Part A: Number Strand

N2.1a Demonstrate understanding of whole numbers to 100 by representing and describing.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance to represent a quantity to 100 using place value.	Student needs prompting to differentiate between the value of base ten blocks.	Student is able to represent a quantity to 100 using place value.	Student is able to represent a quantity to 100 in a non-standard arrangement and explain.

N2.1b Demonstrate understanding of whole numbers to 100 by skip counting forwards.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance to skip count forward.	Student is able to skip count forward, but may need prompting (number line or hundred chart) or is inconsistent.	Student is able to skip count forward independently or may self -correct.	Student is able to skip count **AND** give the patterning rule.

N2.1c Demonstrate understanding of whole numbers to 100 by skip counting backwards.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance to skip count backwards.	Student is able to skip count backwards, but may need prompting (number line or hundred chart) or is inconsistent.	Student is able to skip count backwards independently or may self -correct.	Student is able to skip count **AND** give the patterning rule.

N2.1d Demonstrate understanding of whole numbers to 100 by differentiating between odd and even numbers.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance to sort numbers into odd or even.	Student is able to sort numbers as odd or even inconsistently.	Student is able to sort numbers as odd or even.	Student is able to sort numbers as odd or even and explain the strategy used.

N2.1e Demonstrate understanding of whole numbers to 100 by estimating with referents.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance using referent in order to estimate.	Student estimates by either guessing or incorrectly using a referent.	Student is able to use a referent to estimate.	Student is able to use a referent to estimate and explain how they used the referent to get their answer.

N2.1f Demonstrate understanding of whole numbers to 100 by comparing and ordering.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance to compare numbers.	Student is able to compare numbers.	Student is able to order a set of numbers.	Student is able to order a set of numbers and explain their strategy.

N2.2a Demonstrate understanding of addition (limited to 1 and 2-digit numerals) with sums to 100.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance adding numbers to 100.	Students can add numbers to 100 that do not require regrouping.	Student is able to add numbers to 100 using a regrouping strategy.	Student is able to create and/or solve situational addition story problems.

N2.2b Demonstrate understanding of subtraction (limited to 1 and 2-digit numerals with answers to 100.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance subtracting numbers to 100.	Students can subtract numbers to 100 that do not require regrouping.	Student is able to subtract numbers to 100 using a reprouping strategy.	Student is able to create and/or solve situational subtraction story problems.

Part B: Pattern & Relations Strand

P2.1 Demonstrate understanding of repeating patterns (three to five elements).

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance to extend a repeating pattern **and/or** identify the core correctly.	Student can draw a repeating pattern (3-5 elements) but cannot explain how it is a repeating pattern.	Student can draw a repeating pattern (3-5 elements) and reproduce and explain how it is a repeating pattern.	Student is able to find and explain an error in a repeating pattern and fix the error.

P2.2 Demonstrate understanding of increasing patterns.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance to extend an increasing pattern and identify the pattern rule.	Student is able to extend an increasing pattern but cannot explain the pattern rule.	Student is able to create an increasing pattern and can explain the pattern rule.	Student is able to identify and explain an error in an increasing pattern and fix the error.

P2.3 Demonstrate understanding of equality and inequality concretely and pictorially.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance to compare numbers to 100.	Student is able to identify equal and unequal sets.	Student is able to compare numbers to 100 using the equality and inequality symbols.	Student is able to solve situational problems involving inequality and equality with numbers to 100.

Part C: Shape & Space Strand

SS2.1 Demonstrate understanding of non-standard units for linear measurement.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance to choose the appropriate non-standard unit.	Student is able to choose the appropriate non-standard unit but may be inconsistent in measuring.	Student is able to use non- standard units for measuring the length of an object.	Student is able to estimate the length of an object using non - standard units.

SS2.2 Demonstrate understanding of non-standard units for measurement of mass.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance to choose the appropriate non-standard unit.	Student is able to choose the appropriate non-standard unit but may be inconsistent in measuring.	Student is able to use non- standard units for measuring the mass of an object.	Student is able to estimate the mass of an object using non - standard units.

SS2.3 Describe, compare, and construct 3-D objects.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance in constructing or correctly naming a 3-D object.	Student is able to identify attributes of 3-D objects.	Student is able to compare two 3-D objects using attributes like both are cylinders.	Student is able to sort 3 –D objects and explain the sorting rule used.

SS2.4 Describe, compare, and construct 2-D shapes.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance in constructing or correctly naming a 2-D shape.	Student is able to construct and name a 2-D shape.	Student is able to compare two 2-D shapes using attributes like (sides, corners curved….)	Students is able to sort 2-D shapes and explain the sorting rule used.

SS2.5 Demonstrate understanding of the relationship between 2-D shapes and 3-D objects.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance in identifying the relationship between 2-D shapes and 3-D objects	Student is able to identify 2-D shapes within 3-D objects inconsistently.	Student is able to identify 2-D shapes within 3-D objects.	Student is able to analyze and explain the relationship between 2- D shapes and 3-D objects.

Part D: Statistics & Probability Strand

SP2.1 Demonstrate understanding of concrete graphs and pictographs.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance to create and interpret the graph.	Student is able to create a graph **or** interpret the graph.	Student is able to create **and** interpret a graph.	Student is able to create questions related to a graph and explain the solution.