# Second Grade Module 2

# Subtraction to 100 and

# the Cancellation Indicators

# Check-Up Data Table

## Introduction

Divide the number correct by the points possible and multiply by 100 to get the percent correct for each objective.

## Part 1 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Reading unnumbered problems about subtraction within 100 in a vertical format (Questions 1.1-1.2) |  | 11 |  |
| Reading a minus sign in a problem in a vertical format (Questions 1.1-1.2) |  | 11 |  |
| Reading numbers 0-99 in a problem in a vertical format (Questions 1.1-1.2) |  | 11 |  |
| Reading a separation line as equals or separation line in a problem in a vertical format (Questions 1.1-1.2) |  | 11 |  |
| Using the count back strategy to subtract within 100 (Questions 1.3) |  | 6 |  |
| Using the Counting to 120 Chart and/or skip counting backwards strategy to subtract within 100 (Questions 1.4) |  | 6 |  |

## Part 2 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Writing the answer, regardless if the answer is correct or not, to a subtraction problem in a vertical format (Question 2.1) |  | 8 |  |
| Writing the minus sign in vertically aligned problems (Questions 2.2-2.3) |  | 10 |  |
| Writing numbers 0-99 without a numeric indicator in vertically aligned problems (Questions 2.2-2.3) |  | 10 |  |
| Writing the separation line in vertically aligned problems (Questions 2.2-2.3) |  | 10 |  |
| Double spaces by pushing the line spacing key twice between problems (Questions 2.2-2.3) |  | 10 |  |
| Writing problems about subtraction within 100 in a vertical format (Questions 2.2-2.3) |  | 10 |  |

## Part 3 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Reading an unnumbered subtraction problem, involving two-digit numbers and cancellation indicators, in a vertical format (Questions 3.1-3.4) |  | 4 |  |
| Writing the answer to an unnumbered subtraction problem, involving two-digit numbers and cancellation indicators (Question 3.5) |  | 4 |  |
| In an unnumbered problem set, fluently subtracting within 100 in a vertical format using strategies based on place value and/or manipulatives (Questions 3.6-3.7) |  | 8 |  |