## Unit 5: Addition and Subtraction to 100 Assessment Chart

| Date | Lesson | Indicators | Reflection |
| :---: | :---: | :---: | :---: |
|  | 4 | I can use and explain strategies for adding 2 digit numbers | （） $\because \because$ |
|  | 4 | I can explain why the order of addends does not affect the sum | （－） $\because \because$ |
|  | 5 | I can choose strategies to solve problems with 3 addends |  |
|  | 5 | I can solve problems that involve addition | （－）自 <br> $\because \odot$ |
|  | 5 | I can create problems that involve addition |  |
|  | 6 | I can subtract 10 from 2－ digit numbers | $\begin{aligned} & \because) \\ & \because- \\ & \because \end{aligned}$ |
|  | 6 | I can subtract multiples of 10 from 2－digit numbers |  |
|  | 6 | I can describe subtraction patterns | （－）备 <br> $\because \because$ |
|  | 7 | I can describe personal strategies for subtracting | （－）家 |
|  |  |  |  |


| Date | Lesson | Indicators | Reflection |
| :---: | :---: | :---: | :---: |
|  | 7 | I can use basic facts when subtracting from a greater number |  |
|  | 7 | I can explain why subtracting 0 does not change a number | $\begin{aligned} & \because-\dot{\theta} \\ & \because \\ & \because \end{aligned}$ |
|  | 8 | I can use and explains personal strategies to subtract 2 -digit numbers | $\begin{aligned} & \because-\dot{\theta} \\ & \because \\ & \because \end{aligned}$ |
|  | 8 | I can relate addition and subtraction of 2-digit numbers | (-) 家 <br> $\because \because$ |
|  | 9 | I can choose strategies to solve problems involving subtracting | $\begin{aligned} & \because-\dot{\theta}) \\ & \because \\ & \odot \end{aligned}$ |
|  | 9 | I can solve problems that involve subtracting |  |
|  | 9 | I can create problems that involve subtracting | $\begin{aligned} & \because) \\ & \because \\ & \because \\ & \circ \end{aligned}$ |
|  | 10 | I can choose and explain strategies for missing addend problems |  |
|  | 10 | I can use either adding or subtracting to solve missing addend problems | $\begin{aligned} & \because) \\ & \because \\ & \because \\ & \hline \end{aligned}$ |
|  |  |  |  |


| 11 | I can choose and explain strategies for subtracting questions with missing parts | $\begin{aligned} & \because) \\ & \because \\ & \because \\ & O \end{aligned}$ |
| :---: | :---: | :---: |
| 11 | I can use either adding or subtracting to solve subtraction questions with missing parts |  |
| 12 | I can show a given number using addition and subtraction sentences | $\begin{aligned} & (-) \\ & \because) \\ & \because \end{aligned}$ |
| 13 | I can use strategies to solve addition and subtraction problems. | $\begin{aligned} & \because) \\ & \because) \\ & \because \end{aligned}$ |
| 14 | I can complete the Show What You Know | $\begin{aligned} & \because) \\ & \because \\ & \because \\ & \hline \end{aligned}$ |

## Rubric for Grade Two Math

| Symbol | Words | Explanation <br> - |
| :---: | :---: | :---: |
| Wow! | I can perform all activities and answer <br> any question with no help. I understand <br> all activities so well I could teach other <br> students! I do extra activities and add <br> my own learning |  |
| $\because$ | Yes, | I correctly perform almost all activities. <br> Some of the harder activities do <br> but <br> instructor to get started. I need a bit <br> more practice. I cannot complete most <br> help me with the harder activities. |
| of the harder activities. |  |  |

**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 extra. <br> I could teach or <br> explain it to someone. |
| :---: | :---: | :---: |
| $\because$ | Yes | I can do it! |
| $\because$ | Yes, but | I can do it with help. <br> I need more practice. |
| $\because$ | Just starting | I do not understand. <br> I cannot finish. I will <br> try another time. |

*Tip: if you choose one symbol, but later after you practiced you are at a different symbol, just 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 <br> or even | Sept. 12 3 |
| :--- | :--- | :--- | :--- |

