



Name: _____

Math Checklist/Rubric

2.2B I can use standard, word, and expanded forms to represent numbers up to 1,200.

1st Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	The student demonstrates mastery of: 1 number form	The student demonstrates mastery of: 2 number forms	The student demonstrates mastery of: 3 number forms

Notes:

2nd Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	The student demonstrates mastery of: 1 number form	The student demonstrates mastery of: 2 number forms	The student demonstrates mastery of: 3 number forms

Notes:

3rd Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	The student demonstrates mastery of: 1 number form	The student demonstrates mastery of: 2 number forms	The student demonstrates mastery of: 3 number forms

Notes:

4th Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	The student demonstrates mastery of: 1 number form	The student demonstrates mastery of: 2 number forms	The student demonstrates mastery of: 3 number forms

Notes:

Number Forms:
____ standard form
____ word form
____ expanded form

Evidence:	Anecdotal notes	Seesaw upload	Recording sheet
	Guided Groups	Number Talks	

2.4C I can solve one-step and multi-step word problems involving addition within 1,000 using a variety of strategies based on place value.

1st Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	Student applies a problem solving strategy with assistance	Student independently applies a problem solving strategy.	Student independently applies more than one problem solving strategy; must include the algorithm up to 20.

Notes:

2nd Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	Student applies a problem solving strategy with assistance	Student independently applies a problem solving strategy.	Student independently applies more than one problem solving strategy; must include the algorithm up to 99.

Notes:

3rd Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	Student applies a problem solving strategy with assistance	Student independently applies a problem solving strategy.	Student independently applies more than one problem solving strategy; must include the algorithm up to 1,000.

Notes:

4th Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	Student applies a problem solving strategy with assistance	Student independently applies a problem solving strategy.	Student independently applies more than one problem solving strategy; must include the algorithm up to 1,000.

Notes:

Using:
 ___concrete models
 ___pictorial models
 ___can solve one step
 ___can solve two step or more

___ number sentences

Evidence:	Anecdotal notes	Seesaw upload	Recording sheet
	Guided Groups	Number Talks	

2.4C I can solve one-step and multi-step word problems involving subtraction within 1,000 using a variety of strategies based on place value.

1st Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	Student applies a problem solving strategy with assistance	Student independently applies a problem solving strategy.	Student independently applies more than one problem solving strategy; must include the algorithm up to 20.

Notes:

2nd Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	Student applies a problem solving strategy with assistance	Student independently applies a problem solving strategy.	Student independently applies more than one problem solving strategy; must include the algorithm up to 99.

Notes:

3rd Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	Student applies a problem solving strategy with assistance	Student independently applies a problem solving strategy.	Student independently applies more than one problem solving strategy; must include the algorithm up 1,000.

Notes:

4th Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	Student applies a problem solving strategy with assistance	Student independently applies a problem solving strategy.	Student independently applies more than one problem solving strategy; must include the algorithm up 1,000.

Notes:

Support:

___ concrete models
___ pictorial models
___ number sentences

___ can solve one step
___ can solve two step or more

Evidence:	Anecdotal notes	Seesaw upload	Recording sheet
	Guided Groups	Number Talks	

2.4B I can add up to four two-digit numbers using mental strategies and algorithms with and without regrouping.

2nd Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	Student applies one addition strategy with assistance when adding with and without regrouping.	Student independently applies one addition strategy when adding without regrouping. With assistance , student applies one addition strategy with regrouping.	Student independently applies both strategies when adding with and without regrouping.

Notes:

3rd Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	Student applies one addition strategy with assistance when adding with and without regrouping.	Student independently applies one addition strategy when adding without regrouping. With assistance , student applies one addition strategy with regrouping.	Student independently applies both strategies when adding with and without regrouping.

Notes:

4th Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	Student applies one addition strategy with assistance when adding with and without regrouping.	Student independently applies one addition strategy when adding without regrouping. With assistance , student applies one addition strategy with regrouping.	Student independently applies both strategies when adding with and without regrouping.

Notes:

Support:

- ___concrete models
- ___pictorial models
- ___number line
- ___hundreds chart

Evidence:	Anecdotal notes	Seesaw upload	Recording sheet
	Guided Groups	Number Talks	

2.4B I can subtract two-digit numbers using mental strategies and algorithms with and without regrouping.

2nd Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	Student applies one addition strategy with assistance when subtracting with and without regrouping.	Student independently applies one subtraction strategy when subtracting without regrouping. With assistance , student applies one subtraction strategy with regrouping.	Student independently applies both strategies when subtracting with and without regrouping.

Notes:

3rd Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	Student applies one addition strategy with assistance when subtracting with and without regrouping.	Student independently applies one subtraction strategy when subtracting without regrouping. With assistance , student applies one subtraction strategy with regrouping.	Student independently applies both strategies when subtracting with and without regrouping.

Notes:

4th Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	Student applies one addition strategy with assistance when subtracting with and without regrouping.	Student independently applies one subtraction strategy when subtracting without regrouping. With assistance , student applies one subtraction strategy with regrouping.	Student independently applies both strategies when subtracting with and without regrouping.

Notes:

Support:

___concrete models

___number line

___pictorial models

___hundreds chart

Evidence:	Anecdotal notes	Seesaw upload	Recording sheet
	Guided Groups	Number Talks	

Evidence:	Anecdotal notes	Seesaw upload	Recording sheet
	Guided Groups	Number Talks	