

# Assessment points

**Students can be assumed to have reached the target level when they can:**

## **Ten Frame Addition (addition target)**

Mentally add two single digit numbers quickly, and then model the addition using the 'make to ten' strategy with ten frames to 'prove' the answer.

## **Race past 90 and back (addition and subtraction target)**

Use a 99 chart as a support to confidently add or subtract 1 and 2 digit numbers. Add and subtract 1 digit numbers from 1 or 2 digit numbers mentally.

## **Seven Cards (addition target)**

Quickly determine the total of seven single digit numbers by identifying pairs to 10.

## **100 Straw Subtract (subtraction target)**

Perform and record 2 digit subtractions using bundled drinking straws as a support. Subtract 1 digit numbers from 1 or 2 digit numbers mentally.

## **Long Walk, Short Pier (addition and subtraction target)**

Confidently add or subtract 1 and 2 digit numbers using a number line as a support. Add and subtract 1 digit numbers from 1 or 2 digit numbers mentally.

## **Salute (addition and subtraction target)**

Quickly determine the total of two numerals (each in the range to 10) mentally, by using number facts including doubles, near doubles and 'make to ten'. (addition target)

Quickly determine the value of a missing addend mentally, for a total of up to 20, where the given addend and total are presented as numerals, using number facts including 'make to ten' strategy. (subtraction target)

**NB** It is necessary to observe students demonstrating a skill in a number of different contexts in order to be confident that they have a genuine understanding. That what they have learned is a general principle that is likely to be useful to them in real-world problem solving situations