# Mathematics

### Assessable elements and descriptors of quality for A–E

**Assessable elements** and **descriptors** support teacher judgments about the standard a student has achieved.

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| **Assessable elements:**  • identify the valued features of the key learning area to be assessed  • draw from the two dimensions of the Essential Learnings: **Ways of working**  and **Knowledge and understanding**  • can be used together or independently when designing assessment. | **Descriptors:**  • indicate the qualities evident in student work  • use an A–E scale. |

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| **Assessable**  **elements** | **Descriptors** | | | | |
| **A** | **B** | **C** | **D** | **E** |
| The student work demonstrates evidence of: | | | | |
| **Knowledge and understanding** | Comprehensive knowledge and understanding of concepts, facts and procedures | Thorough knowledge and understanding of concepts, facts and procedures | Satisfactory knowledge and understanding of concepts, facts and procedures | Variable knowledge and understanding of concepts, facts and procedures | Rudimentary knowledge and understanding of concepts, facts and procedures |
| **Thinking and reasoning** | Insightful application of mathematical processes to generate solutions and check for reasonableness | Proficient application of mathematical processes to generate solutions and check for reasonableness | Competent application of mathematical processes to generate solutions and check for reasonableness | Variable application of mathematical processes to generate solutions and check for reasonableness | Minimal application of mathematical processes to generate solutions and check for reasonableness |
| **Communicating** | Clear and accurate communication of ideas, explanations and findings using mathematical representations, language and technologies | Coherent and accurate communication of ideas, explanations and findings using mathematical representations, language and technologies | Sound communication of ideas, explanations and findings using mathematical representations, language and technologies | Disjointed communication of ideas, explanations and findings using representations, language and technologies | Unclear communication of ideas, explanations and findings using representations, language and technologies |
| **Reflecting** | Perceptive reflection on thinking and reasoning, the contribution of mathematics and learning | Informed reflection on thinking and reasoning, the contribution of mathematics and learning | Relevant reflection on thinking and reasoning, the contribution of mathematics and learning | Superficial reflection on thinking and reasoning, the contribution of mathematics and learning | Cursory reflection on thinking and reasoning, the contribution of mathematics and learning |