

**Manitoba Report Card Grade Scale Mathematics Achievement Profiles – Grades 1 to 8**  
**Subject Category: Problem Solving**

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)
Applies a variety of mathematical processes and strategies appropriate to problem solving.	Does not yet demonstrate the required understanding and application of concepts and skills.	Requires considerable, ongoing teacher support to <ul style="list-style-type: none"> <li>▪ initiate a strategy to solve problems</li> <li>▪ transfer knowledge and skills to solve problems</li> <li>▪ describe reasoning, provide justification, and organize thinking</li> </ul> May have computational errors and/or omissions.	Requires occasional teacher or peer support to <ul style="list-style-type: none"> <li>▪ use modelled strategies to solve problems</li> <li>▪ transfer knowledge and skills to solve problems</li> <li>▪ describe reasoning</li> <li>▪ provide justification</li> <li>▪ organize thinking</li> </ul> May have computational errors and/or omissions.	Initiates a strategy to solve a problem, uses a variety of strategies and transfers knowledge and skills to solve problems; solution may include minor errors and/or omissions.  Explains and justifies reasoning and generalizes to similar contexts.  Thinking is organized.	Initiates a strategy to solve a problem, makes any necessary changes to the plan, chooses a variety of strategies, uses prior knowledge efficiently and accurately to analyze and solve problems; solutions may include minor errors and/or omissions.  Explains and justifies reasoning and generalizes to other contexts.  Thinking is clear, complete, and systematic.
Represents and communicates problem solving processes, strategies, and solutions <ul style="list-style-type: none"> <li>▪ concretely</li> <li>▪ orally</li> <li>▪ written               <ul style="list-style-type: none"> <li>▫ pictorials/diagrams</li> <li>▫ words</li> <li>▫ symbolic/numbers</li> <li>▫ graphs/charts</li> </ul> </li> </ul>		Requires considerable, ongoing teacher support to provide explanations of strategies, mathematical representations, and vocabulary used in solutions.	Requires occasional teacher or peer support to solve a problem.  Provides incomplete explanations of strategies, mathematical representations, and vocabulary used in solutions.	Provides explanations of strategies, mathematical representations, and vocabulary used in solutions.  Requires occasional prompting for clarification.	Provides clear and complete explanations of the strategies, mathematical representations, and vocabulary used in solutions.

\*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](http://www.edu.gov.mb.ca/k12/specedu/programming/adaptation.html)