Decimal Number - Proficient

Chilliwack School District

Emerging	Developing			Extending
		Draw the Number	• I can draw symbols to show the value of each digit in the number OR • 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 OR • 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) OR 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.	