

Student: _____

Sample Rubric for Second Grade Numbers and Operations Georgia Performance Standards

Directions: Enter dates in the box as you move through the unit and examine proof of understanding. You may want to also include a brief description of example.

M2N1. Students will understand the place value representation of whole numbers through four digits.

Element of Standard	No	In progress	Yes
a. Represent numbers using a variety of models, diagrams, and number sentences.			
b. Understand the relative magnitudes of numbers using 10 as a unit, 100 as a unit, or 1000 as a unit. Represent 2-digit numbers with drawings of tens and ones and 3-digit numbers with drawings of hundreds, tens, and ones.			
c. Use money as a medium of exchange. Count back change and use decimal notation and the dollar and cent symbols to represent a collection of coins and currency.			

Student: Meets standard: _____
 Does not meet standard _____

M2N2. Students will build fluency with multi-digit addition and subtraction.

Element of Standard	No	In progress	Yes
a. Correctly add and subtract two whole numbers up to three digits each with regrouping.			
b. Understand and use the inverse relation between addition and subtraction to solve problems and check solutions.			
c. Use mental math strategies such as benchmark numbers to solve problems.			
d. Use basic properties of addition (commutative, associative, and identity) to simplify problems.			
e. Estimate to determine if solutions are reasonable for addition and subtraction.			

Student: Meets standard _____
 Does not meet standard _____

M2N3. Students will understand multiplication, multiply numbers, and verify results.

Element of Standard	No	In progress	Yes
a. Understand multiplication as repeated addition.			
b. Use repeated addition, arrays, and counting by multiples (skip counting) to correctly multiply 1-digit numbers and construct the multiplication table.			
c. Use the multiplication table to determine a product of two numbers.			
d. Use repeated subtraction, equal sharing, and forming equal groups to divide large collections of objects and determine factors for multiplication.			

Student: Meets standard _____
 Does not meet standard _____

M2N4. Students will understand and compare common fractions with small denominators.

Element of Standard	No	In progress	Yes
a. Model, identify, label, and compare fractions (thirds, sixths, eighths, tenths) as a representation of equal parts of a whole or of a set.			
b. Know that when all fractional parts are included, such as three thirds, the result is equal to the whole.			

Student: Meets standard _____
 Does not meet standard _____

M2N5. Students will represent and interpret quantities and relationships using mathematical expressions including equality and inequality signs ($=$, $<$, $>$).

Element of Standard	No	In progress	Yes
a. Include the use of boxes or _____ to represent a missing value.			
b. Represent problem-solving situations where addition, subtraction, or multiplication may be applied using mathematical expressions.			

Student: Meets standard _____
 Does not meet standard _____