

Name: _____

Number Sense

Competency: **Student has a conceptual understanding of number and some of its representations.**

Activity:	Date:
<input type="checkbox"/> Orders fractions <input type="checkbox"/> Orders decimal numbers <input type="checkbox"/> Understands that a given number may be represented a variety of ways	
Level (not meeting, approaching, meeting):	
Rationale (strengths and challenges):	
Next Steps:	

Activity:	Date:
<input type="checkbox"/> Orders fractions <input type="checkbox"/> Orders decimal numbers <input type="checkbox"/> Understands that a given number may be represented a variety of ways	
Level (not meeting, approaching, meeting):	
Rationale (strengths and challenges):	
Next Steps:	

Activity:	Date:
<input type="checkbox"/> Orders fractions <input type="checkbox"/> Orders decimal numbers <input type="checkbox"/> Understands that a given number may be represented a variety of ways	
Level (not meeting, approaching, meeting):	
Rationale (strengths and challenges):	
Next Steps:	

Name: _____

Number Skills

Competency: **Student solves mathematical problems using knowledge of number patterns and mental math strategies.**

Activity:	Date:
<input type="checkbox"/> Uses number patterns to solve mathematical patterns <input type="checkbox"/> Uses a variety of strategies to calculate and explain a mental math problem	
Level (not meeting, approaching, meeting):	
Rationale (strengths and challenges):	
Next Steps:	

Activity:	Date:
<input type="checkbox"/> Uses number patterns to solve mathematical patterns <input type="checkbox"/> Uses a variety of strategies to calculate and explain a mental math problem	
Level (not meeting, approaching, meeting):	
Rationale (strengths and challenges):	
Next Steps:	

Activity:	Date:
<input type="checkbox"/> Uses number patterns to solve mathematical patterns <input type="checkbox"/> Uses a variety of strategies to calculate and explain a mental math problem	
Level (not meeting, approaching, meeting):	
Rationale (strengths and challenges):	
Next Steps:	