Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

i.   **select** appropriate mathematics when solving problems in both familiar and unfamiliar situations

ii.   **apply** the selected mathematics successfully when solving problems

iii.   **solve** problems correctly in a variety of contexts.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **select** appropriate mathematics when solving simple problems in familiar situations ii. **apply** the selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.
3–4	The student is able to: i. **select** appropriate mathematics when solving more complex problems in familiar situations ii. **apply** the selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.
5–6	The student is able to: i. **select** appropriate mathematics when solving challenging problems in familiar situations ii. **apply** the selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.
7–8	The student is able to: i. **select** appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. **apply** the selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.

Feedback: _____

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Criterion B: Investigating patterns

Maximum: 8
At the end of year 1, students should be able to:

i. **apply** mathematical problem-solving techniques to recognize patterns
ii. **describe** patterns as relationships or general rules consistent with correct findings
iii. **verify** whether the pattern works for other examples.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **apply**, with teacher support, mathematical problem-solving techniques to recognize simple patterns ii. **state** predictions consistent with simple patterns.
3–4	The student is able to: i. **apply** mathematical problem-solving techniques to recognize patterns ii. **suggest** how these patterns work.
5–6	The student is able to: i. **apply** mathematical problem-solving techniques to recognize patterns ii. **suggest** relationships or general rules consistent with findings iii. **verify** whether patterns work for another example.
7–8	The student is able to: i. **select** and **apply** mathematical problem-solving techniques to recognize correct patterns ii. **describe** patterns as relationships or general rules consistent with correct findings iii. **verify** whether patterns work for other examples.

Feedback:_____
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Criterion C: Communicating

Maximum: 8

At the end of year 1, students should be able to:

i. **use** appropriate mathematical language (notation, symbols and terminology) in both oral and written statements

ii. **use** different forms of mathematical representation to present information

iii. **communicate** coherent mathematical lines of reasoning

iv. **organize** information using a logical structure.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **use** limited mathematical language ii. **use** limited forms of mathematical representation to present information iii. **communicate** through lines of reasoning that are difficult to understand.
3–4	The student is able to: i. **use** some appropriate mathematical language ii. **use** different forms of mathematical representation to present information adequately iii. **communicate** through lines of reasoning that are able to be understood, although these are not always coherent iv. adequately **organize** information using a logical structure.
5–6	The student is able to: i. usually **use** appropriate mathematical language ii. usually **use** different forms of mathematical representation to present information correctly iii. **communicate** through lines of reasoning that are usually coherent iv. **present** work that is usually organized using a logical structure.
7–8	The student is able to: i. consistently **use** appropriate mathematical language ii. consistently **use** different forms of mathematical representation to present information correctly iii. **communicate** clearly through coherent lines of reasoning iv. present work that is consistently **organized** using a logical structure.

Feedback:_____
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Criterion D: Applying mathematics in real-life contexts

Maximum: 8
At the end of year 1, students should be able to:

i. **identify** relevant elements of authentic real-life situations
ii. **select** appropriate mathematical strategies when solving authentic real-life situations
iii. **apply** the selected mathematical strategies successfully to reach a solution
iv. **explain** the degree of accuracy of a solution
v. **describe** whether a solution makes sense in the context of the authentic real-life situation.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: 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.
3–4	The student is able to: i. **identify** the relevant elements of the authentic real-life situation ii. **apply** mathematical strategies to reach a solution to the authentic real-life situation iii. **state**, but not always correctly, whether the solution makes sense in the context of the authentic real-life situation.
5–6	The student is able to: i. **identify** the relevant elements of the authentic real-life situation ii. **select** adequate mathematical strategies to model the authentic real-life situation iii. **apply** the selected mathematical strategies to reach a valid solution to the authentic real-life situation iv. **describe** the degree of accuracy of the solution v. **state** correctly whether the solution makes sense in the context of the authentic real-life situation.
7–8	The student is able to: i. **identify** the relevant elements of the authentic real-life situation ii. **select** adequate mathematical strategies to model the authentic real-life situation iii. **apply** the selected mathematical strategies to reach a correct solution to the authentic real-life situation iv. **explain** the degree of accuracy of the solution v. **describe** correctly whether the solution makes sense in the context of the authentic real-life situation.

Feedback: _____
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