



2014-2015  
IB MYP YEAR 4

## SUMMATIVE ASSESSMENT

### Year 9 Mathematics

Name: \_\_\_\_\_ [9 \_\_\_\_\_]

Date of task: **27<sup>th</sup> May, 2015**

Time allowed: **90 mins**

Teacher: **Ms. Luk, Ms. Lau and Ms. Li**

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Student's Performance	
<b>A</b>	

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#### Advice:

- ◆ Read the criterion descriptor and task-specific rubric carefully before you start your work. This will give you a clear understanding of what is required and what a high quality piece of work for this task must include. This way you give yourself the best chance of achieving the highest levels in this task.
- ◆ Covered units:
  - Probability
  - Exponents and Factoring
  - Statistics
  - Trigonometry
  - Deductive Geometry
- ◆ This assessment task will be assessed on Criterion **A** and the questions are all assigned with levels.

## ASSESSMENT CRITERION

### Criterion A: KNOWING AND UNDERSTANDING

#### Maximum: 8

At the end of year 5, students should be able to:

- i. **select** appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ii. **apply** the selected mathematics successfully when solving problems
- iii. **solve** problems correctly in a variety of contexts.

Achievement level	Task Specific Rubric	IBO Published Descriptor
<b>0</b>	The student does not reach a standard described by any of the descriptors given below.	The student does not reach a standard described by any of the descriptors given below.
<b>1–2</b> <b>Simple</b>	The student can solve <b>some simple</b> problems.	The student is able to: i. <b>select</b> appropriate mathematics when solving simple problems in familiar situations ii. <b>apply</b> the selected mathematics successfully when solving these problems iii. generally <b>solve</b> these problems correctly.
<b>3–4</b> <b>Complex</b>	The student can solve <b>most simple</b> and <b>some more complex</b> problems.	The student is able to: i. <b>select</b> appropriate mathematics when solving more complex problems in familiar situations ii. <b>apply</b> the selected mathematics successfully when solving these problems iii. generally <b>solve</b> these problems correctly.
<b>5–6</b> <b>Challenging</b>	The student can solve <b>some challenging</b> problem along with <b>all</b> different types of problems.	The student is able to: i. <b>select</b> appropriate mathematics when solving challenging problems in familiar situations ii. <b>apply</b> the selected mathematics successfully when solving these problems iii. generally <b>solve</b> these problems correctly.
<b>7–8</b> <b>Unfamiliar</b>	The student can solve <b>most</b> challenging and <b>most unfamiliar</b> problems along with <b>all</b> different types of problems.	The student is able to: i. <b>select</b> appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. <b>apply</b> the selected mathematics successfully when solving these problems iii. generally <b>solve</b> these problems correctly.