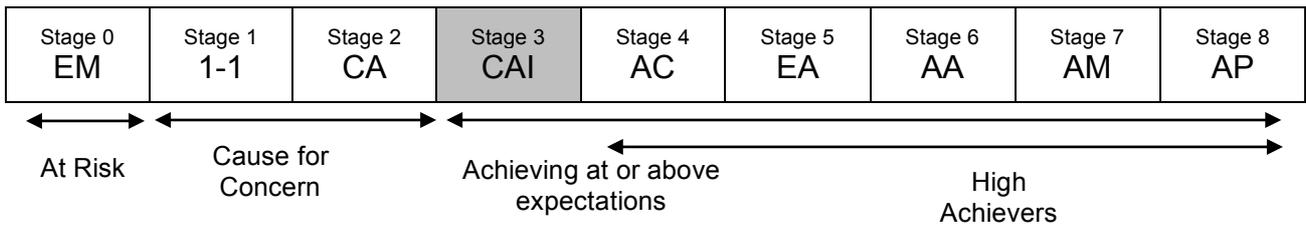
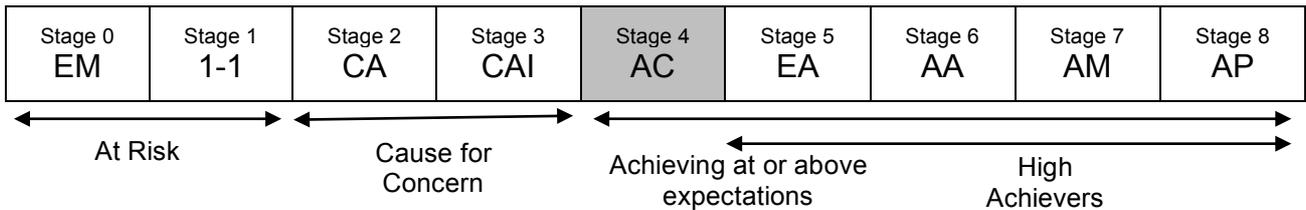


# GloSS Continuum of Strategy Stage Expectations

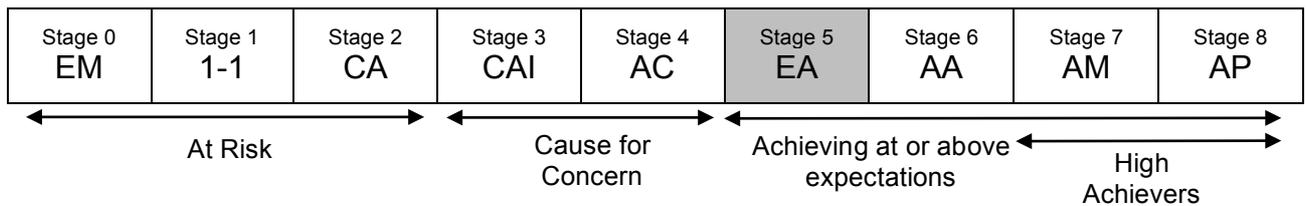
## End of Kindergarten Mathematics Strategy Expectations



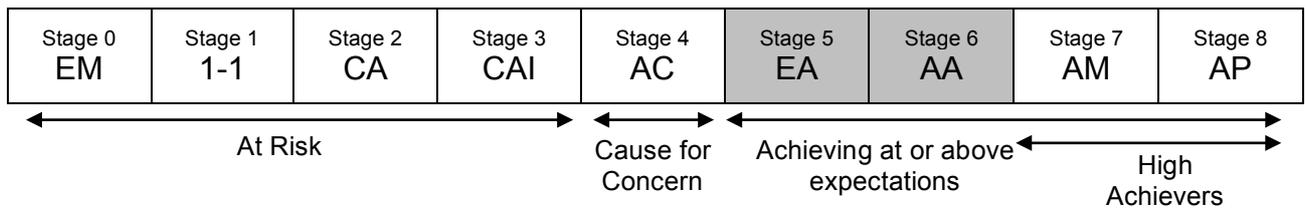
## End of 1<sup>st</sup> Grade Mathematics Strategy Expectations



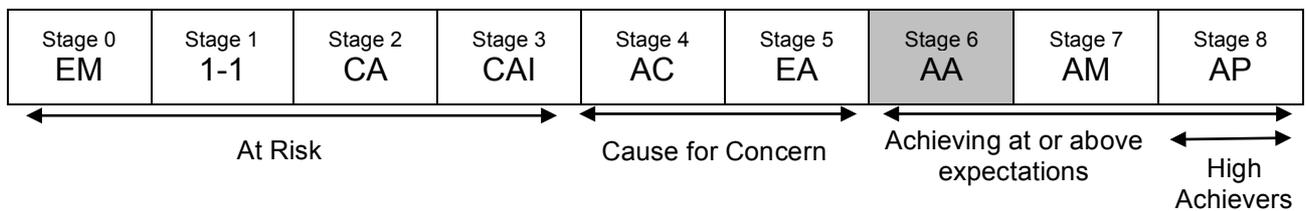
## End of 2<sup>nd</sup> Grade Mathematics Strategy Expectations



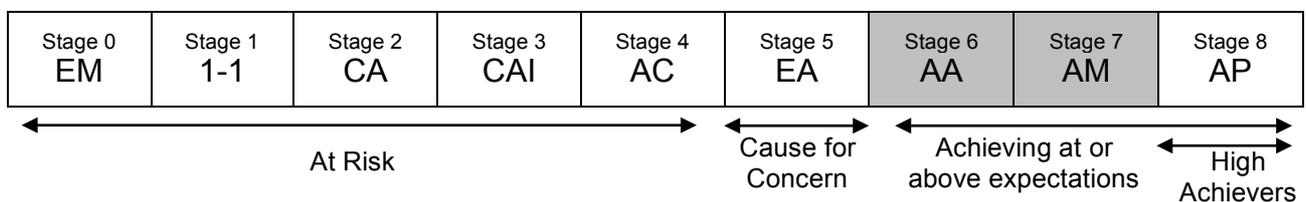
## End of 3<sup>rd</sup> Grade Mathematics Strategy Expectations



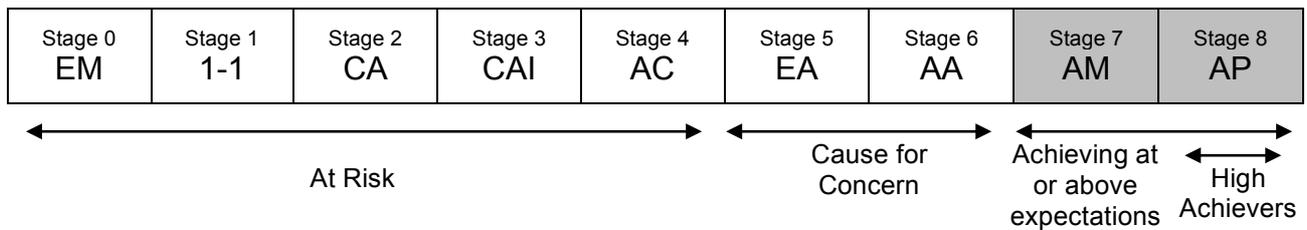
## End of 4<sup>th</sup> Grade Mathematics Strategy Expectations



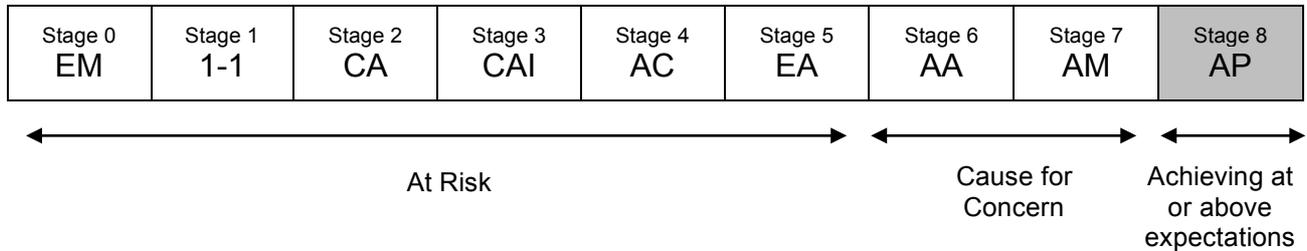
## End of 5<sup>th</sup> Grade Mathematics Strategy Expectations



## End of 6<sup>th</sup> Grade Mathematics Strategy Expectations



## End of 7<sup>th</sup> Grade Mathematics Strategy Expectations



### Overview of Expectations

The shaded stages in the diagrams shown on the continuum are an indication of the expected levels of achievement. These expectations have been aligned to the expectations in the Common Core State Standards. The goal is for the majority of students to be working within the designated strategy stage, with most of the accompanying knowledge known. Students should also be ready to work at the next stage. A range of achievement is normal and expected at each grade level. These expectations, and the indications of when to consider students to be “At Risk”, “Cause for Concern”, or “High Achievers” are a guide only. They are intended to assist principals and teachers in setting high, yet attainable, expectations, and develop teaching and learning plans for all students at each grade level in their school.

Students rated as “**At Risk**” are those who are sufficiently below expectations that their future learning in mathematics is in jeopardy. Students rated “at risk” require special teaching, modified classroom programs and extra support to continue their development and maintain positive attitudes. These students are in need of more intense interventions on the Response to Intervention Pyramid (i.e. Tier 3 or specialized Tier 4). The support required is likely to be beyond what can be reasonably expected from their regular classroom teacher alone.

Students rated as “**Cause for Concern**” are those who are below expectations, although at a stage where it is reasonable to expect regular classroom teachers to be able to move them to the expected stage. These students may need interventions within Tier 2 of the Response to Intervention Pyramid.

“**High achievers**” are those students who are sufficiently above expectations that they may require special teaching, modified classroom programs and extra support to continue their development and maintain positive attitudes. The support required could be beyond what can be reasonably expected from the classroom teacher alone. Their needs may be addressed through advanced content and accelerated learning plans for enrichment.