Division I Numeracy Descriptors

Purpose Students recognize everyday situations where numeracy is used to make decisions.	**Management of Space** Students judge and use the space around or between bodies, objects or shapes in their environment.
Personal Insight With guidance, students recognize their numeracy strengths and the strategies they can use to regulate* their learning.	**Measurement** Students select and use basic measuring instruments to complete a task (e.g., ruler, calendar, stopwatch, thermometer).
Task Analysis Students identify tasks that involve numeracy and determine which information may be used to complete a task.	**Units of Measurement** Students identify basic units of measure and familiar referents*** for a given task (e.g., "A metre is used to measure length and a metre is about the height of a door knob from the floor").
Magnitude Students interpret and compare quantities expressed as whole numbers in their environment.	**Time** Students describe the duration of familiar events and the intervals between them using units of time (e.g., seconds, minutes, hours, days, weeks, months, year).
Using Numbers Students use numbers to indicate position or value in their environment (e.g., first, second, third, currency, music notes).	**Location and Direction** Students navigate and create directions and geographic representations using basic techniques (e.g., oral directions, gestures, basic maps, story maps).
Calculations Students use basic addition and subtraction in familiar situations	**Interpretation and Representation of Quantitative Information** Students create and interpret basic representations of quantitative information (e.g., numbers, drawings, equations, words, basic tables, musical notation)
Patterns and Relationships Students recognize patterns in their environment and daily routines (e.g., calendar, seasons).	**Interpretation and Representation of Spatial Information** Students interpret and create simple models and labelled diagrams* to represent spatial information (e.g., number line, diagrams of life cycles).
Organization of Data Students organize objects, ideas or information using a classification system.	**Communication** Students use basic vocabulary, gestures, objects, symbols and analogies when communicating ideas in situations involving numeracy (e.g., 'round like a wheel').
Collection of Data Students formulate questions for a specific investigation and collect, record and discuss the data using charts and graphs.	**Strategies** Students identify different strategies that may be used to complete a task involving numeracy.

Interpretation of Data Students extract specific data from a graph or chart to make comparisons or inferences.	**Estimation** Students use estimation to check the reasonableness of results in familiar situations.
Probability Students describe the likelihood of an event occurring using probability vocabulary (e.g., possible, impossible, probable, likely, unlikely).	**Methods or Tools** Students use non-digital methods or tools in a task involving numeracy (e.g., pencil and paper, mental calculations, visualization, calendars, agendas).
Spatial Visualization Students physically manipulate objects to describe and sketch** them in a variety of orientations and sizes.	