

Addition and Subtraction within 100 Rubric

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 application of addition and subtraction number facts and strategies ([Skills](#))
- Understanding that a sum can be composed in multiple ways ([Understanding](#))
- Understanding that addition and subtraction represent quantities or lengths ([Understanding](#))
- Ability to verify sums or differences using inverse operations ([Skills](#))

Rubric

Criterion	Beginning	Developing	Proficient	Exemplary
Accuracy of calculation	Calculations contain multiple errors. Sums or differences are incorrect.	Most calculations are correct, but one or two errors appear.	All calculations are correct within 100.	All calculations are correct and shown with clear working.
Use of strategy	No clear strategy is shown. Student guesses or counts on fingers.	One strategy is attempted but applied inconsistently.	Student applies one appropriate strategy (doubles, making tens, or inverse operations) correctly.	Student applies multiple strategies and explains why each works.
Labels and model clarity	Model is missing or unlabelled. It is hard to follow.	Model is present but labels are incomplete or unclear.	Model is clear and all parts are labelled with numbers and operation symbols.	Model is clear, detailed, and labelled. Visual representation matches the calculation exactly.
Composition of sums	Student shows only one way to make a sum.	Student shows two ways to compose a sum.	Student shows at least two different ways to compose the same sum.	Student shows three or more ways to compose a sum and explains the pattern.

Scoring

Add the level points for each criterion: Beginning = 1, Developing = 2, Proficient = 3, Exemplary = 4.

- 4 to 5 points: Beginning
- 6 to 9 points: Developing
- 10 to 13 points: Proficient
- 14 to 16 points: Exemplary

Notes for the teacher

- Look for evidence of strategy, not just correct answers. A student who counts on but arrives at the right sum is developing; a student who uses making tens is proficient.

- Labels must include numbers and operation symbols (+ or "). A model without labels cannot be marked higher than Developing.
- When assessing composition of sums, accept any representation: tens and ones blocks, number lines, drawings, or equations. The key is showing different ways to reach the same total.
- If a student verifies their work using the inverse operation (for example, checking $24 + 15 = 39$ by doing $39 - 15 = 24$), mark the accuracy and strategy criteria at Proficient or Exemplary.