

Mathematics Grade 6 Number (N)				
Outcome	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
N6.1 I can demonstrate understanding of place value including: <ul style="list-style-type: none"> ○ greater than one million ○ less than one thousandth with and without technology. [C, CN, R, PS, T]	<ul style="list-style-type: none"> • I can read and write (in standard form) the numeral for a quantity (without the use of commas) less than one million and greater than one thousandth. 	<ul style="list-style-type: none"> • I can read AND write (in standard form) numerals greater than one million and less than one thousandth. 	<ul style="list-style-type: none"> • I can read AND write (in standard form) numerals greater than one million and less than one thousandth, AND I can explain how the pattern of the place value system makes that possible. 	<ul style="list-style-type: none"> • I can APPLY the pattern of the place value system to read OR write (in standard form) numerals greater than one million OR less than one thousandth.
	<ul style="list-style-type: none"> • I can express numerals greater than one million in standard, expanded, OR word form. 	<ul style="list-style-type: none"> • I can express numerals greater than one million in standard, expanded, AND word form. 	<ul style="list-style-type: none"> • I can express numerals greater than one million AND less than one thousandth in standard, expanded, AND word form. 	<ul style="list-style-type: none"> • I can represent express numerals greater than one million AND less than one thousandth in multiple ways beyond standard, expanded, and word form (e.g. \$1.8 billion would be \$1 800 000 000).
	<ul style="list-style-type: none"> • I can estimate the solution to a situational question, with the use of technology, involving numerals less than one million and greater than one thousandth. 	<ul style="list-style-type: none"> • I can estimate the solution to a situational question, with or without the use of technology, involving numerals greater than one million and less than one thousandth. 	<ul style="list-style-type: none"> • I can solve situational questions, with the use of technology, involving numerals greater than one million and less than one thousandth, and I can explain my reasoning. 	<ul style="list-style-type: none"> • I can solve complex, multi-step, situational problems, with or without the use of technology, involving numerals greater than one million and less than one thousandth, and I can explain my reasoning.
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N6.2 I can demonstrate understanding of factors and multiples (concretely, pictorially, and symbolically) including: <ul style="list-style-type: none"> ○ determining factors and multiples of numbers less than 100 ○ relating factors and multiples to multiplication and division ○ determining and relating prime and composite numbers. <p>[C, CN, ME, PS, R]</p>	<ul style="list-style-type: none"> • I can describe examples of factors OR multiples in real life situations. 	<ul style="list-style-type: none"> • I can explain the meaning of factors AND multiples and give examples from my own life. 	<ul style="list-style-type: none"> • I can determine the multiples of numbers less than 100, and explain the process. 	<ul style="list-style-type: none"> • I can create my own strategies for finding factors and multiples of numbers up to and greater than 100.
	<ul style="list-style-type: none"> • I can represent a set of whole-numbered multiples for a given quantity concretely OR pictorially. 	<ul style="list-style-type: none"> • I can represent a set of whole-numbered multiples for a given quantity concretely, pictorially, OR symbolically. 	<ul style="list-style-type: none"> • I can represent a set of whole-numbered multiples for a given quantity concretely, pictorially, OR symbolically and explain the strategy used to create the representation. 	<ul style="list-style-type: none"> • I can represent a set of whole-numbered multiples for a given quantity concretely, pictorially, AND symbolically and explain the strategy used to create the representation.
	<ul style="list-style-type: none"> • I can explain what a prime or composite number is. 	<ul style="list-style-type: none"> • I can explain what a prime or composite number is and use a few strategies to determine if numbers are either prime or composite for numbers up to 100. 	<ul style="list-style-type: none"> • I can utilize several strategies to determine if numbers are either prime or numbers up to 100, and explain my reasoning. 	<ul style="list-style-type: none"> • I can explain and use my own strategies for determining prime or composite numbers greater than 100.
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N6.3 I can demonstrate understanding of the order of operations on whole numbers (excluding exponents) with and without technology. [CN, ME, PS, T]	<ul style="list-style-type: none"> I can apply the order of operations to a given, two-step expression involving whole numbers (excluding exponents) and sometimes get the correct answer, with or without technology. 	<ul style="list-style-type: none"> I can apply the order of operations to a given, two-step expression involving whole numbers (excluding exponents) and get the correct answer, with or without technology. 	<ul style="list-style-type: none"> I can apply the order of operations to a given, multiple-step expression involving whole numbers (excluding exponents) and get the correct answer, with or without technology. 	<ul style="list-style-type: none"> I can apply the order of operations to a given, complex, multiple-step expression involving whole numbers (possibly including exponents) and get the correct answer, with or without technology.
	<ul style="list-style-type: none"> I can identify expressions for which I need to use order of operations to simplify them. 	<ul style="list-style-type: none"> I can verify, using technology, that the simplification of an expression using order of operations is correct. 	<ul style="list-style-type: none"> I can find and correct errors in the simplification of an expression involving multiple steps. 	<ul style="list-style-type: none"> I can find and correct any errors in the simplification of a complex expression involving multiple steps.
	<ul style="list-style-type: none"> I can identify when there is a need for order of operations in a problem. 	<ul style="list-style-type: none"> I can solve some basic problems involving the application of order of operations. 	<ul style="list-style-type: none"> I can solve basic problems involving the application of order of operations and explain my reasoning. 	<ul style="list-style-type: none"> I can solve complex, multiple-step problems involving the application of order of operations, explain my reasoning, and verify that my solution is correct.
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N6.4 I can extend understanding of multiplication and division to decimals (1-digit whole number multipliers and 1-digit natural number divisors). [C, CN, ME, PS, R]	<ul style="list-style-type: none"> With help I can estimate the product of decimals and 1 – digit whole number multipliers with some accuracy, and explain my process. 	<ul style="list-style-type: none"> I can estimate the product of decimals and 1 – digit whole number multipliers with some accuracy, and explain my process. 	<ul style="list-style-type: none"> I can accurately estimate the product of decimals and 1 – digit whole number multipliers, and explain my process. 	<ul style="list-style-type: none"> I can accurately estimate the product of decimals and 1-digit whole number multipliers, and explain the strategies I choose.
	<ul style="list-style-type: none"> With help I can estimate the product of quotient and 1 – digit whole number divisors with some accuracy, and explain my process. 	<ul style="list-style-type: none"> I can estimate the quotient of decimals and 1 – digit whole number divisors with some accuracy, and explain my process. 	<ul style="list-style-type: none"> I can accurately estimate the quotient of decimals and 1 – digit whole number divisors, and explain my process. 	<ul style="list-style-type: none"> I can accurately estimate the quotient of decimals and 1-digit whole number divisors, and explain the strategies I choose.
	<ul style="list-style-type: none"> With help, I can solve simple multiplication questions with decimals greater than thousandths involving 1 – digit whole number multipliers. 	<ul style="list-style-type: none"> I can solve simple multiplication questions with decimals greater than thousandths involving 1 – digit whole number multipliers. 	<ul style="list-style-type: none"> I can solve multiplication questions with decimals involving 1 – digit whole number multipliers. 	<ul style="list-style-type: none"> I can solve multiplication questions with involving 1 – digit whole number multipliers, and explain my reasoning.
	<ul style="list-style-type: none"> With help, I can solve simple division questions with decimals greater than thousandths involving 1 – digit whole number divisors. 	<ul style="list-style-type: none"> I can solve simple division questions with decimals greater than thousandths involving 1 – digit whole number divisors. 	<ul style="list-style-type: none"> I can solve division questions with decimals involving 1 – digit whole number divisors. 	<ul style="list-style-type: none"> I can solve division questions with decimals involving 1 – digit whole number divisors, and explain my reasoning.

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	<ul style="list-style-type: none"> With help, I can solve situational problems involving the multiplication OR division of decimal numbers (1 – digit whole number multipliers and 1 – digit divisors). 	<ul style="list-style-type: none"> I can solve situational problems involving the multiplication OR division of decimal numbers (1 – digit whole number multipliers and 1 – digit divisors). 	<ul style="list-style-type: none"> I can solve situational problems involving the multiplication AND division of decimal numbers (1 – digit whole number multipliers and 1 – digit divisors). 	<ul style="list-style-type: none"> I can solve multistep word problems using the division AND multiplication of decimal numbers and explain the mathematical process (1 – digit whole number multipliers and 1 – digit divisors).
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N6.5 I can demonstrate understanding of percent (limited to whole numbers to 100) concretely, pictorially, and symbolically. [C, CN, PS, R, V]	<ul style="list-style-type: none"> I can model representations for whole-numbered percents (up to 100) concretely, pictorially, OR symbolically. 	<ul style="list-style-type: none"> I can model and explain representations for whole-numbered percents (up to 100) concretely, pictorially, OR symbolically. 	<ul style="list-style-type: none"> I can model and explain representations for whole-numbered percents (up to 100) concretely, pictorially, AND symbolically. 	<ul style="list-style-type: none"> I can model and explain representations for whole-numbered percents (up to 100) concretely, pictorially, and symbolically in a variety of unique ways (e. g. relating 12:15 on a clock to $\frac{1}{4}$ of an hour, which is 25%).
	<ul style="list-style-type: none"> I can write the percent of a pictorial representation. 	<ul style="list-style-type: none"> I can write an equivalent fraction OR decimal for a whole-numbered percent. 	<ul style="list-style-type: none"> I can write an equivalent fraction AND decimal for a whole-numbered percent and explain how they are related. 	<ul style="list-style-type: none"> I can write an equivalent fraction and decimal for a whole-numbered percent and explain how they are related to each other and to the number 100.
	<ul style="list-style-type: none"> I can observe and describe examples of whole-numbered percents (up to 100) relevant to myself, my family, or my community. 	<ul style="list-style-type: none"> I can solve situational problems involving whole-numbered percents (up to 100). 	<ul style="list-style-type: none"> I can solve situational problems involving whole-numbered percents (up to 100) and justify my answer. 	<ul style="list-style-type: none"> I can create and solve complex situational problems involving whole-numbered percents (up to 100), verify that my answer is correct, and explain my reasoning.
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N6.6 I can demonstrate understanding of integers concretely, pictorially, and symbolically. [C, CN, R, V]	Concrete	<ul style="list-style-type: none"> I can describe examples of integers in my own life. 	<ul style="list-style-type: none"> I can explain the meaning of the number quantities in examples of integers I find in my own life. 	<ul style="list-style-type: none"> I can match symbols to my explanations of the examples of integers I find in my own life. 	<ul style="list-style-type: none"> I can match symbols to explanations of examples of integers I find in my own life and in new situations.
	Pictorial	<ul style="list-style-type: none"> I can represent integers for given situations, using pictures or materials. 	<ul style="list-style-type: none"> I can explain the meaning of the number quantities in my representations of integers in given situations, using pictures or materials. 	<ul style="list-style-type: none"> I can match symbols to my explanations of representations of integers in given situations, in pictures or materials. 	<ul style="list-style-type: none"> I can match symbols to my explanations of representations of integers a variety of situations I choose, in pictures or materials.
	Symbolic	<ul style="list-style-type: none"> I can write an integer to represent a situation. With help, I can represent the situation in the word problem. 	<ul style="list-style-type: none"> I can compare two integers using $<$, $>$, or $=$. I can represent the situation in a word problem involving integers. 	<ul style="list-style-type: none"> I can order a set of integers, and explain my reasoning. I can solve simple word problems involving integers. 	<ul style="list-style-type: none"> I show deep understanding of integers (e.g. by extending a given number line of integers, correcting errors of integers on a number line.) I can solve multi-step word problems involving integers.
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N6.7 I can extend understanding of fractions to improper fractions and mixed numbers. [CN, ME, R, V]	<ul style="list-style-type: none"> I can tell the difference between an improper fraction and a mixed number. 	<ul style="list-style-type: none"> I can demonstrate concretely, pictorially, OR physically how an improper fraction and a mixed number can represent the same quantity. 	<ul style="list-style-type: none"> I can demonstrate AND explain concretely, pictorially, OR physically how an improper fraction and a mixed number can represent the same quantity. 	<ul style="list-style-type: none"> I can demonstrate and explain concretely, pictorially, AND physically how an improper fraction and a mixed number can represent the same quantity.
	<ul style="list-style-type: none"> I can convert an improper fraction to a mixed number OR a mixed number to an improper fraction. 	<ul style="list-style-type: none"> I can convert an improper fraction to a mixed number AND a mixed number to an improper fraction. 	<ul style="list-style-type: none"> I can explain how to convert an improper fraction to a mixed number AND a mixed number to an improper fraction and write the resulting equality symbolically. 	<ul style="list-style-type: none"> I can explain how to convert an improper fraction to a mixed number AND a mixed number to an improper fraction in multiple ways, and write the resulting equality symbolically.
	<ul style="list-style-type: none"> I can order a set of proper fractions and whole numbers on a number line. 	<ul style="list-style-type: none"> I can order a set of fractions, including whole numbers, mixed numbers, OR improper fractions, on a number line. 	<ul style="list-style-type: none"> I can order a set of fractions, including whole numbers, mixed numbers, AND improper fractions, on a number line. 	<ul style="list-style-type: none"> I can order a set of fractions, including whole numbers, mixed numbers, AND improper fractions, on a number line, and explain my placement choices.
	<ul style="list-style-type: none"> I can describe situations relevant to myself, my family, or my community in which quantities greater than a whole (but which are not whole numbers) may occur. 	<ul style="list-style-type: none"> I can solve problems involving improper fractions OR mixed numbers. 	<ul style="list-style-type: none"> I can solve problems involving improper fractions AND mixed numbers and explain my reasoning. 	<ul style="list-style-type: none"> I can solve complex, multi-step problems involving improper fractions and mixed numbers, explain my reasoning, and verify my solution.

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N6.8 I can demonstrate an understanding of ratio concretely, pictorially, and symbolically. [C, CN, PS, R, V]	<ul style="list-style-type: none"> • With help, I can identify situations involving ratios in familiar real world situations. 	<ul style="list-style-type: none"> • I can represent my explanation of ratios that I find in familiar real world situations concretely, pictorially, OR symbolically. 	<ul style="list-style-type: none"> • I can represent my explanation of ratios that I find in familiar real world situations concretely, pictorially, AND symbolically. 	<ul style="list-style-type: none"> • I can represent my explanation of ratios that I find in familiar real world situations concretely, pictorially, AND symbolically, and in new situations.
	<ul style="list-style-type: none"> • I can represent a ratio for a given situation. 	<ul style="list-style-type: none"> • I can represent the situation in a word problem using ratios. 	<ul style="list-style-type: none"> • I can solve word problems involving ratios, and I can explain my reasoning. 	<ul style="list-style-type: none"> • I can solve complex and or multistep word problems involving ratios and I can explain my thought process.
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N6.9 I can research and present how First Nations and Métis peoples, past and present, envision, represent, and use quantity in their lifestyles and worldviews.	<ul style="list-style-type: none"> • With help, I can locate one source that explains how one First Nation or the Métis people use quantity in their lifestyles and worldviews. 	<ul style="list-style-type: none"> • I can collect information from one source on how one First Nation or the Métis people use quantity in their lifestyles and worldviews. 	<ul style="list-style-type: none"> • I can collect information from a few sources on how one First Nation or the Métis people use quantity in their lifestyles and worldviews, and keep track of my sources. 	<ul style="list-style-type: none"> • I can collect information from many sources on how more than one First Nation or the Métis people use quantity in their lifestyles and worldviews, and document my sources.
	<ul style="list-style-type: none"> • With help, I can present my findings to my teacher. 	<ul style="list-style-type: none"> • I can present my findings to my teacher. 	<ul style="list-style-type: none"> • I can present my findings to others. 	<ul style="list-style-type: none"> • I can present a comparison of the representation and use of quantity by First Nations and Métis peoples and by my own culture.
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