



Student is able to:

- 1) Interpret numbers within 100 in terms of tens and ones.
- 2) Express ones, tens and hundreds.

Band Descriptors for Math Performance Task				
Criteria	Novice	Apprentice	Practitioner	Expert
Understanding	<p>Not able to understand the task.</p> <p>Does not understand the term 'digit'.</p> <p>Does not understand the place values</p>	<p>Able to understand the term 'digit'.</p> <p>Able to understand the place values.</p> <p>Not able to reach the final answer.</p>	<p>Able to understand the task</p> <p>Able to understand the term 'digit'.</p> <p>Able to understand the place values.</p> <p>Able to reach the final answer.</p>	<p>Able to understand what the task required.</p> <p>Able to understand the term 'digit'.</p> <p>Able to understand the place values.</p> <p>Able to reach the final answer.</p>
Strategies, Reasoning, Procedures	<p>Does not know the place value of hundreds, tens and ones to solve the riddle.</p> <p>Not able to subtract without renaming to complete the first step</p> <p>Not able to add without renaming to complete second step.</p>	<p>Knows the place value of hundreds, tens and ones to solve the riddle.</p> <p>Sees the relationship between the place values</p> <p>Able to subtract without renaming to do the first step but not able to get the right answer.</p> <p>Not able to add without renaming to complete the second step.</p>	<p>Knows the place value of hundreds, tens and ones to solve the riddle.</p> <p>Sees the relationship between the place values</p> <p>Able to subtract without renaming to do the first step and able to get the right answer.</p> <p>Able to add without renaming to complete the second step.</p>	<p>Able to employ 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 diagrams, statements or numbers to communicate their understanding of task</p>	<p>Communicated his/ her understanding of the task by using one method but unable to derive the accurate answer.</p> <p>E.g. able to use diagrams, statement or numbers to communicate their understanding of task</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 diagrams, statement or numbers to communicate their understanding of task</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 at least two methods to derive the accurate answer.</p> <p>E.g. able to use diagrams, tables or numbers to communicate their understanding of task.</p>



Unit 2: Addition and Subtraction within 1000

Student is able to:

- 1) Add and Subtract within 1000 with renaming once.
- 2) Solve 2 step word problems involving addition and subtraction.

Band Descriptors for Math Performance Task				
Criteria	Novice	Apprentice	Practitioner	Expert
Understanding	Not able to understand the task. Does not understand that the people is made up of women, men and children	Able to see the relationship between the number of people to the number of women, men and children Able to understand that the number of children is what they have to find	Able to see the relationship between the number of people to the number of women, men and children and reach the final answer	Able to understand what the task requires. Able to see the relationship between the number of people to the number of women, men and children and reach the final answer Able to include diagrams/statements/algorithm about their understanding of word problem.
Strategies, Reasoning, Procedures	Does not know the place value of hundreds, tens and ones to do the algorithm. Does not see the relationship between the number people to the number of men, women and children. Not able to add without renaming to complete first step. Not able to subtract with renaming to complete second step.	Knows the place value of hundreds, tens and ones to do the algorithm. Sees the relationship between the number of people to the number of men, women and children. Able to subtract and add without renaming to do the first step but not able to get the right answer. Not able to subtract and add with renaming to complete the second step.	Sees the relationship between the number of people to the number of men, women and children. Able to subtract and add without renaming to do the first step but not able to get the right answer. Able to subtract and add with renaming to complete the second step to reach the final correct answer.	Able to employ 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 modal, statement or algorithm to communicate their understanding of task.	Communicated his/ her understanding of the task by using one method to derive the accurate answer. E.g. able to use modal, statement or algorithm to communicate their understanding of task.	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 methods to derive the accurate answer. E.g. able to use a combination of 2 of the following: modal, statements or algorithm to communicate their understanding of task.	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 methods to derive the accurate answer. E.g. able to use a combination of 2 of the following: modal, statements or algorithm to communicate their understanding of task.



ELIAS PARK PRIMARY SCHOOL

Primary Two Maths Practical (Term 2) Assessment Rubric Descriptors

Measurement	★	★★	★★★	★★★★
Estimation and measurement in metres	<ul style="list-style-type: none"> Estimate and measure the length of one given object in metres accurately 	<ul style="list-style-type: none"> Estimate and measure the lengths of two given objects in metres accurately 	<ul style="list-style-type: none"> Estimate and measure the lengths of three given objects in metres accurately 	<ul style="list-style-type: none"> Estimate and measure the lengths of four given objects in metres accurately
Estimation and measurement in centimetres	<ul style="list-style-type: none"> Estimate and measure the length of one given object in centimetres accurately 	<ul style="list-style-type: none"> Estimate and measure the lengths of two given objects in centimetres accurately 	<ul style="list-style-type: none"> Estimate and measure the lengths of three given objects in centimetres accurately 	<ul style="list-style-type: none"> Estimate and measure the lengths of four given objects in centimetres accurately
Estimation and measurement in kilograms	<ul style="list-style-type: none"> Estimate and measure the mass of one given object in kilograms accurately 	<ul style="list-style-type: none"> Estimate and measure the masses of two given objects in kilograms accurately 	<ul style="list-style-type: none"> Estimate and measure the masses of three given objects in kilograms accurately 	<ul style="list-style-type: none"> Estimate and measure the masses of four given objects in kilograms accurately
Estimation and measurement in grams	<ul style="list-style-type: none"> Estimate and measure the mass of one given object in grams accurately 	<ul style="list-style-type: none"> Estimate and measure the masses of two given objects in grams accurately 	<ul style="list-style-type: none"> Estimate and measure the masses of three given objects in grams accurately 	<ul style="list-style-type: none"> Estimate and measure the masses of four given objects in grams accurately



Unit 5: Multiplication and Division

Primary 2

Student is able to:

- 1) Write number sentences for given situations involving addition and multiplication.
- 2) Solve one-step word problems involving multiplication.

Band Descriptors for Math Performance Task				
Criteria	Novice	Apprentice	Practitioner	Expert
Understanding	Does not understand the task. Does not understand the meaning of 'per'.	Able to understand there is a relationship between the number of children and the cost 'per' child. Does not understand that the numbers are to be added repeatedly or multiplied to get the answer.	Able to understand there is a relationship between the number of children and the cost 'per' child. Able to understand that the numbers are to be added repeatedly or multiplied to get the answer. Not able to get the right answer.	Able to understand what the task requires. Able to multiply the number of children by 3 Able to include diagrams/statements/algorithm about their understanding of word problem. Able to get the right answer.
Strategies, Reasoning, Procedures	Does not see the relationship between the number of children and the cost spent on each child.	Sees the relationship between the number of children and the cost 'per' child. Not able to write out the repeated addition facts and may add the 9 children to the \$3 to get the wrong answer.	Sees the relationship between the number of children and the amount spent. Able to write out the repeated addition facts but does not get the right answer. Able to write out the correct multiplication sentence but does not get the right answer.	Sees the relationship between the number of children and the amount spent. Able to employ 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 model, statement or algorithm to communicate their understanding of task.	Communicated his/ her understanding of the task by using one method but unable to derive the accurate answer. E.g. able to use model, statement or algorithm to communicate their understanding of task.	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: model, statements or algorithm to communicate their understanding of task.	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 methods to derive the accurate answer. E.g. able to use a combination of 2 of the following: model, statements or algorithm to communicate their understanding of task.



Unit 6: Multiplication Tables of 2 and 3

Primary 2

Student is able to:

- 1) Divide numbers within the multiplication table of 3
- 2) Solve one-step word problems involving division by 3

Band Descriptors for Math Performance Task

Criteria	Novice	Apprentice	Practitioner	Expert
Understanding	Not able to understand the task. Does not understand the concept of total. Does not understand the terms 'equally' and 'each'.	Knows that the total is 21 cookies. Able to share out the 21 cookies but unable to understand that there are 3 groups to divide. Divides by 2 instead Unable to reach the final answer.	Knows that the total is 21 cookies. Able to understand that there are 3 groups. Able to share out the 21 cookies equally for each friend. Unable to reach the final answer.	Knows that the total is 21 cookies. Able to understand that there are 3 groups. Able to share out the 21 cookies equally for each friend. Able to reach the final answer.
Strategies, Reasoning, Procedures	Does not know there are 3 groups. Does not see the relationship between division, multiplication and addition. Not able to group the total number into 3 groups to show equal number of cookies in each group.	Sees the relationship between division, multiplication and addition. Able to put the cookies equally into 2 of the 3 groups to do the first step but not able to get the right answer.	Displays 3 groups with 7 cookies in each group. Sees the relationship between division, multiplication and addition. Able to divide the cookies equally but unable to reach the correct answer	Able to employ 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 model, statement or algorithm to communicate their understanding of task	Communicated his/ her understanding of the task by using one method to derive the accurate answer. E.g. able to use model, statement or algorithm to communicate their understanding of task	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 1 of the following: model, statements or algorithm to communicate their understanding of task	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 methods to derive the accurate answer. E.g. able to use a combination of 2 of the following: model, statements or algorithm to communicate their understanding of task