

Mathematics Grade 2 Patterns (P)				
Outcome	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
P2.1 Demonstrate understanding of repeating patterns (three to five elements) by: <ul style="list-style-type: none"> • describing • representing patterns in alternate model extending • comparing • creating patterns using manipulatives, pictures, sounds, and actions. 	<ul style="list-style-type: none"> • With help, I can show the core of AND the elements of a repeating pattern of up to three elements. 	<ul style="list-style-type: none"> • I can show the core of AND the elements of a repeating pattern of up to three elements. 	<ul style="list-style-type: none"> • I can describe the core AND the elements of a repeating pattern of up to five elements. 	<ul style="list-style-type: none"> • I can describe the core and the elements of a repeating pattern with more than five elements.
	<ul style="list-style-type: none"> • I can create a repeating pattern with two elements using pictures, manipulatives, sounds AND actions. 	<ul style="list-style-type: none"> • I can create a repeating pattern with three to five elements using pictures, manipulatives, sounds OR actions. 	<ul style="list-style-type: none"> • I can create a repeating pattern with three to five elements using pictures, manipulatives, sounds AND actions. 	<ul style="list-style-type: none"> • I can create a repeating pattern with more than five elements using pictures, manipulatives, sounds OR actions.
	<ul style="list-style-type: none"> • I can extend a repeating pattern with two elements repeating the core twice. 	<ul style="list-style-type: none"> • I can extend a repeating pattern using three to five elements repeating the core once more. 	<ul style="list-style-type: none"> • I can extend a repeating pattern using three-five elements repeating the core twice more. 	<ul style="list-style-type: none"> • I can extend a repeating pattern with more than five elements repeating the core at least three times.
	<ul style="list-style-type: none"> • With help, I can tell what is the same OR what is different about two repeating patterns. 	<ul style="list-style-type: none"> • I can tell what is the same OR what is different about two repeating patterns. 	<ul style="list-style-type: none"> • I can compare two repeating patterns and tell about how they are the same and how they are different. 	<ul style="list-style-type: none"> • I can compare a variety of repeating patterns by explaining the element differences and similarities.
Comments				

Mathematics Grade 2 Patterns (P)				
Outcome	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
P2.2 Demonstrate understanding of increasing patterns by: <ul style="list-style-type: none"> • describing • reproducing • extending • creating patterns using manipulatives, pictures, sounds, and actions (numbers to 100). 	<ul style="list-style-type: none"> • With help, I can tell about a given increasing pattern. 	<ul style="list-style-type: none"> • I can tell about a given increasing pattern in ONE familiar situation (e.g. , tiling patterns, drawings, numbers) 	<ul style="list-style-type: none"> • I can tell about a given increasing pattern in familiar situations (e.g. , tiling patterns, drawings, numbers) 	<ul style="list-style-type: none"> • I can describe an increasing pattern in a variety of familiar and unfamiliar forms and explain the reasoning.
	<ul style="list-style-type: none"> • With help, I can make an increasing pattern using a few of the following: manipulatives or pictures, sounds OR actions. 	<ul style="list-style-type: none"> • I can make an increasing pattern using most of the following: manipulatives or pictures, sounds OR actions. 	<ul style="list-style-type: none"> • I can make an increasing pattern using all of the following: manipulatives, pictures, sounds AND actions up to the number 100. 	<ul style="list-style-type: none"> • I can create and explain numerical and non-numerical increasing patterns using all of the following: manipulatives, pictures, sounds and actions up to the number 100.
	<ul style="list-style-type: none"> • With help, I can extend an increasing pattern using a few of manipulatives or pictures, sounds or actions. 	<ul style="list-style-type: none"> • I can extend an increasing pattern using some of the following: manipulatives, pictures sounds and actions. 	<ul style="list-style-type: none"> • I can extend numerical and non-numerical increasing patterns using all of the following: manipulatives, pictures sounds AND actions. 	<ul style="list-style-type: none"> • I can extend and explain the pattern rule of an increasing pattern using all of the following: manipulatives, pictures sounds AND actions.
Comments				

Mathematics Grade 2 Patterns (P)				
Outcome	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
P2.3 Demonstrate understanding of equality and inequality concretely and pictorially (0 to 100) by: <ul style="list-style-type: none"> • relating equality and inequality to balance • comparing sets • recording equalities with an equal sign • recording inequalities with a not equal sign • solving problems involving equality and inequality. 	<ul style="list-style-type: none"> • With help, I can pick out two shapes that are the same. 	<ul style="list-style-type: none"> • I can pick out two shapes that are the same. 	<ul style="list-style-type: none"> • I can tell if the shape of two objects is the same, and explain my reasoning. 	<ul style="list-style-type: none"> • I can compare the shape of two objects, and explain my reasoning.
	<ul style="list-style-type: none"> • With help, I can tell if the mass of two objects is equal or unequal, using balance scales. 	<ul style="list-style-type: none"> • I can tell if the mass of two objects is equal or unequal, using balance scales. 	<ul style="list-style-type: none"> • I can tell if the mass of two objects is equal or unequal using balance scales, and explain why. 	<ul style="list-style-type: none"> • I compare the mass of several objects, using balance scales, and explain my findings.
	<ul style="list-style-type: none"> • With help, I can make two sets of identical objects to show equal or unequal numbers. 	<ul style="list-style-type: none"> • I can make two sets of identical objects to show equal OR unequal numbers. 	<ul style="list-style-type: none"> • I can make two sets of identical objects to show equal AND unequal numbers. 	<ul style="list-style-type: none"> • I can compare two sets of identical objects to show equal and unequal numbers AND make changes to those sets to show equal or unequal numbers.
	<ul style="list-style-type: none"> • With help, I can show equal or not equal using an equal sign or not equal sign when comparing two numbers. 	<ul style="list-style-type: none"> • I can show equal OR not equal using an equal or not equal sign when comparing two numbers. 	<ul style="list-style-type: none"> • I can show equal and unequal using an equal and not equal sign when comparing two numbers. 	<ul style="list-style-type: none"> • I can show equal and not equal using an equal and not equal sign when comparing two numbers or two number sentences.
	<ul style="list-style-type: none"> • With help, I can solve problems about equal and not equal concretely OR pictorially. 	<ul style="list-style-type: none"> • I can solve problems about equal and not equal concretely OR pictorially. 	<ul style="list-style-type: none"> • I can solve problems about equal and not equal concretely AND pictorially. 	<ul style="list-style-type: none"> • I can solve problems about equal and unequal in a variety of ways concretely and pictorially and create statements.
Comments				