Grade 2 Illustrative Math
Unit 2 Assessment
Adding and Subtracting Within 100

Name _____ Date _____

Report Card Standard / Questions	**BP** Below expected progress	**AP** Approaching expected progress	**MP** Meeting expected progress	**M** Mastery of skills
I can mentally add and subtract a three-digit number using a multiple of 10 and/or 100 Problem 1:	Student is not yet abot to show understanding of mental addition and subtraction with a multiple of 10 or 100.	Student nearing success in understanding of mental addition and subtraction with a multiple of 10 or 100.	Student consistently shows an understanding of mental addition and subtraction with a multiple of 10 or 100.	
I can fluently add and subtract within 100. Problem 2:	Answer is incorrect and reasoning is missing.	Answer is correct, but reasoning is missing. OR Answer is incorrect, but a model or explanation is provided.	Answer is correct. Students use a model or explanation to share their thinking.	Answer is correct. Students use multiple models or explanation to share their thinking.
I can fluently add and subtract within 100. Problem 3:	Student is not yet able to add and subtraction within 100. Evidence of student thinking is missing.	Student is nearing consistency when adding or subtraction within 100. Evidence of thinking is provided but may not be correct. OR Student is consistently able to solve the problems, but there is no model or explanation provided.	Student consistently is able to add and subtract within 100. Students use a model or explain their thinking clearly.	Student is consistently able to add and subtract within 100. Students use multiple representations to support their thinking.
I can fluently add and subtract within 100. Problem 4:	Student is not yet able to add and subtraction within 100. Evidence of student thinking is missing.	Student is nearing consistency when adding or subtraction within 100. Evidence of thinking is provided but may not be correct. OR Student is consistently able to solve the problems, but there is no model or explanation provided	Student consistently is able to add and subtract within 100. Students use a model or explain their thinking clearly. .	Student is consistently able to add and subtract within 100. . Students use multiple models or explanation to share their thinking.
I can fluently add and	Student is not yet	Student is nearing	Student consistently	

subtract within 100. Problem 5:	able to add and subtraction within 100.	consistency when adding or subtraction within 100. Evidence of thinking is provided but may not be correct.	is able to add and subtract within 100.	
I can add and subtract real world one- and two-step problems within 100 **Test Questions:** Problem 6:	Student is not yet able to solve real world problems when adding or subtracting to 100. Evidence of student thinking is difficult to follow or not provided.	Student is nearing consistency when working to solve real world problems with one and two steps within 100. Evidence of student thinking is provided, but not always used successfully. OR Student is consistent when solving one and two step problems within 100, but evidence of thinking is not provided.	Student is consistently able to solve real world problems with one and two steps within 100. Students use a model or explanation to share their thinking.	Student is consistently able to solve real world problems with one and two steps within 100. Students use multiple models or explanation to share their thinking.