

Middle Years Program Semester Report Key

Mathematics
Semester 2,
December 2015
Teacher:

Annie Aardvark
Year 7
Home Group:
VSN: 00000000

The unit outline provides an overview of the work undertaken this semester.

Unit Outline

In this subject, students developed skills in Decimals, Measurement, Algebra and Geometry. Assessments included topic tests, pattern investigations and application tasks, which required students to apply their knowledge in real life contexts. In addition, students were assessed on their ability to communicate mathematically using correct mathematical formats. Calculators and software applications were used where appropriate. Students also completed the Maths Mate homework program to reinforce basic concepts and problem solving skills.

*Work Practices are assessed according to consistency of performance using **Consistently, Usually, Sometimes, Rarely***

Work Practices

Completes work punctually	Consistently	Uses class time effectively	Sometimes
Works independently	Sometimes	Seeks assistance when required	Usually
Works effectively as part of a team	Rarely	Reflects on feedback	Sometimes
Is prepared for class	Consistently		

Criteria against which the student is assessed

Explanation of the criteria.

Descriptor indicates the level of achievement. For example, 6/8 indicates 6 out of a possible 8 for that criterion.

Level of Achievement

Knowing and Understanding

Annie demonstrated a very good understanding of the topics covered in Mathematics. She selected and applied appropriate mathematics when solving challenging problems in familiar situations and was generally able to solve these problems correctly.

6/8

Investigating patterns

Annie selected and applied mathematical problem-solving techniques to discover complex patterns. She described the patterns as relationships and/or general rules consistent with correct findings. She was able to verify and justify these relationships and/or general rules.

7/8

Communicating

Annie consistently used appropriate mathematical language. She used different forms of mathematical representation to present information correctly and moved effectively between the different forms. Her lines of reasoning were complete and coherent and she presented work that was consistently organised using a logical structure.

8/6

Applying mathematics in real-life contexts

Annie identified the relevant elements of the real-life situation. She selected, with some success, mathematical strategies to model the real-life situation and applied the strategies to reach a solution. She described whether the solution made sense in the context of the situation.

4/6

Unit Result

6

Number of classes missed this semester.

Classes absent: 2

See below for a full explanation of this 7 point scale.

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To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

Schools using the MYP 1–7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP.

The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.