

Assessment Focuses for Mathematics

	AF 1 - Knowledge and Understanding	AF 2 - Analysing and Evaluating	AF 3 - Real-Life Application of Mathematics	AF 4 - Communicating
8	<p>i) The student can recall and understand mathematical theory and techniques and their application in familiar and unfamiliar situations.</p> <p>ii) The student regularly creates or apply appropriately selected techniques to successfully solve problems.</p> <p>iii) the student can interpret various forms of information and can easily change from one form of representation to another.</p> <p>iv) The student makes and justifies connections between areas of math and other subjects</p>	<p>i) The student can analyse a <u>variety</u> of problems and create a suitable strategy to solve them, including using <u>multi-step</u>, or <u>combinations</u> of processes</p> <p>ii) The student can recognise patterns in a <u>variety of situations</u> and make and <u>justify</u> generalizations and relationships</p> <p>iii) The student <u>easily</u> makes logical inferences and <u>draws reasoned</u> conclusions from mathematical data or results</p> <p>iv) The student can convert effectively between various mathematical forms of representation</p>	<p>i) The student can <u>identify</u> and <u>explain</u> relevant elements of authentic real-life situations and the solutions within that context</p> <p>ii) The student can <u>readily identify</u> and carry out routine procedures in mathematical and everyday situations</p> <p>iii) The student can <u>understand measurement systems</u> in everyday use and draw using geometrical instruments to a <u>high degree of accuracy</u></p>	<p>i) The student can <u>logically organize, process, present</u> and understand information in written form, tables, graphs and diagrams</p> <p>ii) The student <u>always communicates</u> methods and lines of reasoning in a <u>clear and logical</u> structure</p> <p>iii) The student can always use <u>optimal forms</u> of mathematical representation to present information <u>correctly</u></p> <p>iv) The student can <u>consistently</u> use appropriate mathematical language, terms and notations</p>
7	<p>i) The student can <u>recall</u> and <u>understand mathematical theory and techniques</u> and their application in <u>familiar</u> and some <u>unfamiliar</u> situations</p> <p>ii) The student can apply <u>appropriately selected techniques</u> to <u>successfully</u> solve problems</p> <p>iii) The student interprets <u>various forms</u> of information and can <u>change</u> from <u>most</u> forms of representation to another</p> <p>iv) The student makes connections between areas of math and <u>other subjects</u></p>	<p>i) The student can analyse a <u>variety</u> of problems and create a suitable strategy to solve them, including sometimes using a <u>combination</u> of processes</p> <p>ii) The student can recognise patterns in a <u>variety of situations</u> and make generalizations and relationships</p> <p>iii) The student can make logical inferences and <u>draw accurate</u> conclusions from mathematical data or results</p> <p>iv) The student can convert between various mathematical forms of representation</p>	<p>i) The student can <u>identify</u> and <u>outline</u> relevant elements of authentic real-life situations and the solutions within that context</p> <p>ii) The student can select and carry out routine procedures in mathematical and everyday situations</p> <p>iii) The student can <u>understand measurement systems</u> in everyday use and draw using geometrical instruments to an <u>acceptable degree of accuracy</u></p>	<p>i) The student can organize, process, present and understand information in written form, tables, graphs and diagrams</p> <p>ii) The student can communicate methods and lines of reasoning in a <u>clear</u> structure</p> <p>iii) The student always use forms of mathematical representation to present information <u>correctly</u></p> <p>iv) The student can <u>generally</u> use appropriate mathematical language, terms and notations</p>
6	<p>i) The student can <u>recall</u> and <u>select mathematical theory and techniques</u> and their application in <u>familiar</u> situations</p> <p>ii) The student can apply <u>selected techniques</u> to solve problems</p> <p>iii) The student can interpret <u>various forms</u> of information and can <u>change</u> from <u>between limited</u> forms of representation to another</p> <p>iv) The student make connections between areas of math and <u>suggest connections</u> to <u>other subjects</u></p>	<p>i) The student can analyse a <u>variety</u> of problems and suggest a suitable strategy to solve them</p> <p>ii) The student can recognise patterns in a <u>variety of situations</u> and <u>suggest</u> generalizations or relationships</p> <p>iii) The student can <u>usually</u> make logical inferences and <u>draw</u> conclusions from mathematical data or results</p> <p>iv) The student can convert between mathematical forms of representation</p>	<p>i) The student can <u>identify</u> and <u>outline</u> elements of authentic, real-life situations and suggest solutions within that context</p> <p>ii) The student can carry out <u>various procedures</u> in mathematical and everyday situations</p> <p>iii) The student can <u>understand measurement systems</u> and draw using geometrical instruments <u>mostly</u> accurately</p>	<p>i) The student can organize and understand information in written form, tables, graphs and diagrams</p> <p>ii) The student can communicate methods and lines of reasoning in a <u>specified structure with support</u></p> <p>iii) The student can always use forms of mathematical representation to present information</p> <p>iv) The student can <u>generally</u> use mathematical language, terms and notations</p>
5	<p>i) The student <u>recall</u> and <u>select mathematical theory and techniques</u> with <u>support</u></p> <p>ii) The student can apply <u>indicated techniques</u> to solve problems with <u>high a degree of success</u></p> <p>iii) The student can understand <u>most forms</u> of mathematical information</p> <p>iv) The student can make connections between areas of math</p>	<p>i) The student can analyse <u>most</u> problems and suggest strategies to solve them</p> <p>ii) The student can recognise patterns in a <u>variety of situations</u></p> <p>iii) The student can make inferences and conclusions from <u>most types</u> of mathematical data or results</p> <p>iv) The student can convert between <u>indicated</u> mathematical forms of representation</p>	<p>i) The student can <u>identify</u> uses of math that are relevant to authentic, real-life situations</p> <p>ii) The student can carry out <u>limited procedures</u> in mathematical situations and in everyday situations</p> <p>iii) The student can <u>generally understand measurement systems</u> and geometrical instruments</p>	<p>i) The student can organize information in written form, tables, graphs and diagrams</p> <p>ii) The student usually communicate methods and lines of reasoning</p> <p>iii) The student can use forms of mathematical representation to present information</p> <p>iv) The student can <u>use limited</u> mathematical language, terms or notations</p>
4	<p>i) The student can <u>recall mathematical theory and different techniques</u></p> <p>ii) The student can apply <u>indicated techniques</u> to solve problems with <u>some success</u></p> <p>iii) The student can read and understand <u>different forms</u> of mathematical information</p> <p>iv) The student suggests connections between areas of math</p>	<p>i) The student can analyse <u>simple</u> problems and select a strategy to solve them</p> <p>ii) The student can recognise patterns in <u>certain situations</u></p> <p>iii) The student can make inferences or conclusions from <u>certain types</u> of mathematical data or results</p> <p>iv) The student can convert between <u>indicated</u> mathematical forms <u>with support</u></p>	<p>i) The student can <u>recall</u> uses of math that are relevant to real-life situations</p> <p>ii) The student can carry out <u>limited procedures</u> in mathematical situations and in <u>limited</u> everyday situations with support</p> <p>iii) The student <u>can use measurement systems</u> and geometrical instruments with support</p>	<p>i) The student can organize information in <u>limited</u> forms <u>with support</u></p> <p>ii) The student can usually communicate methods</p> <p>iii) The student can use <u>limited forms</u> of mathematical representation to present information</p> <p>iv) The student can <u>successfully</u> use <u>provided</u> mathematical language, terms or notations</p>
3	<p>i) The student can <u>recall</u> some mathematical theory and <u>occasional techniques</u></p> <p>ii) The student can apply <u>limited techniques</u> to solve problems with <u>some success</u></p> <p>iii) The student can read <u>certain forms</u> of mathematical information</p> <p>iv) The student can understand there are connections between areas of math when they are shown to me</p>	<p>i) The student can analyse <u>simple</u> problems and <u>use a provided</u> strategy to solve them <u>with support</u></p> <p>ii) The student can see patterns in <u>certain situations</u> when they are described</p> <p>iii) The student can suggest <u>limited inferences</u> or conclusions from <u>certain types</u> of mathematical data or results with support</p> <p>iv) The student can write in different mathematical forms</p>	<p>i) The student can <u>recall</u> uses of math that are relevant to <u>obvious real-life situations</u></p> <p>ii) The student can carry out <u>limited procedures</u> in mathematical situations with support</p> <p>iii) The student <u>can identify measurement systems</u> and geometrical instruments</p>	<p>i) The student can select information in <u>limited</u> forms <u>with support</u></p> <p>ii) The student can communicate methods when shown how</p> <p>iii) The student can use <u>provided forms</u> of mathematical representation to present information</p> <p>iv) The student can use <u>provided</u> mathematical language, terms or notations <u>with limited success</u></p>