

These prompts are intended to guide teachers in understanding and utilizing the provincial rubric. They are not intended to be used as a summary assessment, but rather to build teacher understanding about what the rubric and “at grade level” means.

Grade 2	Strategies Application Expression of Understanding
Representing numbers to 100	Represent the numeral 62 non-symbolically. Can you show me 62 another way. How do you know that set has a value of 62?
Place value	Show 62 on a place value chart and with base ten blocks. What does the 2 represent in the numeral? What does the 6 represent in the numeral? Explain how 62 is expressed as 10's and 1's.
Skip counting	Skip count by 2s, 5s, and 10s, 0-100 forwards and backwards. Using a number chart, skip count by 2, 5 or 10 up or down from a given number.
Odd and even numbers	Ask student to sort these numbers into odd or evens: 12,21,44,50,0,5,87,99 Sort 27 pictorially or concretely into two equal sets. Explain why 27 is odd or even.
Estimation	Using a referent of 10, estimate a larger amount of objects up to 100. Explain how you arrived at your answer.
Comparing and ordering three or more numerals	Using number cards 0-100, pick 5 random cards and organize them in ascending or descending order. Explain why those numerals are in ascending or descending order.
Addition with answers to 100	What strategies could you use to solve addition problems? Solve $6+7$ – present question orally, student answer symbolically. Solve $21 + 75$ – present question orally, student answer symbolically. Solve $45 + 47$ – present question orally, student answer symbolically. Explain your personal strategy you used to find the sum.
Subtraction of numerals	What strategies could you use to solve subtraction problems? Solve $7-6$ – present question orally, student answer symbolically. Solve $75-21$ – present question orally, student answer symbolically. Solve $92-47$ – present question orally, student answer symbolically. Explain your personal strategy you used to find the difference.

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Grade 5	Strategies Application Expression of Understanding
Place value to 1000000	Create 3 5- digit numerals with the following digits: 0 7 5 3 a) Explain the value of the 7 in each of your numerals. b) Choose one of your numerals and represent it in as many ways as you can. c) Order the numerals from greatest to least.
Multiplication of whole numbers	Would you use the same strategy to multiply 16×36 and 40×25 ? Justify your answer. Step 1: Model multiplying 12×15 using either an array, base ten blocks, or an area model. Step 2: Solve 12×15 . Step 3: Explain how your work in Step 1 and your work in Step 2 are connected.
Division (3 digit X 1 digit, remainders)	You and your two friends win a total of \$121. a) If you share the money equally, how much money will each of you get? b) Is there money left over? If so, how much? c) Using denominations of \$20, \$10, \$5, etc., represent your share of the winnings. Do this in at least three different ways.
Estimation and computation (rounding, compensation, compatible #s)	City leaders decided that there should be one community centre for every 5000 people. a) Estimate the number of community centres you think they should build for a population of 28 800 people? b) Is this an over estimation or an under estimation? How do you know?
Fractions	Choose a fraction. Model this fraction in two ways. Find an equivalent fraction and model it using the same two ways as demonstrated above. Using that same fraction, place it on a number line. Place fractions that are both less than and greater than your fraction with unlike denominators on your number line.
Decimals place value	Create a number line and mark these decimals on the line. 0.415 0.9 2.24 1.283 0.854 2.500 
Addition and subtraction of decimals	Choose one of the numbers on the number line. Model it and turn it into a fraction. A grand piano has a mass of 396.696kg. An upright piano has a mass of 267.728kg. a) Could both pianos be put in a freight elevator with a mass limit of 650kg? Explain how you know. b) About how much over or under the 650kg limit is the combined mass of the two pianos?

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Grade 8	Strategies Application Expression of Understanding
Squares and square roots	Why is 36 a perfect square and 40 not a perfect square?
Percentage $>$ or $= 0$	Sign in store window: 75% off all hoodies. Take an additional 25% off today! Julie said she is going to get her hoodie for free. Is she correct? Explain.
Rates, ratios and proportions	Hockey game report for Prince Albert vs Saskatoon. Prince Albert attempts 40 shots on goal. If Prince Albert out shoots Saskatoon by a ratio of 8 to 5, how many shots on goal did Saskatoon get?
Multiplying and dividing positive fractions and mixed numbers	John’s elementary teacher told him that multiplying always results in a larger number, except when multiplying by 0, 1, or a negative number. Is the teacher correct? Justify your answer.
Multiplication and division of integers	Solve $(-24) \div 8 \times (-6)$ a) Is the answer a positive or a negative number? b) If you wanted the answer to represent the opposite sign (+ or -), how could you change the original question?

