Mathematics Grade 2 Number (N)				
Outcome	**1 - Beginning** The student is having difficulty demonstrating an understanding of the concept.	**2 – Approaching** The student is developing an understanding of the concept.	**3 – Meeting** The student consistently demonstrates an understanding of the concept or has achieved the concept.	**4- Exemplary** The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
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.**	• I can represent numbers, with help, to 100 in one way using manipulatives, pictures, writing, symbols, **OR** words.	• I can represent numbers to 100 in one way using manipulatives, pictures, writing, symbols, **OR** words.	• I can represent numbers to 100 using base ten **AND** one other way using manipulatives, pictures, writing, **AND symbols**, and tell about my representation.	• 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.
	• I can skip count by 2,5, or 10 forwards **OR** backwards.	• I can skip count by 2, 5, and 10 forwards **AND** backwards.	• I can skip count by 2, 5, and 10 forwards **AND** backwards and extend the pattern to 100.	• I can skip count by 2,5, and 10 forwards **AND** backwards **AND** extend the pattern **beyond 100**.
	• **With help**, I can sort, small numbers into odd and even.	• I can sort **almost all** numbers up to 100 into odd and even.	• I can sort **any numbers** to 100 into odd and even.	• I can sort numbers beyond 100 into odd and even **AND** explain the reasoning.
	• **With help**, I can use amounts I know to estimate **small numbers.**	• I can use amounts I know to estimate **numbers getting close to 100**.	• I can use amounts I know to **estimate numbers to 100.**	• I can use amounts I know to estimate numbers to 100, **and explain the strategies I used.**
	• I can compare two **smaller numbers**, with help, by telling which is greater, less than, **AND** equal to.	• I can compare two numbers **getting close to 100** by telling which is greater, less than, **AND** equal to.	• I can **compare two numbers** up to 100 by telling which is greater, less than, **AND** equal to.	• I can compare **more than** two numbers greater than 100 by telling which is greater, less than, **AND** equal to.
	• I can order **fewer than three numbers**, from smallest to largest **OR** largest to smallest.	• I can order three numbers from smallest to largest **OR** largest to smallest.	• I can order three numbers from smallest to largest **AND** largest to smallest, **and check my work.**	• I can order **more than** three numbers from smallest to largest, and largest to smallest, and **explain** my work.
Comments				

Mathematics Grade 2 Number (N)				
Outcome	**1 - Beginning** The student is having difficulty demonstrating an understanding of the concept.	**2 – Approaching** The student is developing an understanding of the concept.	**3 – Meeting** The student consistently demonstrates an understanding of the concept or has achieved the concept.	**4- Exemplary** The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
N2.2 **Demonstrate understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by:** • **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 statements.**	• **With help**, I can show strategies, for adding 1 or 2 digit numbers **with small numbers**, using manipulatives, pictures, **OR** symbols.	• I can show strategies for adding 1 and 2 digit numbers with answers to 100 using manipulatives, pictures, **OR** symbols.	• I can show strategies for adding 1 and 2 digit numbers with answers to 100 using manipulatives, pictures, **AND** symbols.	• I can show multiple strategies for adding 1 and 2 digit numbers with **answers beyond 100** using manipulatives, pictures, and symbols.
	• **With help,** I can make **OR** solve, adding or subtracting problems, with **small numbers.**	• I can make **OR** solve adding or subtracting problems, with answers to 100.	• I can make **AND** solve adding and subtracting problems**, with answers to 100.**	• I can make **AND** solve adding and subtracting problems, with answers **beyond 100.**
	• **With help**, I can estimate, an answer for an addition or subtraction, with small numbers.	• I can estimate an answer for an addition **OR** subtraction problem, with answers to 100.	• I can estimate an answer for an addition **AND** subtraction problem, with answers to 100.	• I can estimate an answer for an addition **AND** subtraction problem, with **answers beyond 100.**
	• **With help**, I can apply **a few teacher-given** strategies for adding **OR** subtracting with or without manipulatives.	• I can apply **teacher-given** strategies for adding **OR** subtracting with or without manipulatives.	• I can apply strategies **I select** for adding **AND** subtracting with or without manipulatives.	• I can **explain why I select certain strategies** for adding **AND** subtracting with or without manipulatives
	• **With help**, I can **apply** the rule for adding or subtracting 0 with most answers up to 100.	• I can **apply** the rule for adding or subtracting 0 with most answers up to 100.	• I can **check** the rule for adding or subtracting 0 with answers to 100.	• I can **explain** the rule for adding and subtracting 0 with answers beyond 100.
	• With help, I can show how order affects adding **OR** subtracting numbers to 100.	• I can show how order affects adding **OR** subtracting numbers to 100.	• I can show how order affects adding **AND** subtracting numbers to 100.	• I can show and **explain** how order affects adding and subtracting numbers beyond 100.
Comments				