**Year 1 Rubric: Four Operations**

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|  | **Uses effective written methods to add and subtract whole numbers** | | **Uses effective mental methods to add and subtract whole numbers** | | |
| **Developing (Phase 1-2)** | **Addition**  I can add whole numbers using materials   * Use materials to add 2 single digit numbers with recording * Add whole numbers by using the largest number first and counting on using single digits   **Subtraction**   * Use materials to subtract 2 single digit numbers with recording   Practically identify odd and even numbers using manipulatives | | **Addition**   * Add mental combinations of 2 single digit numbers (counting on) * Add whole numbers by using the largest number first and counting on using single digits * Recall double numbers to 5+ 5   **Subtraction**   * Subtract mental combinations of 2 single digit numbers (counting back) | | |
|  | **Uses effective written methods to add and subtract whole numbers** | | **Uses effective mental methods to add and subtract whole numbers** | | |
| **Meets Expectations (Phase 2)** | **Addition**  I can add whole numbers using materials   * Use materials to add a 2 digit number to a single digit with recording   **Subtraction**  I can subtract whole numbers using materials   * Use materials to subtract a single digit number from a 2 digit number with recording | | **Addition**   * Add mental combinations of a 2 digit number to a single digit * Add whole numbers by using the largest number first and counting on using 2 digit numbers * Recall double numbers to 10 + 10 * I can add whole numbers by using a part whole strategy   Use ten facts to solve basic problems, e.g. 8 +4 = 12 so 8 + 2 = 10 + 2 = 12 | | |
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| **Year 1 Rubric: Four operations** | | | | | |
|  | **Uses effective written methods to add and subtract whole numbers** | **Uses effective mental methods to add and subtract whole numbers** | | **Can model mental and written methods to multiply whole numbers.** | **Can model the relationship between multiplication and division.** |
| **Exceeds Expectations (Phase 1-2)** | Addition  Use the language and symbols of addition (add, plus, sum, total equals)  Can add numbers up to 20 using   * Number lines * Tens frames   Uses materials to add numbers up to 20 showing recording  Can bundle objects into groups of 10 to support addition.  Solve simple single digit addition problems  Subtraction  Use the language and symbols of Subtraction (takeaway, minus, difference, less, subtract, total equals)  Can subtract numbers from 20 using   * Number lines * Tens frames   Uses materials to subtract numbers from 20 showing recording  Is beginning to regroup objects from groups of 10 to support subtraction.  Solve simple single digit subtraction problems | Recalls number bonds to 10  Recalls doubles  Understands addition can be done in any order.  Solve one step addition (joining) problem with answers up to 20, by counting all the objects in their head (by imaging)  4+3=□, 8+5=□, 16+2=□,  Solve one step subtraction (take away) problems, with the starting numbers up to 20, by counting all the objects in their head (by imaging)  5-3=□, 10-3=□, 13-4=□ | | Recognise and make groups of the same number  Can explain in terms of “groups of” | Groups and shares collections of objects equally  Can explain in terms of “equal shares” |