

Mathematics Assessment

Student Name: _____

Term #3

Strand: Number Sense and Numeration

<p><u>Understanding Number:</u></p> <ul style="list-style-type: none">▪ Represent and explain halves, thirds, and quarters as part of a whole and part of a set using concrete materials and drawings (e.g., colour 2 out of 4 circles);▪ Compare two proper fractions using concrete materials (e.g., use pattern blocks to show that the relationship of 3 triangles to 6 triangles is the same as that of 1 trapezoid to 2 trapezoids because both represent half of a hexagon);	
<p><u>Computations:</u></p> <ul style="list-style-type: none">▪ Represent multiplication as repeated addition using concrete materials (e.g., 3 groups of 2 is the same as $2+2+2$);▪ Demonstrate division as sharing (e.g., sharing 12 carrot sticks among 4 friends means each person gets 3);▪ Recall addition and subtraction facts to 18;▪ Explain a variety of strategies to find sums and differences of 2 two-digit numbers;▪ Use one fact to find another (e.g., use fact families or adding on);▪ Mentally add and subtract one-digit numbers;▪ Add and subtract two-digit numbers with and without regrouping, with sums less than 101, using concrete materials;	
<p><u>Applications:</u></p> <ul style="list-style-type: none">▪ Pose and solve number problems with at least one operation (e.g., if there are 24 students in our class and 8 wore boots, how many students did not wear boots?);▪ Select and use appropriate strategies (e.g., pencil and paper, calculator, estimation, concrete materials) to	

solve number problems involving addition and subtraction.	
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Strand: Measurement

<p><u>Perimeter and Area:</u></p> <ul style="list-style-type: none"> ▪ Estimate, measure, and record the linear dimensions of objects using non-standard and standard units (centimeter, metre), and compare and order objects by their linear dimensions; ▪ Measure and record the distance around objects using non-standard units, and compare the distances; ▪ Estimate and measure specified areas using uniform non-standard units and record the measures (e.g., the area of the page is four pencil cases); <p><u>Capacity, Volume and Mass:</u></p> <ul style="list-style-type: none"> ▪ Estimate, measure and record the capacity of containers using non-standard units, compare the measures and order a collection of containers by capacity; ▪ Estimate, measure and record the mass of objects using non-standard units, compare the measures and order a collection of objects by mass. 	
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Strand: Patterning and Algebra

<ul style="list-style-type: none"> ▪ explore multiples in a hundred chart; ▪ use a calculator and a computer application to explore patterns; ▪ relate growing and shrinking patterns to addition and subtraction; explain a pattern rule; ▪ Given a rule expressed in informal language, extend a pattern; ▪ Transfer patterns from one medium to another (e.g., actions, words, symbols, pictures, objects, calculator). 	
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Strand: Geometry and Spatial Sense

<p><u>Three- and Two-Dimensional Geometry:</u></p> <ul style="list-style-type: none">▪ Compare and sort two-dimensional shapes according to number of sides and vertices;▪ Describe the attributes of regular polygons using geometric language (e.g., sides, vertices);▪ Compare and contrast two-dimensional shapes; <p><u>Transformational Geometry:</u></p> <ul style="list-style-type: none">▪ Demonstrate an understanding of a line of symmetry in a two-dimensional shape by using paper folding and reflections (e.g., using paint-blot pictures, Mira);▪ Determine a line of symmetry of a two-dimensional shape by using paper folding and reflections (e.g., in a transparent mirror);▪ Demonstrate transformations, such as flips, slides and turns (reflections, translations and rotations (, using concrete materials;▪ Make a pattern using two-dimensional shapes (e.g., pattern blocks, tangrams);▪ Identify and perform translations of simple figures using concrete materials (e.g., to the left, to the right, up and down); <p><u>Grids and Coordinate Geometry:</u></p> <ul style="list-style-type: none">▪ Describe the specific location of objects on a grid or map (e.g., beside, to the right of).	
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Strand: Data Management and Probability

<p><u>Probability:</u></p> <ul style="list-style-type: none">▪ Explore through simple games and experiments the likelihood that an event may occur;▪ Investigate simple probability situations (e.g., flipping a coin, tossing dice);▪ Use mathematical language (e.g., likely, unlikely, probably) in informal discussion to describe probability).	
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