



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	

2.2D I can use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols. ($>$, $<$, or $=$)

1st Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	The student demonstrates mastery of: 1 indicators	The student demonstrates mastery of: 2 or 3 indicators	The student demonstrates mastery of: 4 indicators

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 indicators	The student demonstrates mastery of: 2 or 3 indicators	The student demonstrates mastery of: 4 indicators

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 indicators	The student demonstrates mastery of: 2 or 3 indicators	The student demonstrates mastery of: 4 indicators

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 indicators	The student demonstrates mastery of: 2 or 3 indicators	The student demonstrates mastery of: 4 indicators *number line

Notes:

Indicators:

- ___ uses language to compare: greater than, less than, equal to, fewer than, more than
- ___ uses symbols to compare
- ___ use an open number line
- ___ order from least to greatest
- ___ order from greatest to least

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

2.2 (E) locate the position of a given whole number on an open number line and (F) name the whole number that corresponds to a specific point on a number line.

1st Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	On evidence collected, the student inconsistently applies skills and shows mastery.	On evidence collected, the student frequently applies skills and shows mastery.	On evidence collected, the student is able to consistently apply skills and show mastery.

Notes:

2nd Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	On evidence collected, the student inconsistently applies skills and shows mastery.	On evidence collected, the student frequently applies skills and shows mastery.	On evidence collected, the student is able to consistently apply skills and show mastery.

Notes:

3rd Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	On evidence collected, the student inconsistently applies skills and shows mastery.	On evidence collected, the student frequently applies skills and shows mastery.	On evidence collected, the student is able to consistently apply skills and show mastery.

Notes:

4th Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	On evidence collected, the student inconsistently applies skills and shows mastery.	On evidence collected, the student frequently applies skills and shows mastery.	On evidence collected, the student is able to consistently apply skills and show mastery.

Evidence/Explanation:

On evidence collected around this reporting standard, frequently scales can be interpreted as such:

- 3/Consistently- 90-100% of the time on evidence collected
- 2/Frequently- 70-90% of the time on evidence collected
- 1/Inconsistently- less than 70% of the time on evidence collected
- Not yet Evident- shows no evidence of application of this skill yet

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
___number sentences

___can solve one step
___can solve two step or more

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

___number line

___pictorial models

___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
___pictorial models

___number line
___hundreds chart

Evidence:	Anecdotal notes Guided Groups	Seesaw upload Number Talks	Recording sheet
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2.6A I can model, create, and describe multiplication situations.

4th Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	The student demonstrates mastery of 1 indicator	The student demonstrates mastery of 2 indicators	The student demonstrates mastery of at least 3 indicators.

Notes:

Indicators:

___ pictorial model
___ repeated addition

___ rows and columns (arrays)
___ algorithm

Evidence:	Anecdotal notes Guided Groups	Seesaw upload Number Talks	Recording sheet
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2.6B I can model, create, and describe division situations.

4th Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	The student demonstrates mastery of 1 indicator with assistance .	The student independently demonstrates mastery of 1 indicator. (Must be application not just algorithm.)	The student independently demonstrates mastery of at least 2 indicators.

Notes:

Indicators:

___ pictorial model
___ repeated subtraction

___ algorithm

Evidence:	Anecdotal notes Guided Groups	Seesaw upload Number Talks	Recording sheet
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2.3D I can recognize and represent fractions including halves, fourths, and eighths.

4th Nine Weeks			
Not Yet Evident	1	2	3
The student does not yet show evidence of standards.	The student demonstrates mastery of 1 indicator.	The student independently demonstrates mastery of 2-3 indicators.	The student independently demonstrates mastery of at least 4 indicators.

Notes:

Indicators:

___ picture form
___ word form
___ count fractional parts greater than a whole

___ recognize equal and not equal
___ identify parts as halves, fourths or eighths

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