

Unit 5: Addition and Subtraction to 100 Assessment 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.

N2.2 I can show that I understand how to add and subtract 1 and 2 digit numbers to 100.

Date	Lesson	Indicators	Reflection
	1	I can add 10 to 1 and 2 digit	
		numbers and describe the pattern	
	1	I can add multiples of 10 to 1 and 2 digit numbers	
			\ominus
	2	I can use basic addition facts when adding greater numbers	
	2	I can explain why adding O does not change a number	
	2	I can describe my personal strategies for adding	
	۲		
	3	I can use and explain	
		digit numbers	
	3	I can explain why the order	
		ot addends does not affect the sum	

Date	Lesson	Indicators	Reflection
	4	I can use and explain strategies for adding 2 digit numbers	
	Λ	I can explain why the order	
	т 	the sum	\odot
	5	I can choose strategies to solve problems with 3 addends	
	5		\odot
	5	I can solve problems that involve addition	
	5		\odot
	5	I can create problems that involve addition	
	6	I can subtract 10 from 2- digit numbers	
	0		\odot \otimes
	6	I can subtract multiples of 10 from 2-digit numbers	
	0		\odot \otimes
	6	I can describe subtraction patterns	
			\odot \otimes
	7	I can describe personal strategies for subtracting	
			\odot

Date	Lesson	Indicators	Reflection
		I can use basic facts when	
	7	subtracting from a greater number	
		I can explain why	
	7	subtracting 0 does not change a number	
		I can use and explains	
	8	personal strategies to subtract 2-digit numbers	
	8	I can relate addition and	
		subtraction of 2-digit numbers	
	9	I can choose strategies to	
		solve problems involving subtracting	
	9	I can solve problems that involve subtracting	
			\ominus
	9	I can create problems that involve subtracting	
			\ominus
	10	I can choose and explain	
		strategies for missing addend problems	\odot
	10	I can use either adding or	
		subtracting to solve missing addend problems	

		I can choose and explain	
	11	strategies for subtracting	\odot
		questions with missing parts	
		I can use either adding or	
	11	subtracting to solve	
		subtraction questions with	(
		missing parts)
		I can show a given number	
	12	using addition and	$\overline{\bigcirc}$
		subtraction sentences	
		I can use strategies to solve	
	13	addition and subtraction	\odot
		problems.	
	14	I can complete the Show	
		What You Know	
			\sim \sim

Rubric for Grade Two Math

Symbol	Words	Explanation	
	Wow!	I can perform all activities and answer	
\sim		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	
	Yes	I correctly perform almost all activities.	
EL.		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	
\sim	Vac	but I usually need help from my	
(••)	res,	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	
$\overline{\mathbf{i}}$	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.
$\overline{\mathbf{i}}$	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 symbol, just circle the second symbol as well. You'll remember that you practiced to become better!*

Example:



After practicing