











































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

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

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

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

**Congratulations!**







**You have completed Unit 1: Numbers to 100.**

**You are ready for Unit 2: Patterning.**







## Rubric for Grade Two Math

Symbol	Words	Explanation
	<b>Wow!</b>	I can perform all activities and answer any question with no help. I understand all activities so well I could teach other students! I do extra activities and add my own learning
	<b>Yes</b>	I correctly perform almost all activities. Some of the harder activities do confuse me. I only need my instructor to help me with the harder activities.
	<b>Yes, but</b>	I can correctly show this many times but I usually need help from my instructor to get started. I need a bit more practice. I cannot complete most of the harder activities.
	<b>Just Starting</b>	I do not understand this. I can do some activities correctly but there are many 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:*

Sept. 9	3	I can tell if a number is odd or even	   
Sept. 12			

After practicing