School District 196 Kindergarten
Mathematics Report Card Marking Code Descriptions:

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Number Sense	Student does not yet demonstrate grade level number concepts and counting skills. Student… • does not yet recognize, read, write or represent numerals.	Student demonstrates progress toward an understanding of grade level number concepts, counting skills and vocabulary. Student… • is developing skills to read, write and represent numerals.	Student demonstrates an understanding of grade level number concepts, counting skills and vocabulary. Student… • reads, writes and represents numerals.	Student demonstrates and extends grade level number concepts, skills and vocabulary. Student… • counts fluently and accurately.
Operations	Student does not yet solve problems involving numbers.	Student solves problems with teacher assistance. Student… • uses concrete objects to solve problems, and • is beginning to explain problem-solving verbally and/or on paper.	Student uses direct modeling and/or counting strategies to solve problems. Student… • explains problem solving verbally, through pictures and/or with numbers.	Student uses counting and/or number strategies to solve problems. Student… • explains problem-solving verbally and with pictures and numbers.
Patterns	Student does not yet demonstrate an understanding of grade level pattern concepts, skills and vocabulary. Student… • does not yet recognize or extend patterns.	Student demonstrates progress toward an understanding of grade level pattern concepts, skills and vocabulary. Student… • recognizes, extends, creates and/or describes patterns using at least one of the following: shape, color or size.	Student demonstrates an understanding of grade level pattern concepts, skills and vocabulary. Student… • identities, creates and extends repeating patterns using shape, color, size and number patterns. Patterns may be growing or shrinking.	Student demonstrates and extends grade level pattern concepts, skills and vocabulary. Student… • identifies, creates, extends, describes and analyzes patterns. Patterns are repeating, growing and shrinking.

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School District 196 Kindergarten
Mathematics Report Card Marking Code Descriptions (continued):

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Geometry	Student does not yet demonstrate an understanding of grade level geometry concepts, skills and vocabulary. Student… • does not yet sort and/or describe shapes, and • does not recognize 2-dimensional shapes.	Student demonstrates progress toward an understanding of grade level geometry concepts, skills and vocabulary. Student… • sorts 2- and/or 3-dimensional shapes, and • recognizes 2-dimensional shapes.	Student demonstrates an understanding of grade level geometry concepts, skills and vocabulary. Student… • recognizes sorts, and describes 2-and 3-dimensional shapes, and • uses 2- and 3-dimensional shapes to model real world objects.	Student demonstrates and extends grade level geometry concepts, skills and vocabulary. Student… • identifies, sorts and describes 2- and 3-dimensional shapes using mathematical language.
Measurement	Student does not yet demonstrate an understanding of grade level measurement concepts, skills and vocabulary.	Student demonstrates progress toward an understanding of grade level measurement concepts, skills and vocabulary. Student… • measures some objects by comparison.	Student demonstrates an understanding of grade level measurement concepts, skills and vocabulary. Student… • compares objects by length, size, weight and position, and • orders objects by length and weight.	Student demonstrates and extends grade level measurement concepts, skills and vocabulary. Student… • measures objects accurately using mathematical language.

School District 196 Grade One
Mathematics Report Card Marking Code Descriptions:

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Number and operations	Student does not yet demonstrate an understanding of grade level number concepts, skills and vocabulary. Student… • does not yet solve problems involving numbers.	Student demonstrates progress toward an understanding of grade level number concepts, skills and vocabulary. Student… • may need assistance solving problems involving numbers, and • explains problem solving verbally and/or through pictures.	Student demonstrates an understanding of grade level number concepts, skills and vocabulary. Student… • uses strategies to solve problems involving numbers; • explains problem solving verbally, through pictures and with numbers, and • is beginning to use sentences to explain mathematical thinking.	Student demonstrates and extends grade level number concepts, skills and vocabulary. Student… • demonstrates an understanding of multi-digit numbers; • explains problem solving efficiently and accurately, and • explains problem solving verbally, in writing, and with numbers.
Patterns (Algebra)	Student does not yet demonstrate an understanding of grade level pattern concepts, skills and vocabulary. Student… • does not recognize, describe or extend patterns.	Student demonstrates progress toward understanding of grade level patterns concepts, skills and vocabulary. Student… • recognizes, extends, describes and creates simple patterns using two or three objects, and • may solve missing number equations, but may not identify if equations are true or false.	Student demonstrates an understanding of grade level pattern concepts, skills and vocabulary. Student… • recognizes, extends, describes and creates patterns using objects, pictures, numbers and rules; • uses objects and number sentence to represent problems, and • determines if addition or subtraction equations are true and can identify a missing number in an equation.	Student demonstrates and extends grade level pattern concepts, skills and vocabulary. Student… • recognizes, extends, describes, creates and analyzes patterns, and • independently solves equations using numbers and mathematical symbols.

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School District 196 Grade One
Mathematics Report Card Marking Code Descriptions (continued):

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Geometry	Student does not yet understand grade level geometry concepts, skills and vocabulary. Student… • does not yet sort or describe shapes, and • does not recognize 2-dimensional shapes.	Student demonstrates progress toward an understanding of grade level geometry concepts, skills and vocabulary. Student… • sorts 2- and/or 3-dimensional shapes, and • recognizes 2-dimensional shapes.	Student demonstrates an understanding of grade level geometry concepts, skills and vocabulary. Student… • identifies, sorts, describes, and can compose and decompose 2-and 3-dimensional shapes. Example: Decompose a regular hexagon into 6 equilateral triangles.	Student demonstrates and extends grade level geometry concepts, skills and vocabulary. Student… • identifies, sorts and describes 2- and 3-dimensional shapes using mathematical language.
Measurement	Student does not yet understand grade level measurement concepts, skills and vocabulary.	Student demonstrates progress toward an understanding of grade level measurement concepts, skills and vocabulary. Student… • recognizes some coins; • measures items, comparing and ordering them by size, and • tells time to the hour, but not the half hour.	Student demonstrates an understanding of grade level measurement concepts, skills and vocabulary. Student… • tells time to the hour and half-hour; • identifies and determines the value of coins, and • measures items using nonstandard units.	Student demonstrates and extends grade level measurement concepts, skills and vocabulary. Student… • tells time accurately; • identifies and determines the value of coins, and • measures items accurately, using standard and nonstandard units.

School District 196 Grade Two
Mathematics Report Card Marking Code Descriptions:

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Number, Operations and Algebra Content and Applications	Student does not yet demonstrate an understanding of grade level mathematical concepts, skills and vocabulary. Student… • needs teacher assistance when solving problems, and • does not yet represent or communicate mathematical thinking, or representation and communication of thinking is unrelated to the problem.	Student demonstrates progress toward an understanding of grade level mathematical concepts, skills and vocabulary. Student… • may need teacher assistance when solving problems; • uses concrete representations and/or count-by-ones strategies when computing and solving problems; • frequently makes computational errors, and • represents and communicates mathematical thinking inconsistently.	Student demonstrates an understanding of grade level mathematical concepts, skills and vocabulary. Student… • uses a variety of strategies when computing and solving problems; • usually computes and solves problems accurately; • begins to recognize connections among mathematical ideas; • is developing mathematical reasoning and beginning to justify answers, and • represents and communicates mathematical thinking with verbal and written explanations.	Student demonstrates and extends grade level mathematical concepts, skills and vocabulary. Student's problem solving is highly efficient and accurate. Student… • uses and adapts number strategies based on the problem; • recognizes and applies connections among mathematical ideas independently; • demonstrates mathematical reasoning and convincingly justifies answers, and • represents and communicates mathematical thinking with written explanations that include mathematical language and/or symbolic notation.

School District 196 Grade Two
Mathematics Report Card Marking Code Descriptions (continued):

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Geometry and Measurement Content and Applications	Student does not yet demonstrate an understanding of grade level geometry and measurement concepts, skills and vocabulary. Student… • needs teacher assistance when solving problems, and • does not yet represent or communicate mathematical thinking, or representation and communication of thinking is unrelated to the problem.	Student demonstrates progress toward an understanding of grade level geometry and measurement concepts, skills and vocabulary. Student… • may need teacher assistance when solving problems, and • represents and communicates mathematical thinking inconsistently.	Student demonstrates an understanding of grade level geometry and measurement concepts, skills and vocabulary. Student… • begins to recognize connections among geometry and measurement ideas; • is developing mathematical reasoning and beginning to justify answers, and • represents and communicates mathematical thinking with verbal and written explanations.	Student demonstrates and extends grade level geometry and measurement concepts, skills and vocabulary. Student… • recognizes and applies connections among geometry and measurement ideas independently; • demonstrates mathematical reasoning and convincingly justifies answers, and • represents and communicates mathematical thinking with written explanations that include mathematical language.
Data Content and Applications	Student does not yet demonstrate an understanding of grade level data concepts, skills and vocabulary. Student… • needs teacher assistance when solving problems, and • does not yet represent or communicate mathematical thinking, or representation and communication of thinking is unrelated to the problem.	Student demonstrates progress toward an understanding of grade level data concepts, skills and vocabulary. Student… • may need teacher assistance when solving problems, and • represents and communicates mathematical thinking inconsistently.	Student demonstrates an understanding of grade level data concepts, skills and vocabulary. Student… • begins to recognize connections among data ideas; • is developing mathematical reasoning and beginning to justify answers, and • represents and communicates mathematical thinking with verbal and written explanations.	Student demonstrates and extends grade level data concepts, skills and vocabulary. Student… • recognizes and applies connections among data ideas independently; • demonstrates mathematical reasoning and convincingly justifies answers, and • represents and communicates mathematical thinking with written explanations that include mathematical language.

School District 196 Grade Two
Mathematics Report Card Marking Code Descriptions (continued):

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Mathematics Habits	Student… • rarely participates and attends during classroom and small group discussions; • rarely completes tasks and/ or frequently has assignments that are missing; • rarely takes advantage of extension learning opportunities (when appropriate), and • rarely demonstrates enthusiasm, perseverance and a positive attitude towards mathematics.	Student … • occasionally participates and attends during classroom and small group discussions; • occasionally has tasks that are missing or incomplete; • occasionally takes advantage of extension learning opportunities (when appropriate), and • occasionally demonstrates enthusiasm, perseverance and a positive attitude towards mathematics.	Student… • usually participates and attends during classroom and small group discussions; • usually completes tasks and shows evidence of mathematical thinking; • usually completes extension learning opportunities (when appropriate), and • usually demonstrates enthusiasm, perseverance and a positive attitude towards mathematics.	Student… • consistently participates and attends during classroom and small group discussions; • consistently completes tasks and shows evidence of mathematical thinking; • consistently completes extension learning opportunities (when appropriate), and • consistently demonstrates enthusiasm, perseverance and a positive attitude towards mathematics.

School District 196 Grade Three
Mathematics Report Card Marking Code Descriptions:

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Number, Operations and Algebra Content and Applications	Student does not yet demonstrate an understanding of grade level mathematical concepts, skills, and vocabulary. Student… • needs teacher assistance when solving problems, and • does not yet represent or communicate mathematical thinking, or representation and communication of thinking is unrelated to the problem.	Student demonstrates progress toward an understanding of grade level mathematical concepts, skills, and vocabulary. Student… • may need teacher assistance when computing and solving problems; • frequently makes computational errors, and • represents and communicates mathematical thinking inconsistently.	Student demonstrates an understanding of grade level mathematical concepts, skills and vocabulary. Student… • uses a variety of strategies when computing and solving problems; • usually computes and solves problems accurately; • begins to recognize connections among mathematical ideas; • is developing mathematical reasoning and beginning to justify answers, and • represents and communicates mathematical thinking with written explanations.	Student demonstrates and extends grade level mathematical concepts, skills and vocabulary. Student's problem solving is highly efficient and accurate. Student… • uses and adapts number strategies based on the problem; • recognizes and applies connections among mathematical ideas independently; • demonstrates mathematical reasoning and convincingly justifies answers, and • represents and communicates mathematical thinking with written explanations that include mathematical language and/or symbolic notation.

School District 196 Grade Three
Mathematics Report Card Marking Code Descriptions (continued):

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Geometry and Measurement Content and Applications	Student does not yet demonstrate an understanding of grade level geometry and measurement concepts, skills, and vocabulary. Student… • needs teacher assistance when solving problems, and • does not yet represent or communicate mathematical thinking, or representation and communication of thinking is unrelated to the problem.	Student demonstrates progress toward an understanding of grade level geometry and measurement concepts, skills, and vocabulary. Student… • may need teacher assistance when solving problems, and • represents and communicates mathematical thinking inconsistently.	Student demonstrates an understanding of grade level geometry and measurement concepts, skills, and vocabulary. Student… • begins to recognize connections among geometry and measurement ideas; • is developing mathematical reasoning and beginning to justify answers, and • represents and communicates mathematical thinking with written explanations.	Student demonstrates and extends grade level geometry and measurement concepts, skills, and vocabulary. Student… • recognizes and applies connections among geometry and measurement ideas independently; • demonstrates mathematical reasoning and convincingly justifies answers, and • represents and communicates mathematical thinking with written explanations that include mathematical language and/or symbolic notation.
Data Content and Applications	Student does not yet demonstrate an understanding of grade level data concepts, skills, and vocabulary. Student… • needs teacher assistance when solving problems, and • does not yet represent or communicate mathematical thinking, or representation and communication of thinking is unrelated to the problem.	Student demonstrates progress toward an understanding of grade level data concepts, skills, and vocabulary. Student… • may need teacher assistance when solving problems, and • represents and communicates mathematical thinking inconsistently.	Student demonstrates an understanding of grade level data concepts, skills and vocabulary. Student… • begins to recognize connections among data ideas; • is developing mathematical reasoning and beginning to justify answers, and • represents and communicates mathematical thinking with written explanations.	Student demonstrates and extends grade level data concepts, skills, and vocabulary. Student… • recognizes and applies connections among data ideas independently; • demonstrates mathematical reasoning and convincingly justifies answers, and • represents and communicates mathematical thinking with written explanations that include mathematical language and/or symbolic notation.

School District 196 Grade Three
Mathematics Report Card Marking Code Descriptions:

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Mathematics Habits	Student… • rarely participates and attends during classroom and small group discussions; • rarely completes tasks and/ or frequently has assignments that are missing; • rarely takes advantage of extension learning opportunities (when appropriate), and • rarely demonstrates enthusiasm, perseverance and a positive attitude towards mathematics.	Student … • occasionally participates and attends during classroom and small group discussions; • occasionally has tasks that are missing or incomplete; • occasionally takes advantage of extension learning opportunities (when appropriate), and • occasionally demonstrates enthusiasm, perseverance and a positive attitude towards mathematics.	Student… • usually participates and attends during classroom and small group discussions; • usually completes tasks and shows evidence of mathematical thinking; • usually completes extension learning opportunities (when appropriate), and • usually demonstrates enthusiasm, perseverance and a positive attitude towards mathematics.	Student… • consistently participates and attends during classroom and small group discussions; • consistently completes tasks and shows evidence of mathematical thinking; • consistently completes extension learning opportunities (when appropriate), and • consistently demonstrates enthusiasm, perseverance and a positive attitude towards mathematics.

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School District 196 Grade Four
Mathematics Report Card Marking Code Descriptions:

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Number, Operations and Algebra Content and Applications	Student does not yet demonstrate an understanding of grade level concepts, skills and vocabulary. Student… • needs teacher assistance when computing and solving problems, and • does not yet represent or communicate mathematical thinking, or representation and communication of thinking is unrelated to the problem.	Student demonstrates progress toward an understanding of grade level concepts, skills and vocabulary. Student… • may need teacher assistance when computing and solving problems; • is beginning to use more than one strategy when computing and solving problems; • frequently makes computational errors, and • represents and communicates thinking inconsistently.	Student demonstrates an understanding of grade level concepts, skills and vocabulary. Student… • uses a variety of strategies when computing and solving problems; • usually computes and solves problems accurately; • recognizes connections among mathematical ideas; • is developing mathematical reasoning, and • justifies answers using written explanations that include some mathematical language and/or symbolic notation.	Student demonstrates and extends grade level concepts, skills and vocabulary. Student's problem solving is highly efficient and accurate. Student… • uses and adapts number strategies based on the problem; • recognizes and applies connections among mathematical ideas independently; • demonstrates mathematical reasoning, and • convincingly justifies answers with written explanations that include mathematical language and symbolic notation.

School District 196 Grade Four
Mathematics Report Card Marking Code Descriptions (continued):

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Geometry and Measurement Content and Applications	Student does not yet demonstrate an understanding of grade level geometry and measurement concepts, skills and vocabulary. Student… • needs teacher assistance when computing and solving problems, and • does not yet represent or communicate mathematical thinking, or representation and communication of thinking is unrelated to the problem.	Student demonstrates progress toward an understanding of grade level geometry and measurement concepts, skills and vocabulary. Student… • may need teacher assistance when computing and solving problems; • frequently makes computational errors, and • represents and communicates mathematical thinking inconsistently.	Student demonstrates an understanding of grade level geometry and measurement concepts, skills and vocabulary. Student… • usually computes and solves problems accurately; • recognizes connections among geometry and measurement ideas; • is developing mathematical reasoning, and • justifies answers with written explanations that include some mathematical language and/or symbolic notation.	Student demonstrates and extends grade level geometry and measurement concepts, skills and vocabulary. Student's problem solving is highly efficient and accurate. Student… • recognizes and applies connections among geometry and measurement ideas independently; • demonstrates mathematical reasoning, and • convincingly justifies answers with written explanations that include mathematical language and symbolic notation.

School District 196 Grade Four
Mathematics Report Card Marking Code Descriptions (continued):

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Data Content and Applications	Student does not yet demonstrate an understanding of grade level data concepts, skills and vocabulary. Student… • needs teacher assistance when creating or interpreting graphs and solving problems, and • does not yet represent or communicate mathematical thinking, or representation and communication of thinking is unrelated to the problem.	Student demonstrates progress toward an understanding of grade level data concepts, skills and vocabulary. Student… • may need teacher assistance when creating or interpreting graphs and solving problems; • frequently makes computational errors, and • represents and communicates mathematical thinking inconsistently.	Student demonstrates an understanding of grade level data content, skills and vocabulary. Student… • is usually accurate with graphing and problem solving; • begins to make generalizations about graphs with teacher assistance; • recognizes connections among data ideas; • is developing mathematical reasoning, and • justifies answers with written explanations that include some mathematical language and/or symbolic notation.	Student demonstrates and extends grade level data concepts, skills and vocabulary. Student's graphing and problem solving are highly efficient and accurate. Student… • makes generalizations about graphs independently; • recognizes and applies connections among data ideas independently; • demonstrates mathematical reasoning, and • convincingly justifies answers with written explanations that include mathematical language and symbolic notation.
Mathematics Habits	Student… • rarely participates and attends during classroom and small group discussions; • rarely completes tasks and/or frequently has assignments that are missing; • rarely takes advantage of extension learning opportunities (when appropriate), and • rarely demonstrates enthusiasm, perseverance and a positive attitude towards mathematics.	Student … • occasionally participates and attends during classroom and small group discussions; • occasionally has tasks that are missing or incomplete; • occasionally takes advantage of extension learning opportunities (when appropriate), and • occasionally demonstrates enthusiasm, perseverance and a positive attitude towards mathematics.	Student… • usually participates and attends during classroom and small group discussions; • usually completes tasks and shows evidence of mathematical thinking; • usually completes extension learning opportunities (when appropriate), and • usually demonstrates enthusiasm, perseverance and a positive attitude towards mathematics.	Student… • consistently participates and attends during classroom and small group discussions; • consistently completes tasks and shows evidence of mathematical thinking; • consistently completes extension learning opportunities (when appropriate), and • consistently demonstrates enthusiasm, perseverance and a positive attitude towards mathematics.

School District 196 Grade Five
Mathematics Report Card Marking Code Descriptions:

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Number, Operations and Algebra Content and Applications	Student does not yet demonstrate an understanding of grade level concepts, skills and vocabulary. Student… • needs teacher assistance when computing and solving problems, and • does not yet represent or communicate mathematical thinking, or representation and communication of thinking is unrelated to the problem.	Student demonstrates progress toward an understanding of grade level concepts, skills and vocabulary. Student… • may need teacher assistance when computing and solving problems; • is beginning to use more than one strategy when computing and solving problems; • frequently makes computational errors, and • represents and communicates mathematical thinking inconsistently.	Student demonstrates an understanding of grade level concepts, skills and vocabulary. Student… • uses a variety of strategies when computing and solving problems; • usually computes and solves problems accurately; • recognizes connections among mathematical ideas; • is developing mathematical reasoning, and • justifies answers using written explanations that include some mathematical language and/or symbolic notation.	Student demonstrates and extends grade level concepts, skills, and vocabulary. Student's problem solving is highly efficient and accurate. Student… • is able to use and adapt number strategies based on the problem; • recognizes and applies connections among mathematical ideas independently; • demonstrates mathematical reasoning, and • convincingly justifies answers with written explanations that include mathematical language and symbolic notation.

School District 196 Grade Five
Mathematics Report Card Marking Code Descriptions (continued):

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Geometry and Measurement Content and Applications	Student does not yet demonstrate an understanding of grade level geometry and measurement concepts, skills and vocabulary. Student… • needs teacher assistance when computing and solving problems, and • does not yet represent or communicate mathematical thinking, or representation and communication of thinking is unrelated to the problem.	Student demonstrates progress toward an understanding of grade level geometry and measurement concepts, skills and vocabulary. Student… • may need teacher assistance when computing and solving problems; • frequently makes computational errors, and • represents and communicates mathematical thinking inconsistently.	Student demonstrates an understanding of grade level geometry and measurement concepts, skills and vocabulary. Student… • usually computes and solves problems accurately; • recognizes connections among geometry and measurement ideas; • is developing mathematical reasoning, and • justifies answers using written explanations that include some mathematical language and/or symbolic notation.	Student demonstrates and extends grade level geometry and measurement concepts, skills and vocabulary. Student's problem solving is highly efficient and accurate. Student… • recognizes and applies connections among geometry and measurement ideas independently; • demonstrates mathematical reasoning, and • convincingly justifies answers with written explanations that include mathematical language and symbolic notation.
Data Content and Applications	Student does not yet demonstrate an understanding of grade level data concepts, skills and vocabulary. Student… • needs teacher assistance when creating or interpreting graphs and solving problems, and • does not yet represent or communicate mathematical thinking, or representation and communication of thinking is unrelated to the problem.	Student demonstrates progress toward an understanding of grade level data concepts, skills and vocabulary. Student… • may need teacher assistance when creating or interpreting graphs and solving problems; • frequently makes computational errors, and • represents and communicates mathematical thinking inconsistently.	Student demonstrates an understanding of grade level data, skills and vocabulary. Student… • is usually accurate with graphing and problem solving; • recognizes connections among data ideas; • makes generalizations about graphs; • is developing mathematical reasoning, and • justifies answers using written explanations that include some mathematical language and/or symbolic notation.	Student demonstrates and extends grade level data concepts, skills and vocabulary. Student's graphing and problem solving are highly efficient and accurate. Student… • recognizes and applies connections among data ideas independently; • makes generalizations about graphs independently; • demonstrates mathematical reasoning, and • convincingly justifies answers with written explanations that include mathematical language and symbolic notation.

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School District 196 Grade Five
Mathematics Report Card Marking Code Descriptions (continued):

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Mathematics Habits	Student… • rarely participates and attends during classroom and small group discussions; • rarely completes tasks and/ or frequently has assignments that are missing; • rarely takes advantage of extension learning opportunities (when appropriate), and • rarely demonstrates enthusiasm, perseverance and a positive attitude towards mathematics.	Student … • occasionally participates and attends during classroom and small group discussions; • occasionally has tasks that are missing or incomplete; • occasionally takes advantage of extension learning opportunities (when appropriate), and • occasionally demonstrates enthusiasm, perseverance and a positive attitude towards mathematics.	Student… • usually participates and attends during classroom and small group discussions; • usually completes tasks and shows evidence of mathematical thinking; • usually completes extension learning opportunities (when appropriate), and • usually demonstrates enthusiasm, perseverance and a positive attitude towards mathematics.	Student… • consistently participates and attends during classroom and small group discussions; • consistently completes tasks and shows evidence of mathematical thinking; • consistently completes extension learning opportunities (when appropriate), and • consistently demonstrates enthusiasm, perseverance and a positive attitude towards mathematics.