

Addition and Subtraction within 100: Grade 2 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](#))
- Composition of sums in multiple ways ([Skills](#))
- Verification of sums or differences using inverse operations ([Skills](#))
- Representation of addition and subtraction with countable quantities or measurable lengths ([Understanding](#))

Rubric

Criterion	Beginning	Developing	Proficient	Exemplary
Number facts and strategies	Attempts addition or subtraction with frequent errors; shows little use of strategies.	Recalls some number facts accurately; uses one strategy inconsistently.	Recalls most number facts; applies a strategy to solve addition and subtraction within 100.	Recalls all number facts; flexibly applies multiple strategies (doubles, multiples of 10).
Composition of sums	Shows one way to make a sum or does not attempt composition.	Shows two ways to compose a sum with some accuracy.	Shows three or more ways to compose a sum accurately.	Shows multiple ways to compose a sum and explains why order does not change the total.
Verification and inverse operations	Does not check the answer or attempt are unclear.	Checks one answer but verification method is incomplete or unclear.	Checks answers using inverse operations (addition to verify subtraction, or vice versa).	Consistently verifies sums and differences; explains how inverse operations confirm accuracy.
Labelling and representation	Model or report lacks labels or shows unclear connection to the problem.	Model or report has some labels; representation partially matches the quantities or lengths.	Model or report is clearly labelled; representation accurately shows countable quantities or lengths.	Model or report is clearly labelled with units; representation elegantly shows the problem and solution.

Scoring

Add the level points across all four criteria. Assign points as follows: 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 use, not just correct answers. A child who counts on by ones to solve $23 + 5$ is developing; a child who recognizes $23 + 5$ as $20 + (3 + 5)$ is proficient.
- When checking composition of sums, accept any representation: pictures, ten-frames, number lines, or written equations. The key is showing that 15 can be $10 + 5$, or $8 + 7$, or $6 + 9$.
- Inverse operations mean the student adds to check subtraction (e.g., $15 - 7 = 8$, so $8 + 7 = 15$) or subtracts to check addition. Accept any clear method the child can explain.
- Labelling includes numbers, operation symbols, and units (if measuring length). A model of $24 + 13$ should show which groups represent 24, which represent 13, and what the total is.