



Assessment AS Learning



MATHEMATICS



Adding and Subtracting 2- Digit Numbers



Name:

Date:

| | Level 1 I Need to Make This a Goal! | Level 2 I'm Moving in the Right Direction! | Level 3 I'm Right on Track! | Level 4 Wow! My Work is Impressive! |
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|  | This is hard, I need some help to understand 2-digit Adding and Subtracting more. | I know some things about 2-digit Adding and Subtracting but I still have lots of questions. | I feel like I know a lot about 2-digit Adding and Subtracting . | 2-digit Adding and Subtracting is easy to understand and I like to challenge myself. |
|  | This is confusing. I need help to answer questions and explain my ideas. | It's a little hard to answer questions and explain my ideas. It might be easier if I took more time to review my work. | My ideas make sense. I can answer questions and explain my ideas all by myself. | I can explain my ideas and answer questions clearly and creatively so that it is easy for everyone to understand. |

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|  | <p>It's hard to write, draw, and/or present my ideas. I don't know where to begin.</p> | <p>I have lots of good ideas, but I need some help from my teacher to write, draw, and/or present them. I should include more detail.</p> | <p>I can write, draw, and/or present my ideas all by myself. I remembered to include detail and to check my work.</p> | <p>I can use math words to write, draw and/or present my ideas. I communicate my work in an interesting way and include lots of detail.</p> |
|  | <p>This unit isn't making sense to me. I'm not sure how I can use these ideas.</p> | <p>I need some help from my teacher to use the information that I learned about 2-digit Adding and Subtracting. I can make some connections.</p> | <p>These ideas make sense to me. I know how to use the information that I learned about 2-digit Adding and Subtracting. It's easy to make connections.</p> | <p>2-digit Adding and Subtracting makes complete sense to me. I can easily apply the knowledge I've learned to make connections that are appropriate and creative.</p> |