Making a Difference for all Students

Grade 2 Mathematics Rubric (Beginning of the Year)

Name ..... Date .....

Proficient = universal supports
Approaching proficiency = targeted supports
Limited = individualized supports

Use the criteria below to determine whether the student's skills and understandings related to number are at a proficient, approaching proficiency, or limited level. This information will identify a starting point for choosing the level of supports needed to enhance this student's success. Select the set of statements that best describes the student's current performance level.

	Proficient	Approaching proficiency	Limited
Number Sequences	☐ Says the number sequence 0 to 100 or above by: • 1s forward between any two given numbers • 1s backward from 20 to 0 • 2s forward from 0 to 20 • 5s and 10s forward from 0 to 100	☐ Says the number sequence 0 to 50, when referring to a 50 chart by: • reading 1s forward between any two given numbers • reading a given numeral (0 to 50) • identifying and reading numbers in the environment	☐ With models and prompts, is beginning to rote count to 10
	Looking for strategies to assess students' understanding of this concept? Try the following: • Pearson's *Math Makes Sense* 1, ProGuide, Unit 2, Assessment for Learning Task, page 43 • Nelson's *Math Focus 1*, Teacher Resource, Chapter 9, pages 50 and 52		
Notes			

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	Proficient	Approaching proficiency	Limited
Conservation of Numbers	☐ Demonstrates a strong understanding of conservation of number by: • explaining why for a given number of counters (no matter how they are grouped) the total number of counters does not change • grouping a set of given counters in more than one way	☐ With models and exemplars, demonstrates an understanding of conservation of number by: • displaying a given number of counters, in different arrangements • grouping a set of given counters in one or two different ways	☐ Is building awareness that a given number of counters (e.g., less than 10), grouped different ways, do not change the total number of counters
Represents Numbers	☐ Represents and describes numbers to 20 and above, concretely, pictorially and symbolically	☐ With models or prompts, represents and describes numbers to 20, concretely and symbolically	☐ With models and prompts, represents and describes numbers to 10, concretely, using either objects or picture selection
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	Proficient	Approaching proficiency	Limited
Addition and Subtraction	☐ Demonstrates an understanding of addition with answers to 20 and above and their corresponding subtraction facts, concretely, pictorially and symbolically, by: • using familiar mathematical language to describe additive and subtractive actions • modelling addition and subtraction, using a variety of concrete and visual representations, and recording the process symbolically • creating and solving problems in context that involve addition and subtraction	☐ With models and exemplars, demonstrates an understanding of additions with answers to 10 and the corresponding subtraction by: • using familiar mathematical language to describe additive and subtractive actions • modelling addition and subtraction, using concrete representations, and recording the process symbolically	☐ With models and prompts, is beginning to relate a numeral, 1 to 10, to its respective quantity: • using simple mathematical language • matching numerals with concrete materials or pictorial representations
	Looking for strategies to assess students' understanding of this concept? Try the following: • Pearson's *Math Makes Sense 1*, ProGuide, Unit 3, Lesson 9, page 51 • Nelson's *Math Focus 1*, Teacher Resource, Chapter 6, page 72 and Chapter 8, page 73		
Notes			