



Unit 1: Numbers 0 to 10

Primary 1

Student is able to:

- 1) Count within 10.
- 2) Demonstrate a number pattern using a variety of ways.
- 3) Derive an accurate answer.

Band Descriptors for Math Performance Task				
Criteria	Novice	Apprentice	Practitioner	Expert
Understanding	<p>Not able to understand the task.</p> <p>Not able to see the number pattern.</p> <p>Does not know the sequence of days in a week.</p>	<p>Able to see the relationship between the numbers and days.</p> <p>Able to see the pattern of 1 but cannot reach the final answer.</p>	<p>Able to see the number pattern of 1 and able to reach the final answer.</p>	<p>Able to understand what the task requires.</p> <p>Able to see the number pattern and reach the final answer.</p> <p>Able to include diagrams/ tables/ pictures to reflect an understanding of the number pattern.</p>
Strategies, Reasoning, Procedures	<p>Not able to count on or backwards within 10 to derive the answer.</p>	<p>Tried to count on or backwards within 10 but not able to derive the accurate answer.</p>	<p>Able to count on or backwards within 10 correctly and consistently and an accurate answer is derived.</p>	<p>Able to use various strategies to derive the final correct answer.</p>
Communication	<p>Cannot write/ verbalise final answer; uses little or no Math language and symbols to explain.</p> <p>E.g. Not able to use pictures, a table or numbers to communicate his/ her understanding of number pattern.</p>	<p>Communicated his/her understanding of the task by using one method but not able to derive the accurate answer.</p> <p>E.g. Able to use either pictures, a table or numbers to communicate his/ her understanding of number pattern but not able to derive the final answer.</p>	<p>Able to represent work in a clear and organised manner.</p> <p>Able to state final answer and use appropriate Math language and symbols to explain.</p> <p>Communicated his/ her understanding of the task by using one method to derive the accurate answer.</p> <p>E.g. Able to use one of the following: pictures, a table or numbers to communicate his/ her understanding of number pattern.</p>	<p>Able to represent work in a clear and organised manner.</p> <p>Able to state final answer and use appropriate Math language and symbols to explain.</p> <p>Communicated his/ her understanding of the task by using two or three methods to derive the accurate answer.</p> <p>E.g. Able to use two or three of the following: pictures, a table or numbers to communicate his/ her understanding of number pattern.</p>



Unit 2: Number Bonds

Primary 1

Student is able to:

- 1) Break up a set of objects into 2 parts within 10.
- 2) Make 10 using number bonds.
- 3) Complete a sentence to make 10.

Band Descriptors for Math Performance Task				
Criteria	Novice	Apprentice	Practitioner	Expert
Understanding	Not able to understand the task. Not able to break up a set of objects into 2 parts within 10. Not able to make 10. Does not know Part-Part-Whole (P-P-W) concept/ relationship in number bonds.	Shows some understanding of P-P-W concept/ relationship in number bonds.	Able to see the relationship in a number bond and able to derive an accurate answer.	Able to understand what the task requires. Able to see the relationship in number bonds and reach the final answer. Able to include pictures, a number bond and a sentence to reflect an understanding of number bonds.
Strategies, Reasoning, Procedures	Not able to make 10 using P-P-W in a number bond.	May attempt to use pictures and colours to demonstrate P-P-W concept but not able to derive an accurate answer.	Able to grasp P-P-W concept correctly and consistently and derive an accurate answer.	Able to use various strategies to derive the final correct answer.
Communication	Cannot write/ verbalise final answer; uses little or no Math language and symbols to explain. E.g. Not able to use pictures, number bonds or a sentence to communicate his/ her understanding of number bonds.	Communicated his/her understanding of the task by using one method but not able to derive the accurate answer. E.g. Able to use either pictures, a number bond or a sentence to communicate his/ her understanding of number bonds but not able to derive the final answer.	Able to represent work in a clear and organised manner. Able to state final answer and use appropriate Math language and symbols to explain. Communicated his/ her understanding of the task by using one method to derive the accurate answer . E.g. Able to use one of the following: pictures, a number bond or a sentence to communicate his/ her understanding of number bonds.	Able to represent work in a clear and organised manner. Able to state final answer and use appropriate Math language and symbols to explain. Communicated his/ her understanding of the task by using two or three methods to derive the accurate answer . E.g. Able to use two or three of the following: pictures, a number bond or a sentence to communicate his/ her understanding of number bonds.



Unit 3: Addition

Student is able to:

- 1) Draw to add based on the given word problem.
- 2) Write an addition sentence based on the given word problem.
- 3) Complete a sentence based on the given word problem.

Band Descriptors for Math Performance Task				
Criteria	Novice	Apprentice	Practitioner	Expert
Understanding	Not able to understand the word problem.	Shows some understanding of the word problem.	Able to see the relationship in the word problem and able to solve.	Have a good grasp of the relationship in the word problem.
Strategies, Reasoning, Procedures	Not able to draw to add based on the word problem. Not able to write an addition number sentence based on the given word problem. Not able to complete a statement based on the given word problem.	May attempt to solve the problem by drawing but not able to derive an accurate answer.	Able to solve the problem using drawing or/ and Mathematical symbols.	Able to use a variety of strategies to solve the word problem.
Communication	Cannot write/ verbalise final answer; uses little or no Math language and symbols to explain. E.g. Not able to use pictures, number sentence or complete the statement to communicate his/ her understanding of the word problem.	Communicated his/her understanding of the task by using one method but not able to derive the accurate answer. E.g. Able to use either pictures or number sentence to communicate his/ her understanding of the word problem but not able to derive the final answer.	Able to represent work in a clear and organised manner. Able to state final answer and use appropriate Math language and symbols to explain. Communicated his/ her understanding of the task by using one method to derive the accurate answer . E.g. Able to use one of the following: pictures, a number sentence or a statement to communicate his/ her understanding of the word problem.	Able to represent work in a clear and organised manner. Able to state final answer and use appropriate Math language and symbols to explain. Communicated his/ her understanding of the task by using two or three methods to derive the accurate answer . E.g. Able to use two or three of the following: pictures, a number sentence or a statement to communicate his/ her understanding of the word problem.



ELIAS PARK PRIMARY SCHOOL

Primary One Maths Practical (Term 2) Assessment Rubric Descriptors

Measurement	★	★★	★★★	★★★★
Comparison of lengths	<ul style="list-style-type: none"> Compare the lengths of one given set of objects accurately 	<ul style="list-style-type: none"> Compare the lengths of two given sets of objects accurately 	<ul style="list-style-type: none"> Compare the lengths of three given sets of objects accurately 	<ul style="list-style-type: none"> Compare the lengths of four given sets of objects accurately
Measurement of lengths in non-standard units	<ul style="list-style-type: none"> Measure the length of one given object in non-standard units accurately 	<ul style="list-style-type: none"> Measure the lengths of two given objects in non-standard units accurately 	<ul style="list-style-type: none"> Measure the lengths of three given objects in non-standard units accurately 	<ul style="list-style-type: none"> Measure the lengths of four given objects in non-standard units accurately
Comparison of masses	<ul style="list-style-type: none"> Compare the masses of one given set of objects accurately 	<ul style="list-style-type: none"> Compare the masses of two given sets of objects accurately 	<ul style="list-style-type: none"> Compare the masses of three given sets of objects accurately 	<ul style="list-style-type: none"> Compare the masses of four given sets of objects accurately
Measurement of masses in non-standard units	<ul style="list-style-type: none"> Measure the mass of one given object in non-standard units accurately 	<ul style="list-style-type: none"> Measure the masses of two given objects in non-standard units accurately 	<ul style="list-style-type: none"> Measure the masses of three given objects in non-standard units accurately 	<ul style="list-style-type: none"> Measure the masses of four given objects in non-standard units accurately



Student is able to:

- 1) Add two numbers within 20 using the 'count on' method on the number line.
- 2) Write an addition number sentence within 20 based on the given word problem.
- 3) Complete a statement based on the given word problem.

Band Descriptors for Math Performance Task				
Criteria	Novice	Apprentice	Practitioner	Expert
Understanding	Not able to understand the word problem.	Shows some understanding of the word problem.	Able to see the relationship in the word problem and able to solve.	Have a good grasp of the relationship in the word problem.
Strategies, Reasoning, Procedures	Not able to use the number line to 'count on'. Not able to write an addition number sentence based on the given word problem. Not able to complete a statement based on the given word problem.	May attempt to solve the problem by using the 'count on' method (number line) but not able to derive an accurate answer.	Able to solve the problem using the number line to count on and Mathematical symbols.	Able to use a variety of strategies to solve the word problem.
Communication	Cannot write/ verbalise final answer; uses little or no Math language and symbols to explain. E.g. Not able to use the number line, number sentence or complete the statement to communicate his/ her understanding of the word problem.	Communicated his/her understanding of the task by using one method but not able to derive the accurate answer. E.g. Able to use either the number line or number sentence to communicate his/ her understanding of the word problem but not able to derive the final answer.	Able to represent work in a clear and organised manner. Able to state final answer and use appropriate Math language and symbols to explain. Communicated his/ her understanding of the task by using one method to derive the accurate answer . E.g. Able to use one of the following: the number line, a number sentence or a statement to communicate his/ her understanding of the word problem.	Able to represent work in a clear and organised manner. Able to state final answer and use appropriate Math language and symbols to explain. Communicated his/ her understanding of the task by using two or three methods to derive the accurate answer . E.g. Able to use two or three of the following: the number line, a number sentence or a statement to communicate his/ her understanding of the word problem.