

# SLA Grade 3 Numeracy Performance Task Descriptors

Problem Solving and Reasoning	Excellent	Proficient	Adequate	Limited	Insufficient Evidence
<p>When assessing <b>Problem Solving and Reasoning</b>, consider how effectively the student</p> <ul style="list-style-type: none"> <li>identifies the relevant information to demonstrate an understanding of the problem [CN, R, V]</li> <li>implements a strategy [CN, PS, R]</li> <li>applies learned mathematical concepts to reach a solution [C, CN, ME, PS, R, V]</li> </ul>	<ul style="list-style-type: none"> <li>Representations use <b>only</b> relevant information and demonstrate a <b>complete</b> understanding of the problem.</li> <li><b>Insightful</b> strategy is chosen and implemented.</li> <li>Concepts are <b>consistently</b> applied accurately and lead to a <b>correct</b> solution.</li> </ul>	<ul style="list-style-type: none"> <li>Representations use <b>most</b> of the relevant information and demonstrate a <b>clear</b> understanding of the problem.</li> <li><b>Purposeful</b> strategy is chosen and implemented.</li> <li>Concepts are <b>frequently</b> applied accurately and lead to an <b>essentially correct</b> solution.</li> </ul>	<ul style="list-style-type: none"> <li>Representations use <b>some</b> of the relevant information and demonstrate a <b>general</b> understanding of the problem.</li> <li><b>Appropriate</b> strategy is chosen and implemented.</li> <li>Concepts are <b>generally</b> applied accurately and lead to a <b>straightforward</b> solution; minor errors or oversights may be evident.</li> </ul>	<ul style="list-style-type: none"> <li>Representations use <b>little</b> of the relevant information and demonstrate a <b>partial</b> understanding of the problem.</li> <li><b>Inappropriate</b> strategy is chosen and/or strategy is <b>inaccurately</b> implemented.</li> <li>Concepts are <b>rarely</b> applied accurately leading to a solution that is <b>incorrect</b>.</li> </ul>	<ul style="list-style-type: none"> <li>There is <b>little or no evidence</b> that the problem is understood.</li> <li>There is <b>little or no evidence</b> of a strategy being used.</li> <li>There is <b>little or no evidence</b> of mathematical concepts being applied.</li> </ul>
Communication	Excellent	Proficient	Adequate	Limited	Insufficient Evidence
<p>When assessing <b>Communication</b>, consider the extent to which the student</p> <ul style="list-style-type: none"> <li>uses pictures, words, numbers, and/or symbols to clearly articulate understanding [C]</li> </ul>	<ul style="list-style-type: none"> <li>Pictures, words, numbers, and/or symbols are <b>skillfully</b> chosen to <b>enhance</b> the clarity of the response.</li> </ul>	<ul style="list-style-type: none"> <li>Pictures, words, numbers, and/or symbols are <b>thoughtfully</b> chosen to <b>strengthen</b> the clarity of the response.</li> </ul>	<ul style="list-style-type: none"> <li>Pictures, words, numbers, and/or symbols are <b>appropriately</b> chosen to <b>support</b> the clarity of the response; some inferences may be required.</li> </ul>	<ul style="list-style-type: none"> <li>Pictures, words, numbers, and/or symbols are <b>haphazardly</b> chosen and may <b>interfere</b> with the clarity of the response; inferences are required.</li> </ul>	<ul style="list-style-type: none"> <li>Pictures, words, numbers, and/or symbols <b>significantly interfere</b> with the clarity of the response; the response <b>lacks</b> clarity.</li> </ul>

**Note:** The numeracy task assessment categories used to assess a student's response directly relate to the mathematical processes (C, CN, ME, PS, R, T, V) found in the front matter of the Mathematics Kindergarten to Grade 9 Program of Studies.

When assessing a student's response, refer to the Grade 2 Mathematics Program of Studies.

Specific outcomes are found in the Administration Guidelines for Teachers.