Kindergarten Math – "I can" statements

Student name: _____

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Number sense	Date	Got it	Nearly there	Not there	
I can count by 1s starting anywhere from 1 to 10 and from 10 to 1, forwards and backwards.					**N1**
I can look at a group of 1 to 5 objects or dots and name how many there are in the group.					**N2**
I can match any numeral from 1 to 10 with what it means.					**N3**
I can use pictures and words to show what a number means.					**N4**
I can compare numbers from 1 to 10.					**N5**

Patterns and Relations	Date	Got it	Nearly there	Not there	
I know what a repeating pattern is.					**PR1**
I can look at a pattern and know that it is repeating pattern.					**PR1**
I can make my own repeating pattern.					**PR1**
I can take a repeating pattern and add more to it.					**PR1**
I can make patterns with objects, sounds, and actions.					**PR1**

Shape and Space	Date	Got it	Nearly there	Not there	
I can look at two objects and see how they are the same or different in how long they are.					**SS1**
I can look at two objects and see how they are the same or different in how heavy or light they are.					**SS1**
I can look at two objects and see how they are the same or different in how much they can hold.					**SS1**
I can pick out objects based on colour, size, shape, corners, movement, and if it can be used with another object to make the same shape.					**SS2**
I can make a 3-D shape.					**SS3**
I can say how an object is 3-D (e.g. big, little, round, like a box, like a can).					**SS3**

Grade 1 Math – "I can" statements

Student name: _____

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Number sense	Date	Got it	Nearly there	Not there	
I can count by 1s starting anywhere from 1 to 100 and from 100 to 1, forwards and backwards.					**N1**
I can skip count forward by 2s from 0 to 20.					**N1**
I can skip count forward by 5s and 10s from 0 to 100.					**N1**
I can look at a group of 1 to 10 objects or dots and name how many there are in the group.					**N2**
I can count up to a certain number and know that the last number means "how many".					**N3**
I can count objects and know that there is only one count.					**N3**
I can count up to a certain number and know how to count on from that number.					**N3**
I can count using parts of a group of objects or equal groups to count sets.					**N3**
I can use pictures and words to show what any number from 0 to 20 means.					**N4**
I can compare sets of objects from 0 to 20 to solve a problem using referents (known quantity).					**N5**
I can estimate an amount of objects from 0 to 20 by using referents (known quantity).					**N6**
I can use pictures and words to show how a number can be grouped equally with and without singles.					**N7**
I can pick out a number from 0 to 20 that is one more, two more, one less, or two less than a given number.					**N8**
I can do my addition and subtraction facts for numbers with answers up to 20, using pictures, words, numbers, and objects.					**N9**
I can use the correct Math words to explain when I am adding and subtracting.					**N9**
I can make up addition and subtraction word problems.					**N9**
I can use words, pictures, and numbers to show how to solve a word problem.					**N9**
I can explain how to count on.					**N10**
I can explain how to count backwards.					**N10**
I can explain how to make 10.					**N10**
I can explain how to double a number.					**N10**
I can explain and do my addition and subtraction Math facts up to 18.					**N10**

Patterns and Relations	Date	Got it	Nearly there	Not there	
I know what a repeating pattern of two to four objects is.					**PR1**
I can look at a pattern and know that it is repeating pattern.					**PR1**
I can make my own repeating pattern.					**PR1**
I can take a repeating pattern and add more to it.					**PR1**

I can make patterns with objects, sounds, diagrams, or actions.					**PR1**
I can use a repeating pattern and make the same one using different objects, sounds, diagrams, or actions.					**PR2**
I can use pictures or words to explain how sets of objects from 0 to 20 can be equal or unequal.					**PR3**
I can use the equal symbol to show if two numbers or amounts are the same.					**PR4**

Shape and Space	Date	Got it	Nearly there	Not there	
I can look at two objects and see how they are the same or different in how long they are.					**SS1**
I can look at two objects and see how they are the same or different in how heavy or light they are.					**SS1**
I can look at two objects and see how they are the same or different in how much they can hold.					**SS1**
I can order objects according to length (height), weight (mass), and volume (capacity).					**SS1**
I can compare objects according to length (height), weight (mass), and volume (capacity), using words.					**SS1**
I can compare objects by filling.					**SS1**
I can compare objects by covering or matching.					**SS1**
I can group 3-D and 2-D objects based on colour, size, shape, corners, movement, and if it can be used with another object to make the same shape.					**SS2**
I can explain the sorting rule for 3-D and 2-D objects.					**SS2**
I can make a 2-D and 3-D shape, using a given model.					**SS3**
I can look around my world and show how 2-D objects are like 3-D objects (e.g. big, little, round, like a box, like a can).					**SS4**

Grade 2 Math – "I can" statements

Student name: _____

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Number sense	Date	Got it	Nearly there	Not there	
I can count by 2s forward and backward.					N1
I can count by 5s forward and backward.					N1
I can count by 10s forward and backward.					N1
I can count by 10s, starting at any number from 1 to 9.					N1
I can identify and correct errors in a given skip counting pattern.					N1
I can count a sum of money with pennies, nickels or dimes (to 100¢).					N1
I can count using groups of 2s, 5s or 10s and counting on.					N1
I can use manipulatives or pictures to tell if a given number is even or odd.					N2
I can find even and odd numbers on a number line and in a hundred chart.					N2
I can sort a set of numbers into even and odd.					N2
I can tell which place an object is in using ordinal numbers up to tenth.					N3
I can compare the ordinal place of an object in two different sequences.					N3
I can order a set of numbers forward and backwards.					N5
I can find missing numbers in a hundred chart or a sequence.					N5
I can find errors in an ordered sequence and hundred chart.					N5
I can show a number using ten frames and base ten materials.					N4
I can show a number using coins (pennies, nickels, dimes and quarters).					N4
I can show a number using tallies.					N4
I can show a number pictorially.					N4
I can show a number using number sentences (24 + 6, 15 + 15, 40 – 10).					N4
I can read a number (0–100) that is written in numbers or words.					N4
I can record a number (0–20) in words.					N4
I can estimate an amount by comparing it to a referent (known quantity).					N6
I can estimate the number of groups of ten in an amount using 10 as a referent.					N6
I can choose between two possible estimates for a quantity and explain my choice.					N6
I can show and tell about the meaning of each digit in a two digit number using counters.					N7
I can count the number of objects in a given set using groups of 10s and 1s, and record the result as a 2-digit numeral under the headings of 10s and 1s.					N7
I can describe a 2-digit numeral in at least two ways(24 is 2					N7

	Date	Got it	Nearly there	Not there	
tens and 4 or 1 ten and 14).					
I can show the groups of ten and the ones in a number with ten frames and pictures.					**N7**
I can show using base 10 blocks that a number is made up of tens and ones.					**N7**
I can show a number with base ten blocks.					**N7**
I can explain the value of a digit depending on its placement within the number.					**N7**
I can tell what 'one' would look like if you show me 'ten'.					**N7**
I can add zero to a number and explain why the sum is the same as the number I started with.					**N8**
I can subtract zero from a number and explain why the difference is the same as the number I started with.					**N8**
I can show addition and subtraction using manipulatives or pictures and make a number sentence for it.					**N9**
I can create an addition or a subtraction number sentence and a story problem for a given number of objects.					**N9**
I can solve a problem with a missing amount and describe the strategy used.					**N9**
I can match a number sentence to a given problem where an amount is missing.					**N9**
I can add a set of numbers in two different ways, and explain why the sum is the same.					**N9**
I can tell about a strategy to solve doubles.					**N10**
I can tell about a strategy to solve doubles plus or minus one.					**N10**
I can tell about a strategy to solve doubles plus or minus two.					**N10**
I can tell about a strategy to solve facts by making ten.					**N10**
I can tell about a strategy to solve subtraction using addition.					**N10**
I can use and tell about my strategies for addition and subtraction to 18.					**N10**

Patterns and Relations	Date	Got it	Nearly there	Not there	
I can tell about the part of the pattern that is repeating.					**PR1**
I can tell about a pattern two different ways and continue the pattern.					**PR1**
I can explain the rule used to make a repeating pattern that doesn't use numbers.					**PR1**
I can find a missing part of a repeating pattern.					**PR1**
I can find and describe increasing (growing) patterns.					**PR2**
I can show an increasing pattern with manipulatives and pictures.					**PR2**
I can find mistakes in an increasing pattern.					**PR2**
I can explain the rule used to create a given increasing pattern.					**PR2**
I can create an increasing pattern and explain the pattern rule.					**PR2**
I can show a given increasing pattern in another way.					**PR2**

I can solve a problem using increasing patterns.					**PR2**
I can tell about increasing patterns in the environment.					**PR2**
I can find and tell about missing parts in a concrete, pictorial or symbolic increasing pattern.					**PR2**
I can tell if two groups of the same object are equal by using a balance scale.					**PR3**
I can make, draw and tell about two unequal sets of the same object.					**PR3**
I can show how to make two equal sets unequal.					**PR3**
I can choose the unequal set in a group of sets of objects.					**PR3**
I can find whether two sides of a number sentence are equal (=) or not equal (≠).					**PR4**
I can model and record things that are equal and not equal using manipulatives.					**PR4**

Shape and Space	**Date**	**Got it**	**Nearly there**	**Not there**	
I can tell that there are seven days in a week and twelve months in a year.					**SS1**
I can name yesterday's/tomorrow's date.					**SS1**
I can name the month that comes before and after a given month.					**SS1**
I can name and order the months of the year.					**SS1**
I can solve a problem involving time which is limited to the number of days in a week and the number of months in a year.					**SS1**
I can choose an item to help me measure the length of an object and tell why it is a good choice.					**SS2**
I can choose an item to help me measure the mass of an object and tell why it is a good choice.					**SS2**
I can estimate the number of items needed for a measuring an object.					**SS2**
I can explain why the number of units of a measurement will depend on what is used to measure.					**SS2**
I can explain why overlapping or leaving gaps does not result in accurate measures.					**SS2** **SS4**
I can estimate and measure something using an object many times to help me find the measurement.					**SS3** **SS4**
I can estimate and measure, using an object, a length that is not a straight line.					**SS3** **SS4**
I can measure an object, change the orientation, re-measure and explain the results.					**SS5**
I can tell about the differences between two pre-sorted sets and explain the sorting rule.					**SS6**
I can tell about two common attributes of items within a sorted group.					**SS6**
I can sort a set of 2-D shapes according to two attributes and explain the sorting rule.					**SS6**
I can sort a set of 3-D objects according to two attributes and explain the sorting rule.					**SS6**
I can sort a set of 3-D objects and explain the sorting rule.					**SS7**
I can tell about common attributes of cubes, spheres, cones, cylinders and pyramids.					**SS7**

I can tell about different 3-D objects.					**SS7**
I can create and tell about a 3-D object using materials such as modeling clay.					**SS7**
I can give examples of cubes, spheres, cones, cylinders and pyramids found in the environment.					**SS7**
I can sort a set of 2-D shapes and explain the sorting rule.					**SS8**
I can name common attributes of triangles, squares, rectangles and circles from sets of 2-D shapes.					**SS8**
I can tell about 2-D shapes with different dimensions or orientations.					**SS8**
I can create a picture and a model to show a given 2-D shape.					**SS8**
I can match a 2-D shape, such as a triangle, square, rectangle or circle, to the faces of 3-D objects in the environment.					**SS9**
I can name the 2-D faces of a given 3-D object.					**SS9**

Statistics and Probability	Date	Got it	Nearly there	Not there	
I can ask a question that can be answered by gathering information about me and others.					**SP1**
I can organize data as it is collected using objects, tallies, checkmarks, charts or lists.					**SP1**
I can tell about the parts of graphs and pictographs.					**SP2**
I can answer questions about a graph or pictograph.					**SP2**
I can create a graph to show information and answer questions about the information.					**SP2**
I can create a pictograph to show data.					**SP2**
I can solve a problem by making and reading a graph or pictograph.					**SP2**

Grade 3 Math – "I can" statements

Student name: _____

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Number sense	Date	Got it	Nearly there	Not there	
I can count by 1s starting anywhere from 0 to 1000 and from 1000 to 0, forwards and backwards.					N1
I can skip count forwards and backwards by 5s, 10s, or 100s from any starting point.					N1
I can skip count forwards and backwards by 3s, using starting points that are multiples of 3 (e.g. 6, 9, 12…).					N1
I can skip count forwards and backwards by 4s, using starting points that are multiples of 4 (e.g. 8, 12, 16…).					N1
I can skip count forwards and backwards by 25s, using starting points that are multiples of 25 (e.g. 50, 75, 100…).					N1
I can show and explain numbers from 0 to 1000 using words, pictures, and numbers.					N2
I can compare numbers from 0 to 1000.					N3
I can order numbers from 0 to 1000.					N3
I can estimate an amount of objects from 0 to 1000 by using referents (known quantity).					N4
I can use words and pictures to explain the place value of numbers from 0 to 1000.					N5
I can add 2-digit numbers.					N6
I can explain how to add 2-digit numbers.					N6
I can subtract 2-digit numbers.					N7
I can explain how to subtract 2-digit numbers.					N7
I can estimate a sum to solve an addition word problem.					N8
I can estimate a difference to solve a subtraction word problem.					N8
I can do my addition and subtraction facts for numbers with answers up to 1000, using pictures, words, numbers, and objects.					N9
I can explain how to double a number.					N10
I can explain how to make 10.					N10
I can explain that the order of the numbers in an addition or subtraction question doesn't matter.					N10
I can explain the rule when adding and subtracting with 0.					N10
I can show how addition and subtraction Math facts (from 0 to 18) are related and use them to solve word problems (e.g. 13 – 7, think 7 + ? = 13).					N10
I can multiply to 5 x 5.					N11
I can use multiplication facts to 5 x 5 to help me divide.					N12
I can explain how a fraction is a part of a whole.					N13
I can show how fractions are used in real life (e.g. cutting a pizza into parts).					N13
I can compare fractions that have the same denominator.					N13

Patterns and Relations	Date	Got it	Nearly there	Not there	
I can explain an increasing pattern.					**PR1**
I can extend an increasing pattern.					**PR1**
I can compare an increasing pattern.					**PR1**
I can make an increasing pattern using numbers from 0 to 1000.					**PR1**
I can make an increasing pattern with objects, sounds, diagrams, or actions.					**PR1**
I can explain a decreasing pattern.					**PR2**
I can extend a decreasing pattern.					**PR2**
I can compare a decreasing pattern.					**PR2**
I can make a decreasing pattern using numbers from 0 to 1000.					**PR2**
I can make a decreasing pattern with objects, sounds, diagrams, or actions.					**PR2**
I can solve a simple addition question that has an unknown variable.					**PR3**
I can solve a simple subtraction question that has an unknown variable.					**PR3**

Shape and Space	Date	Got it	Nearly there	Not there	
I can explain how time passes using minutes.					**SS1**
I can explain how time passes using hours.					**SS1**
I can explain how time passes using days.					**SS1**
I can explain how time passes using weeks.					**SS1**
I can explain how time passes using months.					**SS1**
I can explain how time passes using years.					**SS1**
I can solve a problem by understanding that there are 60 seconds in a minute.					**SS2**
I can solve a problem by understanding that there are 60 minutes in an hour.					**SS2**
I can solve a problem by understanding that each month has a certain number of days.					**SS2**
I can measure the length (height) of an object in cm or m by understanding which measurement unit is best.					**SS3**
I can explain and show how cm and m are related.					**SS3**
I can estimate the length using cm or m.					**SS3**
I can measure the length, width, and height of a 3-D object.					**SS3**
I can measure the mass of an object in g or kg.					**SS4**
I can explain and show how g and kg are related.					**SS4**
I can understand the perimeter of a regular shape.					**SS5**
I can understand the perimeter of an irregular shape.					**SS5**
I can explain 3-D objects by the shape of the faces.					**SS6**
I can explain 3-D objects by the number of edges.					**SS6**
I can explain 3-D objects by the number of vertices.					**SS6**
I can sort regular polygons according to number of sides.					**SS7**
I can sort irregular polygons according to number of sides.					**SS7**

Statistics and Probability	Date	Got it	Nearly there	Not there	
I can collect and organize data to answer questions by using tally marks.					**SP1**
I can collect and organize data to answer questions by using line plots.					**SP1**
I can collect and organize data to answer questions by using charts.					**SP1**
I can collect and organize data to answer questions by using lists.					**SP1**
I can make a bar graph to solve problems.					**SP2**
I can label a bar graph to solve problems.					**SP2**
I can read a bar graph to solve problems.					**SP2**

Grade 4 Math – "I can" statements

Student name: _____

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Number sense	Date	Got it	Nearly there	Not there	
I can show and explain whole numbers from 0 to 10 000 using pictures and numbers.					**N1**
I can compare numbers from 0 to 10 000.					**N2**
I can order numbers from 0 to 10 000.					**N2**
I can do my addition facts for numbers with answers up to 10 000, using pictures, words, numbers, and objects.					**N3**
I can explain what happens when I multiply a number by 0 and 1.					**N4**
I can explain what happens when I divide a number by 1.					**N4**
I can skip count forwards and backwards from a known fact.					**N5**
I can double numbers to help solve mental math problems.					**N5**
I can halve numbers to help solve mental math problems.					**N5**
I can double a number and add one more group to it.					**N5**
I can halve a number and add one more group to it.					**N5**
I can double a number and subtract one more group to it.					**N5**
I can halve a number and subtract one more group to it.					**N5**
I can use the pattern of the 9s times table to solve simple multiplication facts to 9 x 9.					**N5**
I can use the pattern of the 9s times table to solve simple related division facts to 9 x 9.					**N5**
I can multiply a 2-digit or 3-digit number by a 1-digit number to solve problems.					**N6**
I can divide a 2-digit dividend by a 1-digit divisor.					**N7**
I can estimate quotients of simple division problems using my own strategies (with or without materials).					**N7**
I can name and record fractions for the part of a whole.					**N8**
I can name and record fractions for the part of a set.					**N8**
I can compare fractions.					**N8**
I can order fractions that have the same numerator and explain why they are ordered.					**N8**
I can show that two same fractions may not be equal (e.g. half of a large apple does not equal half of a small apple).					**N8**
I can show how fractions are used in real life.					**N8**
I can show a fraction using pictures and manipulatives.					**N8**
I can order fractions that have the same denominator and explain why.					**N8**
I can name which benchmark (0, ½, 1) that a given fraction is closest to.					
I can order a given set of fractions on a number line.					
I can use words, pictures, and numbers to describe and show decimals from the tenths and hundredths.					**N9**
I can explain the meaning of each digit in a given decimal.					**N9**

	Date	Got it	Nearly there	Not there	
I can show a given decimal using dimes and pennies.					**N9**
I can give a real-life example of where tenths and hundreds are used.					**N9**
I can write an equal decimal in which a given tenth can be shown as hundredths.					**N9**
I can read decimals as fractions.					**N10**
I can change a given fraction to a decimal (tenths and hundredths)					**N10**
I can change a given decimal to a fraction (tenths and hundredths).					**N10**
I can make a picture or use manipulatives to show an equal fraction and decimal.					**N10**
I can add decimals to hundredths					**N11**
I can subtract decimals to hundredths.					**N11**
I can add and subtract decimals up to the hundredths using estimation.					**N11**
I can add and subtract decimals up to the hundredths using mental math.					**N11**

Patterns and Relations	Date	Got it	Nearly there	Not there	
I can pick out and explain patterns found in tables and charts (including multiplication chart).					**PR1**
I can fill in missing parts in a given table or chart.					**PR1**
I can pick out errors found in a given table or chart.					
I can make a pattern found in a table using hands-on materials.					**PR2**
I can make a pattern found in a table using hands-on materials to solve problems.					**PR3**
I can pick out and explain how numbers are related using charts and diagrams to solve problems.					**PR4**
I can solve a given problem using a Carroll diagram.					**PR4**
I can identify a sorting rule for a given Venn diagram.					**PR4**
I can explain how to solve a given problem as an equation with an unknown symbol.					**PR5**
I can figure out one-step equations with an unknown symbol.					**PR6**

Shape and Space	Date	Got it	Nearly there	Not there	
I can explain how time passes using a digital clock.					**SS1**
I can explain how time passes using an analog clock.					**SS1**
I can explain how time passes using a 24 hour clock.					**SS1**
I can read various calendar dates.					**SS2**
I can write calendar dates in various ways.					**SS2**
I can measure the area of regular 2-D shapes.					**SS3**
I can measure the area of irregular 2-D shapes.					**SS3**
I can understand that area is measured using square units.					**SS3**
I can understand which square unit is best used for					**SS3**

		Got it	Nearly there	Not there	
different areas.					
I can estimate area in cm^2 and m^2.					**SS3**
I can record area in cm^2 and m^2.					**SS3**
I can make different rectangles for a given area (cm^2 and m^2).					**SS3**
I can understand that different rectangles may have the same area.					**SS3**
I can draw and explain rectangular and triangular prisms.					**SS4**
I can make rectangular and triangular prisms from their nets.					**SS4**
I can give examples of rectangular and triangular prisms found in the environment.					**SS4**
I can understand the line of symmetry by picking out symmetrical 2-D shapes.					**SS5**
I can understand the line of symmetry by drawing symmetrical 2-D shapes.					**SS5**
I can understand the line of symmetry by drawing one or more lines of symmetry in a 2-D shape.					**SS5**
I can understand congruency using pictures and words.					**SS6**

Statistics and Probability	**Date**	**Got it**	**Nearly there**	**Not there**	
I can understand how to use a symbol to represent a number of items in a graph (many to 1 correspondence).					**SP1**
I can use the data from a pictograph that I have drawn and read with many to 1 correspondence.					**SP2**
I can use the data from a bar graph that I have drawn and read with many to 1 correspondence.					**SP2**

Grade 5 Math – "I can" statements

Student name: _____

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Number sense	Date	Got it	Nearly there	Not there	
I can show and explain whole numbers from 0 to 1 000 000 using pictures and numbers.					**N1**
I can use estimation strategies to solve problems using front-end rounding.					**N2**
I can use estimation strategies to solve problems using regrouping.					**N2**
I can use estimation strategies to solve problems using similar numbers.					**N2**
I can use mental math strategies to skip count from a known fact to solve simple multiplication facts to 81.					**N3**
I can use mental math strategies to skip count from a known fact to solve simple division facts from 81.					**N3**
I can use mental math strategies such as doubling or halving to figure out basic multiplication facts to 81.					**N3**
I can use mental math strategies such as doubling or halving to figure out basic division facts from 81.					**N3**
I can use mental math strategies such as using patterns in the 9s facts to figure out basic multiplication facts to 81.					**N3**
I can use mental math strategies such as using patterns in the 9s facts to figure out basic division facts from 81.					**N3**
I can use mental math strategies for multiplication, such as annexing then adding zero (e.g. 30 x 400 = 3 x 4 or 12 thousands).					**N4**
I can use mental math strategies for multiplication, such as halving and doubling.					**N4**
I can use mental math strategies for multiplication, such as using the distributive properties (e.g. 5 x 43 is the same as 5 x 40 plus 5 x 3).					**N4**
I can understand how to multiply 2-digit numbers by 2-digit numbers.					**N5**
I can understand how to divide a 3-digit number by a 1-digit number and what the remainder means.					**N6**
I can understand fractions by explaining and drawing equivalent fractions.					**N7**
I can compare fractions with the same denominators using words and pictures.					**N7**
I can compare fractions with different denominators using words and pictures.					**N7**
I can draw and explain decimals with words, pictures, and numbers (tenths, hundredths, and thousandths).					**N8**
I can show how decimals and fractions are related to the thousandths.					**N9**
I can compare decimals to the thousandths using benchmarks, place value, and equivalent decimals.					**N10**
I can order decimals to the thousandths using benchmarks,					**N10**

place value, and equivalent decimals.					
I can understand how to add decimals to the thousandths.					**N11**
I can understand how to subtract decimals to the thousandths.					**N11**

Patterns and Relations	Date	Got it	Nearly there	Not there	
I can find the pattern rule to make predictions about the next missing elements (i.e. numbers, symbol, or picture).					**PR1**
I can solve one-step equations with whole number coefficients with whole number answers (e.g. 8k = 56).					**PR2**

Shape and Space	Date	Got it	Nearly there	Not there	
I can draw, build, or show rectangles with a given area or perimeter.					**SS1**
I can understand how to measure the length of objects in mm.					**SS2**
I can understand how to measure the volume (capacity) by choosing the correct unit (cm^3 or m^3).					**SS3**
I can estimate the volume (capacity) by choosing the correct unit (cm^3 or m^3).					**SS3**
I can measure and record the volume (capacity) by choosing the correct unit (cm^3 or m^3).					**SS3**
I can build a rectangular prism of a chosen volume.					**SS3**
I can understand capacity by explaining how mL and L are related.					**SS4**
I can choose the best unit to show the capacity of an object.					**SS4**
I can estimate the capacity of an object.					**SS4**
I can measure and record the capacity of an object.					**SS4**
I can explain and give examples of edges and faces of 3-D objects that are parallel.					**SS5**
I can explain and give examples of edges and faces of 3-D objects that are perpendicular.					**SS5**
I can explain and give examples of edges and faces of 3-D objects that are horizontal.					**SS5**
I can explain and give examples of edges and faces of 3-D objects that are vertical.					**SS5**
I can explain and give examples of sides of 2-D objects that are parallel.					**SS5**
I can explain and give examples of sides of 2-D objects that are perpendicular.					**SS5**
I can explain and give examples of sides of 2-D objects that are horizontal.					**SS5**
I can explain and give examples of sides of 2-D objects that are vertical.					**SS5**
I can pick out quadrilaterals according to their attributes (i.e. sides, angles).					**SS6**
I can group quadrilaterals according to their attributes (i.e. sides, angles).					**SS6**
I can draw and explain a single translation of a 2-D shape.					**SS7**
I can draw and explain a single rotation of a 2-D shape.					**SS7**
I can draw and explain a reflection of a 2-D shape.					**SS7**

I can pick out a single translation of 2-D shapes.					**SS8**
I can pick out a single rotation of 2-D shapes.					**SS8**
I can pick out a single reflection of 2-D shapes.					**SS8**

Statistics and Probability	Date	Got it	Nearly there	Not there	
I can understand the difference between first and second-hand data.					**SP1**
I can draw double bar graphs to display data.					**SP2**
I can use the data from a double bar graph to make conclusions.					**SP2**
I can use the words "impossible", "possible" or "certain" to explain the chances that a single outcome would happen.					**SP3**
I can use the words "less likely", "equally likely" or "more likely" to compare the chances that two possible outcomes would happen.					**SP4**

Grade 6 Math – "I can" statements

Student name: _____

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Number sense	Date	Got it	Nearly there	Not there	
I can show and explain place value for numbers greater than 1 000 000.					**N1**
I can show and explain place value for numbers less than one thousandth.					**N1**
I can solve problems for large numbers using technology.					**N2**
I can find multiples of numbers less than 100.					**N3**
I can list factors of numbers less than 100.					**N3**
I can identify prime numbers.					**N3**
I can identify composite numbers.					**N3**
I can use multiples to solve problems.					**N3**
I can match improper fractions to mixed numbers.					**N4**
I can show an understanding of ratio using pictures, words, or symbols.					**N5**
I can show an understanding for percentage of whole numbers using pictures, words, or symbols.					**N6**
I can show an understanding of integers using pictures, words, or symbols.					**N7**
I can show an understanding of multiplication of decimals with 1-digit whole number multipliers.					**N8**
I can show an divide decimals with a 1-digit natural number divisor.					**N8**
I can explain how to use the order of operations for whole numbers with technology.					**N9**
I can explain how to use the order of operations for whole numbers without technology.					**N9**

Patterns and Relations	Date	Got it	Nearly there	Not there	
I can use a table of values to solve problems.					**PR1**
I can show patterns and relationships using graphs and tables.					**PR2**
I can explain patterns and relationships using graphs and tables.					**PR2**
I can use equations with letter variables to show relationships between numbers and what they mean.					**PR3**
I can show the meaning of preservation of equality (i.e. how each side of the equation is equal) with words, pictures, numbers, and symbols.					**PR4**
I can explain the meaning of preservation of equality (i.e. how each side of the equation is equal) with words, pictures, numbers, and symbols.					**PR4**

Shape and Space	Date	Got it	Nearly there	Not there	
I can pick out angles found in the real world.					**SS1**
I can group angles according to their size.					**SS1**
I can estimate the size of angles using 45˚, 90˚, and 180˚ as reference angles.					**SS1**
I can draw an angle when given a degree.					**SS1**
I can label the angle of a given degree.					**SS1**
I can show that the sum of the inside angles of a triangle equal 180˚.					**SS2**
I can show that the sum of the inside angles of a quadrilateral equal 360˚.					**SS2**
I can make up and use a formula to find the perimeter of a polygon.					**SS3**
I can make up and use a formula to find the area of a rectangle.					**SS3**
I can make up and use a formula to find the volume of a right rectangular prism.					**SS3**
I can draw different kinds of triangles.					**SS4**
I can compare different kinds of triangles in different orientations.					**SS4**
I can explain the sides and angles of regular polygons.					**SS5**
I can compare the sides and angles of regular polygons.					**SS5**
I can explain the sides and angles of irregular polygons.					**SS5**
I can compare the sides and angles of irregular polygons.					**SS5**
I can do a combination of translations on a single 2-D shape with technology.					**SS6**
I can do a combination of translations on a single 2-D shape without technology.					**SS6**
I can do a combination of rotations on a single 2-D shape with technology.					**SS6**
I can do a combination of rotations on a single 2-D shape without technology.					**SS6**
I can do a combination of reflections on a single 2-D shape with technology.					**SS6**
I can do a combination of reflections on a single 2-D shape without technology.					**SS6**
I can do a combination of transformations of 2-D shapes, in a row, to make a design.					**SS7**
I can explain a combination of transformations of 2-D shapes, in a row.					**SS7**
I can pick out a combination of transformations of 2-D shapes, in a row.					**SS7**
I can pick out and graph ordered pairs on the first quadrant of a Cartesian plane.					**SS8**
I can do a single transformation of a 2-D shape in the first quadrant of a Cartesian plane.					**SS9**
I can explain a single transformation of a 2-D shape in the first quadrant of a Cartesian plane.					**SS9**

Statistics and Probability	Date	Got it	Nearly there	Not there	
I can draw and label line graphs to show data.					**SP1**

I can look at line graphs to understand the data.					**SP1**
I can choose the best method for collecting data (i.e. questionnaires, experiments, databases, or electronic media).					**SP2**
I can graph collected data.					**SP3**
I can use the information from a graph to solve problems.					**SP3**
I can understand the probability by identifying all possible outcomes of a probability experiment.					**SP4**
I can explain the difference between experimental and theoretical probability.					**SP4**
I can determine the theoretical probability of outcomes in a probability experiment.					**SP4**
I can determine experimental probability of outcomes in a probability experiment.					**SP4**
I can compare experimental results with theoretical results in a probability experiment.					**SP4**