Mathematics Grade 7 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.
N7.1 **I can demonstrate an understanding of division through the development and application of divisibility strategies for 2, 3, 4, 5, 6, 8, 9, and 10, and through an analysis of division involving zero. [C, CN, ME, R]**	• **With help,** I can apply basic divisibility rules for 2, 5, and 10.	• I can **apply most divisibility** rules for 2, 3, 5, 6,8, 9, **OR** 10 to **many** given whole numbers.	• I can **apply the divisibility** rules for 2, 3, 5, 6, 8, 9, **AND** 10 to any given whole number.	• I can solve **complex** word problems by applying divisibility rules.
	• **With help**, I can demonstrate the rules that dividing zero by any number results in an answer or 0, **OR** that it is impossible to divide any number by 0.	• I can **demonstrate** the rules that dividing zero by any number results in an answer or 0, **OR** that it is impossible to divide any number by 0.	• I can **explain** the rules that dividing zero by any number results in an answer or 0, **OR** that it is impossible to divide any number by 0.	• I can **apply** the rules that dividing zero by any number results in an answer or 0, **OR that** it is impossible to divide any number by 0.
Comments				

Mathematics Grade 7 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.
N7.2 **I can expand and demonstrate understanding of the addition, subtraction, multiplication, and division of decimals to greater numbers of decimal places, and the order of operations. [C, CN, ME, PS, R, T]**	• **With help**, I can find the correct answer to **many** question involving addition **OR** subtraction with decimals.	• I can find the correct answer to **questions** involving addition **OR** subtraction with decimals, **and explain the placement of the decimal.**	• I can accurately **solve problems** involving addition **AND** subtraction with decimals.	• I can accurately solve problems involving addition **AND** subtraction with decimals **to greater numbers of decimal places, with or without the use of technology.**
	• **With help**, I can find the correct answer to **many** questions involving multiplication **OR** division with decimals.	• I can find the correct answer to **questions** involving multiplication **OR** division with decimals, **and explain the placement of the decimal.**	• I can accurately **solve problems** involving multiplication **AND** division with decimals.	• I can accurately solve problems involving multiplication **AND** division with decimals.**to greater numbers of decimal places, with or without the use of technology.**
	• **With help**, I can **solve basic questions** using order of operations.	• I can **solve basic questions** using order of operations.	• I can **solve problems using order of operations** with decimal numbers to the thousandths.	• I can **solve complex problems using order of operations** with decimal numbers beyond the thousandths.
Comments				

Mathematics Grade 7 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.
N7.3 **I can demonstrate an understanding of the relationships between positive decimals, positive fractions (including mixed numbers, proper fractions and improper fractions), and whole numbers. [C, CN, ME, R, T]**	• With help, I can **order a set of a few numbers** containing **a few** types of positive fractions, positive decimals and whole numbers.	• I can **order a set of a few numbers** containing **a few** types of positive fractions, positive decimals and whole numbers.	• I can **order a set of several numbers** containing all types of positive fractions, positive decimals, and whole numbers, **and explain my reasoning**.	• I can order a set of numbers containing all types of positive fractions, positive decimals, and whole numbers **in a multi-step problem.**
	• **With help**, I can match a set of simple fractions to their decimal partners.	• I can **match** a set of fractions to their decimal partners.	• I can **express a fraction as a decimal and a decimal as a fraction**.	• I can represent and explain **how fractions, decimals, and division are related.**
Comments				

Mathematics Grade 7 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.
N7.4 **I can expand and demonstrate an understanding of percent to include fractional percents between 1% and 100%. [C, PS, R]**	• With help, I can convert fractions **OR** decimals to percents **OR** percents to decimals **OR** fractions.	• I can **convert** fractions and decimals to percents **OR** percents to decimals and fractions.	• I can **solve word problems** that involve the conversion of fractions and decimals to percents **AND** percents to decimals and fractions.	• I can **solve multi-step word problems** that involve the conversion of fractions and decimals.
	• I **create a concrete, pictorial, OR physical representation** of a fractional percent.	• I **create a concrete, pictorial, OR physical representation** of a fractional percent, **and explain it.**	• I can **describe in words** the meaning of a percent between 1% and 100% **in a particular context.**	• I can **describe in words** the meaning of a percent between 1% and 100% **in a variety of contexst.**
	• I can find a percent **OR** I can find the percent of a value.	• I can find a percent **AND** I can find the percent of a value.	• I **can solve problems** that involve finding a percent between 1% and 100% **AND** finding the percent of a value.	• I can solve **multi-step problems** that involve finding a percent between 1% and 100% **AND** finding the percent of a value
Comments				

Mathematics Grade 7 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.
N7.5 **I can develop and demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially, and symbolically (limited to positive sums and differences). [C, CN, ME, PS, R, V]**	• I can add **AND** subtract two fractions **with like denominators** concretely, pictorially, **OR** symbolically.	• I can add **AND** subtract two fractions with like denominators **AND** unlike denominators concretely, pictorially, **OR** symbolically.	• I **can solve word problems** involving the addition **AND** subtraction of two fractions with like **AND** unlike denominators concretely **OR** pictorially, **AND** symbolically.	• I can **create and solve** a real life problem involving the addition **AND** subtraction of two fractions with like and unlike denominators concretely **OR** pictorially, **AND** symbolically, and explain the process
	• I can add **AND** subtract two mixed numbers with the same denominator concretely, pictorially, **OR** symbolically.	• I can add **AND** subtract two mixed numbers with like **AND** unlike denominator concretely, pictorially, **OR** symbolically.	• I can **solve word problems** involving the addition **AND** subtraction of mixed fractions with like **AND** unlike denominators concretely **OR** pictorially, **AND** symbolically.	• I can **create** and solve **word problems** involving the addition **AND** subtraction of mixed fractions with like **AND** unlike denominators concretely **OR** pictorially, **AND** symbolically.
Comments				

Mathematics Grade 7 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.
N7.6 **I can demonstrate an understanding of addition and subtraction of integers, concretely, pictorially, and symbolically. [C, CN, PS, R, V]**	• I can represent opposite integers concretely, pictorially, **OR** symbolically.	• I can represent opposite integers concretely **OR** pictorially, **AND** symbolically.	• I **explain** "zero pairs" using concrete materials such as integer tiles or a number line.	• I **apply** my knowledge of "zero pairs" to solving integer problems.
	• **With help**, I can **add** two integers concretely **OR** pictorially.	• I can **add** two integers concretely **OR** pictorially.	• I can **add** two integers concretely **OR** pictorially, **AND** record the process symbolically.	• I can **add MANY** integers concretely **OR** pictorially, **AND** record the process symbolically.
	• **With help**, I can **subtract** two integers concretely **OR** pictorially.	• I can **subtract** two integers concretely **OR** pictorially.	• I can **subtract** two integers concretely **OR** pictorially, **AND** record the process symbolically.	• I can add **and subtract** integers concretely **OR** pictorially, **AND** record the process symbolically.
	• With help, I can **solve problems** involving the addition **OR** subtraction of integers.	• I can **solve problems** involving the addition **OR** subtraction of integers.	• I can **solve problems** involving the addition **AND** subtraction of integers.	• I can solve **multi-step problems** involving the addition and subtraction of integers.
Comments				