



Mathematics Grade 2 Number (N)				
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
N2.1 Demonstrate understanding of whole numbers to 100 (concretely, pictorially, orally, in writing, and symbolically) by: -representing (including place value) -describing -skip counting -differentiating between odd and even numbers -estimating with referents -comparing two numbers -ordering three or more numbers.	<ul style="list-style-type: none"> I can represent numbers, with help, to 100 in one way using manipulatives, pictures, writing, symbols, OR words. 	<ul style="list-style-type: none"> I can represent numbers to 100 in one way using manipulatives, pictures, writing, symbols, OR words. 	<ul style="list-style-type: none"> I can represent numbers to 100 using base ten AND one other way using manipulatives, pictures, writing, AND symbols, and tell about my representation. 	<ul style="list-style-type: none"> I can represent numbers beyond 100 using base ten AND more than one other way using manipulatives, pictures, writing, AND symbols, and tell about my representation.
	<ul style="list-style-type: none"> I can skip count by 2,5, or 10 forwards OR backwards. 	<ul style="list-style-type: none"> I can skip count by 2, 5, and 10 forwards AND backwards. 	<ul style="list-style-type: none"> I can skip count by 2, 5, and 10 forwards AND backwards and extend the pattern to 100. 	<ul style="list-style-type: none"> I can skip count by 2,5, and 10 forwards AND backwards AND extend the pattern beyond 100.
	<ul style="list-style-type: none"> With help, I can sort, small numbers into odd and even. 	<ul style="list-style-type: none"> I can sort almost all numbers up to 100 into odd and even. 	<ul style="list-style-type: none"> I can sort any numbers to 100 into odd and even. 	<ul style="list-style-type: none"> I can sort numbers beyond 100 into odd and even AND explain the reasoning.
	<ul style="list-style-type: none"> With help, I can use amounts I know to estimate small numbers. 	<ul style="list-style-type: none"> I can use amounts I know to estimate numbers getting close to 100. 	<ul style="list-style-type: none"> I can use amounts I know to estimate numbers to 100. 	<ul style="list-style-type: none"> I can use amounts I know to estimate numbers to 100, and explain the strategies I used.
	<ul style="list-style-type: none"> I can compare two smaller numbers, with help, by telling which is greater, less than, AND equal to. 	<ul style="list-style-type: none"> I can compare two numbers getting close to 100 by telling which is greater, less than, AND equal to. 	<ul style="list-style-type: none"> I can compare two numbers up to 100 by telling which is greater, less than, AND equal to. 	<ul style="list-style-type: none"> I can compare more than two numbers greater than 100 by telling which is greater, less than, AND equal to.
	<ul style="list-style-type: none"> I can order fewer than three numbers, from 	<ul style="list-style-type: none"> I can order three numbers from smallest 	<ul style="list-style-type: none"> I can order three numbers from smallest 	<ul style="list-style-type: none"> I can order more than three numbers from



Mathematics Grade 2 Number (N)				
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
	smallest to largest OR largest to smallest.	to largest OR largest to smallest.	to largest AND largest to smallest, and check my work.	smallest to largest, and largest to smallest, and explain my work.
Comments				



Mathematics Grade 2 Number (N)				
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
N2.2 Demonstrate understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by: <ul style="list-style-type: none"> representing strategies for adding and subtracting concretely, pictorially, and symbolically creating and solving problems involving addition and subtraction estimating using personal strategies for adding and subtracting with and without the support of manipulatives analyzing the effect of adding or subtracting zero analyzing the effect of the ordering of the quantities (addends, minuends, and subtrahends) in addition and subtraction 	<ul style="list-style-type: none"> With help, I can show strategies, for adding 1 or 2 digit numbers with small numbers, using manipulatives, pictures, OR symbols. 	<ul style="list-style-type: none"> I can show strategies for adding 1 and 2 digit numbers with answers to 100 using manipulatives, pictures, OR symbols. 	<ul style="list-style-type: none"> I can show strategies for adding 1 and 2 digit numbers with answers to 100 using manipulatives, pictures, AND symbols. 	<ul style="list-style-type: none"> I can show multiple strategies for adding 1 and 2 digit numbers with answers beyond 100 using manipulatives, pictures, and symbols.
	<ul style="list-style-type: none"> With help, I can make OR solve, adding or subtracting problems, with small numbers. 	<ul style="list-style-type: none"> I can make OR solve adding or subtracting problems, with answers to 100. 	<ul style="list-style-type: none"> I can make AND solve adding and subtracting problems, with answers to 100. 	<ul style="list-style-type: none"> I can make AND solve adding and subtracting problems, with answers beyond 100.
	<ul style="list-style-type: none"> With help, I can estimate, an answer for an addition or subtraction, with small numbers. 	<ul style="list-style-type: none"> I can estimate an answer for an addition OR subtraction problem, with answers to 100. 	<ul style="list-style-type: none"> I can estimate an answer for an addition AND subtraction problem, with answers to 100. 	<ul style="list-style-type: none"> I can estimate an answer for an addition AND subtraction problem, with answers beyond 100.
	<ul style="list-style-type: none"> With help, I can apply a few teacher-given strategies for adding OR subtracting with or without manipulatives. 	<ul style="list-style-type: none"> I can apply teacher-given strategies for adding OR subtracting with or without manipulatives. 	<ul style="list-style-type: none"> I can apply strategies I select for adding AND subtracting with or without manipulatives. 	<ul style="list-style-type: none"> I can explain why I select certain strategies for adding AND subtracting with or without manipulatives
	<ul style="list-style-type: none"> With help, I can apply the rule for adding or subtracting 0 with most answers up to 100. 	<ul style="list-style-type: none"> I can apply the rule for adding or subtracting 0 with most answers up to 100. 	<ul style="list-style-type: none"> I can check the rule for adding or subtracting 0 with answers to 100. 	<ul style="list-style-type: none"> I can explain the rule for adding and subtracting 0 with answers beyond 100.



Mathematics Grade 2 Number (N)				
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
statements.	<ul style="list-style-type: none">With help, I can show how order affects adding OR subtracting numbers to 100.	<ul style="list-style-type: none">I can show how order affects adding OR subtracting numbers to 100.	<ul style="list-style-type: none">I can show how order affects adding AND subtracting numbers to 100.	<ul style="list-style-type: none">I can show and explain how order affects adding and subtracting numbers beyond 100.
Comments				