

Marking Guide: Addition and Subtraction Within 100

Task

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

Curriculum alignment

Students investigate addition and subtraction within 100 ([Outcome](#)), part of the organizing idea that quantity is measured with numbers that enable counting, labelling, comparing, and operating ([Guiding question](#)).

The task draws on these outcomes:

- Recall addition facts with addends to 10 and related subtraction facts, and add and subtract within 100 ([Skills](#), [Skills](#)).
- Show that a sum can be composed in more than one way, including with more than two addends ([Understanding](#), [Skills](#)).
- Use strategies such as making multiples of ten and using doubles ([Knowledge](#), [Knowledge](#)).
- Show that addition and subtraction can represent countable quantities or measurable lengths ([Understanding](#), [Understanding](#)).
- Verify a sum or difference using inverse operations ([Skills](#)).

Rubric

Criterion	Beginning	Developing	Proficient	Exemplary
Number facts and computation	Adds or subtracts within 100 with many errors, even with support.	Adds and subtracts within 100 with some errors; needs prompts for facts to 10.	Adds and subtracts within 100 correctly, using facts to 10 and related subtraction facts (Skills).	Adds and subtracts within 100 correctly and quickly, and checks answers using inverse operations (Skills).
Composing sums	Shows only one way to make a sum, or the sum is incorrect.	Shows a sum made two ways with adult help.	Shows a sum composed in more than one way, including with more than two addends (Skills, Understanding).	Shows several ways to compose the same sum, including three or more addends, without help (Skills).
Strategy use	Uses counting by ones only, with no other strategy shown.	Attempts a strategy such as making tens, but applies it inconsistently.	Uses a clear strategy, such as making multiples of ten or using doubles, to solve problems (Knowledge).	Explains why a strategy works and chooses it deliberately for the numbers involved (Knowledge, Knowledge).

Representing quantities and problems	Model or report does not connect numbers to real quantities or lengths.	Model shows a quantity or length, but the connection to the number sentence is unclear.	Model or report clearly shows addition or subtraction of countable quantities or lengths (Understanding).	Model or report clearly shows quantities or lengths and solves a problem using them (Skills, Understanding).
--------------------------------------	---	---	---	--

Scoring

Score each of the four criteria as Beginning (1), Developing (2), Proficient (3), or Exemplary (4). Add the four scores for a total out of 16.

- 4 to 6: Beginning overall
- 7 to 10: Developing overall
- 11 to 13: Proficient overall
- 14 to 16: Exemplary overall

A score of Beginning on any single criterion signals a specific gap to address, even if the total lands in a higher band.

Notes for the teacher

- Look for the strategy the student names or draws, not just the final answer. A correct sum with no visible strategy still sits at Developing for that criterion.
- Accept any valid way of composing a sum, including with three or more addends. Do not require a specific method ([Skills](#)).
- Let students explain their model orally if writing is a barrier. Score the math shown, not the writing quality.
- Keep a few sample models at each level to compare against, so scoring stays consistent across the class.