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| Resource evaluation tool  Mathematics |

This tool can be used to check the alignment of mathematics resources to the Australian Curriculum v9.0: Mathematics and to identify considerations for use.

**How to use this tool:** Type information into the fields (yellow shading) or add your own information. When complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style, and you can delete the text.

|  |  |
| --- | --- |
| **Resource** | [Insert resource title] |
| **Resource purpose or description** | [Insert resource purpose or description] |
| **Audience for the resource** | [Insert audience] |
| **Context and/or cohort considerations** | [Insert local context and/or cohort considerations] |

Consider how effectively the resource aligns to aspects of the curriculum identified below.

Mark the associated box in the ‘Not evident’, ‘Partially evident’ or ‘Evident’ column. Write a comment to identify example(s) of evidence, or to clarify how effectively the resource aligns to aspects of the curriculum identified.

**Note:** Some aspects of the curriculum will not apply to some resources.

| Checking for alignment | Not evident | Partially evident | Evident | Comment(s) |
| --- | --- | --- | --- | --- |
| Rationale — describes the importance of the learning area, and how students will benefit from its study | | | | |
| The resource: | | | | |
| * develops numeracy capabilities |  |  |  | [Insert comment] |
| * develops students’ appreciation of the power of mathematical reasoning |  |  |  | [Insert comment] |
| * provides students with learning opportunities to develop mathematical proficiency |  |  |  | [Insert comment] |
| * provides opportunities for students to apply their mathematical understanding creatively and efficiently |  |  |  | [Insert comment] |
| * helps students become self-motivated, confident learners through practice, inquiry, and active participation in relevant and challenging experiences |  |  |  | [Insert comment] |
| Aims — identifies the learning that students demonstrate as a result of being taught the content of the learning area | | | | |
| The resource: | | | | |
| * supports students to become confident, proficient and effective users and communicators of mathematics |  |  |  | [Insert comment] |
| * supports students to |  |  |  |  |
| * + develop proficiency with mathematical concepts, skills, procedures and processes |  |  |  | [Insert comment] |
| * + use their proficiency to demonstrate mastery as they pose and solve problems, and reason with number, algebra, measurement, space, statistics and probability |  |  |  | [Insert comment] |
| * makes connections between areas of mathematics |  |  |  | [Insert comment] |
| * fosters a positive disposition towards mathematics |  |  |  | [Insert comment] |
| * supports the acquisition of specialist mathematical knowledge and skills that underpin numeracy development |  |  |  | [Insert comment] |
| Structure — describes how the learning area is organised | | | | |
| The resource: | | | | |
| * reflects the interrelated strand structure of the curriculum |  |  |  | [Insert comment] |
| Key considerations — provides important information to help teachers gain a deeper understanding of the learning area and plan for teaching and learning | | | | |
| The resource: | | | | |
| * emphasises the importance of providing opportunities for students to develop proficiency in mathematics, including |  |  |  |  |
| * + understanding |  |  |  | [Insert comment] |
| * + fluency |  |  |  | [Insert comment] |
| * + reasoning |  |  |  | [Insert comment] |
| * + problem-solving |  |  |  | [Insert comment] |
| * provides opportunities for students to engage with mathematical processes involved in working mathematically, including |  |  |  |  |
| * + mathematical modelling |  |  |  | [Insert comment] |
| * + computational thinking |  |  |  | [Insert comment] |
| * + statistical investigations |  |  |  | [Insert comment] |
| * + probability experiments and simulations |  |  |  | [Insert comment] |
| * incorporates capacity to purposefully select and effectively use the functionality of a digital device, platform, software, AI system or digital resource |  |  |  | [Insert comment] |
| * follows protocols that describe principles, procedures and behaviours for recognising and respecting First Nations Australians and their intellectual property |  |  |  | [Insert comment] |
| * supports diverse learners by providing multiple means of representation, action, expression and engagement |  |  |  | [Insert comment] |
| Key connections — identifies the relationship of the learning area to general capabilities, cross‑curriculum priorities and other learning areas | | | | |
| The resource: | | | | |
| * identifies links to relevant general capabilities, where appropriate |  |  |  | [Insert comment] |
| * identifies links to cross-curriculum priorities, where appropriate |  |  |  | [Insert comment] |
| * identifies links to other learning areas/subjects, where appropriate |  |  |  | [Insert comment] |
| Level descriptions — provides an overview of the learning that students should experience in each year | | | | |
| The resource: | | | | |
| * builds on each student’s prior learning and experiences |  |  |  | [Insert comment] |
| * engages in a range of approaches to learning and doing mathematics |  |  |  | [Insert comment] |
| * enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently |  |  |  | [Insert comment] |
| Achievement standards — describes the expected quality of learning that students should typically demonstrate by the end of each year | | | | |
| The resource: | | | | |
| * aligns to the identified aspects of the achievement standard |  |  |  | [Insert comment] |
| * includes verbs or command terms that reflect the achievement standard |  |  |  | [Insert comment] |
| * ensures coverage of the achievement standard |  |  |  | [Insert comment] |
| Content descriptions — specifies the essential knowledge, understanding and skills that students are expected to learn, and teachers are expected to teach in each year | | | | |
| The resource: | | | | |
| * aligns to the identified content descriptions |  |  |  | [Insert comment] |
| * includes verbs or command terms that reflect the content descriptions |  |  |  | [Insert comment] |
| * ensures coverage of the content descriptions. |  |  |  | [Insert comment] |

Identify any local priorities not addressed in the previous table, e.g. cost, accessibility, preferred pedagogies, etc.

Consider how effectively the resource aligns with these priorities.

Mark the associated box in the ‘Not evident’, ‘Partially evident’ or ‘Evident’ column. Write a comment to identify example(s) of evidence, or to clarify how effectively the resource aligns with the priority identified.

**Note:** Insert/remove rows as needed.

| Other considerations | Not evident | Partially evident | Evident | Comment(s) |
| --- | --- | --- | --- | --- |
| Local priorities — identify sector advice, context and/or cohort factors | | | | |
| The resource: | | | | |
| * [Insert local priority] |  |  |  | [Insert comment] |
| * [Insert local priority] |  |  |  | [Insert comment] |
| * [Insert local priority] |  |  |  | [Insert comment] |

Reflect upon the purpose of the resource, the audience, and context and/or cohort factors.

Consider alignment of the resource to the Australian Curriculum v9.0: Mathematics and to local priorities.

Identify aspects of the resource that align, aspects that need supplementing, and aspects that are not suitable for this context by referring to evidence from previous tables.

Write comments offering summary recommendations and/or implications for use.

|  |  |  |  |
| --- | --- | --- | --- |
| Considerations for use | | | |
| Aspects of the resource that align with the curriculum and local priorities | | | |
| [Insert comment] | | | |
| Aspects of the resource that need to be supplemented | | | |
| [Insert comment] | | | |
| Aspects of the resource that are not suitable for this context | | | |
| [Insert comment] | | | |
| Summary recommendations and/or implications for use | | | |
| [Insert comment] | | | |
| Reviewer name and role | [Insert name/ Insert role] | Date | [Select date] |

#### Further resources

1. To quality assure curriculum and assessment plans, refer to <https://www.qcaa.qld.edu.au/downloads/aciqv9/general-resources/planning/ac9_qa_curriculum_assessment_plan.docx>
2. To quality assure assessment tasks and marking guides, refer to <https://www.qcaa.qld.edu.au/downloads/aciqv9/general-resources/assessment/ac9_qa_assessment_tasks_marking_guides.docx>

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