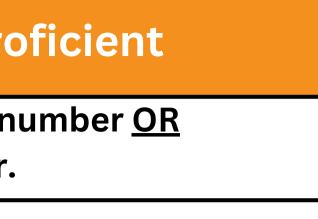
Emerging	Developing		Two-Digit Number - Pro
		Draw the Number	 I can draw base ten blocks to show the number.
		Expanded Form	 I can write the number as an addition ser I can make sure to separate every place values
		3 Equations	 I can show the most challenging equation us will use addition). I can show 3 equations that are different
		Real Life Example	 I can think about where I would find the rmy neighbourhood. I can show a real life example that makes in your lunch!).
		Number Line	 I can put benchmarks on my number line the number (a midpoint and at least two I can write my number where I think it go
		Count Forwards and Backwards	 I can skip count forward or add to fill in t I can skip count backward or subtract to I can look for patterns and changes in the





ntence. value in my addition sentence. ons that I can do correctly (most of t from my expanded form. number at home, at school, or in s sense (You don't have 67 cookies e to help me decide where to put other benchmarks). oes on the number line. the boxes. fill all the boxes. e numbers to check my work.

Emerging	Developing		Three-Digit Number - Proficient	Extending
		Draw the Number	 I can draw base ten blocks to show the number <u>OR</u> I can draw symbols to show the value of each digit in the number. 	
		Describe Your Picture	 I can make a key or legend to show the value of my base ten blocks or symbols <u>OR</u> I can write in words to describe the value of my base ten blocks or symbols. 	
		Expanded Form	 I can write the number as an addition sentence. I can make sure to separate every place value in my addition sentence (including tens and ones). 	
		3 Equations	 I can show the most challenging equations that I can do correctly (we should use addition and subtraction at least once each). I can show 3 equations that are different from my expanded form. 	
		Real Life Example	 I can think about where I would find the number at home, at school, or in my neighbourhood. I can show a real life example that makes sense (You don't have 367 cookies in your lunch!). 	
		Reflect	 I can find something I was good at, something I found hard, and something I want to get better at (Strength, Stretch, Goal). I can think more deeply than "It was all easy," "It was all hard," or "I don't know." 	
		Number Line	 I can put benchmarks on my number line to help me decide where to put the number (a midpoint and at least two other benchmarks). I can write my number where I think it goes on the number line. 	
		Count Forwards and Backwards	 I can skip count forward or add to fill in all the boxes. I can skip count backward or subtract to fill all the boxes. I can look for patterns and changes in the numbers to check my work. 	



Emerging	Developing		Four-Digit Number - Prof
		Draw the	• I can draw base ten blocks to show the number <u>OR</u>
		Number	 I can draw symbols to show the value of each digit in the symbols to show the value of each digit in the symbols.
		Describe Your	 I can make a key or legend to show the value of my base
		Picture	 I can write in words to describe the value of my base te
			 I can write the number as an addition sentence.
		Expanded Form	• I can make sure to separate every place value in my add
			• I can show the most challenging equations that I can do
			can do!).
		3 Equations	 I can use both addition and subtraction, and I will go be
			subtracting 0 or 1.
			 I can show 3 equations that are different from my expa
			 I can think about where I would find the number at hom
		Real Life	 I can show a real life example that makes sense (You do
		Example	 I can refer to examples of four-digit numbers that we've
			 I can find something specific I was good at, something I
	R	Reflect	better at (Strength, Stretch, Goal).
			 I can think more deeply than "It was all easy," "It was a
			 I can put benchmarks on my number line to help me de
		Number Line	and at least two other benchmarks).
			 I can write my number where I think it goes on the num
			• I can skip count forward or add to fill in all the boxes.
		Count Forwards	
l		and Backwards	 I can look for patterns and changes in the numbers to c

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	chilliwack School District
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he number.	
se ten blocks or symbols <u>OR</u> en blocks or symbols.	
Idition sentence (including tens and ones).	
o correctly (This is a chance to show what you	
eyond boring equations like adding or	
anded form.	
me, at school, or in the world around me. on't have 4376 cookies in your lunch!). /e talked about in class.	
I found hard, and something I want to get	
all hard," or "I don't know."	
ecide where to put the number (a midpoint	
nber line.	
es. check my work.	

Emerging	Developing		Six-Digit Number - Profi
		Draw the Number	 I can draw symbols to show the value of each digit in the num I can draw base ten blocks to show the number. If I choose th thousands.
		Describe Your Picture	 I can make a key or legend to show the value of my base ten b I can write in words to describe the value of my base ten block
		Expanded Form	 I can write the number as an addition equation. I can make sure to separate every place value in my addition
		3 Equations	 I can show the most challenging equations that I can do corre I can use addition, subtraction, and multiplication at least on I can go beyond boring equations like adding or subtracting (multiplying by 1.
		Real Life Example	 I can think about where I would find the number at home, at s I can refer to examples of six-digit numbers that we've talked population).
		Reflect	 I can identify something specific that I was good at, somethin work on (Strength, Stretch, Goal) <u>OR</u> I can write in detail about solved a difficult problem. I can think more deeply than "It was all easy," "It was all hard
		Number Line	 I can put benchmarks on my number line to help me decide v two other benchmarks). I can write my number where I think it goes on the number line
		Count Forwards and Backwards	 I can skip count forward or add to fill in all the boxes. I can skip count backward or subtract to fill all the boxes. I can look for patterns and changes in the numbers to check in the numbers t

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nber <u>OR</u> his, I'll have to think of a way to show many	
ns, i il nave to tinnk of a way to show many	
blocks or symbols <u>OR</u>	
cks or symbols.	
equation (including the tens and ones).	
ectly (This is a chance to show what you can do!). nce each.	
0 or 1, adding into empty place values, or	
school, or in the world around me.	
d about in class (e.g. distances, money, weight,	
ng that was challenging, and something I want to	
ut why I chose a particular strategy or how I	
d," or "I don't know".	
where to put the number (a midpoint and at least	
ne.	
my work.	

Emerging	Developing		Decimal Number - Proficient	Extending
		Draw the Number	 I can draw symbols to show the value of each digit in the number <u>OR</u> I can draw base ten blocks to show the number. 	
		Describe Your Picture	 I can make a key or legend to show the value of my base ten blocks or symbols <u>OR</u> I can write in words to describe the value of my base ten blocks or symbols. 	
		Expanded Form	 I can write the number as an addition equation, remembering to put my decimals in the correct places. I can make sure to separate every place value in my addition equation. 	
		3 Equations	 I can show the most challenging equations that I can do correctly (This is a chance to show what you can do!). I can use addition, subtraction, and multiplication at least once each. I will go beyond boring equations like adding or subtracting 0 or 1, adding into empty place values, or multiplying by 1. 	
		Real Life Example	 I can think about where I would find the number at home, at school, or in the world around me. I can refer to examples of decimal numbers that we've talked about in class (e.g. money, measurements, statistics, etc). 	
		Reflect	 I can identify something specific that I was good at, something that was challenging, and something I want to work on (Strength, Stretch, Goal) <u>OR</u> I can write in detail about why I chose a particular strategy or how I solved a difficult problem. I can think more deeply than "It was all easy," "It was all hard," or "I don't know." 	
		Number Line	 I can put reasonable endpoints at the two ends of my number line. I can put benchmarks on my number line to help me decide where to put the number (a midpoint and at least two other benchmarks). I can place my number accurately on the number line. 	
		Count Forwards and Backwards	 I can skip count forward or add to fill in all the boxes. I can skip count backward or subtract to fill all the boxes. I can look for patterns and changes in the numbers to check my work. 	



Emerging	Developing		Negative Integer - Proficient	Extending
		Draw the Number	 I can draw a negative number using symbols <u>OR</u> I can draw a real-life situation that shows a negative number (e.g. math or measurement tools). 	
		Describe Your Picture	 I can create a key or legend to show the values represented by the symbols I drew <u>OR</u> I can write to describe my picture. 	
		Expanded Form	 I can write the number as an addition equation. I can make sure to separate every place value in my addition equation. 	
		3 Equations	 I can show the most challenging equations that I can do correctly (This is a chance to show what you can do!). I can use addition, subtraction, and multiplication at least once each. I will go beyond boring equations like adding or subtracting 0 or 1, adding into empty place values, or multiplying by 1. 	
		Real Life Example	 I can think about where I would find the number at home, at school, or in the world around me. I can refer to examples of negative numbers that we've explored in class (e.g. money, temperature, elevation, etc). 	
		Reflect	 I can identify something specific that I was good at, something that was challenging, and something I want to work on (Strength, Stretch, Goal) <u>OR</u> I can write in detail about why I chose a particular strategy or how I solved a difficult problem. I can think more deeply than "It was all easy," "It was all hard," or "I don't know." 	
		Number Line	 I can put reasonable endpoints at the two ends of my number line. I can put benchmarks on my number line to help me decide where to put the number (a midpoint and at least two other benchmarks). I can place my number accurately on the number line. 	
		Count Forwards and Backwards	- I can skip count backward of subtract to fitt att the boxes.	

