

Assessment Schedule



Assessment Task	Description of Assessment	Criterion	Time Allowed for Assessment	Assessment Date(s)	Statement of Inquiry	Unit Question	ATL
Assessment #1 Number (Divisibility test) (H: Ch.2D-G & Ch4)	<input type="checkbox"/> To investigate the divisibility rules of certain numbers <input type="checkbox"/> Investigative assessment	B	40 mins	Sep 11 (Fri)	Discovering mathematical relationships may help to understanding number systems, which can be represented in a simplified or equivalent way.	Factual: What are number systems? Conceptual: Why do we use different number systems? Debatable: Is there a better system than we currently use? Why? Why not?	Communication i. Communication Research vi. Information Literacy
Assessment #2 Numbers (Decimals, fractions & percentages) (H: Ch.6, 7&10 6A: Ch.4&6)	<input type="checkbox"/> To Plot numbers (including: decimals, fractions and percentages) on a number line <input type="checkbox"/> To arrange numbers (including: decimals, fractions and percentages) in order <input type="checkbox"/> To convert between decimals, fractions and percentages <input type="checkbox"/> To do the 4 operations of decimals, fractions and percentages <input type="checkbox"/> To solve problems involving decimals, fractions and percentages in both familiar and unfamiliar situations. <input type="checkbox"/> Written assessment	A/C	40 mins	Nov 13 (Fri)			Communication i. Communication Self-management v. Reflection Thinking x. Transfer
Assessment #3 Problem solving Strategies (6A: Ch1 H&H 1 st edition: Ch10, 18&20)	<input type="checkbox"/> To research on different problem solving strategies: <input type="checkbox"/> To teach the classmates 2 different problem-solving strategies with own chosen form of presentation. <input type="checkbox"/> To use example(s) to show how to solve an authentic real-life problem with own chosen strategies. <input type="checkbox"/> Investigative assessment (real-life context task)	C/D	5 lessons	Nov 30- Dec 4 (Mon-Fri)	The exploration of multiple equivalent ways helps to logically discover, justify and express solutions to real life problems	Factual: What are the different problem solving strategies? Conceptual: How do different strategies solve the same problem successfully? Debatable: Will there be a best way to solve certain type of problem?	Research vi. Information Literacy Thinking viii. Critical Thinking
Assessment #4 Measurement (Dream House) (H: Ch5, 8&14 6A: Ch3 6B: Ch10&11)	<input type="checkbox"/> To design a dream house. <input type="checkbox"/> To calculate areas of different 2D shapes including unfamiliar shapes. <input type="checkbox"/> To draw scaled map for the dream house and furniture <input type="checkbox"/> Project assessment	A/C	7 lessons	Jan 25- Feb 5 (Mon-next Tue)	Real World constraints may help or hinder our aesthetic creativity as we express our personal and cultural tastes in designs.	Factual: What are the factors affecting our creativity when designing a dream house? Conceptual: How do our personal and tastes influence our design? Debatable: Is there best design with the given set of constrains?	Communication i. Communication Thinking xi. Creative Thinking

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Assessment #5 Data Handling (Survey and Reporting) (H: Ch15 6B: Ch9)	<input type="checkbox"/> To investigate a real life problem with students' community <input type="checkbox"/> To decide on a real life problem to suggest solution <input type="checkbox"/> To collect, organize, present and organize the data into a survey report <input type="checkbox"/> Project assessment (real life context task)	D	3 lessons	Mar 21-25 (any 3 lessons)	Graphs that model equivalent representations can communicate data effectively.	Factual: What are the different types of graphs and charts? Conceptual: How do we use different graphs to represent the same set of data? Debatable: Is there only 1 way to best represent a set of data? Why or Why not?	Communication i. Communication Thinking viii. Critical Thinking x. Transfer
Assessment #6 Chance and Probability (H: Ch12)	<input type="checkbox"/> To investigate the probabilities for the different outcomes of given events. <input type="checkbox"/> Project assessment	B	2 lessons (Best to be double)	Apr 18-22 (double lesson)	Generalizing patterns of probability may impact our decision.	Factual: What is the chance a student will be in Nile or Yangtze or Danube or Amazon? Conceptual: How do you know what might happen? Debatable: Is there real such a thing as luck?	Communication i. Communication Self management iv. Affective
Assessment #7 (SAW – broad-based test) Measurement (Time and speed) (H: Ch9 & 18B 6B: Ch7)	<input type="checkbox"/> To test all knowledge students have learned in the whole year <ul style="list-style-type: none"> • Numbers • Problem solving • Measurement • Data handling • Probability • Time and Speed <input type="checkbox"/> Written assessment	A/C	90 mins	May 26-June 1	Analyzing the relationship between measurements are essential.	Factual: What is the fastest mode of transport on land? Conceptual: What is time? Debatable: Is there anything that time does not affect?	Social ii. Collaboration Research vi. Information Literacy

A: Knowledge & Understanding **B: Investigating Patterns** **C: Communication** **D: applying mathematics in real-life contexts**

*Textbook 1 (6A): My Pals are Here! Maths 6A (2nd edition) by Fong *et al.* Marshall Cavendish Education

*Textbook 2 (6B): My Pals are Here! Maths 6B (2nd edition) by Fong *et al.* Marshall Cavendish Education

*Textbook 3 (H): Mathematics for the international students 6 MYP 1 (2nd Edition) by Haese & Harris Publications 2014

Reference: Mathletics tasks and workbook materials