Victoria Shanghai Academy – 2015-2016
IBMYP Year 1
Mathematics Year 6
Assessment Criteria

What are we studying in Math this year?

In our Math classes this year, we will develop important communication, social, self-management, research, and thinking skills. We will learn meaningful key concepts and mathematics related concepts through the 6 global contexts and relate our learning to real-life situations. From the main units of numbers, algebra, geometry and trigonometry, and statistics and probability, we will learn how to use numbers, words, pictures, and objects to solve problems. The textbook is one such tool (not the only one) that we will use to develop our Math skills. In fact, we will learn how to <u>express</u> our methods of solving equations or problems. This is why it is important to <u>reflect</u>/ think about our own work.

What are Assessment Tasks?

Assessment tasks are activities that help us evaluate our own work and learning. In addition to exercises from the textbook, cross-curricular projects, assignments involving the "real world", cooperative activities, investigative activities, and tests will be used to assess what we learn in Math.

How do we "mark" these assessment tasks?

Criterion A (8)	Knowing and understanding ❖ Knows and understands the concepts and demonstrates skills of the course syllabus ❖ Can solve most problems including those different from the ones we have done in class
Criterion B (8)	Investigating patterns ❖ Recognizes patterns ❖ Finds patterns and uses correct problem-solving techniques and language to make conclusions ❖ Extends the patterns and tests it with other numbers
Criterion C (8)	Communicating ❖ Completes tasks neatly and in an organized manner ❖ Uses Math language to support explanations orally and on paper ❖ Presents work with appropriate technology and in different ways: pictures, words, dialogue, numbers ❖ Presents work in a logical way with good reasoning
Criterion D (8)	Applying mathematics in real-life contexts ❖ Uses suitable Math methods to solve real world related tasks ❖ Explains how accurate an answer is ❖ Describes why an answer is correct and how it is related to the real world

We assess 4 criteria (areas) in Math. Explanations within each area help us understand how well an assessment task was done. It is also important to understand that all 4 criteria are significant and of equal weight.

*Further details could be found on the assessment wiki:

http://vsamathsassessments.wikispaces.com/MYP+Criteria

MYP Assessment Criteria

MYP 1 (Year 6) descriptors

Levels	Criteria A	Criteria B
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.	The student is able to: i. apply, with teacher support, mathematical problem-solving techniques to recognize simple patterns ii. state predictions consistent with simple patterns.
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.	The student is able to: i. apply mathematical problem-solving techniques to recognize patterns ii. suggest how these patterns work.
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.	The student is able to: 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	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.	The student is able to: i. select and apply mathematical problem-solving techniques to recognize correct patterns ii. describe patterns as relationships or general rules consistent with correct findings iii. verify whether patterns work for other examples.

Levels	Criteria C	Criteria D
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.	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. 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.	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, but not always correctly, whether the solution makes sense in the context of the authentic real-life situation.
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. communicate through lines of reasoning that are usually coherent iv. present work that is usually organized using a logical structure.	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. 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.	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 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.