

Guide to making judgments — Year 6 Mathematics Student .....

**Purpose:** To use non-standard units of measure to estimate distances and to solve related mathematical problems.

Knowledge and understanding	Thinking and reasoning	Communicating	
Uses non-standard units to measure. Uses standard units to measure and calculate lengths and times.  Q 1, 2a, 2b, 4	Explains procedures and strategies used in making predictions, estimations and solving problems.  Q 2c, 3, 5, 6	Uses mathematical language to communicate and justify thinking and reasoning.  Q 1b, 2c, 3, 5d, 6	
Personal measurements, calculations and mud map tables are correctly completed. Step length calculations are correct and clear.	All predictions, estimated lengths, distances and directions are reasonable. Explanations are clear, showing an understanding of reasoning and error. Solves multi-step problems with explanation of thinking.	Clearly and consistently communicates and justifies thinking and reasoning using mathematical language, diagrams and correct units where necessary.	A
Correctly calculates estimates of object length.	Solves multi-step problems.	Explanations and working are logical and well-reasoned.	B
Personal measurements, calculations and mud map tables are completed — entries are generally correct or reasonable. Step length is correctly calculated.	Measurements in non-standard units and estimates are mostly reasonable and explanations show some concept of error. Working shows partial success when providing solutions or explanations.	Working and correct units are present in most solutions. Explanations and working are mostly complete.	C
Personal measurements and mud map tables contain some correctly completed cells.	Correctly predicts who has the most steps.		D
Personal measurements table is mostly correct.	An attempt has been made to calculate lengths, times or directions. Explanations are unrelated statements.	Provides occasional but mostly irrelevant working.	E

Feedback .....

.....