

Mathematics Year Three (Year 3 and Second Semester Year 2)

| AL | Math - Criterion A: Knowledge & Understanding |
|-------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1 - 2 | <p>i. select appropriate mathematics when solving simple problems in familiar situations</p> <p>ii. apply the selected mathematics successfully when solving these problems</p> <p>iii. generally solve these problems correctly.</p> |
| 3 - 4 | <p>i. select appropriate mathematics when solving more complex problems in familiar situations</p> <p>ii. apply the selected mathematics successfully when solving these problems</p> <p>iii. generally solve these problems correctly.</p> |
| 5 - 6 | <p>i. select appropriate mathematics when solving challenging problems in familiar situations</p> <p>ii. apply the selected mathematics successfully when solving these problems</p> <p>iii. generally solve these problems correctly.</p> |
| 7 - 8 | <p>i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations</p> <p>ii. apply the selected mathematics successfully when solving these problems</p> <p>iii. generally solve these problems correctly.</p> |

| AL | Math - Criterion B: Investigating Patterns |
|-------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1 - 2 | <p>i. apply, with teacher support, mathematical problem-solving techniques to discover simple patterns</p> <p>ii. state predictions consistent with patterns.</p> |
| 3 - 4 | <p>i. apply mathematical problem-solving techniques to discover simple patterns</p> <p>ii. suggest relationships and/or general rules consistent with findings.</p> |
| 5 - 6 | <p>i. select and apply mathematical problem-solving techniques to discover complex patterns</p> <p>ii. describe patterns as relationships and/or general rules consistent with findings</p> <p>iii. verify these relationships and/or general rules.</p> |
| 7 - 8 | <p>i. select and apply mathematical problem-solving techniques to discover complex patterns</p> <p>ii. describe patterns as relationships and/or general rules consistent with correct findings</p> <p>iii. verify and justify these relationships and/or general rules.</p> |

| AL | Math - Criterion C: Communicating |
|-------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1 - 2 | <p>i. use limited mathematical language</p> <p>ii. use limited forms of mathematical representation to present information</p> <p>iii. communicate through lines of reasoning that are difficult to understand.</p> |
| 3 - 4 | <p>i. use some appropriate mathematical language</p> <p>ii. use different forms of mathematical representation to present information adequately</p> <p>iii. communicate through lines of reasoning that are able to be understood, although these are not always clear</p> <p>iv. adequately organize information using a logical structure.</p> |
| 5 - 6 | <p>i. usually use appropriate mathematical language</p> <p>ii. usually use different forms of mathematical representation to present information correctly</p> <p>iii. move between different forms of mathematical representation with some success</p> <p>iv. communicate through lines of reasoning that are clear although not always coherent or complete</p> <p>v. present work that is usually organized using a logical structure.</p> |
| 7 - 8 | <p>i. consistently use appropriate mathematical language</p> <p>ii. consistently use different forms of mathematical representation to consistently present information correctly</p> <p>iii. move effectively between different forms of mathematical representation</p> <p>iii. communicate through lines of reasoning that are complete and coherent</p> <p>iv. present work that is consistently organized using a logical structure.</p> |

| AL | Math - Criterion D: Applying Mathematics in Real-Life Contexts |
|-------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1 - 2 | <p>i. identify some of the elements of the authentic real-life situation</p> <p>ii. apply mathematical strategies to find a solution to the authentic real-life situation, with limited success.</p> |
| 3 - 4 | <p>i. identify the relevant elements of the authentic real-life situation</p> <p>ii. select, with some success, adequate mathematical strategies to model the authentic real-life situation</p> <p>iii. apply mathematical strategies to reach a solution to the authentic real-life situation</p> <p>iv. describe whether the solution makes sense in the context of the authentic real-life situation.</p> |
| 5 - 6 | <p>i. identify the relevant elements of the authentic real-life situation</p> <p>ii. select adequate mathematical strategies to model the authentic real-life situation</p> <p>iii. apply mathematical strategies to reach a solution to the authentic real-life situation</p> <p>iv. describe whether the solution makes sense in the context of the authentic real-life situation.</p> |
| 7 - 8 | <p>i. identify the relevant elements of the authentic real-life situation</p> <p>ii. select adequate mathematical strategies to model the authentic real-life situation</p> <p>iii. apply the selected mathematical strategies to reach a correct solution</p> <p>iv. explain the degree of accuracy of the solution</p> <p>v. explain whether the solution makes sense in the context of the authentic real-life situation.</p> |

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