Mathematics

Queensland Curriculum, Assessment and Reporting Framework

Assessable elements and descriptors of quality for A–E

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

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.

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

