableness of a response using words, models, and equations, etc.
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Numbers and Operations in Base 10

<p>Indicator: Demonstrates understanding of place value</p>				
<p>Standard: 5.NBT.1, 5.NBT.2, 5.NBT.3, 5.NBT.3a, 5.NBT.3b, 5.NBT.4</p>				
<p>Performance Level</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p>Trimester 1</p>	<p>Unable to:</p> <ul style="list-style-type: none"> ● Use place value understanding to round, estimate and compare whole numbers up to 1,000,000 ● Multiply and divide by 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> ● Use place value understanding to round, estimate and compare whole numbers up to 1,000,000 	<p>Independently able to:</p> <ul style="list-style-type: none"> ● Use place value understanding to round, estimate and compare whole numbers up to 1,000,000 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> ● Extend to include numbers beyond 1,000,000 and greater powers of ten ● Explain and justify the rules of multiplying and dividing by powers of ten

	powers of ten (10, 100, 1,000).	<ul style="list-style-type: none"> • Multiply and divide by powers of ten (10, 100, 1,000). 	<ul style="list-style-type: none"> • Multiply and divide by powers of ten (10, 100, 1,000). 	
Trimester 2	<p>Unable to:</p> <ul style="list-style-type: none"> • Use place value understanding to round, estimate and compare whole numbers up to 1,000,000 and decimals to the thousandths place • Multiply and divide by powers of ten (10, 100, 1,000) • Understand that in a multi-digit number the digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Use place value understanding to round, estimate and compare whole numbers up to 1,000,000 and decimals to the thousandths place • Multiply and divide by powers of ten (10, 100, 1,000) • Understand that in a multi-digit number the digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left 	<p>Independently able to:</p> <ul style="list-style-type: none"> • Use place value understanding to round, estimate and compare whole numbers up to 1,000,000 and decimals to the thousandths place • Multiply and divide by powers of ten (10, 100, 1,000) • Understand that in a multi-digit number the digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> • Extend to include numbers beyond 1,000,000 and greater powers of ten • Justify the rules of multiplying and dividing by powers of ten
Trimester 3	<p>Unable to:</p> <ul style="list-style-type: none"> • Use place value understanding to round, estimate and compare whole numbers up to 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Use place value understanding to round, estimate and compare whole 	<p>Independently able to:</p> <ul style="list-style-type: none"> • Use place value understanding to round, estimate and compare whole 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> • Extend to include numbers beyond 1,000,000 and greater powers of ten • Explain and justify the rules of

	<p>1,000,000 and decimals to the thousandths place</p> <ul style="list-style-type: none">• Multiply and divide whole numbers and decimals by powers of ten (10, 100, 1,000).• Understand that in a multi-digit number the digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left	<p>numbers up to 1,000,000 and decimals to the thousandths place</p> <ul style="list-style-type: none">• Multiply and divide whole numbers and decimals by powers of ten (10, 100, 1,000).• Understand that in a multi-digit number the digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left	<p>numbers up to 1,000,000 and decimals to the thousandths place</p> <ul style="list-style-type: none">• Multiply and divide whole numbers and decimals by powers of ten (10, 100, 1,000).• Understand that in a multi-digit number the digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left	<p>multiplying and dividing by powers of ten</p>
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Indicator: Performs operations with multi-digit numbers				
Standard: 5.NBT.5, 5.NBT.6, 5.NBT.7				
Performance Level	1	2	3	4
Trimester 1	<p>Unable to solve multi-digit problems involving:</p> <ul style="list-style-type: none"> • Addition and subtraction up to 1,000,000 • Multiplication up to three-digit by two-digit numbers • Division of four-digit dividends by two-digit divisors • Multiplication and division using the standard algorithm 	<p>Requires teacher prompting and support to solve multi-digit problems involving:</p> <ul style="list-style-type: none"> • Addition and subtraction up to 1,000,000 • Multiplication up to three-digit by two-digit numbers • Division of four-digit dividends by two-digit divisors • Multiplication and division using the standard algorithm <p>Student may be able to independently perform operations on smaller numbers beyond basic facts.</p>	<p>Independently able to solve problems with multi-digit whole numbers involving:</p> <ul style="list-style-type: none"> • Addition and subtraction up to 1,000,000 • Multiplication of up to three-digit by two-digit numbers • Division of four-digit dividends by two-digit divisors • Multiplication and division using the standard algorithm 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> • Extend to include larger numbers • Use multiple strategies to solve problems • Justify the reasonableness of an answer using words, models, and equations, etc.
Trimester 2	<p>Unable to solve multi-digit problems involving:</p> <ul style="list-style-type: none"> • Addition and subtraction up to 	<p>Requires teacher prompting and support to solve multi-digit problems involving:</p> <ul style="list-style-type: none"> • Addition and subtraction up to 	<p>Independently able to solve problems with multi-digit numbers involving:</p> <ul style="list-style-type: none"> • Addition and subtraction up to 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> • Extend to include larger numbers • Use multiple strategies to solve problems

	<p>1,000,000 with whole numbers and decimals to the hundredths place</p> <ul style="list-style-type: none"> • Multiplication of up to three-digit by two-digit numbers • Division of four-digit dividends by two-digit divisors • Multiplication and division using the standard algorithm 	<p>1,000,000 with whole numbers and decimals to the hundredths place</p> <ul style="list-style-type: none"> • Multiplication of up to three-digit by two-digit numbers • Division of four-digit dividends by two-digit divisors • Multiplication and division using the standard algorithm <p>Student may be able to independently perform operations on multi-digit whole numbers.</p>	<p>1,000,000 with whole numbers and decimals to the hundredths place</p> <ul style="list-style-type: none"> • Multiplication of up to three-digit by two-digit numbers • Division of four-digit dividends by two-digit divisors • Multiplication and division using the standard algorithm 	<ul style="list-style-type: none"> • Justify the reasonableness of an answer using words, models, and equations, etc.
Trimester 3	<p>Unable to: solve problems with multi-digit whole numbers and decimals to the hundredths place involving:</p> <ul style="list-style-type: none"> • Addition and subtraction up to 1,000,000 • Multiplication of up to three-digit by two-digit numbers 	<p>Requires teacher prompting and support to solve problems with multi-digit whole numbers and decimals to the hundredths place involving:</p> <ul style="list-style-type: none"> • Addition and subtraction up to 1,000,000 • Multiplication of up to three-digit by two-digit numbers 	<p>Independently able to solve problems with multi-digit whole numbers and decimals to the hundredths place involving:</p> <ul style="list-style-type: none"> • Addition and subtraction up to 1,000,000 • Multiplication of up to three-digit by two-digit numbers 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> • Extend to include larger numbers • Use multiple strategies to solve problems • Justify the reasonableness of an answer using words, models, and equations, etc.

	<ul style="list-style-type: none">• Division of four-digit dividends by two-digit divisors• Multiplication and division using the standard algorithm	<ul style="list-style-type: none">• Division of four-digit dividends by two-digit divisors• Multiplication and division using the standard algorithm <p>Student may be able to independently perform operations on whole numbers.</p>	<ul style="list-style-type: none">• Division of four-digit dividends by two-digit divisors• Multiplication and division using the standard algorithm	
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Number Sense and Operations-Fractions

Indicator: Solves problems involving operations with fractions				
Standard: 5.NF.1, 5.NF.2, 5.NF.3, 5.NF.4, 5.NF.4a, 5.NF.4b, 5.NF.5				
Performance Level	1	2	3	4
Trimester 1	<p>Unable to add and subtract fractions and mixed numbers with like and unlike denominators by using one of the following:</p> <ul style="list-style-type: none"> • Finding equivalent fractions • Using visual fraction models (area models, number lines, etc.) • Standard algorithm 	<p>Requires teacher prompting and support to add and subtract fractions and mixed numbers with unlike denominators by using one of the following:</p> <ul style="list-style-type: none"> • Finding equivalent fractions • Using visual fraction models (area models, number lines, etc.) • Standard algorithm <p>Is able to add and subtract fractions with like denominators.</p>	<p>Independently able to add and subtract fractions and mixed numbers with like and unlike denominators by using one of the following:</p> <ul style="list-style-type: none"> • Finding equivalent fractions • Using visual fraction models (area models, number lines, etc.) • Standard algorithm 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding with all three methods
Trimester 2	<p>Unable to add and subtract fractions and mixed numbers with like and unlike denominators by using one of the following:</p> <ul style="list-style-type: none"> • Finding equivalent fractions • Using visual fraction models (area models, 	<p>Requires teacher prompting and support to add and subtract fractions and mixed numbers with unlike denominators by using one of the following:</p> <ul style="list-style-type: none"> • Finding equivalent fractions • Using visual fraction models (area models, 	<p>Independently able to add, subtract and multiply fractions and mixed numbers with like and unlike denominators by using one of the following:</p> <ul style="list-style-type: none"> • Finding equivalent fractions • Using visual fraction models (area models, 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding with all three methods

	<p>number lines, etc.)</p> <ul style="list-style-type: none"> ● Standard algorithm 	<p>number lines, etc.)</p> <ul style="list-style-type: none"> ● Standard algorithm <p>Is able to add and subtract fractions with like denominators.</p>	<p>number lines, etc.)</p> <ul style="list-style-type: none"> ● Standard algorithm 	
Trimester 3	<p>Unable to add and subtract fractions and mixed numbers with like and unlike denominators by using one of the following:</p> <ul style="list-style-type: none"> ● Finding equivalent fractions ● Using visual fraction models (area models, number lines, etc.) ● Standard algorithm 	<p>Requires teacher prompting and support to add and subtract fractions and mixed numbers with unlike denominators by using one of the following:</p> <ul style="list-style-type: none"> ● Finding equivalent fractions ● Using visual fraction models (area models, number lines, etc.) ● Standard algorithm <p>Is able to add and subtract fractions with like denominators.</p>	<p>Independently able to add, subtract, multiply and divide fractions and mixed numbers with like and unlike denominators by using one of the following:</p> <ul style="list-style-type: none"> ● Finding equivalent fractions ● Using visual fraction models (area models, number lines, etc.) ● Standard algorithm 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> ● Demonstrate understanding with all three methods

Measurement and Data

Indicator: Solves problems involving the conversion of standard and metric units				
Standard: 5.MD.1				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	Unable to: <ul style="list-style-type: none"> Convert units within a given system Apply conversions to real world application problems 	Requires teacher prompting and support to <ul style="list-style-type: none"> Convert units within a given system Apply conversions to real world application problems 	Independently able to: <ul style="list-style-type: none"> Convert units within a given system Apply conversions to real world application problems 	Consistently, accurately and independently meets the criteria for a 3 and is able to: <ul style="list-style-type: none"> Accurately convert units between two given measurement systems Demonstrate multiple equivalences among conversions Create real world application problems and apply these conversions accurately to the problems

Indicator: Organizes, represents and interprets data				
Standard: 5.MD.2, 5.G.1, 5.G.2				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	Unable to: <ul style="list-style-type: none"> Represent measurement data on a line plot with unit fraction intervals Use the data 	Requires teacher prompting and support to: <ul style="list-style-type: none"> Represent measurement data on a line plot with unit 	Independently able to: <ul style="list-style-type: none"> Represent measurement data on a line plot with unit fraction intervals Use the data 	Consistently, accurately and independently meets the criteria for a 3 and is able to: <ul style="list-style-type: none"> Apply the standard to line plots where the scale is a combination of fractions, decimals and whole

	presented on the line plot to solve problems involving operations	fraction intervals <ul style="list-style-type: none"> Use the data presented on the line plot to solve problems involving operations 	presented on the line plot to solve problems involving operations	numbers requiring conversion to a standard scale before problems can be solved
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Indicator: Demonstrates understanding of volume				
Standard: 5.MD.3, 5.MD.3a, 5.MD.3b, 5.MD.4, 5.MD.5, 5.MD.5a, 5.MD.5b, 5.MD.5c				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	Unable to: <ul style="list-style-type: none"> Solve problems involving volume of standard and composite shapes Use models and equations to represent the problem 	Requires teacher prompting and support to: <ul style="list-style-type: none"> Solve problems involving volume of standard and composite shapes Use models and equations to represent the problem 	Independently able to: <ul style="list-style-type: none"> Solve problems involving volume of standard and composite shapes Use models and equations to represent the problem 	Consistently, accurately and independently meets the criteria for a 3 and is able to: <ul style="list-style-type: none"> When given the volume of a rectangular prism, find multiple dimension combinations using knowledge of factors and multiples

Geometry

Indicator: Demonstrates understanding of two-dimensional shapes				
Standard: 5.G.3, 5.G.4				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	Unable to: <ul style="list-style-type: none"> Describe the attributes of two-dimensional figures using proper mathematical vocabulary Classify and sort two-dimensional figures in a hierarchy by their attributes 	Requires teacher prompting and support to: <ul style="list-style-type: none"> Describe the attributes of two-dimensional figures using proper mathematical vocabulary Classify and sort two-dimensional figures in a hierarchy by their attributes 	Independently able to: <ul style="list-style-type: none"> Describe the attributes of two-dimensional figures using proper mathematical vocabulary Classify and sort two-dimensional figures in a hierarchy by their attributes 	Consistently, accurately and independently meets the criteria for a 3 and is able to: <ul style="list-style-type: none"> Recognize two-dimensional figures in three-dimensional shapes Use these relationships to draw nets

Mathematical Practices

Makes sense of problems and perseveres in solving them				
Performance Level	1	2	3	4
Trimester 1	Unable to explain the problem or make a plan to solve the problem.	Requires teacher prompting and support to: <ul style="list-style-type: none"> Explain the problem Make a plan persevere with several 	Independently able to: <ul style="list-style-type: none"> Explain the problem Make a plan persevere with 	Consistently, accurately and independently meets the criteria for a 3 and is able to evaluate response: <ul style="list-style-type: none"> What worked/didn't work? Why?

		<p>approaches</p> <ul style="list-style-type: none"> ● Change plan if necessary ● Check answer for reasonableness 	<p>several approaches</p> <ul style="list-style-type: none"> ● Change plan if necessary ● Check answer for reasonableness 	<ul style="list-style-type: none"> ● How was my solution similar to/different from my classmates?
Trimester 2	Unable to explain the problem or make a plan to solve the problem.	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> ● Explain the problem ● Make a plan ● persevere with several approaches ● Change plan if necessary ● Check answer for reasonableness 	<p>Independently able to:</p> <ul style="list-style-type: none"> ● Explain the problem ● Make a plan ● persevere with several approaches ● Change plan if necessary ● Check answer for reasonableness 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to evaluate response:</p> <ul style="list-style-type: none"> ● What worked/didn't work? Why? ● How was my solution similar to/different from my classmates?
Trimester 3	Unable to explain the problem or make a plan to solve the problem.	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> ● Explain the problem ● Make a plan ● persevere with several approaches ● Change plan if necessary ● Check answer for reasonableness 	<p>Independently able to:</p> <ul style="list-style-type: none"> ● Explain the problem ● Make a plan ● persevere with several approaches ● Change plan if necessary ● Check answer for reasonableness 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to evaluate response:</p> <ul style="list-style-type: none"> ● What worked/didn't work? Why? ● How was my solution similar to/different from my classmates?

Clearly communicates mathematical thinking and reasoning				
Performance Level	1	2	3	4
Trimester 1	<p>Unable to:</p> <ul style="list-style-type: none"> ● Make and present solutions by using 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> ● Make and present solutions by using 	<p>Independently able to:</p> <ul style="list-style-type: none"> ● Make and present solutions by using 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> ● Compare and contrast

	<p>objects, drawings, diagrams and equations</p> <ul style="list-style-type: none"> ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately 	<p>objects, drawings, diagrams and equations</p> <ul style="list-style-type: none"> ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately 	<p>objects, drawings, diagrams and equations</p> <ul style="list-style-type: none"> ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately 	<p>various solution strategies with peers</p> <ul style="list-style-type: none"> ● Identify the various weaknesses and strengths of strategies
Trimester 2	<p>Unable to:</p> <ul style="list-style-type: none"> ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately 	<p>Independently able to:</p> <ul style="list-style-type: none"> ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> ● Compare and contrast various solution strategies with peers ● Identify the various weaknesses and strengths of strategies

Trimester 3	<p>Unable to:</p> <ul style="list-style-type: none"> ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately 	<p>Independently able to:</p> <ul style="list-style-type: none"> ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comments appropriately 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> ● Compare and contrast various solution strategies with peers ● Identify the various weaknesses and strengths of strategies
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