

Criterion C: Communication in mathematics

Maximum: 6

Achievement level	Year 3 Level Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student shows basic use of mathematical language and/or forms of mathematical representation. Student is able to partially complete QC steps 2 and 3, minimal work shown in step 1, answer may or may not be correct
3–4	The student shows sufficient use of mathematical language and forms of mathematical representation. The lines of reasoning are clear though not always logical or complete. Student is able to complete most information in step 1, steps 2 and 3 indicate mathematical reasoning with a correct answer.
5–6	The student shows good use of mathematical language and forms of mathematical representation. The lines of reasoning are clear though not always logical or complete. The student moves between different forms of representation with some success. Student is able to complete all requisite information in step 1, work in step 2 is clear, correct and shows evidence of understanding the concept addressed by the problem, and the step 3 shows the correct answer

Students are expected to use mathematical language when communicating mathematical ideas, reasoning and findings—both orally and in writing.

Criterion D: Reflection in mathematics

Maximum: 6

Reflection allows students to reflect upon their methods and findings.

Achievement level	Year 3 Level Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student attempts to explain whether his or her results make sense in the context of the problem. The student makes little or no attempt to describe information given and does not apply mathematical thought to the problem-solving process.
3–4	The student correctly but briefly explains whether his or her results make sense in the context of the problem and describes the importance of his or her findings in connection the information given.
5–6	The student critically explains whether his or her results make sense in the context of the problem and provides a detailed explanation of the importance of his or her findings in connection to the information given in the problem. The student attempts to justify the degree of accuracy of his or her results where appropriate.