English Program
January 20___

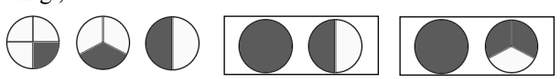
Provincial Report on Student Performance
Grade 7
Number Sense and Number Skills

Student Name: _____
School Name: _____

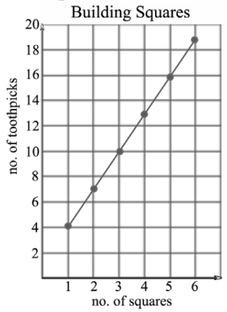
In accordance with Manitoba Education policy, the purpose of this assessment is to inform parents/guardians of their child's level of achievement compared to mid-grade provincial criteria in Number Sense and Number Skills.

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>.

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**
Student orders fractions.	☐ Orders fractions using pictures. E.g., 	☐ Connects picture representations of fractions to their symbols to order them. E.g.,  $\frac{1}{4}$ $\frac{1}{3}$ $\frac{1}{2}$ $\frac{3}{2}$ $\frac{5}{3}$	☐ Orders fractions in symbols. E.g., $\frac{1}{4}, \frac{1}{2}, \frac{7}{5}, 1\frac{1}{2}, \frac{11}{3}, 3\frac{3}{4}$
Student orders decimal numbers.	☐ Orders decimal numbers between 0 and 1, to two decimal places. E.g., 0.03, 0.30, 0.35	☐ Orders decimal numbers to two decimal places. E.g., 1.22, 1.33	☐ Orders decimal numbers to three decimal places. E.g., 0.003, 0.034, 1.003
Student understands that a given number may be represented in a variety of ways. [Representations: pictorial, fraction, decimal, percent, ratio]	☐ Represents a given number in one other way. E.g., $\frac{1}{2} =$ 	☐ Represents a given number in two other ways. E.g., $\frac{1}{3} = 0.333...$ and $33\frac{1}{3}\%$	☐ Represents a given number in more than two other ways. E.g., $\frac{1}{4} = 0.25 = 25\% = 1:4 =$ 

Manitoba

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**
Student uses number patterns to solve mathematical problems. E.g., Toothpicks are used to build squares as shown below. 1 square, 2 squares, 3 squares How many toothpicks are needed to build 51 squares?	☐ 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. E.g., 4 squares 5 squares no. of squares / no. of toothpicks 1 / 4 2 / 7 3 / 10 4 / 13 5 / 16 6 / 19	☐ Models patterns on graphs and describes (in everyday language) rules to reflect and extend patterns. E.g., Add three toothpicks to form the next square. or You start with 1 toothpick and add 3 for every square.  	☐ Writes an algebraic equation for number patterns to solve problems. E.g., Let n = number of squares and t = number of toothpicks $t = 3n + 1$ $t = 3(51) + 1$ $t = 153 + 1$ $t = 154$
Student uses a variety of strategies to calculate and explain a mental math problem. E.g., Add 372 + 489. [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]	☐ Uses paper and pencil methods to make mental calculations. E.g., $^{1}3^{1}72$ $+\ 489$ 861	☐ Solves using only one strategy and explains the reasoning. E.g., 372 + 489 300 + 400 + 70 + 80 + 9 + 2 — expanded and reorganized 700 + 150 + 11 — added in pairs 861 — added what's left	☐ Chooses among a variety of strategies to make mental calculations, adapts strategies according to different situations and explains the reasoning. E.g., 372 + 489 489 + 300 = 789 (added 300) 789 + 11 (nearest 100) 800 + 61 (72 - 11 = 61 remains to be added) 861
Comments (optional) Teacher Signature: _____		Student Reflections and Goals (optional)	

Principal Signature: _____ School Name: _____