

Corwin International Magnet School

Mathematics, Level 2 – Assessment Criteria

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.

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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 complex patterns. ii. state predictions consistent with simple patterns
3–4	The student is able to: i. apply mathematical problem-solving techniques to identify patterns ii. suggest with some relative accuracy how these patterns work
5–6	The student is able to: i. apply mathematical problem-solving techniques to recognize complex patterns. ii. recognize 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 complex patterns. ii. describe patterns as relationships and/or general rules consistent with correct findings iii. verify and explain whether patterns work for other examples.

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 6 (for years 1 and 2).

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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 but may not always be complete 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. move between two different forms of mathematical representation with some success. iv. communicate through lines of reasoning that are usually coherent and complete. v. present work that is usually organized using a logical structure.
7–8	The student is able to: i. consistently use appropriate mathematical language. ii. use different forms of mathematical representation to present information correctly most of the time. iii. move effectively between two different forms of mathematical representation. iv. communicate clearly through coherent lines of reasoning. v. communicate clearly through coherent lines of reasoning.

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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 correctly, most of the time, 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 correctly. iii. apply the selected mathematical strategies to reach a correct solution. 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