2014 Pilot

Student Learning Assessment

SLA
Student Learning Assessment

Numeracy

Performance Task: Support Documents

Pet Store

Assessment Sector

Alberta Education

2014 Student Learning Assessment Pilot Performance Task: Support Documents – Numeracy – Pet Store

Bookmarks

The following bookmarks allow you to navigate to specific parts of this document.

Student Learning Assessment

SLA

Numeracy

Performance Task Administration Guidelines for Teachers

Pet Store 2014 Pilot

Assessment Sector

Alberta Education

Contents

Pet Store

Introduction

These guidelines contain specific information about the administration of the Student Learning Assessments, Performance Tasks for Grade 3 Numeracy, for fall 2014 Pilot.

The information provided is essential to the successful administration of the Performance Tasks. Please read through all of the guidelines before administering the assessment.

Numeracy

Numeracy is the confidence and habits of mind to engage with, critically assess, reflect upon, and apply quantitative and spatial information when making judgments and decisions or taking actions in all aspects of daily living.

Purpose of the Performance Task

The performance task is designed to engage students in a variety of cross-curricular activities that measure the three components of numeracy: Awareness, Knowledge and Understanding, and Strategies. (See the ***Information Bulletin*** at http://education.alberta.ca/department/ipr/curriculum/student-learning-assessments.aspx for descriptions of the three components.) The activities are constructed to reflect knowledge representations, cognitive skill processes, and intrapersonal skills.

The purpose of this assessment is to find out what students are able to do **independently** in order to identify their individual strengths, as well as areas for improvement. It is designed to be a formative assessment. The results are to be used to improve student learning and enhance classroom instruction.

Performance Task at-a-glance

The performance task includes five activities that are designed to be completed in less than 60 minutes. Once the first activity and its student reflection are completed, the student returns these to the teacher before starting the next activity. A break may be taken between Activity 1 and the remaining activities. After completing each activity, students independently reflect on their work by completing Measuring Success. Refer to the ***Information Bulletin*** at http://education.alberta.ca/department/ipr/curriculum/student-learning-assessments.aspx for a suggested schedule for completing the Student Learning Assessments. Teachers should not record any information for students to view and/or copy.

1. **Activity 1: Checking for Awareness**
   After the teacher distributes the activity, students look at the given scenario (picture or video) and **independently** generate and record a decision or problem based on the scenario. Students return this portion (activity and Measuring Success) to the teacher before they begin the next activity.

2. **Activity 2: Organizing Information**
   Students use the given scenario and problem to organize the information that is provided.

3. **Activity 3: Problem Solving Part A**
   Students work **independently** to solve the problem and explain their thinking.

4. **Activity 4: Problem Solving Part B**
   Students work **independently** to solve the new problem and explain their thinking.

5. **Activity 5: Extension of the Activity**
   Students work **independently** to share their thinking about other decisions or problems that could be created with the given scenario or other skills that the student may still need to learn.

Teacher Tip

- ✓ It is **highly** recommended that the performance task be administered near the beginning of the 4 week administration period. This will ensure that there is enough time to assess students' responses and submit the results by October 24, 2014.
- ✓ The performance task can be completed over several sessions or days.
- ✓ Teachers **should not** record any information for students to view and/or copy.
- ✓ Students may use manipulatives. Students are not allowed to use calculators.
- ✓ The purpose of the Student Learning Assessments is to determine what students can do **independently**. This will support the teacher in designing instruction to meet individual strengths and areas requiring improvement.

Preparation for Administration of the Performance Task

1. **Review the Group Presentation**

   ☐ Ensure the group presentation can be projected onto a SmartBoard or other screen.

   ☐ Ensure the audio works.

   ☐ Review the supplementary information and teacher tips provided in this document.

2. **Prepare Student Materials (PDFs of materials are located in Student Resources)**

   ☐ Make a copy of the following documents for each student:

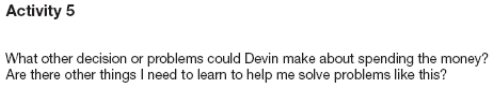
   ○ **Activity 1: Checking for Awareness (and Measuring Success)**

   ○ **Activity 2: Organizing Information (and Measuring Success)**

   ○ **Activity 3: Problem Solving Part A (and Measuring Success)**

   ○ **Activity 4: Problem Solving Part B (and Measuring Success)**

   ○ **Activity 5: Extension of the Activity (and Measuring Success)**



   ☐ Set out a pencil and an eraser for each student.

Administration of the Performance Task

All of the slides are in the group presentation.

Activity 1: Checking for Awareness

Suggested time: 5–10 minutes
Note: ALL suggested times are guidelines; there is no time limit on the performance task.

Slide One: Introduction

☐ Purpose: to set the context for the performance task.

☐ Introduce the performance task. Play the audio. The audio may be replayed as many times as necessary. The audio will stop after each slide. ***(You will be able to use pictures, words, and numbers to show your thinking about the information provided for each activity. You may use manipulative materials throughout the activities; however you may not use a calculator.)***

☐ Distribute **Activity 1** and student self-reflection to the students.

☐ Students need a pencil and an eraser. They may use manipulative materials; however they may not use a calculator.

Slide Two: Activity 1 (Checking for Awareness)

☐ Purpose: to check for numeracy awareness. Is the student able to communicate what is known and needs to be done in order to complete the performance task.

☐ Provide time for students to look at the picture on slide two and their paper version.

☐ Play the audio as many times as necessary.
(Activity 1 – Devin goes into a pet supply store. Devin has $75 to spend on supplies at the pet store.
What decisions or problems can be made using this information?
Show with pictures, words, and numbers what decisions or problems you think Devin needs to make.)

☐ Students **independently** record what they need to do in order to complete the activity (create a decision or problem for the scenario).

Activity 1: Measuring Success

Slide Three: Activity 1 (Checking for Awareness) Measuring Success

☐ Purpose: Measuring Success provides students the opportunity to reflect on their responses to the activity.

☐ Play the audio. ***(You have finished your first activity. Think about what you were asked to do in Activity 1. Think about your work. Were you able to make decisions or create a problem with the information given? Choose the circle that best matches your answer. Think about your response to Activity 1. Describe how your response to Activity 1 shows a decision or problem and why you have chosen yes, a little, or no.)***

☐ Students are to complete the **Measuring Success** page and then return both pages to the teacher.

Note: After students have completed Activity 1, they can take a break. Students can complete the remainder of the activities after their break or on another day.

☐ Distribute **Activities 2**, **3**, **4**, and **5**, along with Measuring Success, to the students.

☐ Students need a pencil and an eraser. They may use manipulative materials; however they may not use a calculator.

☐ The remainder of the slides for **Activities 2**, **3**, **4**, and **5** are designed to focus the students' thinking and prepare them for each activity. The use of the slides in the group presentation is at the discretion of the teacher.

☐ Students work independently to complete **Activities 2**, **3**, **4**, and **5**.

Activity 2: Organizing Information

Suggested time: 5–10 minutes
Note: ALL suggested times are guidelines; there is no time limit on the performance task.

Slide Four: Activity 2 (Organizing Information)

☐ Purpose: to begin solving the problem by organizing the information (identify items that add up to $75).

☐ Provide time for students to look at the picture on slide four and their paper version.

☐ Play the audio. Replay as many times as necessary. ***(Activity 2 – Devin has saved $75 to spend on pet supplies. Choose the items Devin can buy in order to spend ALL of his $75.)***

Teacher Tip

✓ Students can choose how to identify the items they would like to buy.

Activity 2: Measuring Success

Slide Five: Activity 2 (Organizing Information) Measuring Success

☐ Purpose: Measuring Success provides students the opportunity to reflect on their responses to the activity.

☐ Play the audio. Replay as many times as necessary. (You have finished your second activity. Think about what you were asked to do in Activity 2. ***Think about your work. Did you understand the problem? Were you able to choose all of the information needed? Choose the circle that best matches your answer. Think about your response to Activity 2. Describe how your response to Activity 2 shows why you choose the items and why you have chosen yes, a little, or no.)***

☐ Students are to complete the **Measuring Success** page.

Activity 3: Problem Solving Part A

Suggested time: 5–10 minutes
Note: ALL suggested times are guidelines; there is no time limit on the performance task.

Slide Six: Activity 3 (Problem Solving Part A)

☐ Purpose: Students work **independently** and at their own pace to solve the problem and explain their thinking (explain the strategy used to spend $75 on pet supplies).

☐ Provide time for students to look at the picture on slide six and their paper version.

☐ Play the audio. Replay as many times as necessary.

☐ Audio voice-over. ***(Activity 3 – Explain how you decided what pet supplies Devin will buy with his $75. Use pictures, words, and numbers to show your thinking.)***

Teacher Tip

✓ Students can identify the strategy or strategies they used to spend $75 on pet supplies.

Activity 3: Measuring Success

Slide Seven: Activity 3 (Problem Solving Part A) Measuring Success

- ☐ Purpose: Measuring Success provides students the opportunity to reflect on their responses to the activity.
- ☐ Play the audio. Replay as many times as necessary.
- ☐ Audio voice-over. ***(You have finished your third activity. Think about what you were asked to do in Activity 3. Think about your work. Were you able to solve the problem and explain how you solved it? Choose the circle that best matches your answer. Think about your response to Activity 3. Describe how your response to Activity 3 shows how the items you chose allowed Devin to spend $75 on pet supplies and why you have chosen yes, a little, or no.)***
- ☐ Students are to complete the **Measuring Success** page.

Activity 4: Problem Solving Part B

Suggested time: 5–10 minutes
Note: ALL suggested times are guidelines; there is no time limit on the performance task.

Slide Eight: Activity 4 (Problem Solving Part B)

- ☐ Purpose: Students work **independently** and at their own pace to solve the problem and explain their thinking (is $75 enough for the pet supplies given).
- ☐ Provide time for students to look at the picture on slide eight and their paper version.
- ☐ Play the audio. Replay as many times as necessary.
- ☐ Audio voice-over. ***(Activity 4 Devin brings the items shown below to the checkout counter. Will $75 be enough money to pay for all of them? If yes, what else can he buy? If no, what will he have to put back? Show your work in the box below. Use pictures, words, and numbers to show your thinking.)***

Activity 4: Measuring Success

Slide Nine: Activity 4 (Problem Solving Part B) Measuring Success

- ☐ Measuring Success provides students the opportunity to reflect on their responses to the activity. Play the audio. ***(You have finished your fourth activity. Think about what you were asked to do in Activity 4. Think about your work. Were you able to solve the problem and explain how you solved it? Choose the circle that best matches your answer. Think about your response to Activity 4. Explain how your response to Activity 4 shows how you chose whether or not $75 is enough money for the items given. Explain why you have chosen yes, a little, or no.)***
- ☐ Students are to complete the Measuring Success page.

Activity 5: Extension of the Activity

Suggested time: 5–10 minutes
Note: ALL suggested times are guidelines; there is no time limit on the performance task.

Slide Ten: Activity 5 (Extension of the Activity)

☐ Purpose: Students work **independently** and at their own pace to solve the problem and explain their thinking. (What other decisions or problems can be made about spending $75.)

☐ Provide time for students to look at the picture on slide ten and their paper version.

☐ Play the audio. Replay as many times as necessary.

☐ Audio voice-over. ***(Activity 5 – What other decisions or problems could Devin make about spending the money? Are there other things you need to learn to help you solve problems like this? Use pictures, words, and numbers to show your thinking.)***

Activity 5: Measuring Success

Slide Eleven: Activity 5 (Extension of the Activity) Measuring Success

☐ Purpose: Measuring Success provides students the opportunity to reflect on their responses to the activity.

☐ Play the audio. Replay as many times as necessary.

☐ Audio voice-over. ***(You have finished your last activity. Think about what you were asked to do in Activity 5. Think about your work. Were you able to make other decisions or create other problems about how Devin can spend $75? Choose the circle that best matches your answer. Think about your response to Activity 5. Explain how your response to Activity 5 shows another decision or problem that can be made to spend $75 and why you have chosen yes, a little, or no.)***

☐ Students are to complete the **Measuring Success** page.

Assessing the Performance Task

The purpose of the Numeracy Performance Task is to find out what students are able to do independently in order to identify their individual strengths as well as areas for improvement. The Performance Task will only be assessed at the local level.

Classroom teachers are expected to assess their students' Numeracy Performance Task and digitally submit results for each student to Alberta Education. The students' performance tasks are kept at the school for reference during teacher, student, and parent conversations.

Assessment Guide and Exemplars

When assessing the Numeracy Performance Tasks, teachers will use the:

1. Numeracy Performance Task Descriptors (A print version is also available in the Grade 3 SLA Literacy and Numeracy Information Bulletin.)

2. Numeracy Performance Task Exemplars (A print version is available on the Teacher Dashboard—see below.)

Accessing the Digital Assessment Tools

The Assessment Guide and the Exemplars will be digitally available through the Teacher Dashboard during the SLA administration period (September 29-October 24, 2014). Information about accessing the Teacher Dashboard is located at http://education.alberta.ca/department/ipr/curriculum/student-learning-assessments.aspx

Contacts

Technical Support for Administering the SLAs
Telephone: 780-427-5318
Toll-free within Alberta: 310-0000
Email: cshelpdesk@gov.ab.ca
Office Hours:
Monday thru Friday, 8:15 a.m. to 4:30 p.m.
The office is open during the lunch hour.

For assistance with questions regarding the content, administration, or assessment of the performance task, contact Renate Taylor Majeau, Numeracy (English and French) SLA Team Leader (Renate.Taylormajeau@gov.ab.ca).

SLA Grade 3 Numeracy Performance Task Descriptors

Activity 1: Checking for Awareness	Response Quality 5	Response Quality 4	Response Quality 3	Response Quality 2	Response Quality 1	Comments
When assessing Activity 1, consider the extent to which the student • is able to communicate reasoning that justifies decisions or problems from given data (A)	☐ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☐ Complete description represents possible decisions or problems in more than one way based on data given.	☐ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☐ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☐ Description does not represent a possible decision or problem from data given.	
When assessing Measuring Success, consider the extent to which the student • is able to justify their work accurately and reflect about the completion of the activity (A)	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.	
Activity 2: Organizing Information	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**	**Comments**
When assessing Activity 2, consider the extent to which the student • is able to utilize learned concepts to reach a solution (KU)	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors.	☐ Connects some numeracy concepts to a few elements, but misses key elements of the problem. ☐ Representations show computation errors.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking.	
When assessing Activity 2, consider the extent to which the student • is able to develop a plan and use strategies that can lead to a solution of the problem (S)	☐ Only relevant information is used. ☐ Efficient strategies are used.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate.	☐ Little or no evidence of information given. ☐ No particular strategy is evident.	
When assessing Measuring Success, consider the extent to which the student • is able to justify their work accurately and reflect about the completion of the activity (A)	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.	
Activity 3: Problem Solving Part A	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**	**Comments**
When assessing Activity 3, consider the extent to which the student • is able to utilize learned concepts to reach a solution (KU)	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem. ☐ Correct solution supported with evidence of validating solution.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem. ☐ Correct solution supported with sound reasoning.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors. ☐ Solution may be correct with little reasoning.	☐ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☐ Representations show computation errors. ☐ Solution is incomplete or incorrect with no supporting reasoning.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking. ☐ No solution provided.	
When assessing Activity 3, consider the extent to which the student • is able to develop a plan and use strategies that can lead to a solution of the problem (S)	☐ Only relevant information is used. ☐ Efficient strategies are used. ☐ Decisions are deductively reached.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient. ☐ Decisions are logically reached.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used. ☐ Decision is evident.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate. ☐ Decision may be present.	☐ Little or no evidence of information given. ☐ No particular strategy is evident. ☐ Decision is not evident.	
When assessing Measuring Success, consider the extent to which the student • is able to justify their work accurately and reflect about the completion of the activity (A)	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.	

Note: The Response Quality statements are descriptions that are ordered from the highest quality of response (Response Quality 5) to the lowest quality of response (Response Quality 1).

(A) Awareness is the personal understanding of numeracy and the essential role it plays in everyone's life. Students determine how being numerate enables them to create and express meaning. They use their numeracy skills to represent what they know, what they are able to do, and what they need to learn.

(KU) Knowledge and Understanding are the foundational building blocks of essential numeracy concepts and skills. Students create and communicate representations to define and develop concepts, ideas, and understandings. They use their knowledge of quantitative and spatial concepts to construct and create meaning.

(S) Strategies are deliberate actions, procedures, or processes. Students connect and select background knowledge and personal experiences to develop new understandings. They use effective and efficient mental calculations and estimation strategies to manage ideas and information. Students use effective and efficient problem-solving strategies to acquire knowledge and communicate understandings. They analyze and evaluate information critically to draw conclusions and make decisions.

Alberta Education

SLA Grade 3 Numeracy Performance Task Descriptors

Activity 4: Problem Solving Part B	Response Quality 5	Response Quality 4	Response Quality 3	Response Quality 2	Response Quality 1	Comments
When assessing Activity 4, consider the extent to which the student • is able to utilize learned concepts to reach a solution (KU)	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem. ☐ Correct solution supported with evidence of validating solution.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem. ☐ Correct solution supported with sound reasoning.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors. ☐ Solution may be correct with little reasoning.	☐ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☐ Representations show computation errors. ☐ Solution is incomplete or incorrect with no supporting reasoning.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking. ☐ No solution provided.	
When assessing Activity 4, consider the extent to which the student • is able to develop a plan and use strategies that can lead to a solution of the problem (S)	☐ Only relevant information is used. ☐ Efficient strategies are used. ☐ Decisions are deductively reached.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient. ☐ Decisions are logically reached.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used. ☐ Decision is evident.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate. ☐ Decision may be present.	☐ Little or no evidence of information given. ☐ No particular strategy is evident. ☐ Decision is not evident.	
When assessing Measuring Success, consider the extent to which the student • is able to justify their work accurately and reflect about the completion of the activity (A)	☐ Complete and accurate self-reflection justifying evidence provided.	☐ Complete self-reflection that applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.	
Activity 5: Extension of the Activity	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**	**Comments**
When assessing Activity 5, consider the extent to which the student • is able to communicate reasoning that justifies decisions or problems from given data (A)	☐ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☐ Complete description represents possible decisions or problems in more than one way based on data given.	☐ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☐ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☐ Description does not represent a possible decision or problem from data given.	
When assessing Measuring Success, consider the extent to which the student • is able to justify their work accurately and reflect about the completion of the activity (A)	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.	

Note: The Response Quality statements are descriptions that are ordered from the highest quality of response (Response Quality 5) to the lowest quality of response (Response Quality 1).

(A) Awareness is the personal understanding of numeracy and the essential role it plays in everyone's life. Students determine how being numerate enables them to create and express meaning. They use their numeracy skills to represent what they know, what they are able to do, and what they need to learn.

(KU) Knowledge and Understanding are the foundational building blocks of essential numeracy concepts and skills. Students create and communicate representations to define and develop concepts, ideas, and understandings. They use their knowledge of quantitative and spatial concepts to construct and create meaning.

(S) Strategies are deliberate actions, procedures, or processes. Students connect and select background knowledge and personal experiences to develop new understandings. They use effective and efficient mental calculations and estimation strategies to manage ideas and information. Students use effective and efficient problem-solving strategies to acquire knowledge and communicate understandings. They analyze and evaluate information critically to draw conclusions and make decisions.

Alberta Education

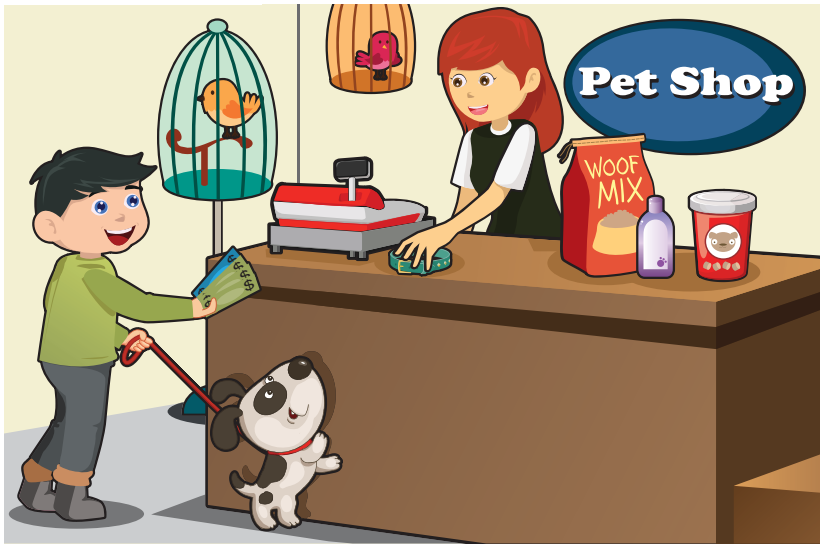
School Code Student Name

Student Learner Assessments Numeracy 3 – Pilot

Performance Task: Pet Store

Activity 1

Devin goes into a pet supply store.



Devin has $75 to spend on supplies at the pet store.

What decisions or problems can be made using this information?
Show with pictures, words, and numbers what decisions or problems **you** think Devin needs to make.

Student Name

Measuring Success

Activity 1

I was able to **make decisions** or **create a problem** with the information given.

Choose the circle that **best** matches your answer.

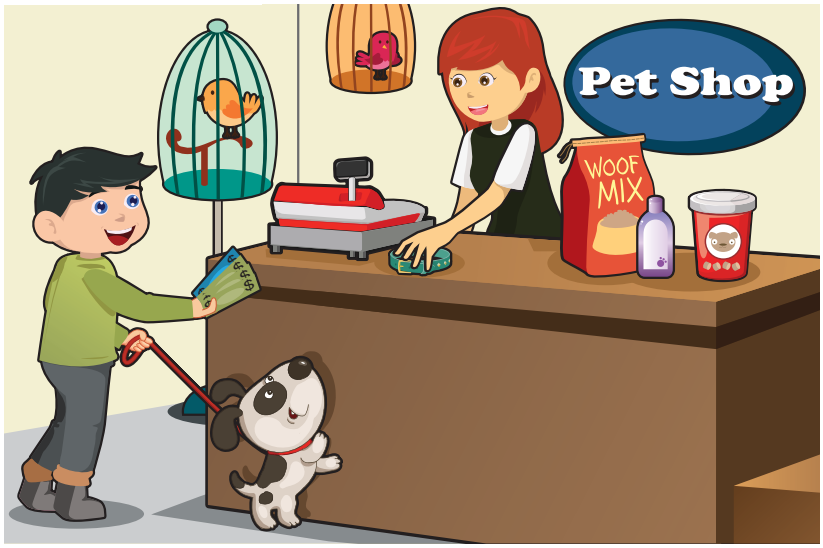
Describe why you have chosen YES, A LITTLE, or NO to measure your success.

School Code

Student Name

Student Learner Assessments Numeracy 3 – Pilot

Performance Task: Pet Store



Devin makes some decisions and solves some problems at the pet store.

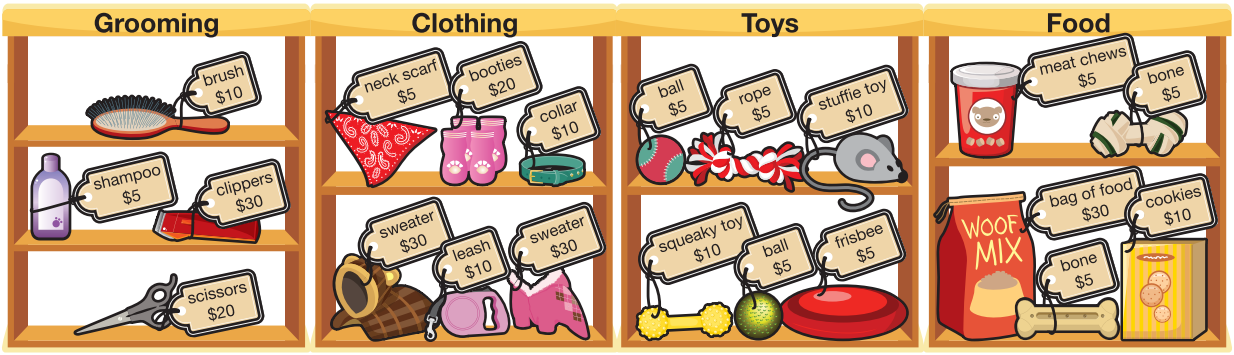
Please turn this page and start activities 2-5.

Student Name

Pet Store

Activity 2

Devin has saved $75 to spend on pet supplies.



Choose the items Devin can buy in order to spend ALL of his $75.

Use pictures, words, and numbers to show your thinking.

When Activity 2, Activity 3, Activity 4, and Activity 5 are completed, return these pages to your teacher.

Measuring Success

Activity 2

I **understood the problem** and was able to **choose ALL of the information I needed** to solve the problem.

Choose the circle that **best** matches your answer.

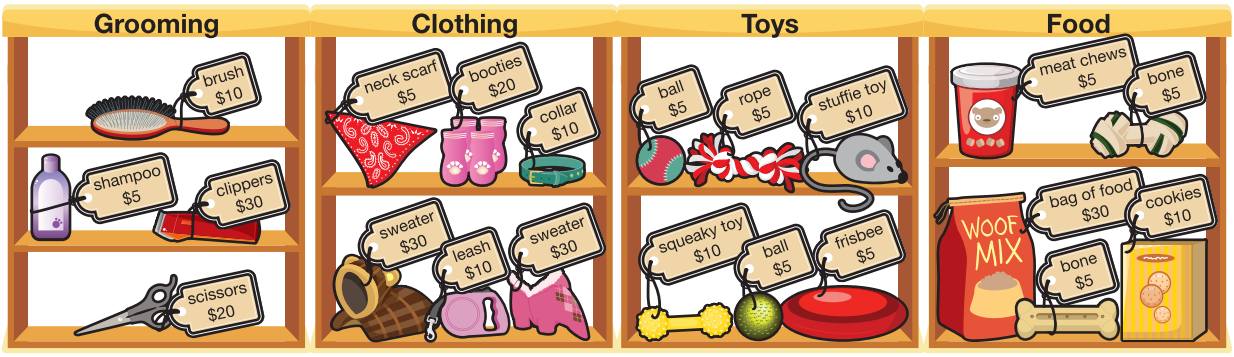
Describe why you have chosen YES, A LITTLE, or NO to measure your success.

When Activity 2, Activity 3, Activity 4, and Activity 5 are completed, return these pages to your teacher.

Student Name

Pet Store

Activity 3



Explain how you decided what pet supplies Devin will buy with his $75 (count forwards, count backwards, add, subtract, group, order numbers, estimate, etc.).

Use pictures, words, and numbers to show your thinking.

When Activity 2, Activity 3, Activity 4, and Activity 5 are completed, return these pages to your teacher.

Measuring Success

Activity 3

I was able to **solve the problem** and **explain** how I solved it.

Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE, or NO to measure your success.

When Activity 2, Activity 3, Activity 4, and Activity 5 are completed, return these pages to your teacher.

Student Name

Pet Store

Activity 4

Devin brings the items shown below to the checkout counter.
Will $75 be enough money to pay for all of them.

If **YES**, what else can he buy?
If **NO**, what will he have to put back? Show your work in the box below.

Use pictures, words, and numbers to show your thinking.

When Activity 2, Activity 3, Activity 4, and Activity 5 are completed, return these pages to your teacher.

Measuring Success

Activity 4

I was able to **solve the problem** and **explain** how I solved it.

Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE, or NO to measure your success.

When Activity 2, Activity 3, Activity 4, and Activity 5 are completed, return these pages to your teacher.

Student Name

Pet Store

Activity 5

What other decision or problems could Devin make about spending the money?
Are there other things I need to learn to help me solve problems like this?

Use pictures, words, and numbers to show your thinking.

When Activity 2, Activity 3, Activity 4, and Activity 5 are completed, return these pages to your teacher.

Measuring Success

Activity 5

I was able to **make other decisions** or **create other problems** with the information given.

Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE, or NO to measure your success.

When Activity 2, Activity 3, Activity 4, and Activity 5 are completed, return these pages to your teacher.

Student Learning Assessment

SLA

Numeracy

Exemplars of Student Responses

Pet Store
2014 Pilot

Assessment Sector

Alberta Education

Contents

continued

Introduction

Teachers are required to assess student responses using the **Performance Task Descriptors** and the **Exemplars of Student Responses** which are both found on the ***Teacher Dashboard***.

The assessment of student responses must be based solely on the **Performance Task Descriptors** and the **Exemplars of Student Responses**. Fairness and accuracy for all students are the most important requirements of the assessment process.

Performance Task Descriptors
The **Performance Task Descriptors** are a set of statements that can be used to describe the students' responses to each of the five activities in the Numeracy Performance Task.

- The teacher will identify the performance task descriptors which best describe each student's responses. This information will be recorded using the **On-line Performance Task Descriptor**, which is located on the ***Teacher Dashboard***.
- When all of the students' responses have been recorded, the teacher will submit this information to Alberta Education through the ***Teacher Dashboard***.

Exemplars of Student Responses
The **Exemplars of Student Responses** (located on the ***Teacher Dashboard***) are based on students' responses to the Performance Task. These responses provide a range of examples that illustrate the statements in the **Performance Task Descriptors**.

- A rationale that explains the connection between each example of student work and the **Performance Task Descriptors** is also provided.
- The **Exemplars of Student Responses** should be used in conjunction with the **Performance Task Descriptors** to assess a student's response to the five activities in the Performance Task.

How are the Performance Task Descriptors and Exemplars of Student Responses Created?
Several different working groups of educational consultants and grade 2, 3, and 4 teachers developed and validated the **Performance Task Descriptors**. They also selected and validated the **Exemplars of Student Responses**.

Exemplar Selection Working Group
The **Exemplars of Student Responses** are based on selections of student work, taken from field tests, which best illustrate the **Performance Task Descriptors**. Working-group members read a large sample of students' written responses to the performance task and select responses that best match the standards demonstrated by students at the beginning of Grade 3. The working group then writes rationales that explain the relationship between each Exemplar and the **Performance Task Descriptors**.

Exemplar Validation Working Group
The Exemplar Validation Working Group members review and approve the selected **Exemplars of Student Responses** and the rationales that have been prepared. This group ensures that the rationales accurately reflect the **Performance Task Descriptors** and verify that appropriate and accurate references have been made to student work. Working-group members also strive to ensure that there is clarity within the rationales so that teachers can accurately and reliably assess their students' responses.

Performance Task at a Glance

The performance task includes five activities and which are designed to be completed in less than 60 minutes. Once the first activity and its student reflection are completed, the student returns these to the teacher before starting the next activity. A break may be taken between Activity 1 and the remaining activities. After completing each activity, students independently reflect on their work by completing Measuring Success. Refer to the Information Bulletin for a suggested schedule for completing the Student Learning Assessments. Teachers should not record any information for students to view and/or copy.

1. **Activity 1: Checking for Awareness**
   After the teacher distributes the activity, students look at the given scenario (picture or video) and **independently** generate and record a decision or problem based on the scenario. Students return this portion (activity and Measuring Success) to the teacher before they begin the next activity.

2. **Activity 2: Organizing Information**
   Students use the given scenario and problem to organize the information that is provided.

3. **Activity 3: Problem Solving Part A**
   Students work **independently** to solve the problem and explain their thinking.

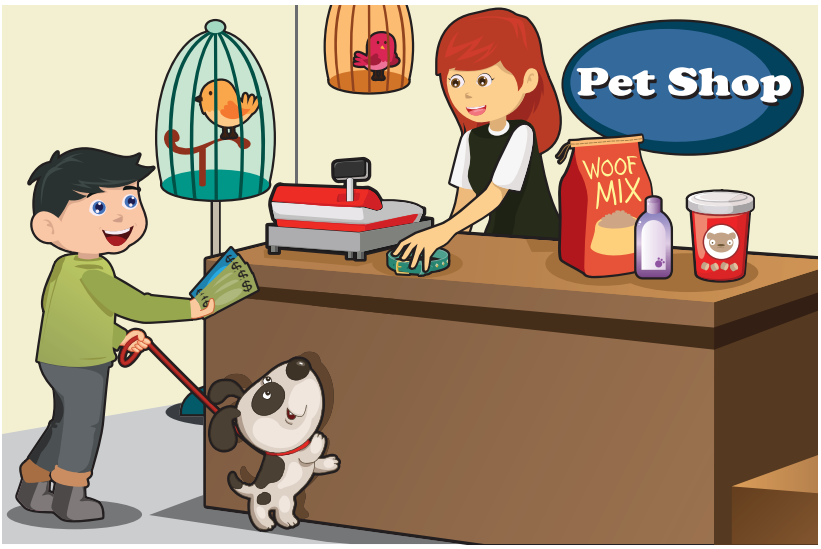
4. **Activity 4: Problem Solving Part B**
   Students work **independently** to solve the new problem and explain their thinking.

5. **Activity 5: Extension of the Activity**
   Students work **independently** to share their thinking about other decisions or problems that could be created with the given scenario or other skills that the student may still need to learn.

Examples of Student Work

Activity 1: Checking for Awareness

Devin goes into a pet supply store.



Devin has $75 to spend on supplies at the pet store.

What decisions or problems can be made using this information?
Show with pictures, words, and numbers what decisions or problems **you** think Devin needs to make.

Descriptors for Activity 1

When assessing **Activity 1**, consider the extent to which the student is able to communicate reasoning that justifies decisions or problems from given data. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☐ Complete description represents possible decisions or problems in more than one way based on data given.	☐ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☐ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☐ Description does not represent a possible decision or problem from data given.

Note: Student responses at Response Quality 3 and above are responses which meet the Provincial Standard for students at the beginning of Grade 3.

Activity 1: Measuring Success

I was able to **make decisions** or **create a problem** with the information given.

Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE, or NO to measure your success.

Activity 1 Descriptors for Measuring Success

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.

Exemplar for Response Quality 5

When assessing **Activity 1**, consider the extent to which the student is able to communicate reasoning that justifies decisions or problems from given data. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☐ Complete description represents possible decisions or problems in more than one way based on data given.	☐ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☐ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☐ Description does not represent a possible decision or problem from data given.
Scoring Rationale	**RQ5** Decision to spend $75 is made by choosing items and assigning values that total $75. Provides proof in two different ways.				

Measuring Success

I was able to **make decisions** or **create problems** with the information given.

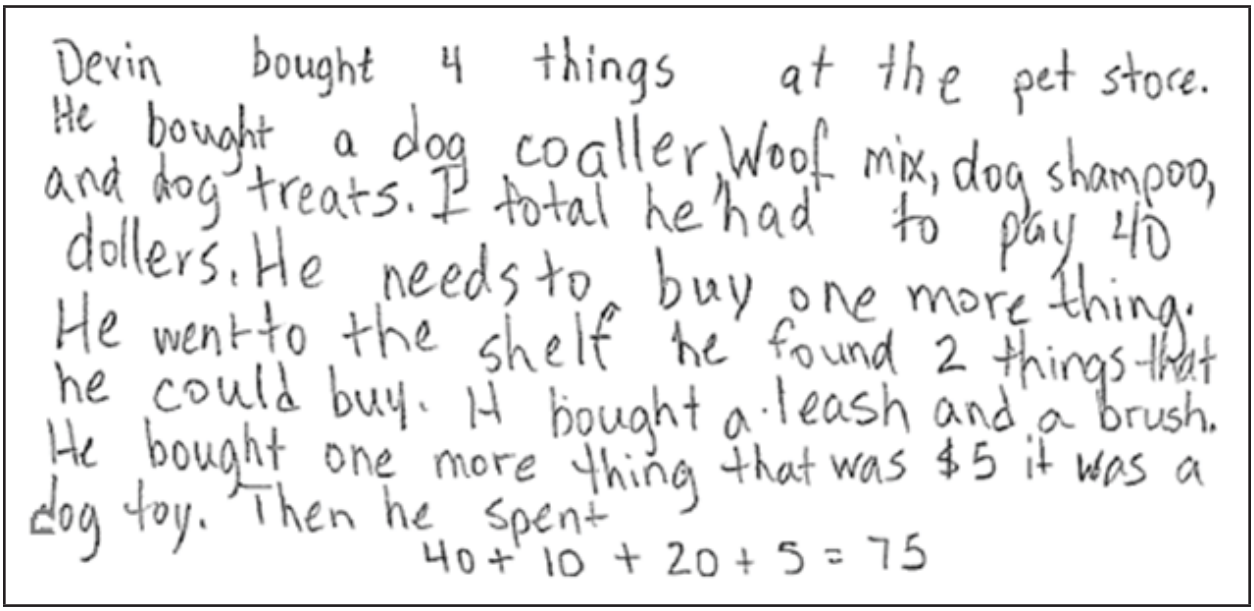
Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE, or NO to measure your success.

I made decisons by choosing stuf Devin can buy. The things I bought add up to $75. I showed a problem.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ5** Circle choice is an accurate self-reflection of evidence provided. Justification reflects both a problem and decisions made.				

Exemplar for Response Quality 5


Devin bought 4 things at the pet store. He bought a dog coaller, Woof mix, dog shampoo, and dog treats. I total he had to pay 40 dollers. He needs to buy one more thing. He went to the shelf he found 2 things that he could buy. H bought a leash and a brush. He bought one more thing that was $5 it was a dog toy. Then he spent
40 + 10 + 20 + 5 = 75

When assessing **Activity 1**, consider the extent to which the student is able to communicate reasoning that justifies decisions or problems from given data. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☐ Complete description represents possible decisions or problems in more than one way based on data given.	☐ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☐ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☐ Description does not represent a possible decision or problem from data given.
Scoring Rationale	**RQ5** Words and numbers represent a comprehensive and authentic description of a shopping experience.				

Measuring Success

I was able to **make decisions** or **create problems with the information given.**

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

I showed what Devin could buy for his dog that adds to 75 dollers.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☑ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ4** Inaccurate self-reflection (A LITTLE) as decisions were made. Self-reflection applies to evidence demonstrated ("I showed what Devin could buy for his dog that adds to 75 dollers.").				

Exemplar for Response Quality 4

When assessing **Activity 1**, consider the extent to which the student is able to communicate reasoning that justifies decisions or problems from given data. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☑ Complete description represents possible decisions or problems in more than one way based on data given.	☐ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☐ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☐ Description does not represent a possible decision or problem from data given.
Scoring Rationale	**RQ4** List of specific necessary items that a dog requires. Provides explanation for each item. Picture enhances the information.				

Measuring Success

I was able to **make decisions** or **create problems with the information given.**

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

My dog need food. i walk him every day.
My dog is lonly at home when i am at school

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☑ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ3** Self-reflection partially applies to evidence provide (decisions about what Devin should buy were made). Justification is based on personal experience.				

Exemplar for Response Quality 4

When assessing **Activity 1**, consider the extent to which the student is able to communicate reasoning that justifies decisions or problems from given data. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☑ Complete description represents possible decisions or problems in more than one way based on data given.	☐ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☐ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☐ Description does not represent a possible decision or problem from data given.
Scoring Rationale	**RQ4** Picture and words describe a deliberate decision ("I need this…but I don't need this") based on knowledge and personal experience.				

Measuring Success

I was able to **make decisions** or **create problems** with the information given.

Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE, or NO to measure your success.

I made a decision about what devin thinks the dog needs

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A))	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☑ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ3** Accurate self-reflection (A LITTLE). Justification applies but lacks description.				

Exemplar for Response Quality 3

When assessing **Activity 1**, consider the extent to which the student is able to communicate reasoning that justifies decisions or problems from given data. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☐ Complete description represents possible decisions or problems in more than one way based on data given.	☑ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☐ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem)	☐ Description does not represent a possible decision or problem from data given.
Scoring Rationale	**RQ3** Items chosen include assigned value. Inference must be made that items total to $75.				

Measuring Success

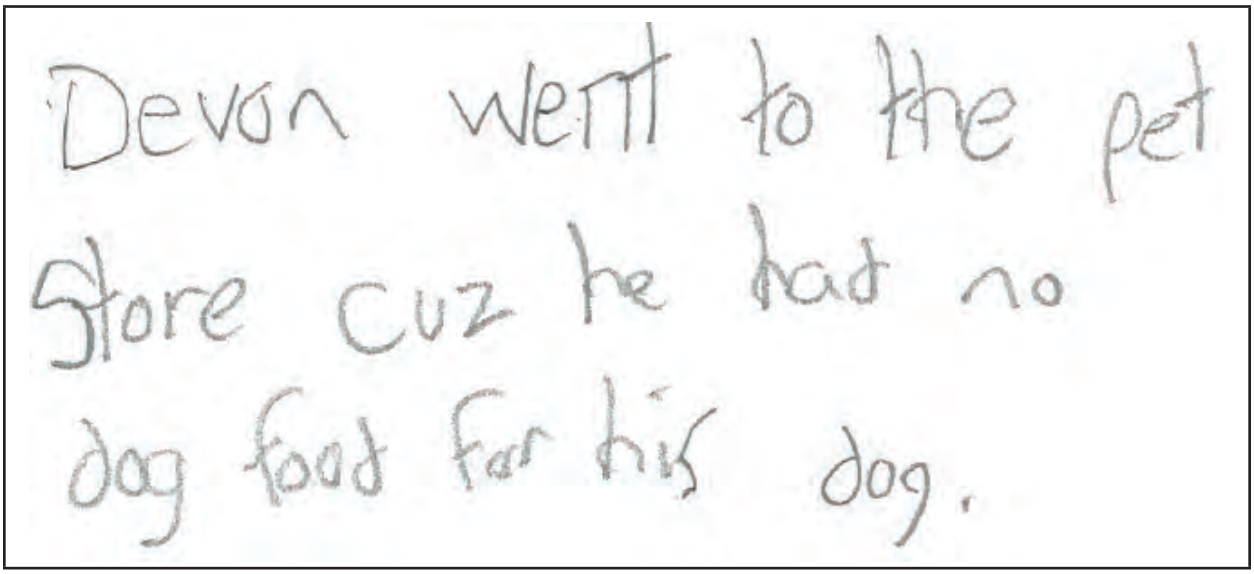
I was able to **make decisions** or **create problems with the information given.**

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

I thought about what a dog might need. Then I decided how much each item cost up to $75

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ5** Accurate self-reflection regarding completion of the activity. Justification represents a realistic shopping experience.				

Exemplar for Response Quality 3



When assessing **Activity 1**, consider the extent to which the student is able to communicate reasoning that justifies decisions or problems from given data. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☐ Complete description represents possible decisions or problems in more than one way based on data given.	☑ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☐ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☐ Description does not represent a possible decision or problem from data given.
Scoring Rationale	**RQ3** Problem is presented (needs to buy pet food). An inference needs to be made that Devin will spend money on dog food.				

Measuring Success

I was able to **make decisions** or **create problems** with the information given.

Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE, or NO to measure your success.

I think he has to by sum ting for his dog

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☑ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ2** Inaccurate self-reflection (NO) as a decision was made. Justification is incomplete.				

Exemplar for Response Quality 2

When assessing **Activity 1**, consider the extent to which the student is able to communicate reasoning that justifies decisions or problems from given data. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☐ Complete description represents possible decisions or problems in more than one way based on data given.	☐ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☑ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☐ Description does not represent a possible decision or problem from data given.
Scoring Rationale	**RQ2** Drawing suggests that boy and girl will spend some money (inference must be made).				

Measuring Success

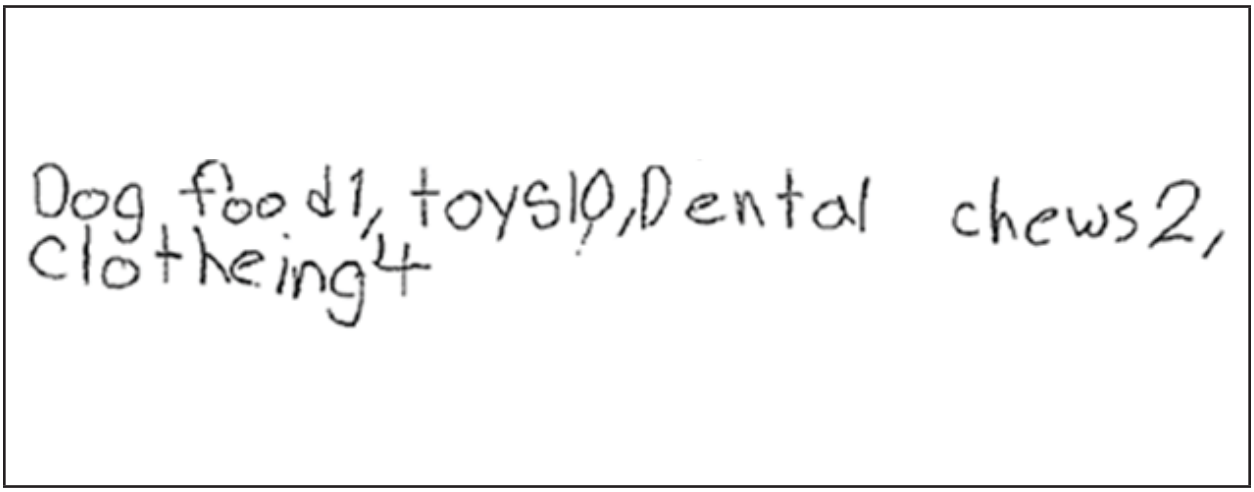
I was able to **make decisions** or **create problems with the information given.**

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

i will buy stuf

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☑ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ2** Inaccurate self-reflection (YES) as a decision is not made. Justification is incomplete.				

Exemplar for Response Quality 2



When assessing **Activity 1**, consider the extent to which the student is able to communicate reasoning that justifies decisions or problems from given data. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☐ Complete description represents possible decisions or problems in more than one way based on data given.	☐ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☑ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☐ Description does not represent a possible decision or problem from data given.
Scoring Rationale	**RQ2** Words and numbers suggest possible decision about the amount that will be spent and what will be purchased (inferences must be made).				

Measuring Success

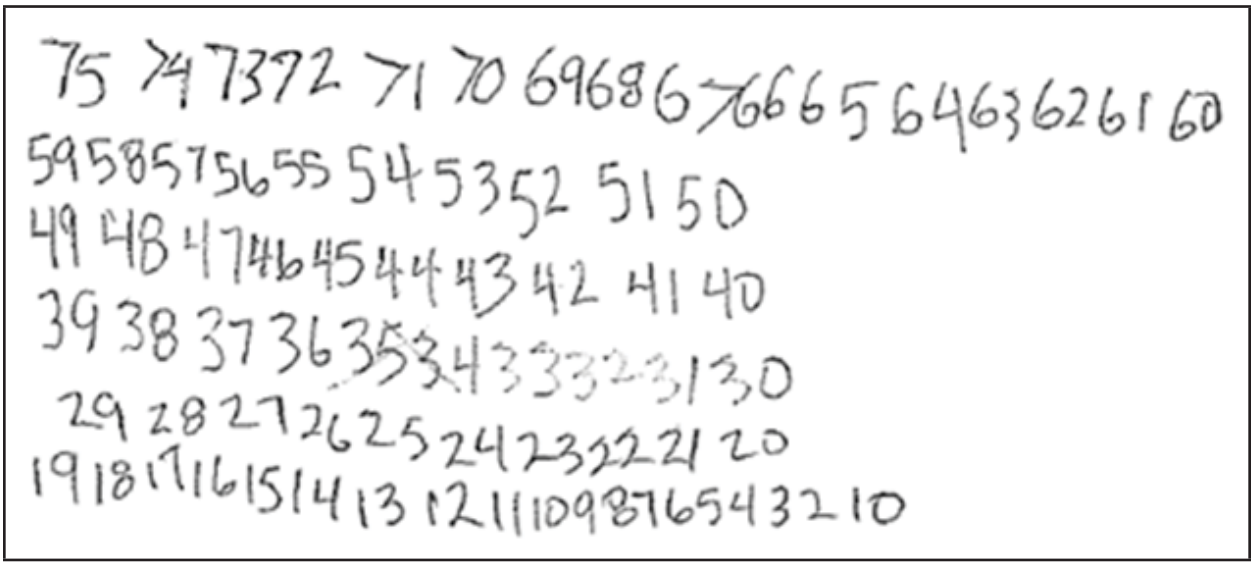
I was able to **make decisions** or **create problems with the information given.**

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

I shows some things my Dog mit like.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☑ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ3** Inaccurate self-reflection (NO) as a decision was made (requires inferences). Justification is based on personal experience.				

Exemplar for Response Quality 1



When assessing **Activity 1**, consider the extent to which the student is able to communicate reasoning that justifies decisions or problems from given data. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☐ Complete description represents possible decisions or problems in more than one way based on data given.	☐ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☐ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☑ Description does not represent a possible decision or problem from data given.
Scoring Rationale	**RQ1** No decision or problem is described. Numbers shown are counting backwards from 75 to 0.				

Measuring Success

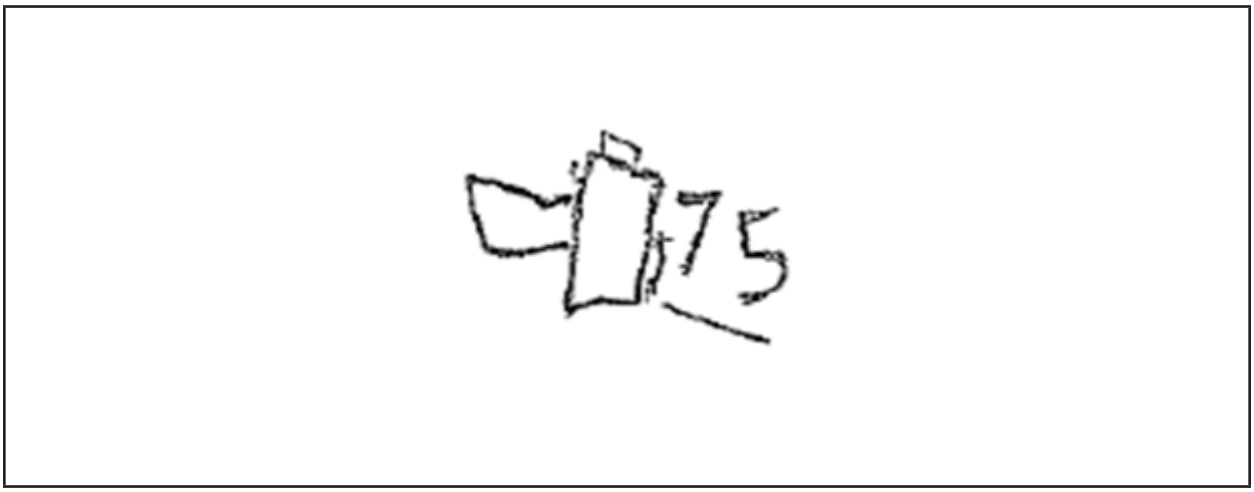
I was able to **make decisions** or **create problems with the information given.**

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

i dot no

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☑ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ2** Inaccurate self-reflection (YES) as no decision was made. No justification is provided.				

Exemplar for Response Quality 1



When assessing **Activity 1**, consider the extent to which the student is able to communicate reasoning that justifies decisions or problems from given data. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☐ Complete description represents possible decisions or problems in more than one way based on data given.	☐ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☐ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☑ Description does not represent a possible decision or problem from data given.
Scoring Rationale	**RQ1** Drawing and the number "75" do not give enough information to suggest a possible decision or problem. Repetition of information given.				

Measuring Success

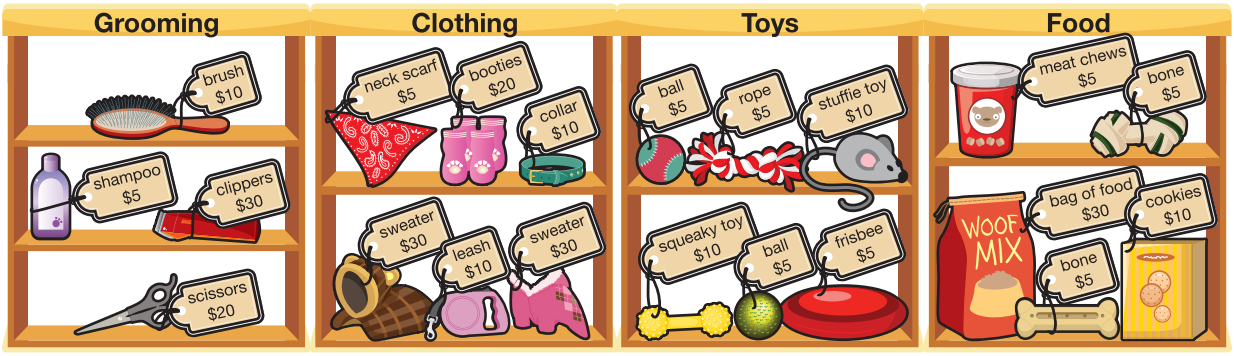
I was able to **make decisions** or **create problems with the information given.**

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

When assessing **Measuring Success**) consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☑ Self-reflection is not completed.
Scoring Rationale	**RQ1** No self-reflection.				

Activity 2: Organizing Information

Devin has saved $75 to spend on pet supplies.



Choose the items Devin can buy in order to spend all of his $75.

Use pictures, words, and numbers to show your thinking.

Descriptors for Activity 2

	Response Quality 5	Response Quality 4	Response Quality 3	Response Quality 2	Response Quality 1
When assessing **Activity 2**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors.	☐ Connects some numeracy concepts to a few elements, but misses key elements of the problem. ☐ Representations show computation errors.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking.
When assessing **Activity 2**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	☐ Only relevant information is used. ☐ Efficient strategies are used.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate.	☐ Little or no evidence of information given. ☐ No particular strategy is evident.

Note: Student responses at Response Quality 3 and above are responses which meet the Provincial Standard for students at the beginning of Grade 3.

Activity 2: Measuring Success

I **understood the problem** and was able to **choose ALL of the information I needed** to solve the problem.

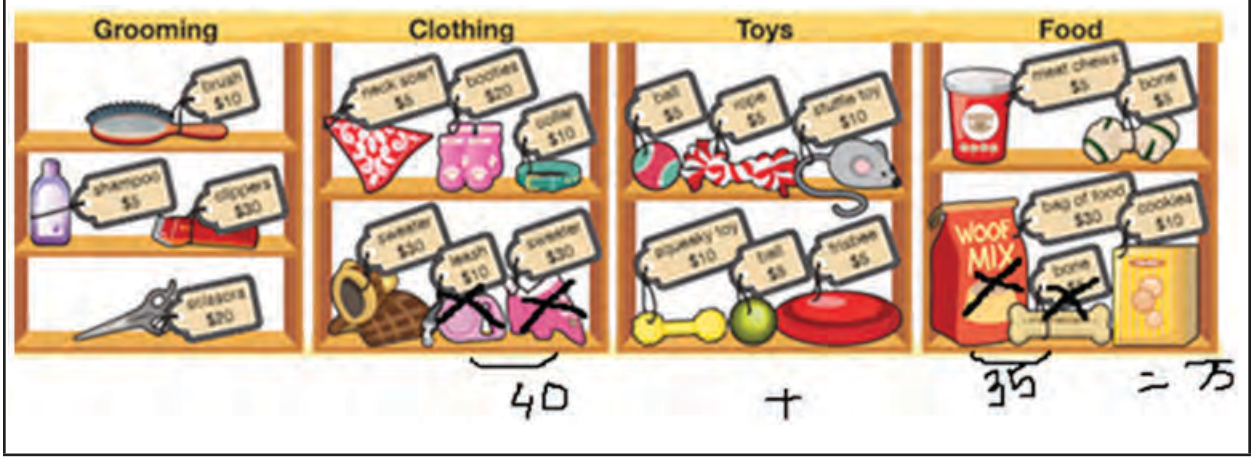
Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE, or NO to measure your success.

Activity 2 Descriptors for Measuring Success

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.

Exemplar for Response Quality 5



When assessing **Activity 2**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Makes meaningful connections to numeracy concepts. ☑ Representations demonstrate a comprehensive understanding of the problem.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors.	☐ Connects some numeracy concepts to a few elements, but misses key elements of the problem. ☐ Representations show computation errors.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking.
Scoring Rationale	**RQ5** Selects 4 items that total $75. **RQ5** Shows how items can be grouped together to a total of 75 dollars.				

When assessing **Activity 2**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Only relevant information is used. ☑ Efficient strategies are used.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate.	☐ Little or no evidence of information given. ☐ No particular strategy is evident.
Scoring Rationale	**RQ5** Relevant information is chosen. **RQ5** Uses mental math and numbers to add up to 75.				

Measuring Success

I **understood the problem** and was able to **choose ALL of the information I needed** to solve the problem.

Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE or NO.

Mom buys all this when we go to the pet stor.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☑ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ4** Accurate self-reflection (YES). A decision is made based on previous experience about what items should be purchased for a total of 75 dollars.				

Exemplar for Response Quality 5

When assessing **Activity 2**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem.	☐ Connects most numeracy concepts to elements of the problem. ☑ Representations accurately demonstrate an understanding of the problem.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors.	☐ Connects some numeracy concepts to a few elements, but misses key elements of the problem. ☐ Representations show computation errors.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking.
Scoring Rationale	**RQ5** Selects 5 items to add up to 75 dollars. **RQ4** Uses numbers to represent understanding of the problem.				

When assessing **Activity 2**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☑ Efficient strategies are used.	☑ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate.	☐ Little or no evidence of information given. ☐ No particular strategy is evident.
Scoring Rationale	**RQ4** Selects 7 items but only 4 of them are initially added together. One more item is then added for a total of 75 dollars. **RQ5** Uses efficient strategy (10+30+20+5=65+10=75) to solve the problem.				

Measuring Success

I **understood the problem** and was able to **choose ALL of the information I needed** to solve the problem.

Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE or NO.

Devin buys stuff to give his dog a bath.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☑ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ4** Self-reflection relates to the evidence provided. Most of the items selected are used when bathing a dog.				

Exemplar for Response Quality 4

When assessing **Activity 2**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem.	☑ Connects most numeracy concepts to elements of the problem. ☑ Representations accurately demonstrate an understanding of the problem.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors.	☐ Connects some numeracy concepts to a few elements, but misses key elements of the problem. ☐ Representations show computation errors.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking.
Scoring Rationale	**RQ4** Selects nine 5 dollar items and three 10 dollar items to total 75 dollars. **RQ4** Understanding is demonstrated through skip counting by 5s and 10s.				
When assessing **Activity 2**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Only relevant information is used. ☐ Efficient strategies are used.	☐ Most of the relevant information is used (irrelevant information is not used). ☑ Strategy may not be the most efficient.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate.	☐ Little or no evidence of information given. ☐ No particular strategy is evident.
Scoring Rationale	**RQ5** Selects only items that have prices with a “0” or a “5” in the ones place. **RQ4** Use of a number line may not be the most efficient strategy.				

Measuring Success

I understood the problem and was able to **choose ALL of the information I needed** to solve the problem.

Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE, or NO to measure your success.

Devin had $5 things first and 3 $10 things to $75.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ5** Accurate self-reflection (YES) as the problem was clearly understood. Justification explains the logic of how the problem was solved.				

Exemplar for Response Quality 4

When assessing **Activity 2**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem.	☑ Connects most numeracy concepts to elements of the problem. ☑ Representations accurately demonstrate an understanding of the problem.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors.	☐ Connects some numeracy concepts to a few elements, but misses key elements of the problem. ☐ Representations show computation errors.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking.
Scoring Rationale	**RQ4** Selects items with a total value that is greater than 75 dollars. Uses inequality symbol to represent the understanding. **RQ4** The problem is accurately represented; however, no solution is provided.				
When assessing **Activity 2**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☐ Efficient strategies are used.	☑ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient.	☐ Some relevant information is used (irrelevant information may be used). ☑ An appropriate strategy is used.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate.	☐ Little or no evidence of information given. ☐ No particular strategy is evident.
Scoring Rationale	**RQ4** Selects items with the greatest value. **RQ3** Strategy is appropriate but solution is incorrect.				

Measuring Success

I understood the problem and was able to **choose ALL of the information I needed** to solve the problem.

Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE, or NO to measure your success.

I pikt the hiest numbers to spent the money fast.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☑ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ4** Inaccurate self-reflection (YES). Justification is provided but vague.				

Exemplar for Response Quality 3

When assessing **Activity 2**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem.	☑ Connects most numeracy concepts to elements of the problem. ☑ Representations accurately demonstrate an understanding of the problem.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors.	☐ Connects some numeracy concepts to a few elements, but misses key elements of the problem. ☐ Representations show computation errors.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking.
Scoring Rationale	**RQ4** Selects 4 items that total 75 dollars. **RQ4** Lists the 4 items selected from the supplies.				
When assessing **Activity 2**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☐ Efficient strategies are used.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient.	☑ Some relevant information is used (irrelevant information may be used). ☑ An appropriate strategy is used.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate.	☐ Little or no evidence of information given. ☐ No particular strategy is evident.
Scoring Rationale	**RQ3** Selects pictures and then lists the items by name. **RQ3** The solution is correct but it must be inferred that the appropriate strategy is used.				

Measuring Success

I **understood the problem** and was able to **choose ALL of the information I needed** to solve the problem.

Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE or NO.

I counted by 10's:
10, 10, 10, 10, 10, 10, 10, 5
brush food sweater rope

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☑ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ4** Self-reflection is provided (A LITTLE) and justification indicates an understanding of the problem and the solution is correct.				

Exemplar for Response Quality 3

When assessing **Activity 2**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem.	☑ Connects some relevant numeracy concepts to some elements of the problem. ☑ Representations demonstrate understanding of problem, may show some computation errors.	☐ Connects some numeracy concepts to a few elements, but misses key elements of the problem. ☐ Representations show computation errors.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking.
Scoring Rationale	**RQ3** Some connections are made by selecting 7 items, however, their total cost is 80 dollars. **RQ3** Evidence of the problem is understood but the correct solution is not provided.				
When assessing **Activity 2**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☐ Efficient strategies are used.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient.	☑ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used.	☐ Irrelevant information is used. ☑ Strategy used may be incorrect or inappropriate.	☐ Little or no evidence of information given. ☐ No particular strategy is evident.
Scoring Rationale	**RQ3** Some irrelevant information is used ("70–30=40" and "40-10=30"). **RQ2** The strategy used is unclear and results in an incorrect solution.				

Measuring Success

I **understood the problem** and was able to **choose ALL of the information I needed** to solve the problem.

Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE or NO.

Have money, I buy staf.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☑ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ3** Self-reflection (A LITTLE) is provided; however, justification is incomplete.				

Exemplar for Response Quality 2

When assessing **Activity 2**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors.	☑ Connects some numeracy concepts to a few elements, but misses key elements of the problem. ☑ Representations show computation errors.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking.
Scoring Rationale	**RQ2** Shows partial understanding of problem by selecting a number of items. **RQ2** Uses numbers to represent items.				

When assessing **Activity 2**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☐ Efficient strategies are used.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient.	☑ Some relevant information is used (irrelevant information may be used). ☑ An appropriate strategy is used.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate.	☐ Little or no evidence of information given. ☐ No particular strategy is evident.
Scoring Rationale	**RQ3** Some relevant information is used when 8 items are selected. **RQ3** Listing the costs of the 8 items is an appropriate strategy.				

Measuring Success

I **understood the problem** and was able to **choose ALL of the information I needed** to solve the problem.

Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE or NO.

he spend money

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☑ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ3** Self-reflection is accurate (NO). Justification is incomplete.				

Exemplar for Response Quality 2

When assessing **Activity 2**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors.	☑ Connects some numeracy concepts to a few elements, but misses key elements of the problem. ☐ Representations show computation errors.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☑ No attempt made to represent thinking.
Scoring Rationale	**RQ2** Shows partial understanding of problem by selecting a number of items. **RQ1** No attempt to show any way of solving the problem.				
When assessing **Activity 2**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☐ Efficient strategies are used.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used.	☑ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate.	☐ Little or no evidence of information given. ☑ No particular strategy is evident.
Scoring Rationale	**RQ2** Selects 5 items. **RQ1** No strategy is used to solve the problem.				

Measuring Success

I **understood the problem** and was able to **choose ALL of the information I needed** to solve the problem.

Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE or NO.

Devin likes his dog.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☑ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ2** Two options are selected for self-reflection. Description is inaccurate.				

Exemplar for Response Quality 1

When assessing **Activity 2**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors.	☐ Connects some numeracy concepts to a few elements, but misses key elements of the problem. ☐ Representations show computation errors.	☑ Connections between numeracy concepts and the elements of the problem are vague. ☑ No attempt made to represent thinking.
Scoring Rationale	**RQ1** Connections between numeracy competency and solving the problem is missing. **RQ1** No attempt is made to represent thinking.				
When assessing **Activity 2**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☐ Efficient strategies are used.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate.	☑ Little or no evidence of information given. ☑ No particular strategy is evident.
Scoring Rationale	**RQ1** Use of information is limited. **RQ1** No strategy is evident.				

Measuring Success

I **understood the problem** and was able to **choose ALL of the information I needed** to solve the problem.

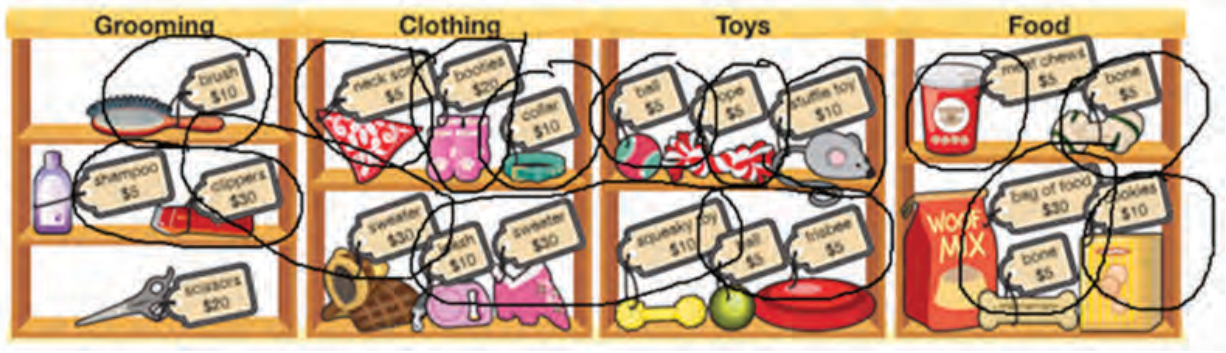
Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE or NO.

Yes

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☑ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ2** Self-reflection is incomplete and no evidence is provided.				

Exemplar for Response Quality 1



When assessing **Activity 2**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors.	☐ Connects some numeracy concepts to a few elements, but misses key elements of the problem. ☐ Representations show computation errors.	☑ Connections between numeracy concepts and the elements of the problem are vague. ☑ No attempt made to represent thinking.
Scoring Rationale	**RQ1** Connections are unclear. **RQ1** Representations do not show thinking.				

When assessing **Activity 2**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☐ Efficient strategies are used.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate.	☑ Little or no evidence of information given. ☑ No particular strategy is evident.
Scoring Rationale	**RQ1** Use of information is irrelevant (circling most of the items). **RQ1** No strategy is evident.				

Measuring Success

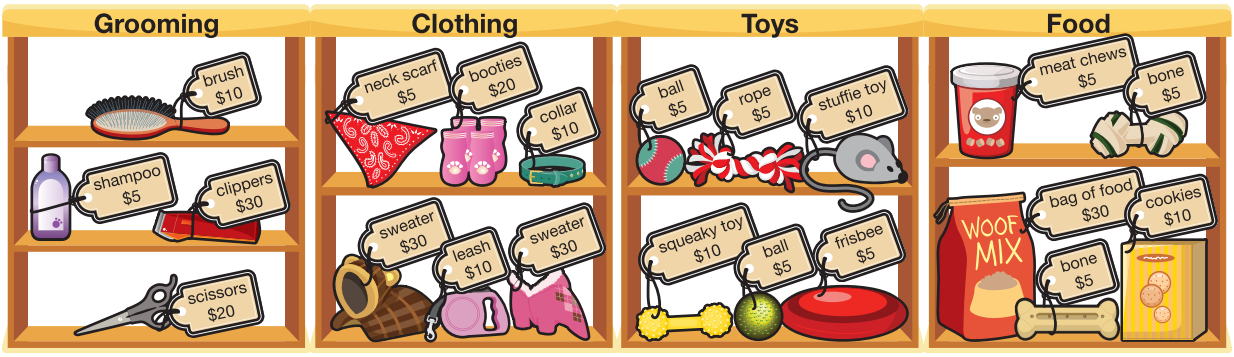
I **understood the problem** and was able to **choose ALL of the information I needed** to solve the problem.

Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE or NO.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☑ Self-reflection is not completed.
Scoring Rationale	**RQ1** There is no evidence of self-reflection.				

Activity 3: Problem Solving Part A



Explain how **you** decided what pet supplies Devin will buy with his $75 (count forwards, count backwards, add, subtract, group, order numbers, estimate, etc.).

Use pictures, words, and numbers to show your thinking.

Descriptors for Activity 3

	Response Quality 5	Response Quality 4	Response Quality 3	Response Quality 2	Response Quality 1
When assessing **Activity 3**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem. ☐ Correct solution supported with evidence of validating solution.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem. ☐ Correct solution supported with sound reasoning.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors. ☐ Solution may be correct with little reasoning.	☐ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☐ Representations show computation errors. ☐ Solution is incomplete or incorrect with no supporting reasoning.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking. ☐ No solution provided.
When assessing **Activity 3**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	☐ Only relevant information is used. ☐ Efficient strategies are used. ☐ Decisions are deductively reached.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient. ☐ Decisions are logically reached.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used. ☐ Decision is evident.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate. ☐ Decision may be present.	☐ Little or no evidence of information given. ☐ No particular strategy is evident. ☐ Decision is not evident.

Note: Student responses at Response Quality 3 and above are responses which meet the Provincial Standard for students at the beginning of Grade 3.

Activity 3: Measuring Success

I was able to **solve the problem** and **explain** how I solved it.

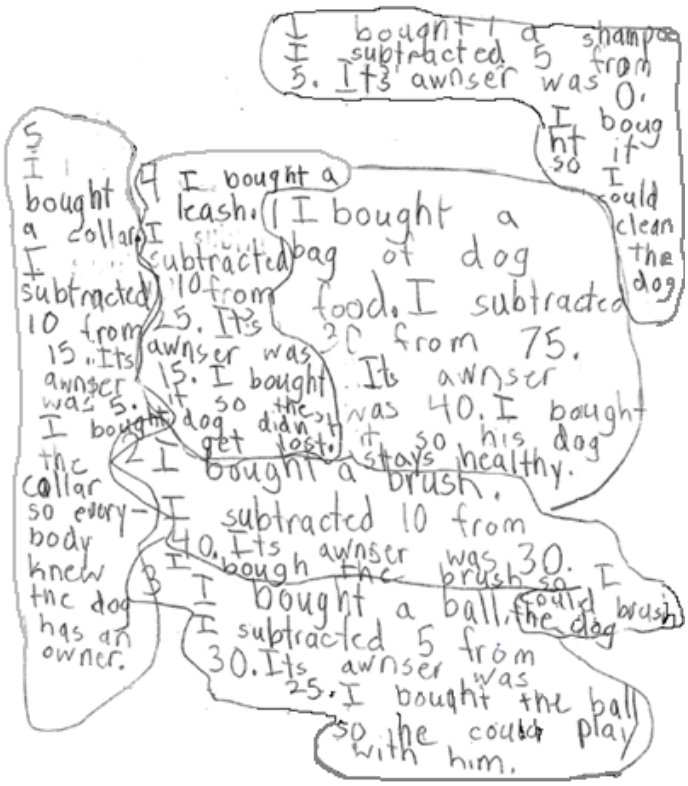
Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE, or NO to measure your success.

Activity 3 Descriptors for Measuring Success

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifying evidence provided.	☐ Complete self-reflection that applies to evidence provided. Justification provided.	☐ Self-reflection partially applies to evidence demonstrated. Some justification is provided.	☐ Incomplete or inaccurate self-reflection. ☐ No justification provided.	☐ Self-reflection is not completed.

Exemplar for Response Quality 5



When assessing **Activity 3**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Makes meaningful connections to numeracy concepts. ☑ Representations demonstrate a comprehensive understanding of the problem. ☑ Correct solution supported with evidence of validating solution.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem. ☐ Correct solution supported with sound reasoning.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors. ☐ Solution may be correct with little reasoning.	☐ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☐ Representations show computation errors. ☐ Solution is incomplete or incorrect with no supporting reasoning.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking. ☐ No solution provided.
Scoring Rationale	**RQ5** Many meaningful connections are made using subtraction ("from 75…, from 40…, from 30.., from 25…, from 15…, from 5…"). **RQ5** Thought processes are clearly organized into 6 logical steps. **RQ5** Spends all $75 and justifies each purchase ("I bought the collar so everybody knew the dog has an owner").				

When assessing **Activity 3**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Only relevant information is used. ☑ Efficient strategies are used. ☑ Decisions are deductively reached.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient. ☐ Decisions are logically reached.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used. ☐ Decision is evident.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate. ☐ Decision may be present.	☐ Little or no evidence of information given. ☐ No particular strategy is evident. ☐ Decision is not evident.
Scoring Rationale	**RQ5** Relevant use of information ("I subtracted 30 from 75. Its awnser was 40"). **RQ5** Starts at 75 and confidently works backward with each purchase to reach 0. ("I bought . . ., I subtracted…"). **RQ5** The decision was made to repeatedly subtract until the answer was "0".				

Measuring Success

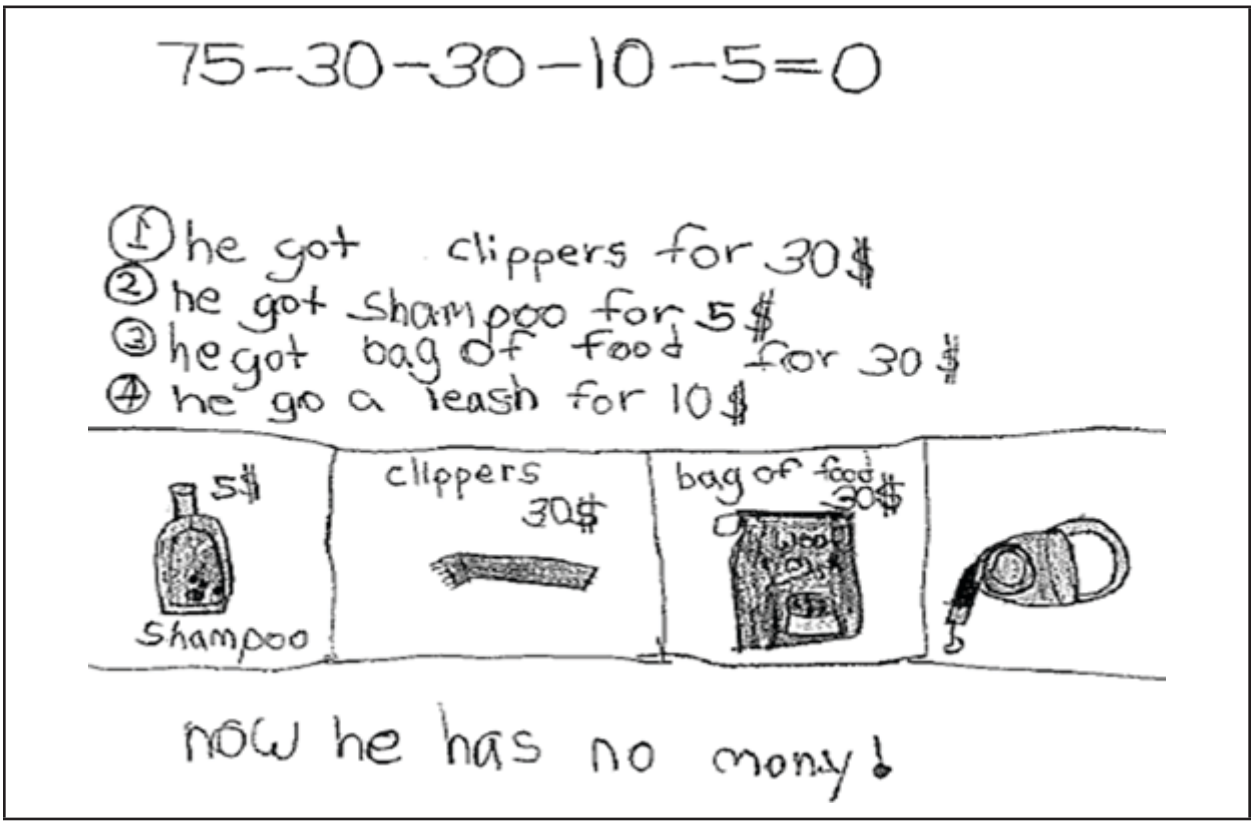
I was able to **solve the problem** and **explain** how I solved it.

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

I thought of lots of things people need to keep their dogs happy. Each time I subtracted the supply so I knew there was enough money.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ5** Self-reflection demonstrates an awareness of the process used when subtracting back from 75.				

Exemplar for Response Quality 5



When assessing **Activity 3**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Makes meaningful connections to numeracy concepts. ☑ Representations demonstrate a comprehensive understanding of the problem. ☐ Correct solution supported with evidence of validating solution.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem. ☑ Correct solution supported with sound reasoning.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors. ☐ Solution may be correct with little reasoning.	☐ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☐ Representations show computation errors. ☐ Solution is incomplete or incorrect with no supporting reasoning.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking. ☐ No solution provided.
Scoring Rationale	**RQ5** Connections are meaningful, subtracting each item from 75. **RQ5** Clearly represents the problem in numbers, words, and pictures. **RQ4** Logical decision with good reasoning (“now he has no mony!”).				

When assessing **Activity 3**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Only relevant information is used. ☑ Efficient strategies are used. ☑ Decisions are deductively reached.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient. ☐ Decisions are logically reached.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used. ☐ Decision is evident.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate. ☐ Decision may be present.	☐ Little or no evidence of information given. ☐ No particular strategy is evident. ☐ Decision is not evident.
Scoring Rationale	**RQ5** Uses relevant information to solve the problem. **RQ5** Starts at 75 and confidently works backward with each purchase to reach "0" ("75-30-30-10-5=0"). **RQ5** A decision was made to subtract the largest number until the difference is "0" ("now he has no mony!").				

Measuring Success

I was able to **solve the problem** and **explain** how I solved it.

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

Because I used pictures, words, and numbers to show how he should spend his 75dollars. I subtracted the money every time until he has no mony!

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ5** Self-reflection demonstrates an awareness of the process used when subtracting back from 75.				

Exemplar for Response Quality 4

When assessing **Activity 3**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem. ☐ Correct solution supported with evidence of validating solution.	☑ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem. ☑ Correct solution supported with sound reasoning.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☑ Representations demonstrate understanding of problem, may show some computation errors. ☐ Solution may be correct with little reasoning.	☐ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☐ Representations show computation errors. ☐ Solution is incomplete or incorrect with no supporting reasoning.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking. ☐ No solution provided.
Scoring Rationale	**RQ4** Connections are made with most of the information provided. **RQ3** Use pictures, numbers and sentences to demonstrate a comprehensive understanding; however, there is an error in computation. **RQ4** Correct solution with incorrect information.				

When assessing **Activity 3**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☑ Efficient strategies are used. ☐ Decisions are deductively reached.	☑ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient. ☑ Decisions are logically reached.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used. ☐ Decision is evident.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate. ☐ Decision may be present.	☐ Little or no evidence of information given. ☐ No particular strategy is evident. ☐ Decision is not evident.
Scoring Rationale	**RQ4** Uses relevant information, however some items are missing. **RQ5** Checks addition in more than one way ("30+30=60", and "30+30+5"). **RQ4** The strategy used to add up to 75 dollars is logical.				

Measuring Success

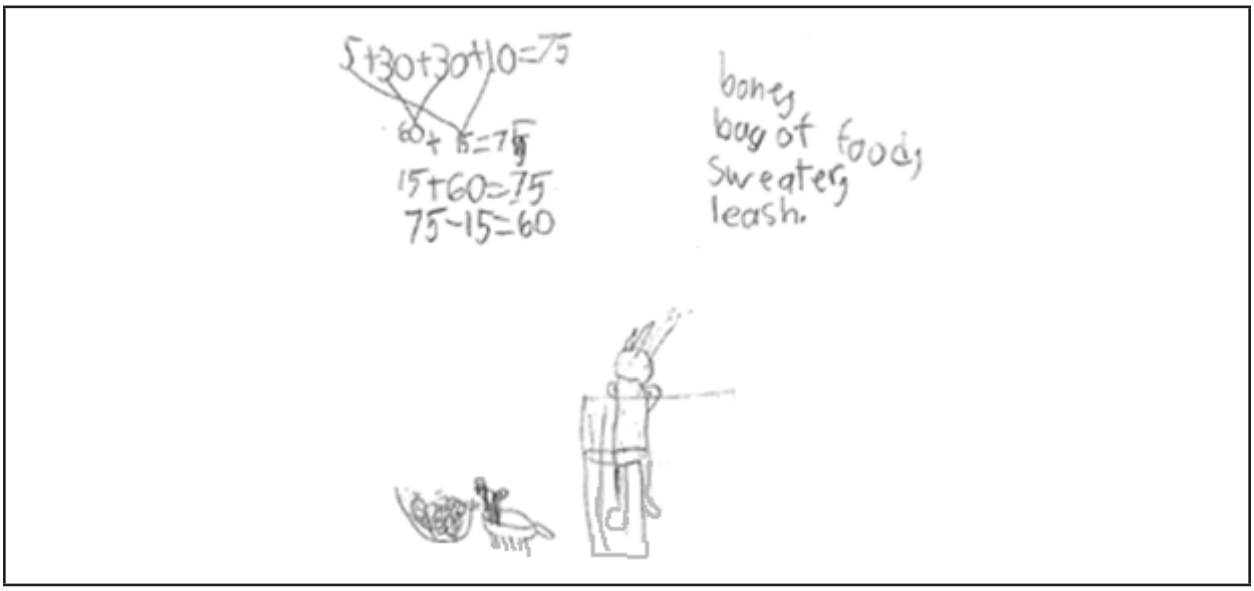
I was able to **solve the problem** and **explain** how I solved it.

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

I chose 3 items and added up to 75 $

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☑ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ4** Self-reflection demonstrates an awareness of the process of using addition to find a solution.				

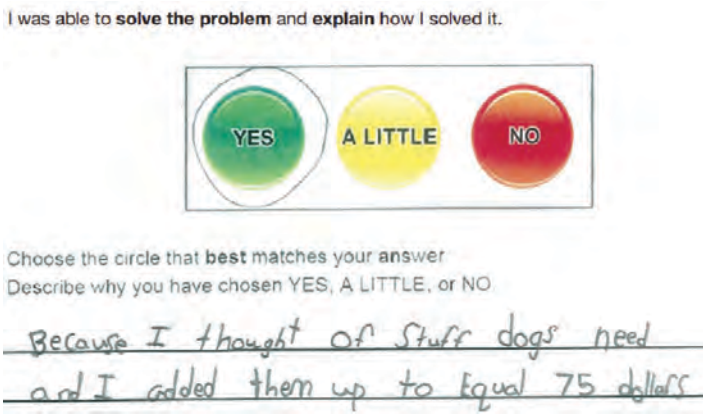
Exemplar for Response Quality 4



When assessing **Activity 3**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem. ☐ Correct solution supported with evidence of validating solution.	☐ Connects most numeracy concepts to elements of the problem. ☑ Representations accurately demonstrate an understanding of the problem. ☑ Correct solution supported with sound reasoning.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors. ☐ Solution may be correct with little reasoning.	☐ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☐ Representations show computation errors. ☐ Solution is incomplete or incorrect with no supporting reasoning.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking. ☐ No solution provided.
Scoring Rationale	**RQ5** Demonstrates numeracy connections to solving the problem. **RQ4** Uses pictures, words and numbers to demonstrate choices. **RQ4** Correct solution is provided using number sentences.				

When assessing **Activity 3**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☐ Efficient strategies are used. ☐ Decisions are deductively reached.	☑ Most of the relevant information is used (irrelevant information is not used). ☑ Strategy may not be the most efficient. ☑ Decisions are logically reached.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used. ☐ Decision is evident.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate. ☐ Decision may be present.	☐ Little or no evidence of information given. ☐ No particular strategy is evident. ☐ Decision is not evident.
Scoring Rationale	**RQ4** Relevant information is chosen to solve the problem. **RQ4** Demonstrates the strategy of grouping numbers together ("30 + 30" and "5 + 10"). **RQ4** Confirms solution by using addition and subtraction sentences ("15+60=75", and "75-15=60").				

Measuring Success


I was able to **solve the problem** and **explain** how I solved it.

YES A LITTLE NO

Choose the circle that **best** matches your answer
Describe why you have chosen YES, A LITTLE, or NO

Because I thought of Stuff dogs need and I added them up to equal 75 dollars

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☑ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ3** Provides some evidence of self-reflection ("I added them up to equal 75 dollars").				

Exemplar for Response Quality 3

When assessing **Activity 3**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem. ☐ Correct solution supported with evidence of validating solution.	☐ Connects most numeracy concepts to elements of the problem. ☑ Representations accurately demonstrate an understanding of the problem. ☐ Correct solution supported with sound reasoning.	☑ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors. ☑ Solution may be correct with little reasoning.	☐ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☐ Representations show computation errors. ☐ Solution is incomplete or incorrect with no supporting reasoning.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking. ☐ No solution provided.
Scoring Rationale	**RQ3** Connects some numeracy concepts to the problem. **RQ4** Accurately represents numbers using tally marks. **RQ3** Solution is correct when the total of the tally marks are added.				

When assessing **Activity 3**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☐ Efficient strategies are used. ☐ Decisions are deductively reached.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient. ☐ Decisions are logically reached.	☑ Some relevant information is used (irrelevant information may be used). ☑ An appropriate strategy is used. ☑ Decision is evident.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate. ☐ Decision may be present.	☐ Little or no evidence of information given. ☐ No particular strategy is evident. ☐ Decision is not evident.
Scoring Rationale	**RQ3** Uses relevant information to solve the problem. **RQ3** Uses tally marks to find the solution. **RQ3** Decision is evident, but may be inferred.				

Measuring Success

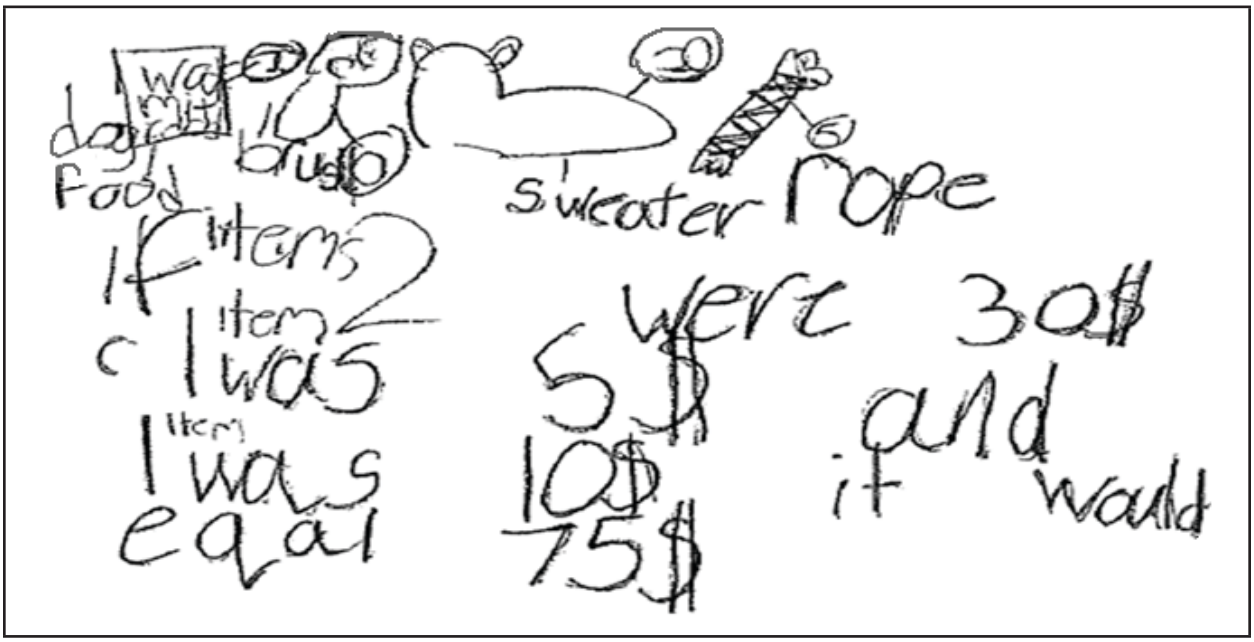
I was able to **solve the problem** and **explain** how I solved it.

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

I like my problem because there was lots of different dog things that would equal 75 $

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☑ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ3** Self-reflection demonstrates some evidence of awareness "lots of different dog things that would equal 75$).				

Exemplar for Response Quality 3



When assessing **Activity 3**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem. ☐ Correct solution supported with evidence of validating solution.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem. ☐ Correct solution supported with sound reasoning.	☑ Connects some relevant numeracy concepts to some elements of the problem. ☑ Representations demonstrate understanding of problem, may show some computation errors. ☑ Solution may be correct with little reasoning.	☐ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☐ Representations show computation errors. ☐ Solution is incomplete or incorrect with no supporting reasoning.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking. ☐ No solution provided.
Scoring Rationale	**RQ3** Some numeracy connections used to solve the problem. **RQ3** Use pictures, words and numbers to represent understanding. **RQ3** Solution is supported with some reasoning and is correct.				

When assessing **Activity 3**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☐ Efficient strategies are used. ☐ Decisions are deductively reached.	☑ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient. ☐ Decisions are logically reached.	☐ Some relevant information is used (irrelevant information may be used). ☑ An appropriate strategy is used. ☑ Decision is evident.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate. ☐ Decision may be present.	☐ Little or no evidence of information given. ☐ No particular strategy is evident. ☐ Decision is not evident.
Scoring Rationale	**RQ4** Information used is irrelevant. **RQ3** The strategy used is appropriate. An inference has to be made ("if items 2 were 30$ 1 item as 5$ and 1 item was 10$ it would eqal 75$"). **RQ3** Decision is evident.				

Measuring Success

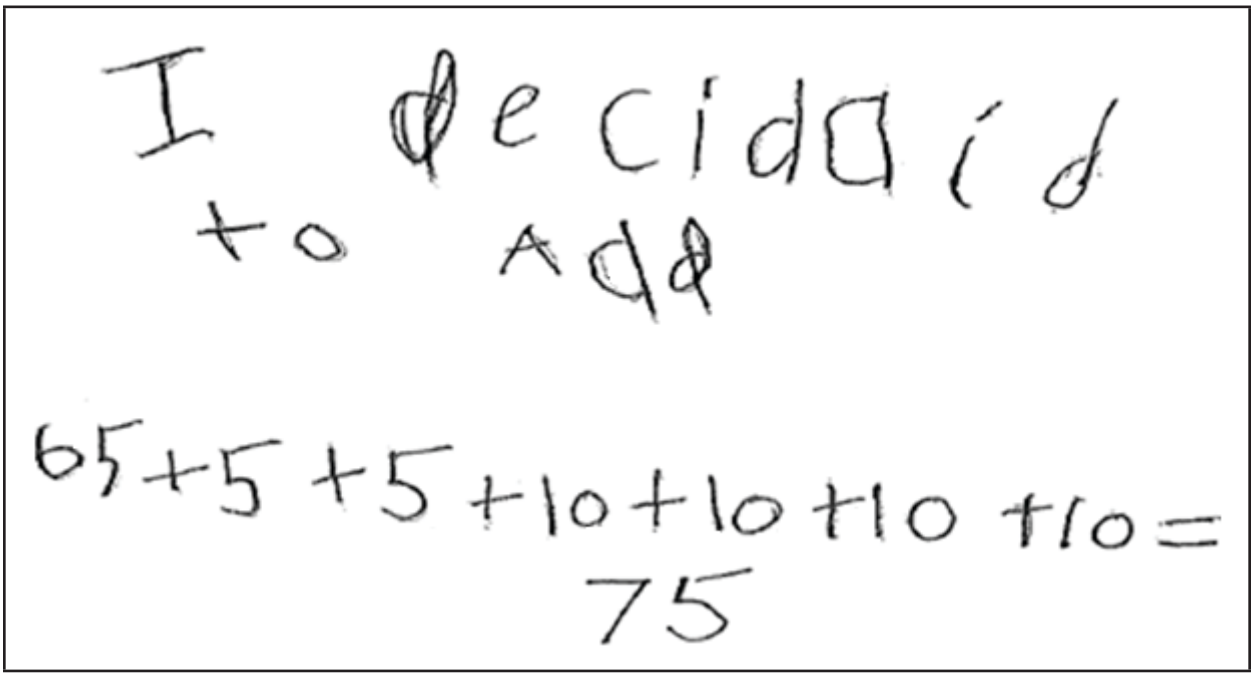
I was able to **solve the problem** and **explain** how I solved it.

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

yes Because Dogs need Food to

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☑ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ2** Self-reflection does not accurately justify the work.				

Exemplar for Response Quality 2



When assessing **Activity 3**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem. ☐ Correct solution supported with evidence of validating solution.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem. ☐ Correct solution supported with sound reasoning.	☑ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors. ☐ Solution may be correct with little reasoning.	☐ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☑ Representations show computation errors. ☑ Solution is incomplete or incorrect with no supporting reasoning.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking. ☐ No solution provided.
Scoring Rationale	**RQ3** Use of addition indicates an understanding of the problem ("=75"). Little evidence that numbers chosen represents the items provided. **RQ2** Inaccurate computation ("65+5+5+10+10+10+10=75"). **RQ2** Solution is incomplete with incorrect reasoning.				

When assessing **Activity 3**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☐ Efficient strategies are used. ☐ Decisions are deductively reached.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient. ☐ Decisions are logically reached.	☑ Some relevant information is used (irrelevant information may be used). ☑ An appropriate strategy is used. ☐ Decision is evident.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate. ☐ Decision may be present.	☐ Little or no evidence of information given. ☐ No particular strategy is evident. ☑ Decision is not evident.
Scoring Rationale	**RQ3** The use of "65" is irrelevant. **RQ3** Addition strategy is evident but inappropriate. **RQ1** Decision is not present and incorrect.				

Measuring Success

I was able to **solve the problem** and **explain** how I solved it.

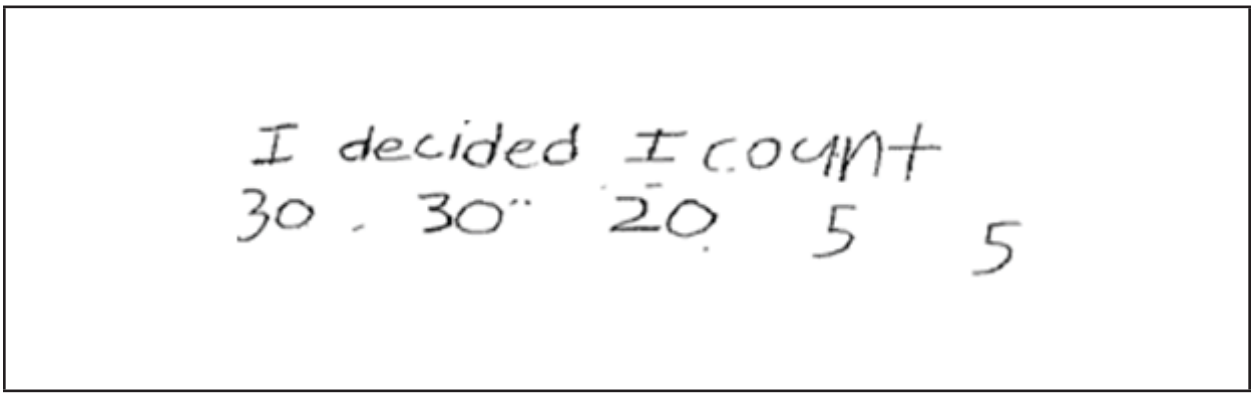
Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE, or NO.

I lik the Dog toys

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☑ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ2** Self-reflection does not accurately reflect the work.				

Exemplar for Response Quality 2



When assessing **Activity 3**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem. ☐ Correct solution supported with evidence of validating solution.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem. ☐ Correct solution supported with sound reasoning.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors. ☐ Solution may be correct with little reasoning.	☑ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☑ Representations show computation errors. ☐ Solution is incomplete or incorrect with no supporting reasoning.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking. ☑ No solution provided.
Scoring Rationale	**RQ2** Connections are missing. Numbers are randomly selected and do not reflect choice of items. **RQ2** Understanding of numeracy concept is unclear (30, 30, 20, 5, 5), but items chosen are relevant. **RQ1** No solution provided.				

When assessing **Activity 3**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☐ Efficient strategies are used. ☐ Decisions are deductively reached.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient. ☐ Decisions are logically reached.	☑ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used. ☐ Decision is evident.	☐ Irrelevant information is used. ☑ Strategy used may be incorrect or inappropriate. ☑ Decision may be present.	☐ Little or no evidence of information given. ☐ No particular strategy is evident. ☐ Decision is not evident.
Scoring Rationale	**RQ3** Some relevant information is used. **RQ2** In accurate counting strategy ("I decided I count"). **RQ2** Numbers chosen represent an incorrect decision.				

Measuring Success

I was able to **solve the problem** and **explain** how I solved it.

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

I'M NoT Sure

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☑ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ4** Accurate self-reflection (A LITTLE), as initial decisions were made. The justification ("I'M NoT Sure") demonstrates an awareness of lack of understanding.				

Exemplar for Response Quality 1

When assessing **Activity 3**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem. ☐ Correct solution supported with evidence of validating solution.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem. ☐ Correct solution supported with sound reasoning.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors. ☐ Solution may be correct with little reasoning.	☐ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☑ Representations show computation errors. ☐ Solution is incomplete or incorrect with no supporting reasoning.	☑ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking. ☑ No solution provided.
Scoring Rationale	**RQ1** Connections are vague. **RQ2** Uses tally marks and numbers to represent understanding. Incorrect number of tally marks used. **RQ1** No solution provided.				

When assessing **Activity 3**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☐ Efficient strategies are used. ☐ Decisions are deductively reached.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient. ☐ Decisions are logically reached.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used. ☐ Decision is evident.	☑ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate. ☐ Decision may be present.	☐ Little or no evidence of information given. ☑ No particular strategy is evident. ☑ Decision is not evident.
Scoring Rationale	**RQ2** Irrelevant information is used. **RQ1** Tally marks do not represent a strategy that leads to a solution of the problem. **RQ1** Decision is not evident.				

Measuring Success

I was able to **solve the problem** and **explain** how I solved it.

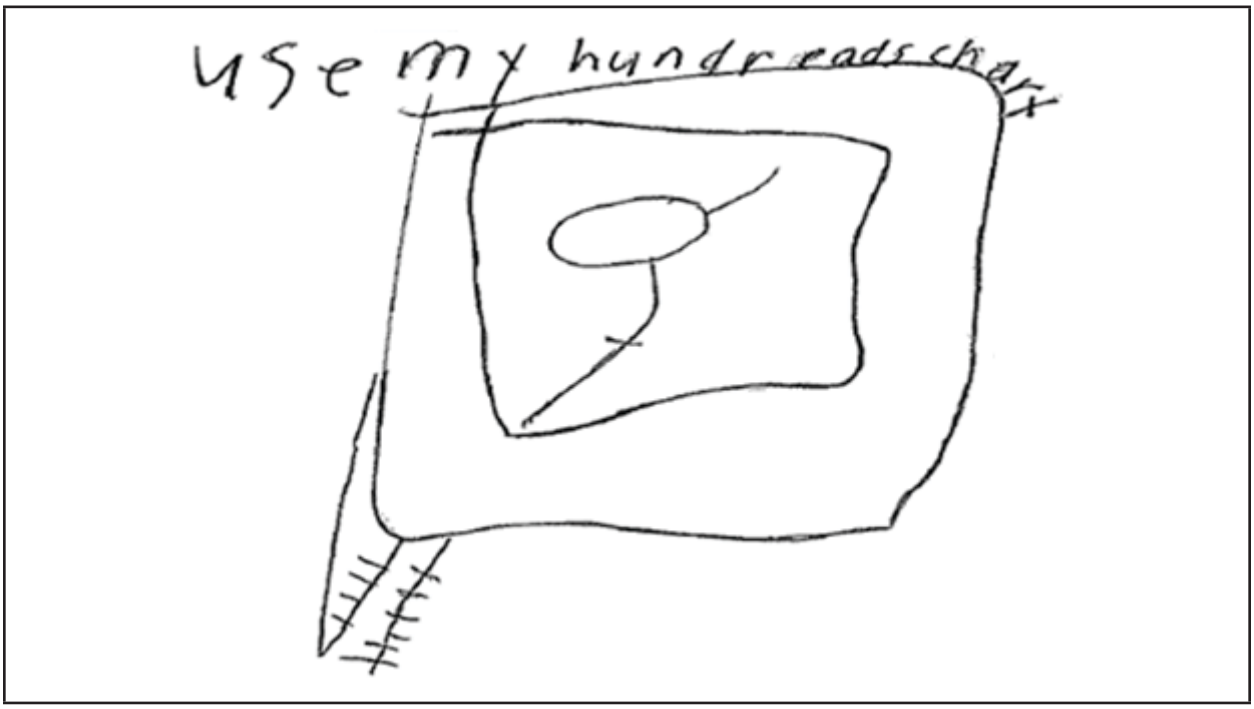
Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE, or NO.

Yes.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☑ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ2** Self-reflection is inaccurate as no decision was made. There is no justification.				

Exemplar for Response Quality 1



When assessing **Activity 3**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem. ☐ Correct solution supported with evidence of validating solution.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem. ☐ Correct solution supported with sound reasoning.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors. ☐ Solution may be correct with little reasoning.	☐ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☐ Representations show computation errors. ☐ Solution is incomplete or incorrect with no supporting reasoning.	☑ Connections between numeracy concepts and the elements of the problem are vague. ☑ No attempt made to represent thinking. ☑ No solution provided.
Scoring Rationale	**RQ1** Uses a hundreds chart to solve the problem. **RQ1** Representation is limited. **RQ1** No solution provided.				

When assessing **Activity 3**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☐ Efficient strategies are used. ☐ Decisions are deductively reached.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient. ☐ Decisions are logically reached.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used. ☐ Decision is evident.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate. ☐ Decision may be present.	☑ Little or no evidence of information given. ☑ No particular strategy is evident. ☑ Decision is not evident.
Scoring Rationale	**RQ1** No evidence to support the decision. **RQ1** Strategy is not evident. **RQ1** Decision is not evident.				

Measuring Success

I was able to **solve the problem** and **explain** how I solved it.

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☑ Self-reflection is not completed.
Scoring Rationale	**RQ1** Provides no reasoning for self-reflection.				

Activity 4: Problem Solving Part B

Devin brings the items shown below to the checkout counter.
Will $75 be enough money to pay for all of them.

If **YES**, what else can he buy?
If **NO**, what will he have to put back? Show your work in the box below.

Descriptors for Activity 4

When assessing **Activity 4**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem. ☐ Correct solution supported with evidence of validating solution.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem. ☐ Correct solution supported with sound reasoning.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors. ☐ Solution may be correct with little reasoning.	☐ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☐ Representations show computation errors. ☐ Solution is incomplete or incorrect with no supporting reasoning.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking. ☐ No solution provided.
When assessing **Activity 4**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	☐ Only relevant information is used. ☐ Efficient strategies are used. ☐ Decisions are deductively reached.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient. ☐ Decisions are logically reached.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used. ☐ Decision is evident.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate. ☐ Decision may be present.	☐ Little or no evidence of information given. ☐ No particular strategy is evident. ☐ Decision is not evident.

Note: Student responses at Response Quality 3 and above are responses which meet the Provincial Standard for students at the beginning of Grade 3.

Activity 4: Measuring Success

I was able to **solve the problem** and **explain** how I solved it.

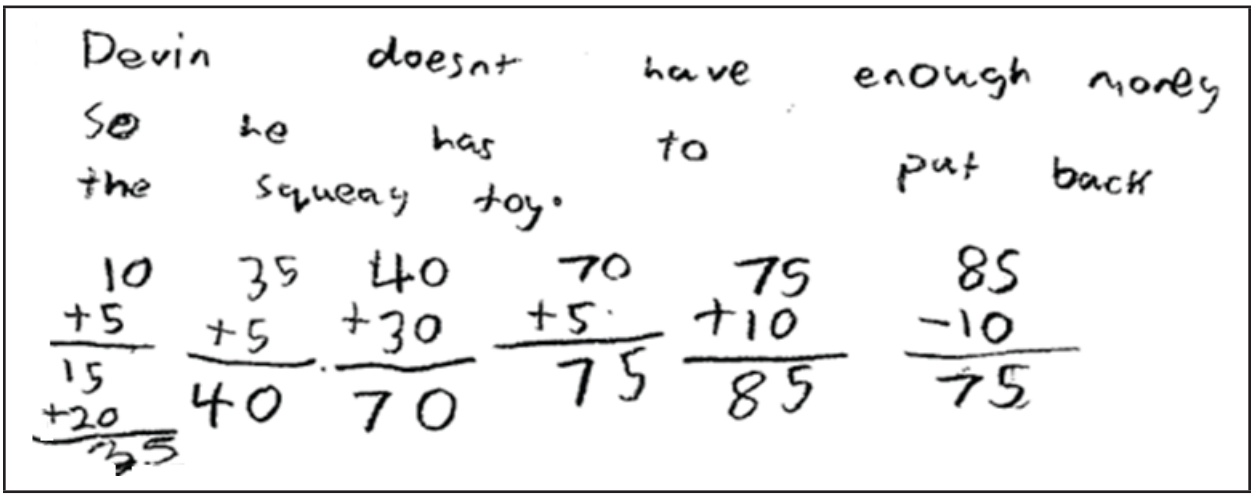
Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE, or NO to measure your success.

Activity 4 Descriptors for Measuring Success

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.

Exemplar for Response Quality 5



When assessing **Activity 4**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Makes meaningful connections to numeracy concepts. ☑ Representations demonstrate a comprehensive understanding of the problem. ☑ Correct solution supported with evidence of validating solution.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem. ☐ Correct solution supported with sound reasoning.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors. ☐ Solution may be correct with little reasoning.	☐ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☐ Representations show computation errors. ☐ Solution is incomplete or incorrect with no supporting reasoning.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking. ☐ No solution provided.
Scoring Rationale	**RQ5** Makes meaningful connections (totals the items to 85 and then subtracts to get 75). **RQ5** Uses numbers and sentences to effectively represent thinking. **RQ5** Correct solution is clearly validated (85–10=75).				

When assessing **Activity 4**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Only relevant information is used. ☑ Efficient strategies are used. ☑ Decisions are deductively reached.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient. ☐ Decisions are logically reached.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used. ☐ Decision is evident.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate. ☐ Decision may be present.	☐ Little or no evidence of information given. ☐ No particular strategy is evident. ☐ Decision is not evident.
Scoring Rationale	**RQ5** Relevant information is used effectively. **RQ5** Efficient strategies are chosen (column addition with regrouping). **RQ5** Validation for decision is provided (finds total cost of $85 and states that he could return the squeaky toy).				

Measuring Success

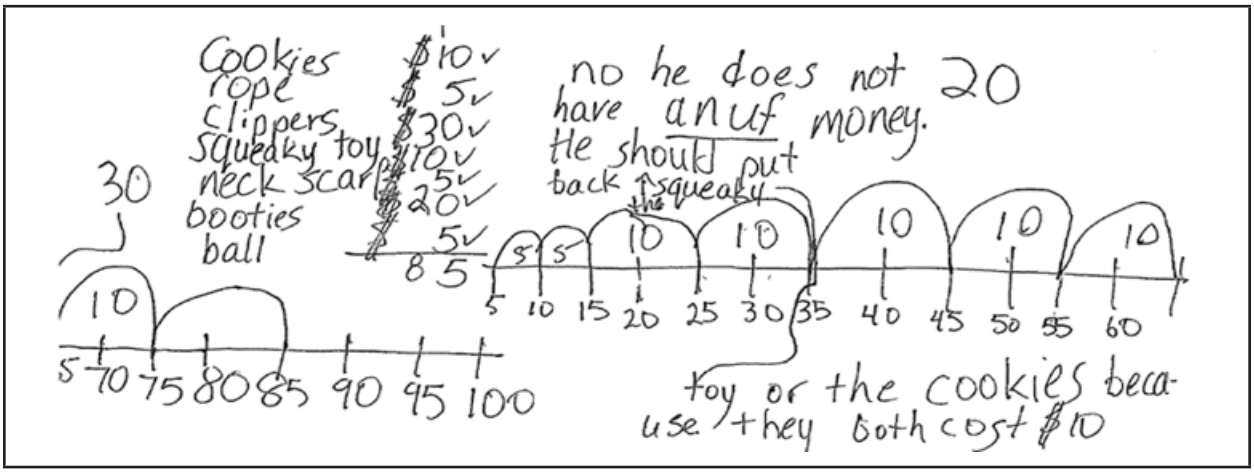
I was able to **solve the problem** and **explain** how I solved it.

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

I decide to start adding 2 toys and keep going until I got to 75. When I got to 85 I had to take away a toy.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ5** Complete awareness of self-reflection with explanation.				

Exemplar for Response Quality 5



When assessing **Activity 4**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Makes meaningful connections to numeracy concepts. ☑ Representations demonstrate a comprehensive understanding of the problem. ☑ Correct solution supported with evidence of validating solution.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem. ☐ Correct solution supported with sound reasoning.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors. ☐ Solution may be correct with little reasoning.	☐ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☐ Representations show computation errors. ☐ Solution is incomplete or incorrect with no supporting reasoning.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking. ☐ No solution provided.
Scoring Rationale	**RQ5** Connections are meaningful (adds each item to 85 then subtracts 10 to reach 75). **RQ5** Number sentences clearly show each step for addition and subtraction. **RQ5** Correct solution is achieved and validated (states that "does not have anuf money" and "put back").				

When assessing **Activity 4**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Only relevant information is used. ☑ Efficient strategies are used. ☑ Decisions are deductively reached.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient. ☐ Decisions are logically reached.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used. ☐ Decision is evident.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate. ☐ Decision may be present.	☐ Little or no evidence of information given. ☐ No particular strategy is evident. ☐ Decision is not evident.
Scoring Rationale	**RQ5** Relevant information is used (totals to 85 then subtracts 10). **RQ5** Effectively shows strategy (carefully adds and subtracts two numbers at a time). **RQ5** Finds total cost and works back to the final decision.				

Measuring Success

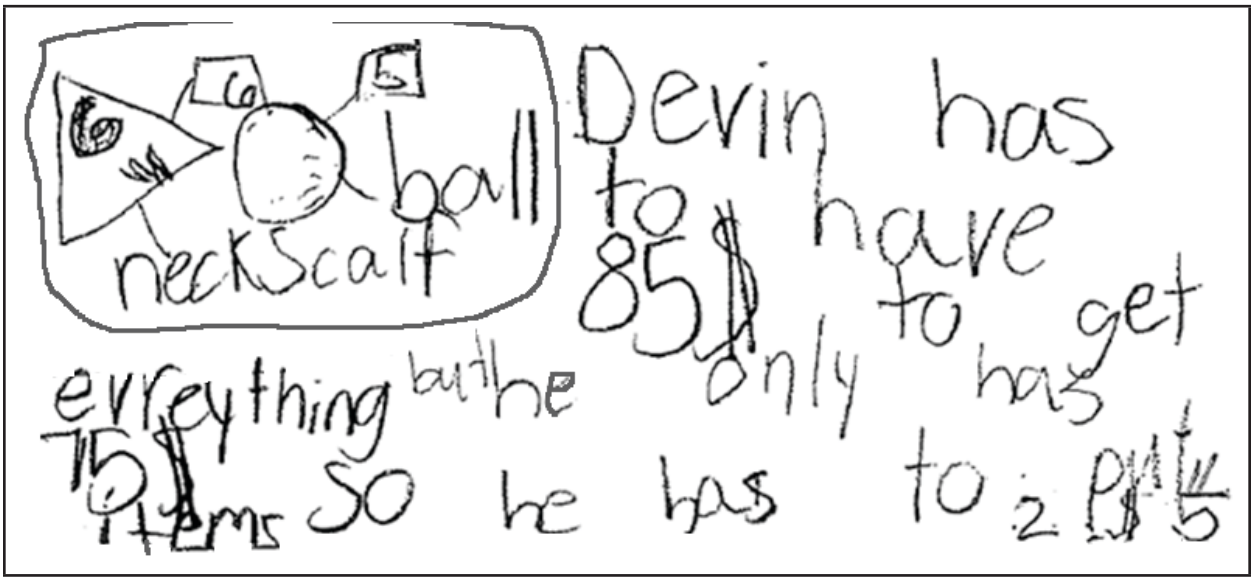
I was able to **solve the problem** and **explain** how I solved it.

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

I added all the toys to 85. I also counted by 5s. I think I'm right.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ5** Self-reflection is complete and connects to some of the work.				

Exemplar for Response Quality 4



When assessing **Activity 4**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem. ☑ Correct solution supported with evidence of validating solution.	☑ Connects most numeracy concepts to elements of the problem. ☑ Representations accurately demonstrate an understanding of the problem. ☐ Correct solution supported with sound reasoning.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors. ☐ Solution may be correct with little reasoning.	☐ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☐ Representations show computation errors. ☐ Solution is incomplete or incorrect with no supporting reasoning.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking. ☐ No solution provided.
Scoring Rationale	**RQ4** Connections are made (adds and then subtracts). **RQ4** Thinking shown in pictures, numbers and sentences. **RQ5** Correct solution with reasoning (adds to $85, only has $75, puts back 2, $5 items).				

When assessing **Activity 4**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Only relevant information is used. ☐ Efficient strategies are used. ☑ Decisions are deductively reached.	☐ Most of the relevant information is used (irrelevant information is not used). ☑ Strategy may not be the most efficient. ☐ Decisions are logically reached.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used. ☐ Decision is evident.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate. ☐ Decision may be present.	☐ Little or no evidence of information given. ☐ No particular strategy is evident. ☐ Decision is not evident.
Scoring Rationale	**RQ5** Relevant information is used. **RQ4** Evidence of the strategy is inferred. **RQ5** Decisions are reached by finding the total spent and working back to find the solution.				

Measuring Success

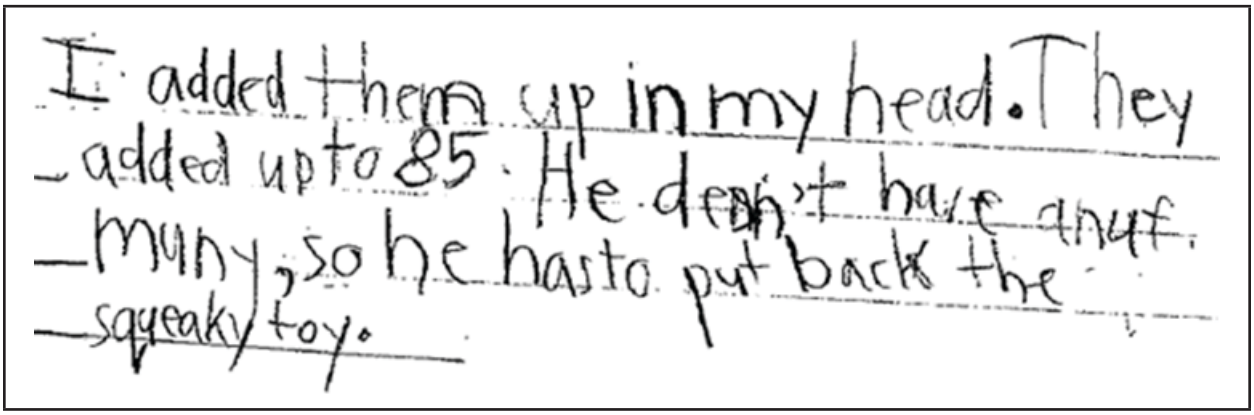
I was able to **solve the problem** and **explain** how I solved it.

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

I Know that Devin has 7.5$ so I showed all the things he culd buy like neckscalf and ball.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☑ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ3** Demonstrates some self-reflection in solving the problem.				

Exemplar for Response Quality 4



When assessing **Activity 4**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem. ☐ Correct solution supported with evidence of validating solution.	☐ Connects most numeracy concepts to elements of the problem. ☑ Representations accurately demonstrate an understanding of the problem. ☑ Correct solution supported with sound reasoning.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors. ☐ Solution may be correct with little reasoning.	☐ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☐ Representations show computation errors. ☐ Solution is incomplete or incorrect with no supporting reasoning.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking. ☐ No solution provided.
Scoring Rationale	**RQ5** Connects numeracy concepts to the problem ("They added up to $85. He desn't have anuf…") **RQ4** Represents in sentences. **RQ4** Correct solution with reasoning ("so he has to put back").				

When assessing **Activity 4**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☐ Efficient strategies are used. ☐ Decisions are deductively reached.	☑ Most of the relevant information is used (irrelevant information is not used). ☑ Strategy may not be the most efficient. ☑ Decisions are logically reached.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used. ☐ Decision is evident.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate. ☐ Decision may be present.	☐ Little or no evidence of information given. ☐ No particular strategy is evident. ☐ Decision is not evident.
Scoring Rationale	**RQ4** Relevant information is used. **RQ4** Strategy may not be the most efficient ("I added them up in my head"). **RQ4** Decisions are logical (adds to 85, not enough money, decides to put 1 item back).				

Measuring Success

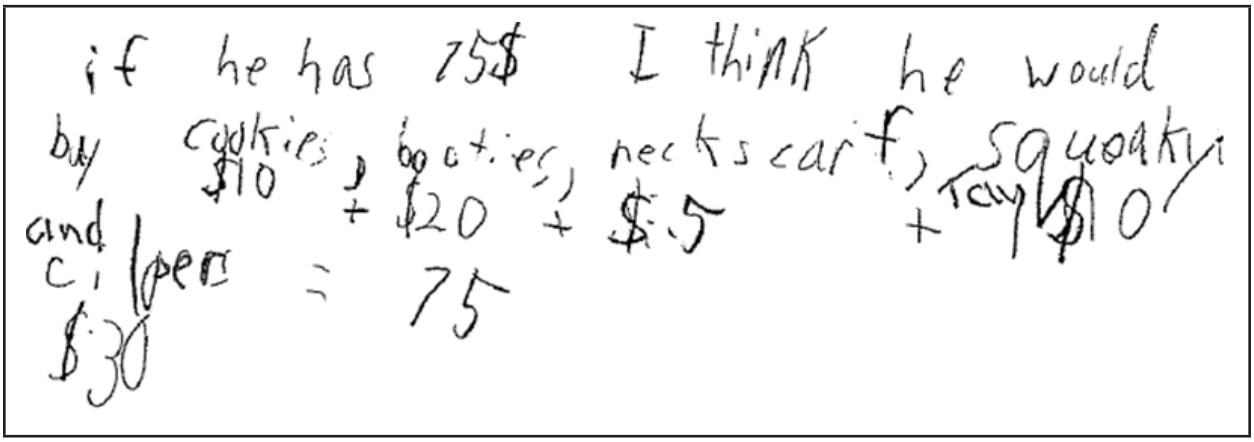
I was able to **solve the problem** and **explain** how I solved it.

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

I dicided to find the total for all the toys but its to much mony so I dicided to put the squeaky toy back.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ5** Self-reflection is accurate and evidence is provided.				

Exemplar for Response Quality 3



When assessing **Activity 4**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem. ☐ Correct solution supported with evidence of validating solution.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem. ☐ Correct solution supported with sound reasoning.	☑ Connects some relevant numeracy concepts to some elements of the problem. ☑ Representations demonstrate understanding of problem, may show some computation errors. ☑ Solution may be correct with little reasoning.	☐ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☐ Representations show computation errors. ☐ Solution is incomplete or incorrect with no supporting reasoning.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking. ☐ No solution provided.
Scoring Rationale	**RQ3** Item choices indicate some connections (must infer total is $85). **RQ3** Some evidence of thinking shown in sentences. **RQ3** Solution is partially correct (with addition to 75).				

When assessing **Activity 4**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☐ Efficient strategies are used. ☐ Decisions are deductively reached.	☑ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient. ☐ Decisions are logically reached.	☐ Some relevant information is used (irrelevant information may be used). ☑ An appropriate strategy is used. ☑ Decision is evident.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate. ☐ Decision may be present.	☐ Little or no evidence of information given. ☐ No particular strategy is evident. ☐ Decision is not evident.
Scoring Rationale	**RQ4** Most relevant information is used ("cookies", "booties", and "neckscarf"). **RQ3** Uses an appropriate strategy but the task is not completed (no indication of what needs to be put back). **RQ3** Decision is evident (circles data to $75 and provides an explanation in sentences).				

Measuring Success

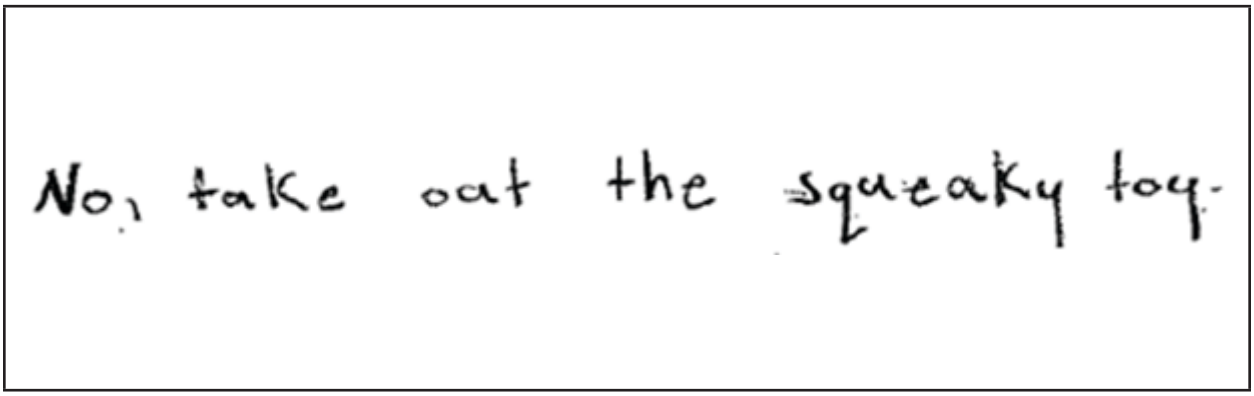
I was able to **solve the problem** and **explain** how I solved it.

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

I think I did good.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☑ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ3** Accurate self-reflection; however, description lacks detail.				

Exemplar for Response Quality 3



When assessing **Activity 4**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem. ☐ Correct solution supported with evidence of validating solution.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem. ☐ Correct solution supported with sound reasoning.	☑ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors. ☑ Solution may be correct with little reasoning.	☐ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☐ Representations show computation errors. ☐ Solution is incomplete or incorrect with no supporting reasoning.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☑ No attempt made to represent thinking. ☐ No solution provided.
Scoring Rationale	**RQ3** Inferences must be made that the total is 85 dollars and a $10 item needs to be put back. **RQ1** No representation of how solution was reached (must infer). **RQ3** Some reasoning is provided (“No, take out the squeaky toy”).				

When assessing **Activity 4**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☐ Efficient strategies are used. ☐ Decisions are deductively reached.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient. ☐ Decisions are logically reached.	☑ Some relevant information is used (irrelevant information may be used). ☑ An appropriate strategy is used. ☑ Decision is evident.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate. ☐ Decision may be present.	☐ Little or no evidence of information given. ☐ No particular strategy is evident. ☐ Decision is not evident.
Scoring Rationale	**RQ3** Inferences must be made regarding the information that was used. **RQ3** An appropriate solution was reached; however, there is no evidence of which strategy was used. **RQ3** Decision is evident ("No, take out the squeaky toy").				

Measuring Success

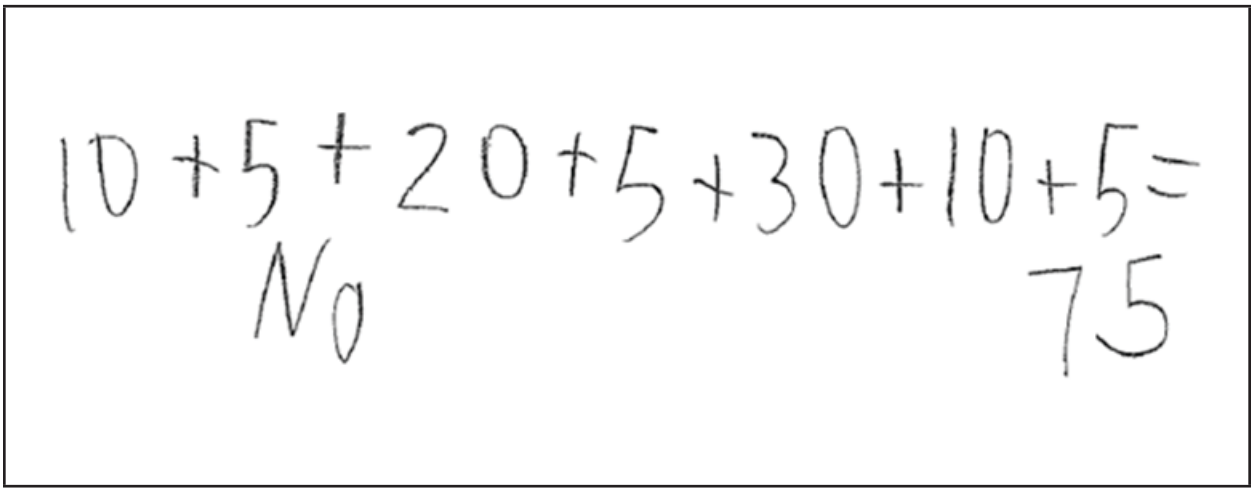
I was able to **solve the problem** and **explain** how I solved it.

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

I put my answer in the box.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☑ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ2** The self-reflection is accurate but lacks an explanation.				

Exemplar for Response Quality 2

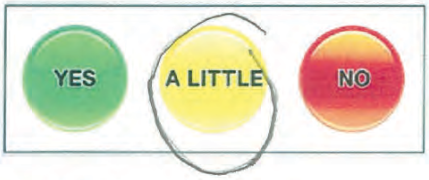


When assessing **Activity 4**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem. ☐ Correct solution supported with evidence of validating solution.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem. ☐ Correct solution supported with sound reasoning.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors. ☐ Solution may be correct with little reasoning.	☑ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☑ Representations show computation errors. ☑ Solution is incomplete or incorrect with no supporting reasoning.	☐ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking. ☐ No solution provided.
Scoring Rationale	**RQ2** Some connections are made (addition), but misses the concept of returning items. **RQ2** Represents thinking in a number sentence (a computation error). **RQ2** Understands the Yes/No concept, but misses the decision.				

When assessing **Activity 4**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☐ Efficient strategies are used. ☐ Decisions are deductively reached.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient. ☐ Decisions are logically reached.	☑ Some relevant information is used (irrelevant information may be used). ☑ An appropriate strategy is used. ☐ Decision is evident.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate. ☐ Decision may be present.	☐ Little or no evidence of information given. ☐ No particular strategy is evident. ☑ Decision is not evident.
Scoring Rationale	**RQ3** Some information is relevant (uses numbers to add). **RQ3** Uses an appropriate strategy, but the task is not completed (no indication of what needs to be put back). **RQ1** Decision is missing.				

Measuring Success

I was able to **solve the problem** and **explain** how I solved it.

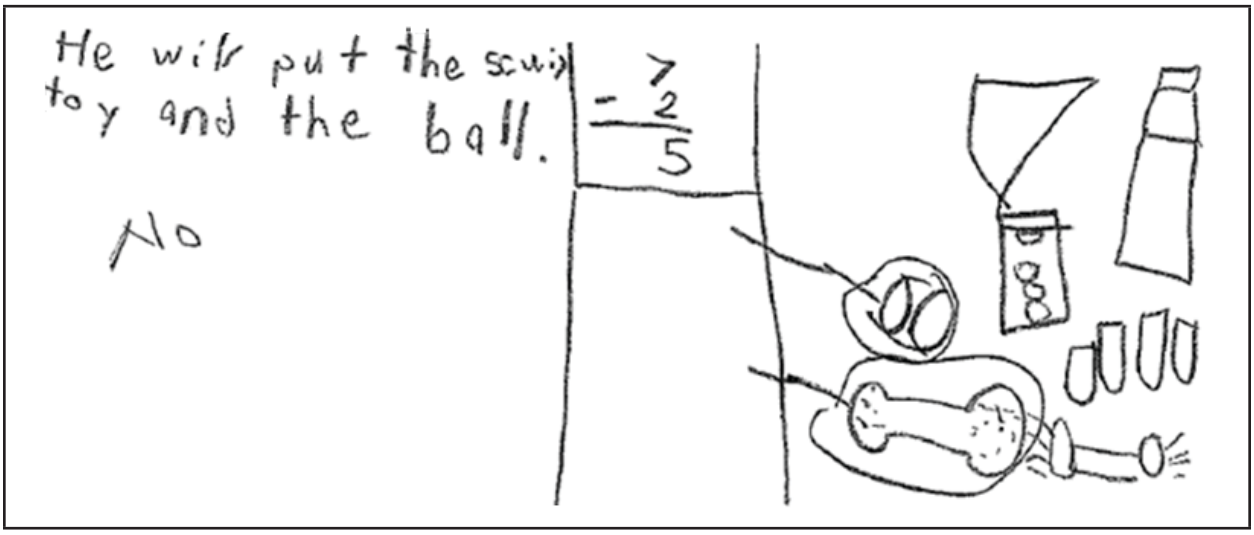


Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

I took the numbers and add it up.
I think I did ☺.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☑ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ3** Self-reflection is accurate (A LITTLE) and includes a justification of how the problem was solved.				

Exemplar for Response Quality 2



When assessing **Activity 4**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem. ☐ Correct solution supported with evidence of validating solution.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem. ☐ Correct solution supported with sound reasoning.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors. ☐ Solution may be correct with little reasoning.	☐ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☑ Representations show computation errors. ☑ Solution is incomplete or incorrect with no supporting reasoning.	☑ Connections between numeracy concepts and the elements of the problem are vague. ☐ No attempt made to represent thinking. ☐ No solution provided.
Scoring Rationale	**RQ1** Uses numbers of items as opposed to the value of the items. **RQ2** Representations are confusing and show errors in thinking. **RQ2** "No" is correct; however, "put the scuiy toy and the ball" is incorrect.				

When assessing **Activity 4**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☐ Efficient strategies are used. ☐ Decisions are deductively reached.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient. ☐ Decisions are logically reached.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used. ☐ Decision is evident.	☑ Irrelevant information is used. ☑ Strategy used may be incorrect or inappropriate. ☑ Decision may be present.	☐ Little or no evidence of information given. ☐ No particular strategy is evident. ☐ Decision is not evident.
Scoring Rationale	**RQ2** Use of quantity of items rather than the value of items is irrelevant. **RQ2** Incorrect use of sttrategy. **RQ2** Decision is incorrect as shown in student's picture and sentence.				

Measuring Success

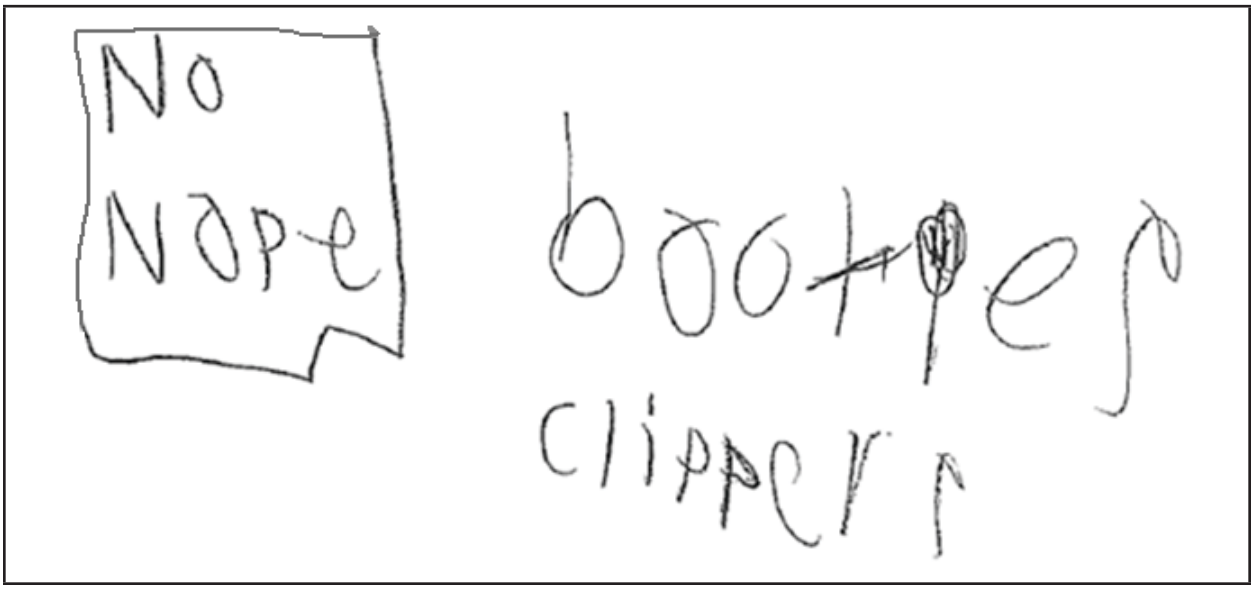
I was able to **solve the problem** and **explain** how I solved it.

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

I put the squiy toy and ball back.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☑ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ2** Inaccurate self-reflection without sound reasoning.				

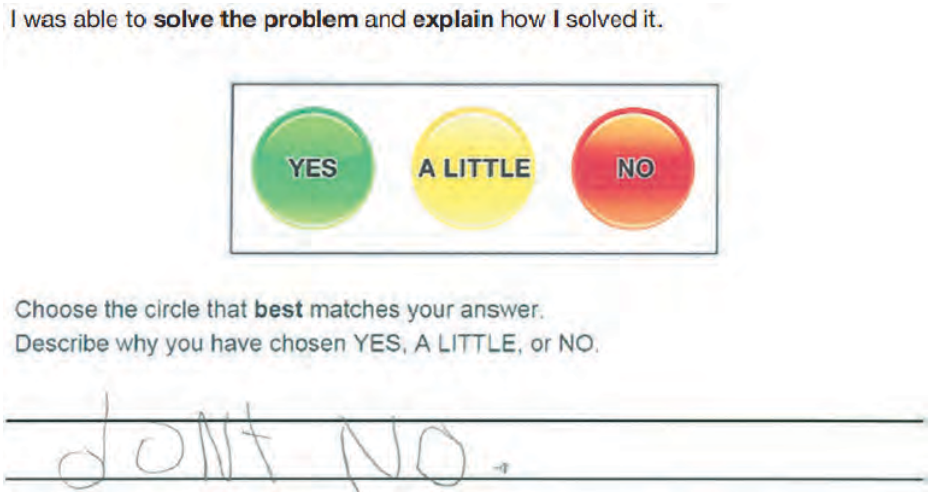
Exemplar for Response Quality 1



When assessing **Activity 4**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem. ☐ Correct solution supported with evidence of validating solution.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem. ☐ Correct solution supported with sound reasoning.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors. ☐ Solution may be correct with little reasoning.	☐ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☐ Representations show computation errors. ☑ Solution is incomplete or incorrect with no supporting reasoning.	☑ Connections between numeracy concepts and the elements of the problem are vague. ☑ No attempt made to represent thinking. ☐ No solution provided.
Scoring Rationale	**RQ1** Connections are vague and significant inferences need to be made. **RQ1** Representation is not evident. **RQ2** Solution is evident; however, lacks supporting reasoning.				

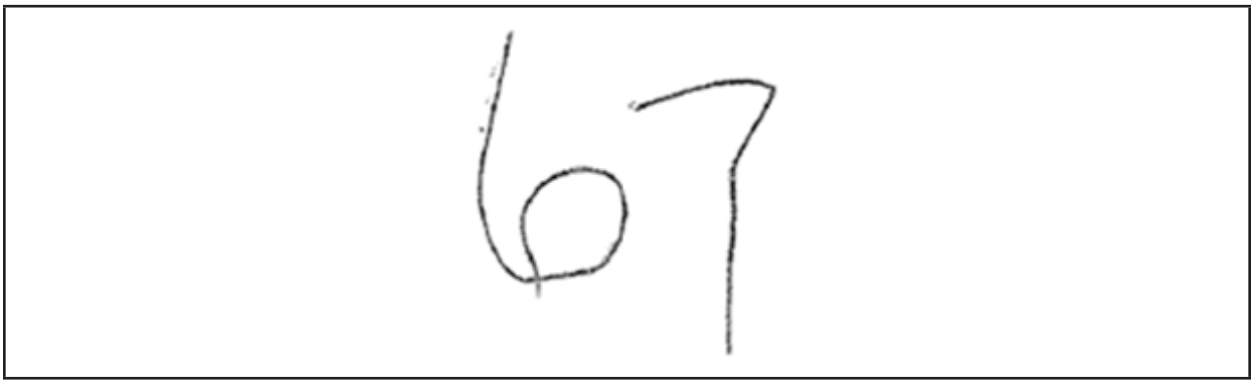
When assessing **Activity 4**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☐ Efficient strategies are used. ☐ Decisions are deductively reached.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient. ☐ Decisions are logically reached.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used. ☐ Decision is evident.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate. ☑ Decision may be present.	☑ Little or no evidence of information given. ☑ No particular strategy is evident. ☐ Decision is not evident.
Scoring Rationale	**RQ1** Little evidence is shown regarding how student interacts with information provided. **RQ1** Strategy used is unclear. **RQ2** Decision is present ("booties", "clippers"); however, the reason for the decision is not evident.				

Measuring Success



When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☑ Self-reflection is not completed.
Scoring Rationale	**RQ1** There is no evidence of self-reflection.				

Exemplar for Response Quality 1



When assessing **Activity 4**, consider the extent to which the student is able to utilize learned concepts to reach a solution. (KU)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Makes meaningful connections to numeracy concepts. ☐ Representations demonstrate a comprehensive understanding of the problem. ☐ Correct solution supported with evidence of validating solution.	☐ Connects most numeracy concepts to elements of the problem. ☐ Representations accurately demonstrate an understanding of the problem. ☐ Correct solution supported with sound reasoning.	☐ Connects some relevant numeracy concepts to some elements of the problem. ☐ Representations demonstrate understanding of problem, may show some computation errors. ☐ Solution may be correct with little reasoning.	☐ Connects some numeracy concepts to few elements of the problem, but misses key elements of the problem. ☐ Representations show computation errors. ☐ Solution is incomplete or incorrect with no supporting reasoning.	☑ Connections between numeracy concepts and the elements of the problem are vague. ☑ No attempt made to represent thinking. ☑ No solution provided.
Scoring Rationale	**RQ1** "67" shows a lack of understanding for the problem given. **RQ1** Student thinking is unclear. **RQ1** No solution is provided.				

When assessing **Activity 4**, consider the extent to which the student is able to develop a plan and use strategies that can lead to a solution of the problem. (S)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Only relevant information is used. ☐ Efficient strategies are used. ☐ Decisions are deductively reached.	☐ Most of the relevant information is used (irrelevant information is not used). ☐ Strategy may not be the most efficient. ☐ Decisions are logically reached.	☐ Some relevant information is used (irrelevant information may be used). ☐ An appropriate strategy is used. ☐ Decision is evident.	☐ Irrelevant information is used. ☐ Strategy used may be incorrect or inappropriate. ☐ Decision may be present.	☑ Little or no evidence of information given. ☑ No particular strategy is evident. ☑ Decision is not evident.
Scoring Rationale	**RQ1** Number "67" is not related to information. **RQ1** Use of a strategy is not evident. **RQ1** No decision is made.				

Measuring Success

I was able to **solve the problem** and **explain** how I solved it.

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☑ Self-reflection is not completed.
Scoring Rationale	**RQ1** No evidence of self-reflection.				

Activity 5: Extension of the Activity

What other decision or problems could Devin make about spending the money?
Are there other things I need to learn to help me solve problems like this?

Use pictures, words, and numbers to show your thinking.

Descriptors for Activity 5

When assessing **Activity 5**, consider the extent to which the student is able to communicate reasoning that justifies decisions or problems from given data. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☐ Complete description represents possible decisions or problems in more than one way based on data given.	☐ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☐ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☐ Description does not represent a possible decision or problem from data given.

Note: Student responses at Response Quality 3 and above are responses which meet the Provincial Standard for students at the beginning of Grade 3.

Activity 5: Measuring Success

I was able to **make other decisions** or **create other problems with the information given.**

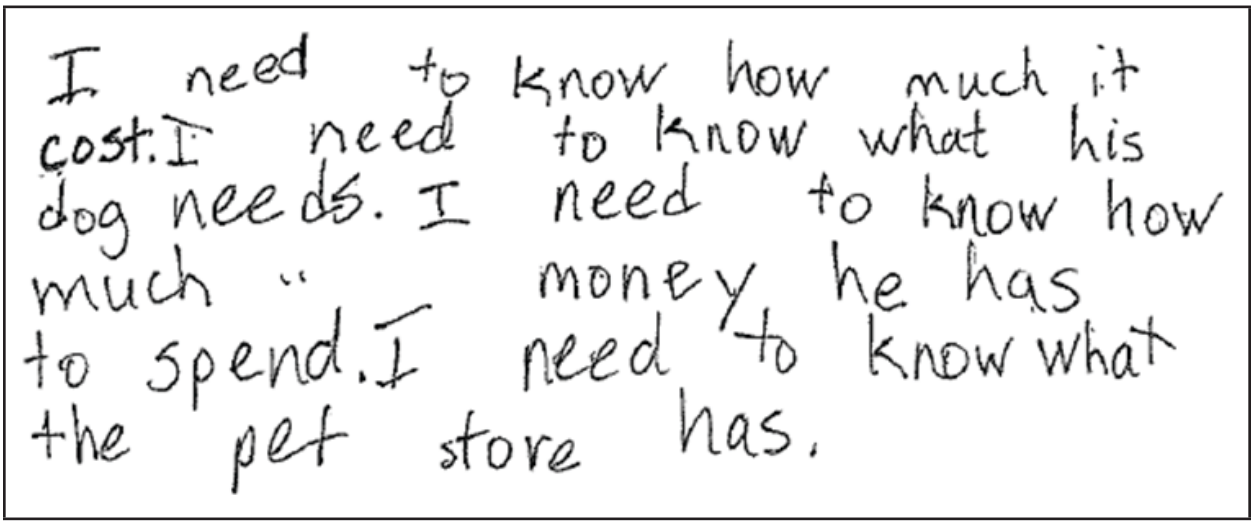
Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE, or NO to measure your success.

Activity 5 Descriptors for Measuring Success

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.

Exemplar for Response Quality 5



When assessing **Activity 5**, consider the extent to which the student is able to communicate reasoning that justifies decisions or problems from given data. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☐ Complete description represents possible decisions or problems in more than one way based on data given.	☐ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☐ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☐ Description does not represent a possible decision or problem from data given.
Scoring Rationale	**RQ5** Four relevant factors or decisions to consider are given. The decisions are well organized and provide a logical description				

Measuring Success

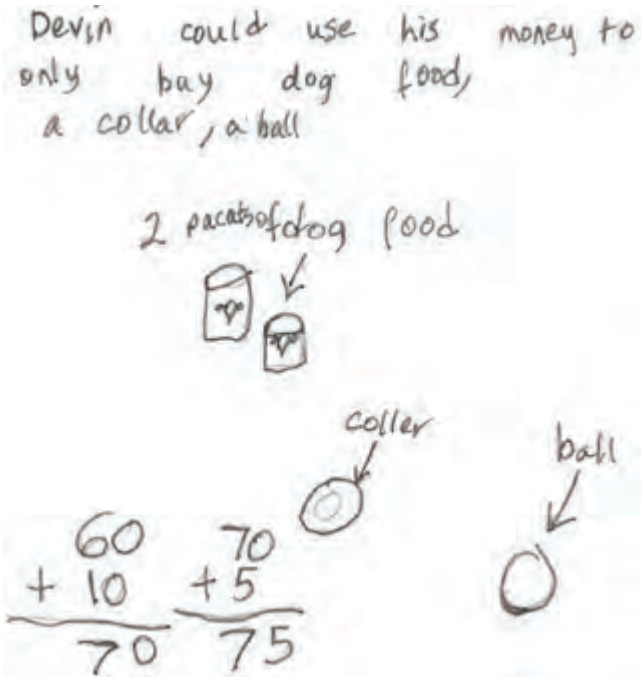
I was able to **make other decisions** or **create other problems** with the information given.

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

Yes. I need to know lots of things about what the dog needs and how much it costs.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ5** Self-reflection and justification applies to the evidence provided.				

Exemplar for Response Quality 5



When assessing **Activity 5**, consider the extent to which the student is able to communicate reasoning that justifies decisions or problems from given data. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☐ Complete description represents possible decisions or problems in more than one way based on data given.	☐ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☐ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☐ Description does not represent a possible decision or problem from data given.
Scoring Rationale	**RQ5** Pictures, symbols and words are used to prioritize and justify three important items needed (2 cans of dog food, collar, and ball).				

Measuring Success

I was able to **make other decisions** or **create other problems** with the information given.

Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE, or NO.

I made a decizon by chozing some items to by for 75

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☑ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ3** Self-reflection partially applies to evidence demonstrated.				

Exemplar for Response Quality 4

When assessing **Activity 5**, consider the extent to which the student is able to communicate reasoning that justifies decisions or problems from given data. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☑ Complete description represents possible decisions or problems in more than one way based on data given.	☐ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☐ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☐ Description does not represent a possible decision or problem from data given.
Scoring Rationale	**RQ4** Words and symbols are used to show how the $75 is spent in a different way. Correct solution is provided (20 + 55 = $75).				

Measuring Success

I was able to **make other decisions** or **create other problems** with the information given.

Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE, or NO.

I know dogs need lots of things. A visit to the vet is expansive.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ5** Self-reflection applies to the evidence provided. Personal background experiences are evident (visit to the vet).				

Exemplar for Response Quality 4

When assessing **Activity 5**, consider the extent to which the student is able to communicate reasoning that justifies decisions or problems from given data. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☑ Complete description represents possible decisions or problems in more than one way based on data given.	☐ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☐ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☐ Description does not represent a possible decision or problem from data given.
Scoring Rationale	**RQ4** Pictures and words are used to show the two possible ways for Devin to spend 75 dollars.				

Measuring Success

I was able to **make other decisions** or **create other problems** with the information given.

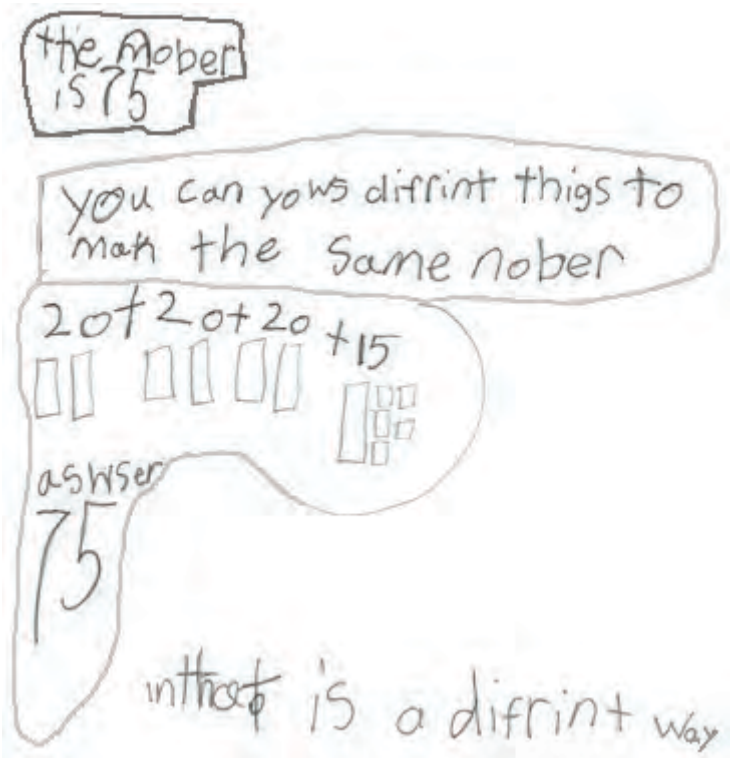
Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE, or NO.

the dog needs food and stuff you have to pay money for it

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☑ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ5** Complete and accurate self-reflection which applies to the evidence provided. Personal background experiences are evident.				

Exemplar for Response Quality 3



When assessing **Activity 5**, consider the extent to which the student is able to communicate reasoning that justifies decisions or problems from given data. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☐ Complete description represents possible decisions or problems in more than one way based on data given.	☑ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☐ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☐ Description does not represent a possible decision or problem from data given.
Scoring Rationale	**RQ3** Base ten blocks and words correctly represents the data given in 2 different ways. Inference is required to understanding whether the representation applies to Devin spending 75 dollars.				

Measuring Success

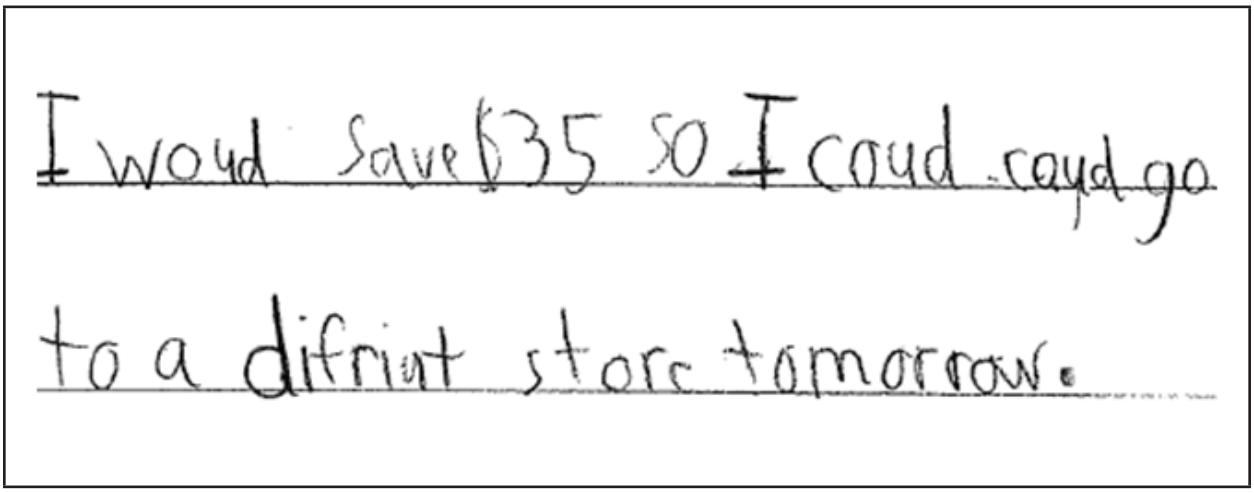
I was able to **make other decisions** or **create other problems** with the information given.

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

I showed a detrint way to get then asver.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☑ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ3** Choice of "A LITTLE" only partially applies to evidence provided in the activity (2 different ways are shown).				

Exemplar for Response Quality 3



When assessing **Activity 5**, consider the extent to which the student is able to communicate reasoning that justifies decisions or problems from given data. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☐ Complete description represents possible decisions or problems in more than one way based on data given.	☑ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☐ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☐ Description does not represent a possible decision or problem from data given.
Scoring Rationale	**RQ3** The words, "would save $35 for the next day" reflects a decision using relevant data.				

Measuring Success

I was able to **make other decisions** or **create other problems** with the information given.

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

I need to know lots of things about what the dog needs and how much it cost.

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☑ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ2** Self-reflection is inaccurate as it does not reference “saving money”.				

Exemplar for Response Quality 2

When assessing **Activity 5**, consider the extent to which the student is able to communicate reasoning that justifies decisions or problems from given data. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☐ Complete description represents possible decisions or problems in more than one way based on data given.	☐ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☑ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☐ Description does not represent a possible decision or problem from data given.
Scoring Rationale	**RQ2** Drawing suggests another way &45 can be spent. Inferences must be made. Items add up to $65.				

Measuring Success

I was able to **make other decisions** or **create other problems** with the information given.

Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE, or NO.

the dog need thinks

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☑ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ2** Inaccurate self-reflection as a decision is not made.				

Exemplar for Response Quality 2

When assessing **Activity 5**, consider the extent to which the student is able to communicate reasoning that justifies decisions or problems from given data. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☐ Complete description represents possible decisions or problems in more than one way based on data given.	☐ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☑ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☐ Description does not represent a possible decision or problem from data given.
Scoring Rationale	**RQ2** Words and numbers suggest possible decision about the amount that will be spent and what will be purchased (inferences must be made).				

Measuring Success

I was able to **make other decisions** or **create other problems** with the information given.

Choose the circle that **best** matches your answer.

Describe why you have chosen YES, A LITTLE, or NO.

I have 75

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☑ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ3** Provides inaccurate self-reflection. Has only provided the amount of money.				

Exemplar for Response Quality 1

When assessing **Activity 5**, consider the extent to which the student is able to communicate reasoning that justifies decisions or problems from given data. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☐ Complete description represents possible decisions or problems in more than one way based on data given.	☐ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☐ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☑ Description does not represent a possible decision or problem from data given.
Scoring Rationale	**RQ1** No decision or problem is described. Numbers shown are counting backwards from 75 to 0.				

Measuring Success

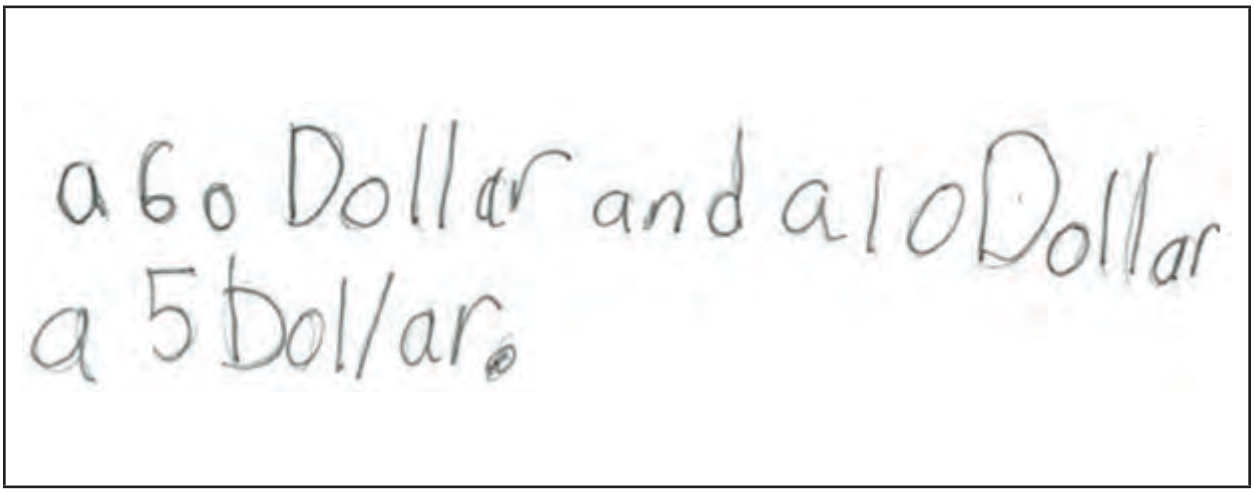
I was able to **make other decisions** or **create other problems** with the information given.

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

by stof

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☑ Self-reflection is incomplete or inaccurate.	☐ Self-reflection is not completed.
Scoring Rationale	**RQ2** Reflection is inaccurate of evidence demonstrated. No explanation is provided.				

Exemplar for Response Quality 1



When assessing **Activity 5**, consider the extent to which the student is able to communicate reasoning that justifies decisions or problems from given data. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Comprehensive description represents possible decisions or problems in more than one way based on relevant data given.	☐ Complete description represents possible decisions or problems in more than one way based on data given.	☐ Description represents possible decisions or problems based on data given (inferences may be required to fully understand the decision or problem).	☐ Partial description represents possible decisions or problems based on data given (inferences are required to fully understand the decision or problem).	☑ Description does not represent a possible decision or problem from data given.
Scoring Rationale	**RQ1** The numbers do not give enough information to suggest a possible decision or problem.				

Measuring Success

I was able to **make other decisions** or **create other problems** with the information given.

Choose the circle that **best** matches your answer.
Describe why you have chosen YES, A LITTLE, or NO.

60 Dolla 10 Dolla

When assessing **Measuring Success**, consider the extent to which the student is able to justify their work accurately and reflect about the completion of the activity. (A)	**Response Quality 5**	**Response Quality 4**	**Response Quality 3**	**Response Quality 2**	**Response Quality 1**
	☐ Complete and accurate self-reflection justifies evidence provided.	☐ Complete self-reflection applies to evidence provided.	☐ Self-reflection partially applies to evidence provided.	☐ Self-reflection is incomplete or inaccurate.	☑ Self-reflection is not completed.
Scoring Rationale	**RQ1** Self-reflection is not completed.				