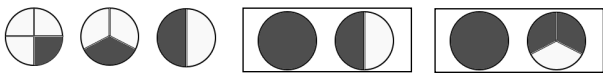





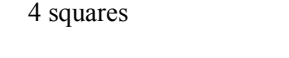

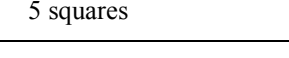
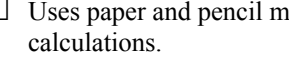


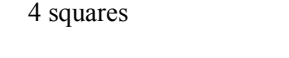

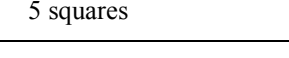
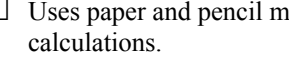

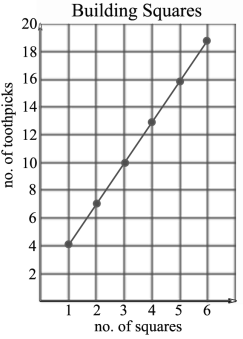

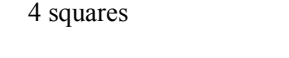

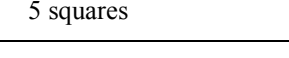
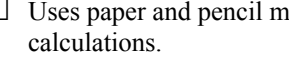

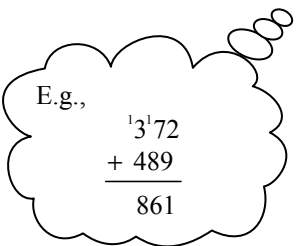
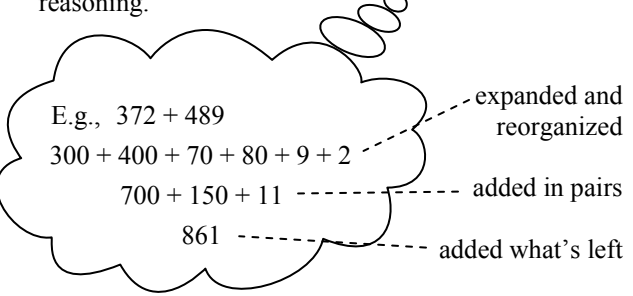
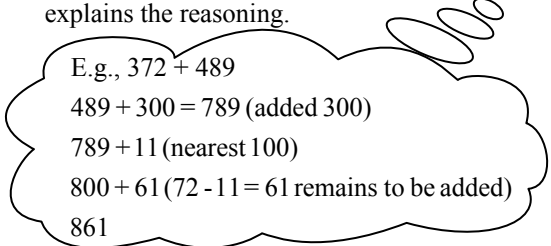


In accordance with Manitoba Education policy, the purpose of this assessment is to inform parents/guardians of their child's level of achievement compared to mid-grade provincial criteria in Number Sense and Number Skills.

This report is not based on a single test, but on evidence of your child's achievement over the first several months of the school year as part of the normal teaching and learning process. Documents relating to this assessment are available online at: <[www.edu.gov.mb.ca/k12/assess/myreporting.html](http://www.edu.gov.mb.ca/k12/assess/myreporting.html)>.

Number Sense

Competency	Levels of Performance		
Student has a conceptual understanding of number and of some of its representations.	Not Meeting Mid-Grade 7 Level of Performance	Approaching Mid-Grade 7 Level of Performance	Meeting Mid-Grade 7 Level of Performance
<p>Student orders fractions.</p>	<p><input type="checkbox"/> Orders fractions using pictures.</p> <p>E.g.,</p> 	<p><input type="checkbox"/> Connects picture representations of fractions to their symbols to order them.</p> <p>E.g.,</p>  <p style="text-align: center;"> <math>\frac{1}{4}</math>   <math>\frac{1}{3}</math>   <math>\frac{1}{2}</math>       <math>\frac{3}{2}</math>       <math>\frac{5}{3}</math> </p>	<p><input type="checkbox"/> Orders fractions in symbols.</p> <p>E.g., <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{7}{5}</math>, <math>1\frac{1}{2}</math>, <math>\frac{11}{3}</math>, <math>3\frac{3}{4}</math></p>
<p>Student orders decimal numbers.</p>	<p><input type="checkbox"/> Orders decimal numbers between 0 and 1, to two decimal places.</p> <p>E.g., 0.03, 0.30, 0.35</p>	<p><input type="checkbox"/> Orders decimal numbers to two decimal places.</p> <p>E.g., 1.22, 1.33</p>	<p><input type="checkbox"/> Orders decimal numbers to three decimal places.</p> <p>E.g., 0.003, 0.034, 1.003</p>
<p>Student understands that a given number may be represented in a variety of ways.</p> <p>[Representations: pictorial, fraction, decimal, percent, ratio]</p>	<p><input type="checkbox"/> Represents a given number in one other way.</p> <p>E.g., <math>\frac{1}{2} = </math> </p>	<p><input type="checkbox"/> Represents a given number in two other ways.</p> <p>E.g., <math>\frac{1}{3} = 0.333\dots</math> and <math>33\frac{1}{3}\%</math></p>	<p><input type="checkbox"/> Represents a given number in more than two other ways.</p> <p>E.g., <math>\frac{1}{4} = 0.25 = 25\% = 1 : 4 = </math> </p>

Competency	Levels of Performance																							
Student solves mathematical problems using knowledge of number patterns and mental math strategies.	Not Meeting Mid-Grade 7 Level of Performance	Approaching Mid-Grade 7 Level of Performance	Meeting Mid-Grade 7 Level of Performance																					
<p><b>Student uses number patterns to solve mathematical problems.</b></p> <p>E.g., Toothpicks are used to build squares as shown below.</p>  <p>How many toothpicks are needed to build 51 squares?</p>	<p><input type="checkbox"/> In a problem-solving context, represents, recognizes, constructs, and extends patterns; uses materials, pictures or numbers, develops a chart or table to record and extend patterns.</p> <p>E.g.,</p> <table border="1" data-bbox="666 479 1311 722"> <thead> <tr> <th></th> <th>no. of squares</th> <th>no. of toothpicks</th> </tr> </thead> <tbody> <tr> <td></td> <td>1</td> <td>4</td> </tr> <tr> <td></td> <td>2</td> <td>7</td> </tr> <tr> <td></td> <td>3</td> <td>10</td> </tr> <tr> <td></td> <td>4</td> <td>13</td> </tr> <tr> <td></td> <td>5</td> <td>16</td> </tr> <tr> <td></td> <td>6</td> <td>19</td> </tr> </tbody> </table>		no. of squares	no. of toothpicks		1	4		2	7		3	10		4	13		5	16		6	19	<p><input type="checkbox"/> Models patterns on graphs and describes (in everyday language) rules to reflect and extend patterns.</p> <p>E.g., Add three toothpicks to form the next square. or You start with 1 toothpick and add 3 for every square.</p> 	<p><input type="checkbox"/> Writes an algebraic equation for number patterns to solve problems.</p> <p>E.g., Let <math>n</math> = number of squares and <math>t</math> = number of toothpicks</p> $t = 3n + 1$ $t = 3(51) + 1$ $t = 153 + 1$ $t = 154$
	no. of squares	no. of toothpicks																						
	1	4																						
	2	7																						
	3	10																						
	4	13																						
	5	16																						
	6	19																						
<p><b>Student uses a variety of strategies to calculate and explain a mental math problem.</b></p> <p>E.g., Add <math>372 + 489</math>.</p> <p>[Strategies such as skip counting, decomposition and regrouping (associative property), compatible numbers, starting from known facts, compensation, using the opposite operation, place value, commutative property, distributive property]</p>	<p><input type="checkbox"/> Uses paper and pencil methods to make mental calculations.</p> 	<p><input type="checkbox"/> Solves using only one strategy and explains the reasoning.</p> 	<p><input type="checkbox"/> Chooses among a variety of strategies to make mental calculations, adapts strategies according to different situations and explains the reasoning.</p> 																					
<p><b>Comments (optional)</b></p> <p>Teacher Signature: _____</p>		<p><b>Student Reflections and Goals (optional)</b></p>																						

Principal Signature: \_\_\_\_\_