Good Spirit
SCHOOL DIVISION

Mathematics Grade 4
Patterns (P)

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.
P4.1 **Demonstrate an understanding of patterns and relations by:** • **identifying and describing patterns and relations in a chart, table or diagram;** • **reproducing patterns and relations in a chart, table, or diagram using manipulatives;** • **creating charts, tables, or diagrams to represent patterns and relations;** • **solving problems involving patterns and relations.**	• **With help**, I can **identify** a basic pattern in a familiar chart, table, **OR** diagram.	• I can **identify** a basic pattern found on a familiar chart, table, **OR** diagram.	• I can **identify and describe** the patterns found in a chart, table, **OR** diagram.	• I can **identify and explain** the patterns and relations found in charts, tables **AND** diagrams, and I can **explain** the strategies used.
	• **With help,** I can **reproduce** simple patterns and relations found in charts, tables, or diagrams using manipulatives	• I can **reproduce** simple patterns and relations found in charts, tables, or diagrams using manipulatives	• I can **reproduce** the patterns and relations found in charts, tables, **OR** diagrams using manipulatives.	• I can **reproduce and extend** the patterns and relations found in charts, tables, or diagrams using manipulatives.
	• **With help**, I can **complete** a chart, table, or diagram to represent patterns and relations.	• I can **complete** a chart, table, or diagram to represent patterns and relations.	• I can **create** charts, tables, **OR** diagrams to represent patterns and relations.	• I can **create** Carroll and Venn diagrams to represent patterns and relations.
	• **With help**, I can **solve** a problem using the information found on a chart, table, or diagram.	• I can **solve** a problem using the information found on a chart, table, or diagram.	• I can **extend** a pattern in a table, chart, or diagram to **solve** a problem.	• I can **extend** a pattern in a variety of tables, charts, and diagrams to solve a problem.
	• With help, I can **identify** and **place** information from a problem into a chart, table, or diagram.	• **On my own,** I can **identify** the information in a problem that needs to be placed in a table, chart, or diagram. **With help,** I can **place** the information into a chart, table, or diagram to solve a problem.	• I can **translate** information from a problem into a table, chart or diagram in order to find a solution.	• I can **translate** information from a problem into a Carroll or Venn diagram in order to find a solution.
Comments				

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P4.2 **Demonstrate an understanding of equations involving symbols to represent an unknown value by:** • **writing an equation to represent a problem;** • **solving one step equations.**	• **With help,** I can identify the unknown portion of the problem.	• I can identify the unknown portion of the problem.	• I can **write** an equation to represent a problem using a symbol to represent an unknown value.	• I can **explain** what is meant by a symbol in an equation, and what it represents in that equation.
	• **With help**, I can **solve** one step addition, subtraction, multiplication, OR division equations, using a symbol to represent the unknown.	• I can **solve** one step addition, subtraction, multiplication, OR division equations, using a symbol to represent the unknown.	• I can **solve** one step addition, subtraction, multiplication, and division equations, using a symbol to represent the unknown.	• I can **solve multi-step** addition, subtraction, multiplication, **OR** division equations, using a symbol to represent the unknown.

Comments