

Maths Assessment Checklist

Teacher Assessment Frameworks at the end of Key Stage 1 for 2018-2019

Name _____ Class _____

Working TOWARDS THE EXPECTED STANDARD	
1	read and write numbers in numerals up to 100
2	partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them (For example, base 10 apparatus)
3	add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
4	recall at least four of the six 2 number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$) (Key number bonds to 10 are: $0+10$, $1 + 9$, $2 + 8$, $3 + 7$, $4 + 6$, $5 + 5$)
5	count in twos, fives and tens from 0 and use this to solve problems
6	know the value of different coins
7	name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres)
Working at the EXPECTED STANDARD	
1	read scales* in divisions of ones, twos, fives and tens (The scale can be in the form of a number line, a practical situation or a graph axis)
2	partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
3	add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
4	recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
5	recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
6	identify $1/4$, $1/3$, $1/2$, $2/4$, $3/4$, of a number or shape, and know that all parts must be equal parts of the whole

7	use different coins to make the same amount	
8	read the time on a clock to the nearest 15 minutes	
9	name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry	
WORKING AT GREATER DEPTH		
1	read scales where not all numbers on the scale are given and estimate points in between (The scale can be in the form of a number line, a practical situation or a graph axis)	
2	recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts	
3	use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)	
4	solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')	
5	read the time on a clock to the nearest 5 minutes	
6	describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions)	