

Mathematics Year Five

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

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

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

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	i. identify some of the elements of the authentic real-life situation
-	ii. apply mathematical strategies to find a solution to the authentic real-life situation, with limited success.
2	
3	i. identify the relevant elements of the authentic real-life situation
-	ii. select , with some success, adequate mathematical strategies to model the authentic real-life situation
4	iii. apply mathematical strategies to reach a solution to the authentic real-life situation
	iv. discuss whether the solution makes sense in the context of the authentic real-life situation.
5	i. identify the relevant elements of the authentic real-life situation
-	ii. select adequate mathematical strategies to model the authentic real-life situation
6	iii. apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation
	iv. explain the degree of accuracy of the solution
	v. explain whether the solution makes sense in the context of the authentic real-life situation.
7	i. identify the relevant elements of the authentic real-life situation
-	ii. select appropriate mathematical strategies to model the authentic real-life situation
8	iii. apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation
	iv. justify the degree of accuracy of the solution
	v. justify whether the solution makes sense in the context of the authentic real-life situation.