

Criterion A: Knowing and Understanding

Student Assessment	Teacher Assessment	Level Descriptor	Task Details
0	0	The student does not reach a standard described by any of the descriptors below.	
1 – 2	1 – 2	The student is able to: a) Select appropriate mathematics when solving <i>simple problems in familiar situations</i> b) Apply the selected mathematics successfully when solving these problems c) Generally solve these problems correctly in a variety of contexts	
3 – 4	3 – 4	The student is able to: a) Select appropriate mathematics when solving <i>more complex problems in familiar situations</i> b) Apply the selected mathematics successfully when solving these problems c) Generally solve these problems correctly in a variety of contexts	
5 – 6	5 – 6	The student is able to: a) Select appropriate mathematics when solving <i>challenging problems in familiar situations</i> b) Apply the selected mathematics successfully when solving these problems c) Generally solve these problems correctly a variety of contexts	
7 - 8	7 - 8	The student is able to: a) Select appropriate mathematics when solving <i>challenging problems in both familiar and unfamiliar situations</i> b) Apply the selected mathematics successfully when solving these problems c) Generally solve these problems correctly a variety of context	

Mathematics Assessment Criteria

Criterion B: Investigating Patterns

Student Assessment	Teacher Assessment	Level Descriptor	Task Details
0	0	The student does not reach a standard described by any of the descriptors below.	
1 – 2	1 – 2	The student is able to: <ul style="list-style-type: none"> a) Apply, with teacher support, mathematical problem-solving techniques to discover simple patterns b) State predictions consistent with simple patterns 	
3 – 4	3 – 4	The student is able to: <ul style="list-style-type: none"> a) Apply mathematical problem-solving techniques to discover simple patterns b) Suggest how these patterns work 	
5 – 6	5 – 6	The student is able to: <ul style="list-style-type: none"> a) Apply mathematical problem-solving techniques to recognize patterns b) Suggest Relationships or general rules consistent with findings c) Verify whether patterns work for another example 	
7 - 8	7 - 8	The student is able to: <ul style="list-style-type: none"> a) Select and apply mathematical problem-solving techniques to recognize complex patterns b) Describe patterns as relationships consistent with correct findings c) verify whether patterns work for other examples 	

Mathematics Assessment Criteria

Criterion C: Communicating

Student Assessment	Teacher Assessment	Level Descriptor	Task Details
0	0	The student does not reach a standard described by any of the descriptors below.	
1 – 2	1 – 2	The student is able to: <ol style="list-style-type: none"> Use limited mathematical language Use limited forms of mathematical representation to present information Communicate through lines of reasoning that are <i>difficult to understand</i> 	
3 – 4	3 – 4	The student is able to: <ol style="list-style-type: none"> Use some appropriate mathematical language Use different forms of mathematical representation to present information adequately Communicate through lines of reasoning that are able to be understood, although these are not always coherent Adequately organize information using logical structure 	
5 – 6	5 – 6	The student is able to: <ol style="list-style-type: none"> Usually use appropriate mathematical language Usually use different forms of mathematical representation to present information correctly Usually move between different forms of mathematical representation with some success Communicate through lines of reasoning that are usually coherent Present work that is usually organized using a logical structure 	
7 - 8	7 - 8	The student is able to: <ol style="list-style-type: none"> Consistently use appropriate mathematical language Consistently use different forms of mathematical representation to present information correctly Communicate clearly through coherent lines of reasoning Present work that is consistently organized using logical a structure 	

Mathematics Assessment Criteria

Criterion D: Applying mathematics in real-life context

Student Assessment	Teacher Assessment	Level Descriptor	Task Details
0	0	The student does not reach a standard described by any of the descriptors below.	
1 – 2	1 – 2	The student is able to: <ol style="list-style-type: none"> Identify some elements of the authentic real-life situation Apply mathematical strategies to find a solution to the authentic real-life situation with <i>limited success</i> 	
3 – 4	3 – 4	The student is able to: <ol style="list-style-type: none"> Identify the <i>relevant</i> elements of the authentic real-life situation Apply mathematical strategies to reach <i>a solution</i> to the authentic real-life situation State, but not always correctly, whether the solution makes sense in the context of the authentic real-life situation 	
5 – 6	5 – 6	The student is able to: <ol style="list-style-type: none"> Identify the <i>relevant</i> elements of the authentic real-life situation Select <i>adequate</i> mathematical strategies to model the authentic real-life situation Apply the selected mathematical strategies to reach <i>a valid solution</i> to the authentic real-life situation Describe the degree of accuracy of the solution Discuss whether the solution makes sense in the context of the authentic real-life situation 	
7 - 8	7 - 8	The student is able to: <ol style="list-style-type: none"> Identify the <i>relevant</i> elements of the authentic real-life situation Select <i>appropriate</i> mathematical strategies to model the authentic real-life situation Apply the selected mathematical strategies to reach <i>a correct solution</i> Explain the degree of accuracy of the solution State correctly whether the solution makes sense in the context of the authentic real-life situation 	

