Mathematics Year One

AL	Math - Criterion A: Knowledge & Understanding
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	**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	**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	**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	**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.

AL	Math - Criterion B: Investigating Patterns
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	**i. *apply,*** with teacher support, mathematical problem-solving techniques to recognize simple patterns **ii. *state*** predictions consistent with simple patterns.
3 - 4	**i. *apply*** mathematical problem-solving techniques to recognize patterns **ii. *suggest*** how these patterns work.
5 - 6	**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	**i. *select*** and ***apply*** mathematical problem-solving techniques to recognize patterns **ii. *describe*** patterns as relationships or general rules consistent with correct findings **iii. *verify*** whether patterns work for another example.

AL	Math - Criterion C: Communicating
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	**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	**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	**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	**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.

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 - 2	**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	**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, with limited success **iii. *state***, but not always correctly, whether the solution makes sense in the context of the authentic real-life situation.
5 - 6	**i. *identify*** the relevant elements of the authentic real-life situation **ii. *select*** 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	**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.