

**INVESTIGATE THE WORLD**

How well does the student use mathematics to model and investigate a given issue, situation, or event?

- MATH3-5.INV1.MODEL**
- I can develop a simple mathematical model that fits a particular situation or problem. This means that I can use mathematics to create a representation, description, or quantification of some aspect of a situation or problem. It also means that the model should use relevant data and information provided.
- MATH3-5.INV2.RLTNS**
- I can identify the parameters of an issue, situation, or event reflected in a model. This means that I can list the characteristics of an issue, situation, or event that are reflected in the mathematic model I am using.
- MATH3-5.INV3.RPRSN**
- I can use simple mathematical tools, procedures, and representations to explore an issue, situation, or event. This means that I can use simple mathematical tools, procedures, and representations to help me better understand an issue, situation or event.
- MATH3-5.INV4.SELEC**
- I can determine which solution strategy is appropriate to use in producing mathematical solutions or analyses. This means that before using one, I can describe a strategy that might help solve a mathematical problem.
- MATH3-5.INV5.STRTG**
- I can determine which strategy is appropriate to use in verifying my solution. This means that before using one, I can describe a strategy that might help me verify my solution to a mathematical problem.

RECOGNIZE PERSPECTIVES

How well does the student recognize the impact of his/her mathematical analyses on themselves and others?

- MATH3-5.PERS1.ARGUE** • I can use my mathematical data and analyses to draw a conclusion. This means that I arrive at a beginning conclusion about a problem. It also means that I use some mathematical data and analyses as part of my evidence.
- MATH3-5.PERS2.VRIFY** • I can collaborate with others to verify my mathematical operations. This means that I work with others to confirm the correctness and/or reasonableness of the mathematics used. It also means that I verify my work and outcomes with colleagues, adults, or external sources.
- MATH3-5.PERS3.IMPLC** • I can identify the implications of my conclusions. This means that I can identify the effects that my conclusions could have on future learning.
- MATH3-5.PERS4.PERSP** • I can recognize unintended consequences and different perspectives. This means that I can describe unexpected results of my arguments and conclusions or different perspectives on them that are based on other people's cultural, historical, political, social, or personal points of view.
- MATH3-5.PERS5.POSTN** • I can maintain a perspective that is mostly consistent with my conclusions. This means that I can describe a point of view that should agree with my conclusions, which are mostly supported by mathematics.

COMMUNICATE IDEAS

How clearly and accurately does the student communicate and defend his/her mathematical thinking, approaches, representations, solution, and decisions?

- MATH3-5.COMM1.COMM**
- I can explain mathematical concepts, procedures, and relationships. This means that I can describe mathematical concepts, procedures, and relationships.
 - I can justify mathematical concepts, procedures, and relationships. This means that I can provide support for the mathematical concepts, procedures, and relationships.
- MATH3-5.COMM2.DEFNS**
- I can defend my mathematical conclusion or argument. This means that I can start providing evidence to support my conclusion, but not drawn directly from a model I have constructed.
- MATH3-5.COMM3.SYMBL**
- I can express mathematical ideas using mathematic terms, symbols, and conventions. This means that I use mathematic terms, symbols, and conventions to express mathematical ideas.
- MATH3-5.COMM4.GRAMM**
- I can engage in mathematical discourse using simple, familiar mathematical terminology correctly. This means that I can use the language of mathematics to communicate. This also means that my work has few errors in grammar, usage, and punctuation.
- MATH3-5.COMM5.MEDIA**
- I can select an appropriate medium. This means that I select the way that is most appropriate for communicating my mathematical ideas.
 - I can use a medium effectively. This means that I use the method I have selected to communicate my mathematical idea in a way that is understood.

TAKE ACTION

How well do the students advocate for, engage in, and reflect on plausible and responsible actions that are supported by his/her mathematics?

MATH3-5.ACT1.ADVCT

- I can advocate for a course of action. This means that I am able to speak or write in support of a course of action. It also means that this action is supported by some mathematics and is somewhat realistic and responsible.

MATH3-5.ACT2.ACTN

- I can identify a plan of action that is somewhat consistent with my argument, conclusion, or decision. This means that I am able to find a plan of action that is supported by some mathematics, and is somewhat realistic and responsible.

MATH3-5.ACT3.IMPRT

- I can describe the importance of my plan of action. This means that I can explain why my plan is important.