Division II Numeracy Descriptors

Purpose Students recognize that numeracy helps people make informed decisions.	**Management of Space** Students judge and refine the use of the space around or between bodies, objects or shapes with fluency (e.g., positive/negative space).
Personal Insight Students recognize and describe their numeracy strengths and challenges. With some guidance, they choose appropriate strategies to regulate* their learning.	**Measurement** Students identify and use appropriate measuring instruments and read simple meters, dials and weigh scales in their environment.
Task Analysis Students analyze situations that involve numeracy to identify relevant and irrelevant information.	**Calculations** Students calculate using whole numbers and decimals in real-life situations.
Magnitude Students interpret, compare and use quantities expressed as whole numbers, and as percentages, fractions and decimals that are commonly used in real-life situations.	**Conversions** Students convert units of measurement within the same system in real-life situations (e.g., hours to minutes, centimetres to metres).
Using Numbers Students use negative numbers in real-life situations (e.g., temperature, golf scores, hockey statistics).	**Time** Students determine the chronology and duration of events encountered in reallife situations using time and elapsed time.
Units of Measurement Students determine and use the type and unit of measurement, and familiar referent*** most useful for a task (e.g., "I need 200 mL of vinegar. The amount I measure out will be less than the amount in a small water bottle.")	**Location and Direction** Students navigate, create and generate navigational aids using a variety of traditional, non-digital and digital techniques in familiar contexts (e.g., Inuksuit, position of sun or stars, maps with legends, basic map features, mental maps).
Patterns and Relationships Students analyze and use patterns, including increasing or decreasing patterns, to make simple predictions in real-life situations.	**Interpretation and Representation of Quantitative Information** Students create and interpret different representations of quantitative information.
Organization of Data Students organize objects, ideas or information using a variety of classification systems.	**Interpretation and Representation of Spatial Information** Students interpret and create models and labelled diagrams* to represent spatial concepts (e.g., mind maps, topographical maps, timelines).
Collection of Data Students use an effective method to collect, organize, analyze and represent data.	**Communication** Students identify and use meaningful terminology, gestures, symbols, objects and analogies to explain quantitative and spatial concepts encountered in real-life situations.

Interpretation of Data Students interpret data from a graph or chart to make inferences and draw conclusions	**Strategies** Students assess alternate strategies and recognize that the choice of strategy impacts the end result.
Probability Students describe the possible outcomes of events along a continuum from impossible to certain.	**Estimation** Students apply overestimating or underestimating when a precise answer is not required in real-life situations.
Spatial Visualization Students visualize and sketch** familiar objects in their environment from different viewpoints.	**Methods or Tools** Students use effective non-digital methods or tools in a task involving numeracy (e.g., pencil and paper, mental calculations, visualization, schedules, timetables).