



Criterion A: Knowing and understanding

Maximum: 8

At the end of year 3, 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: <ol style="list-style-type: none"> 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 in a variety of contexts. |
| 3–4 | The student is able to: <ol style="list-style-type: none"> 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 in a variety of contexts. |
| 5–6 | The student is able to: <ol style="list-style-type: none"> 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 in a variety of contexts. |
| 7–8 | The student is able to: <ol style="list-style-type: none"> 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 in a variety of contexts. |

Criterion B: Investigating patterns

Maximum: 8

At the end of year 3, students should be able to:

- i. select and apply mathematical problem-solving techniques to discover complex patterns
- ii. describe patterns as relationships and/or general rules consistent with findings
- iii. verify and justify relationships and/or general rules.

| 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: <ol style="list-style-type: none"> i. apply, with teacher support, mathematical problem-solving techniques to discover simple patterns ii. state predictions consistent with patterns. |
| 3–4 | The student is able to: <ol style="list-style-type: none"> i. apply mathematical problem-solving techniques to discover simple patterns ii. suggest relationships and/or general rules consistent with findings. |
| 5–6 | The student is able to: <ol style="list-style-type: none"> i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as relationships and/or general rules consistent with findings iii. verify these relationships and/or general rules. |
| 7–8 | The student is able to: <ol style="list-style-type: none"> i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as relationships and/or general rules consistent with correct findings iii. verify and justify these relationships and/or general rules. |

Note: A task that does not allow students to select a problem-solving technique is too guided and should result in students earning a maximum achievement level of 4 (year 3 and higher). However, teachers should give enough direction to ensure that all students can begin the investigation.

For year 3 and higher, a student who describes a general rule consistent with incorrect findings will be able to achieve a maximum achievement level of 6, provided that the rule is of an equivalent level of complexity.

Criterion C: Communicating

Maximum: 8

At the end of year 3, students should be able to:

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. use different forms of mathematical representation to present information
- iii. move between different forms of mathematical representation
- iv. communicate complete and coherent mathematical lines of reasoning
- v. 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: <ol style="list-style-type: none"> 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 interpret. |
| 3–4 | The student is able to: <ol style="list-style-type: none"> 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 clear iv. adequately organize information using a logical structure. |
| 5–6 | The student is able to: <ol style="list-style-type: none"> i. usually use appropriate mathematical language ii. usually use different forms of mathematical representation to present information correctly iii. move between different forms of mathematical representation with some success iv. communicate through lines of reasoning that are clear although not always coherent or complete v. present work that is usually organized using a logical structure. |
| 7–8 | The student is able to: <ol style="list-style-type: none"> i. consistently use appropriate mathematical language ii. use different forms of mathematical representation to consistently present information correctly iii. move effectively between different forms of mathematical representation iv. communicate through lines of reasoning that are complete and coherent v. present work that is consistently organized using a logical structure. |

Criterion D: Applying mathematics in real-life contexts

Maximum: 8

At the end of year 3, 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. explain 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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 iii. apply mathematical strategies to reach a solution to the authentic real-life situation iv. describe whether the solution makes sense in the context of the authentic real-life situation. |
| 5-6 | The student is able to: <ol style="list-style-type: none"> 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. discuss whether the solution makes sense in the context of the authentic real-life situation. |
| 7-8 | The student is able to: <ol style="list-style-type: none"> i. identify the relevant elements of the authentic real-life situation ii. select appropriate mathematical strategies to model the authentic real-life situation iii. apply the selected mathematical strategies to reach a correct solution 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. |