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| **Math Grade 2-3 What’s going on for our learners? How do we know? What does our focus need to be? Teacher:** | | | |
| **1** | **Criteria Category** | **Criteria for Success** | **Emerging Developing Proficient Extending** |
|  | **Reasoning and Analyzing** | Use reasoning to explore and make connections  Demonstrate fluent and flexible thinking about number  Discover and compare patterns and relationships  Measure and compare spatial relationships  Estimate using something familiar or referents  Use mental math strategies to make sense of quantities | Emerging Developing Proficient Extending |
| **2** | **Understanding and Solving** | Select and use tools and technology to play with, explore and apply mathematical ideas  Use multiple strategies to engage in problem solving  Create visual representations of mathematical ideas  Model mathematics in real life contexts | Emerging Developing Proficient Extending |
| **3** | **Communicating and Representing** | Communicate thinking using mathematical vocabulary  Explain and justify mathematical ideas and decisions of self and others  Represent mathematical ideas in concrete, pictorial, and symbolic forms | Emerging Developing Proficient Extending |
| **4** | **Connecting and Reflecting** | Make connections between First Peoples worldviews and mathematical concepts  Connect mathematical concepts with   * other mathematical concepts * other areas of learning * personal interests   Reflect on mathematical thinking of self and others | Emerging Developing Proficient Extending |
| **5.** | **Questioning and Investigating** | Ask questions that demonstrate curiosity and wonder.  Pose new questions and problems | Emerging Developing Proficient Extending |