Manitoba Report Card Grade Scale Mathematics Achievement Profiles – Grades 1 to 8 Subject Category: Knowledge and Understanding					
Category Indicator	**Extent to which the student is meeting grade-level* learning outcomes across the provincial report card grading scale**				
	Not demonstrated (ND)	**Limited (1)**	**Basic (2)**	**Good (3)**	**Very good to excellent (4)**
Demonstrates understanding of concepts and procedures.	Does not yet demonstrate the required understanding and application of concepts and skills.	Requires considerable, ongoing teacher support and/or direction to choose strategies or to explain concepts and procedures. May not recognize that results are not reasonable.	Requires occasional teacher or peer support to choose and explain appropriate strategies and procedures. Recognizes when results are extremely unlikely.	Represents and explains concepts accurately and clearly; chooses and explains appropriate strategies and procedures. Recognizes when results are not reasonable.	Represents concepts accurately, clearly, and flexibly; and consistently chooses efficient strategies and procedures. Recognizes when results are not precise.
Makes connections between mathematical knowledge, skills, and their applications to build new knowledge.		Requires considerable, ongoing teacher support to ▪ make connections between math concepts and the applications of appropriate skills ▪ apply concepts in similar situations	Requires occasional teacher or peer support to ▪ make connections between math concepts and the applications of appropriate skills ▪ apply concepts in similar situations	Shows relationships between math concepts and applies appropriate skills. Correctly applies concepts in similar situations.	Makes connections, applies relationships and skills efficiently. Consistently and efficiently applies concepts in similar and new situations.
Communicates and applies mathematical reasoning ▪ concretely ▪ orally ▪ written ▫ pictorial/diagrams ▫ words ▫ symbolic/numbers ▫ graphs/charts		Requires considerable, ongoing teacher support to ▪ describe reasoning using mathematical vocabulary ▪ choose and make connections between the modes of representation ▪ express mathematical thinking and reasoning	Requires occasional teacher or peer support to ▪ describe reasoning using mathematical vocabulary ▪ choose and make connections between the modes of representation ▪ express mathematical thinking and reasoning	Requires occasional prompting for clarification. Justifies and explains reasoning using mathematical vocabulary. Chooses and makes connections between the modes of representation and expresses mathematical thinking and reasoning.	Justifies and explains reasoning clearly and completely using mathematical vocabulary. Defends justification. Fluently and appropriately makes connections between the modes of representation and expresses mathematical thinking and reasoning.

*As developmentally appropriate for the time of year towards attaining end-of-grade academic outcomes or academic outcomes described in an individual education plan. References in the table to 'assistance', etc., do not refer to adaptations defined as 'a change in the teaching process, materials, assignments or pupil products to assist a pupil to achieve the expected learning outcomes.' (www.edu.gov.mb.ca/k12/specedu/programming/adaptation.html)