

Unit 1: Numbers to 100 Assessment and Evaluation Chart



These outcomes and indicators from the curriculum have been simplified into "I Can..." statements that are appropriate for grade 2. See rubric at end of chart.

N2.1 I can show that I understand numbers to 100.

Date	Lesson	Indicators	Reflection
		I can count	
	1	forward/backward on a number line by 2s, 5s, 10s	\odot
	1	I can describe patterns for	
	1	counting on a number line	\bigcirc
	2	I can start counting at any	
	2	number	\odot
		I can count	
	2	2 forward/backward on 100- chart by 2s, 5s, 10s	\odot
	2	I can find counting patterns	
	2	on a 100-chart	\odot
	3	I can tell if a number is odd	
	3	or even	
	4	I can name and tell the	
		value of Canadian coins	\odot

Date	Lesson	Indicators	Reflection
	Λ	I can count with pennies,	
	4	nickels, dimes up to 100¢	\ominus
	5	I use ordinal numbers to	
	5	identify positions	\odot \otimes
	6	I can estimate to 50 and	
	0	explain how I estimated	\odot
	6	I put objects into groups to	
	0	count how many	$ \bigcirc $
	7	I can show numbers to 100	
	7	with Ten Frames	$ \bigcirc $
	7	I can show numbers to 100	
	/	using tally marks	\odot
	8	I put objects into groups of 10 to count how many	
	0		\odot
	o	I can estimate quantities to	
	8 100	100	
	I can explain how I		
	8	estimated	\bigcirc
		I can count objects using	
	9	groups of 10s and 1s	\odot

Date	Lesson	Indicators	Reflection	
	0	I can show and describe		
	9	numbers as 1s and 10s	\odot	
	9	I can show the value of a		
	,	digit	\odot	
	10	I can show 2-digit numbers		
	10	using rods & cubes	\odot \otimes	
	10	I know that one number can		
	10	be shown in several ways	\odot	
	10	I can relate the value of a		
	10	digit to its place in a number	\odot	
	11	I can describe numbers to		
	11	100 in different ways	\odot	
	11	I can represent numbers to 100 with coins		
	11		\odot	
	11	I can use strategies to so	I can use strategies to solve	
	11	problems.	\odot	
	12	I can tell whether sets are equal or not		
	12			
	13	I can use <, > and = correctly		
			\odot	

Date	Lesson	Indicators	Reflection
	13	I can compare numbers and	
	10	check my results	\odot \otimes
	13	I can identify errors and	
	15	omissions in a 100-chart	\odot
	1.4	I can put numbers in order	
	14	from largest to smallest or smallest to largest	
	14	I can fix errors or omissions	
	14	in an ordered sequence	\odot
	15	I can describe what I learned about numbers to	
	15	100 with pictures, words, and numbers	
	15	I completed the "Show	
	15	What You Know" evaluation	\bigcirc

Congratulations!



You have completed Unit 1: Numbers to 100.

You are ready for Unit 2: Patterning.



	Rubric	for	Grade	Two	Math
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Symbol	Words	Explanation	
		I can perform all activities and answer	
		any question with no help. I understand	
	Wow!	all activities so well I could teach other	
		students! I do extra activities and add	
		my own learning	
		I correctly perform almost all activities.	
EL.	Yes	Some of the harder activities do	
		confuse me. I only need my instructor to	
		help me with the harder activities.	
		I can correctly show this many times	
	Vec	but I usually need help from my	
	Yes, but	instructor to get started. I need a bit	
	Dui	more practice. I cannot complete most	
		of the harder activities.	
		I do not understand this. I can do some	
	Just	activities correctly but there are many	
	Starting	that I cannot finish. I am not	
		comfortable with this "I can" statement.	

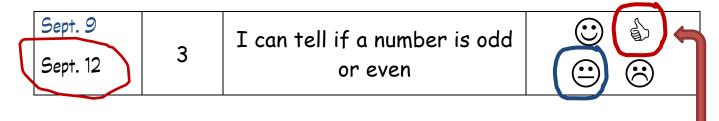
**It is okay for you to choose the "Just Starting" face. This helps you, and your instructor, decide what lessons or topics you might go back to before doing another unit or after completing another unit.

A simple version to help you when you need a quick peek:

Wow!	I do something <u>extra.</u> I could <i>teach</i> or <i>explain</i> it to someone.
Yes	I can do it!
Yes, but	I can do it with help. I need more practice.
Just starting	I do not understand. I cannot finish. I will try another time.

*Tip: if you choose one symbol, but later **after you practiced** you are at a different level, circle the second symbol as well. You'll remember that you practiced to become better!*

Example:



After practicing