

# Mathematics Number Knowledge Grade Level Expectations (IKAN)

## End of Kindergarten Number Knowledge Expectations

Counting Interview					Written Assessment				
NO PARTS MASTERED	FNWS/ BNWS COUNTING MASTERED, BUT R&S NOT MASTERED	FNWS/BNWS/ R&S to 20	FNWS/BNWS/ R&S to 120	FNWS/BNWS/ R&S to 1000	Stage 4 AC	Stage 5 EA	Stage 6 AA	Stage 7 AM	Stage 8 AP
At Risk		Cause for Concern	Achieving at or above expectations		High Achievers				

## End of 1<sup>st</sup> Grade Number Knowledge Expectations

Counting Interview					Written Assessment				
NO PARTS MASTERED	FNWS/ BNWS COUNTING MASTERED, BUT R&S NOT MASTERED	FNWS/BNWS/ R&S to 20	FNWS/BNWS/ R&S to 120	FNWS/BNWS/ R&S to 1000	Stage 4 AC	Stage 5 EA	Stage 6 AA	Stage 7 AM	Stage 8 AP
At Risk		Cause for Concern	Achieving at or above expectations		High Achievers				

## End of 2<sup>nd</sup> Grade Number Knowledge Expectations

Counting Interview					Written Assessment				
NO PARTS MASTERED	FNWS/ BNWS COUNTING MASTERED, BUT R&S NOT MASTERED	FNWS/BNWS/ R&S to 20	FNWS/BNWS/ R&S to 120	FNWS/BNWS/ R&S to 1000	Stage 4 AC	Stage 5 EA	Stage 6 AA	Stage 7 AM	Stage 8 AP
At Risk			Cause for Concern	Achieving at or above expectations		High Achievers			

## End of 3<sup>rd</sup> Grade Number Knowledge Expectations

Counting Interview					Written Assessment				
NO PARTS MASTERED	FNWS/ BNWS COUNTING MASTERED, BUT R&S NOT MASTERED	FNWS/BNWS/ R&S to 20	FNWS/BNWS/ R&S to 120	FNWS/BNWS/ R&S to 1000	Stage 4 AC	Stage 5 EA	Stage 6 AA	Stage 7 AM	Stage 8 AP
At Risk				Cause for Concern	Achieving at or above expectations		High Achievers		

## End of 4<sup>th</sup> Grade Number Knowledge Expectations

Counting Interview					Written Assessment				
NO PARTS MASTERED	FNWS/ BNWS COUNTING MASTERED, BUT R&S NOT MASTERED	FNWS/BNWS/ R&S to 20	FNWS/BNWS/ R&S to 120	FNWS/BNWS/ R&S to 1000	Stage 4 AC	Stage 5 EA	Stage 6 AA	Stage 7 AM	Stage 8 AP
At Risk					Cause for Concern	Achieving at or above expectations		High Achievers	

## End of 5<sup>th</sup> Grade Number Knowledge Expectations

Counting Interview					Written Assessment				
NO PARTS MASTERED	FNWS/ BNWS COUNTING MASTERED, BUT R&S NOT MASTERED	FNWS/BNWS/ R&S to 20	FNWS/BNWS/ R&S to 120	FNWS/BNWS/ R&S to 1000	Stage 4 AC	Stage 5 EA	Stage 6 AA	Stage 7 AM	Stage 8 AP
At Risk					Cause for Concern	Achieving at or above expectations		High Achievers	

## Number Knowledge Expectations

The shaded stages in the diagrams above are an indication of the expected levels of achievement. The expectation is that by the end of the year the majority of students will be working at this level, with most of the accompanying knowledge known, and students close to being ready to work at the next stage. A range of achievement is normal and expected at each year 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 programs for all students at each year in their elementary and middle school. These expectations are for schools with everything in place for numeracy teaching and learning. Some schools take two years of professional development before everything is in place, others take longer.

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 and interventions, modified classroom programs, and extra support to continue their development and growth in the area of mathematics. The support required is likely to be beyond what can be reasonably expected from their classroom teacher alone.

Students rated as “**Cause for Concern**” are those who are below expectations. However, these students are at a stage where it is reasonable to expect classroom teachers to be able to move them to the expected stage, on grade level, by the end of the year.

“**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. The support required could be beyond what can be reasonably expected from the classroom teacher alone.

The IKAN assessment has been divided into five parts. Each part assesses the four knowledge domains. – Number Sequence and Order, Fractions, Place Value, and Basic Facts.

Part One: Advanced Counting AC (Stage 4)

Part Two: Early Additive EA (Stage 5)

Part Three: Advanced Additive AA (Stage 6)

Part Four: Advanced Multiplicative AM (Stage 7)

Part Five: Advanced Proportional AP (Stage 8)