Mathematics Grade 2
Shape and Space (SS)

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.
SS2.1 **Demonstrate understanding of non-standard units for linear measurement by:** • **describing the choice and appropriate use of non-standard units** • **estimating** • **measuring** • **comparing and analyzing measurements.**	• **With help**, I can choose a non-standard unit for length.	• I can **choose a non-standard unit** for length.	• I can **choose a non-standard unit for length and defend my choice.**	• I can choose more than one non-standard unit for length **and defend my choices.**
	• **With help**, I can estimate length using non-standard units.	• I can estimate length using at **least one** non-standard unit	• I can **estimate length** using non-standard units.	• I can **explain strategies to estimate length** using non-standard units.
	• **With help**, I can measure an object using a non-standard unit.	• I can **measure** an object using a non-standard unit.	• I can **accurately measure** an object using a non-standard unit.	• I can accurately measure an object using a non-standard unit **and explain my process.**
	• **With help**, I can use **one non-standard unit** to compare length or put the objects in order.	• I can use **one non-standard unit** to compare length **OR** put the objects in order.	• I can use **one non-standard unit** to compare length **AND** put the objects in order.	• I can use **more than one non-standard unit** to compare length **AND** put the objects in order.

Comments:

Good Spirit SCHOOL DIVISION

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SS2.2 **Demonstrate understanding of non-standard units for measurement of mass by:** • **describing the choice and appropriate use of non-standard units** • **estimating** • **measuring** • **comparing and analyzing measurements**	• **With help**, I can choose a non-standard unit for mass.	• I can choose a non-standard unit for mass.	• I can **choose a non-standard unit for mass and defend my choice**.	• I can choose **more than one non-standard unit** for mass and defend my choice.
	• **With help**, I can estimate mass using at least one non-standard unit.	• I can estimate mass using at least **one non-standard unit.**	• I can **estimate mass** using non-standard units.	• I can **explain strategies** to estimate mass using non-standard units.
	• **With help**, I can measure the mass of an object using a non-standard unit.	• I can measure the mass of an object using a non-standard unit.	• I can **accurately measure the mass of an object** using a non-standard unit.	• I can accurately measure the mass of an object using a non-standard unit and **explain my process.**
	• **With help**, I can use one non-standard unit to compare mass **OR** put the objects in order.	• I can use one non-standard unit to compare mass **OR** put the objects in order.	• I can use one non-standard unit **to compare mass AND** put the objects in order.	• I can use **more than one non-standard unit** to compare mass **AND** put the objects in order.

Comments:

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SS2.3 **Describe, compare, and construct 3-D objects, including:** • **cubes** • **spheres** • **cones** • **cylinders** • **pyramids.**	• **With help**, I can name the attributes of a cube, sphere, cone, cylinder, **OR** pyramid.	• I can **name some** of the attributes of a cube, sphere, cone, cylinder, **OR** pyramid.	• I can describe **many** attributes of a cube, sphere, cone, cylinder, **AND** pyramid.	• I can name the attributes of a 3-D shapes that is not a cube, sphere, cone, cylinder, and pyramid.
	• **With help**, I can compare the attributes of a cube, sphere, cone, cylinder, **OR** a pyramid.	• I can compare the attributes of a cube, sphere, cone, cylinder, **OR** a pyramid.	• I can compare the attributes of cubes, spheres, cones, cylinders, **AND** pyramids and tell about them.	• I can compare the attributes of 3-D shapes **that are not** a cube, sphere, cone, cylinder, and pyramid, and tell about them.
	• **With help,** I can sort 3-D objects by two attributes.	• I can sort 3-D objects by two attributes.	• I can sort 3-D objects by two attributes **AND** explain the sorting rule.	• I can sort 3-D objects by **more than two attributes** and explain the sorting rule.
	• **With help,** I can construct one 3-D object.	• I can construct **one 3-D object.**	• I can construct one 3-D object **AND** tell about it.	• I can construct **more than one 3-D** object and tell about the models.
Comments				

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SS2.4 **Describe, compare, and construct 2-D shapes, including:** • **triangles** • **squares** • **rectangles** • **circles.**	• I can name given examples of triangles, squares, rectangles and circles.	• I can name examples of triangles, rectangles, squares and circles and describe **a few** attributes of **some** of the shapes.	• I can describe examples of triangles, rectangles, squares and circles around me.	• I can describe examples of triangles, rectangles, squares and circles around me, group them **and** explain the reasons for the groupings.
	• **With help**, I can sort 2D triangles, squares, rectangles and circles	• I can **sort** 2D triangles, squares, rectangles or circles.	• I can **compare** 2D triangles, squares, rectangles **AND** circles by naming **several** attributes.	• I can compare 2D triangles, squares, rectangles and circles **used in a composite model** using their attributes.
	• I can make a 2D shape model of **a few** of the shapes including triangles, rectangles, squares or circles.	• I can make a 2D shape model of **most** of the shapes including triangles, rectangles, squares **OR** circles.	• I can make a 2-D shape model of **each of the following** shapes: triangles, rectangles, squares **AND** circles.	• I can make 2D shape models **that include** triangles, rectangles, squares and circles **and tell about their differences and similarities.**
Comments				

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SS2.5 **Demonstrate understanding of the relationship between 2-D shapes and 3-D objects.**	• **With help,** I can explain a few similarities **OR** differences of pre-sorted objects and shapes.	• I can explain **a few** similarities **OR** differences of pre-sorted objects and shapes.	• I can **explain several differences AND similarities** of pre-sorted objects and shapes.	• I can explain many differences and similarities of pre-sorted objects and shapes.
	• **With help**, I can tell how a 2D shape is like a 3D object.	• I can tell how a 2D shape is like a 3D object.	• I can identify 2D shapes (square, triangle, circle) that make up the faces of 3D shapes (cube, pyramid, sphere, cone, and cylinder) **and can explain my thinking**.	• I can identify 2D shapes (square, triangle, circle) that make up the faces of 3D shapes (cube, pyramid, sphere, cone, and cylinder) **I find in the environment, and can explain my thinking**.
Comments				