

Addition and Subtraction Within 100: Marking Guide

Task

Students present a labelled model or report on addition and subtraction within 100.

Curriculum Alignment

Students investigate addition and subtraction within 100 ([Outcome](#)). The rubric assesses:

- Recall and apply addition and subtraction number facts with addends to 10 and related subtraction facts ([Skills](#)).
- Add numbers up to a sum of 100 and subtract numbers with a maximum minuend of 100 ([Skills](#)).
- Verify a sum or difference using inverse operations ([Skills](#)).
- Solve problems using addition and subtraction of countable quantities or measurable lengths ([Skills](#)).

Rubric

Criterion	Beginning	Developing	Proficient	Exemplary
Accuracy of calculations	Calculations contain multiple errors. Sums or differences are incorrect.	Some calculations are correct; others contain errors. Shows inconsistent accuracy.	Calculations are accurate. Sums and differences are correct within 100.	Calculations are accurate and verified using inverse operations.
Use of strategies	No clear strategy shown. Work is unclear or missing.	Uses one strategy inconsistently. Strategy may be partially applied or confusing.	Uses a clear strategy such as making tens or doubles. Strategy is applied correctly.	Uses multiple strategies flexibly. Explains why a strategy works.
Labelling and representation	Model or report has no labels or labels are missing. Representation is unclear.	Model or report has some labels. Representation is partially clear or incomplete.	Model or report is clearly labelled. Numbers and quantities are easy to identify.	Model or report is clearly labelled with all parts identified. Representation shows understanding of composition.
Problem solving	Does not solve the problem or solution is incorrect.	Attempts to solve but solution is incomplete or partially correct.	Solves the problem correctly using addition or subtraction.	Solves the problem and shows how the same sum can be made in more than one way.

Scoring

Assign point values to each level: Beginning = 1 point, Developing = 2 points, Proficient = 3 points, Exemplary = 4 points. Add the points achieved across all four criteria. Use the following bands to determine the overall level: 4–6 = Beginning, 7–10 = Developing, 11–14 = Proficient, 15–16 = Exemplary.

Notes for the Teacher

- Look for evidence that the student can work with numbers up to 100, not just within the teens. Accept any correct strategy, whether it uses tens, doubles, or counting on.
- When a student verifies using inverse operations (for example, checking $25 + 15 = 40$ by calculating $40 - 15 = 25$), mark the Accuracy criterion at Exemplary even if the initial calculation took longer.
- Accept models in any form: drawings, base-ten blocks, number lines, or written equations. A sum can be composed in multiple ways.
- For the Problem Solving criterion, "more than one way" means the student shows $35 = 30 + 5$ and $35 = 20 + 15$, for example. This aligns to the understanding that a sum can be composed in multiple ways ([Understanding](#)).