Mathematics Grade Descriptions

	AO1: Use and apply standard techniques	AO2: Reason, interpret and communicate mathematically	AO3: Solve problems within mathematics and in other contexts
P	I can: • use the mathematical operations to perform routine procedures	I can: • describe basic information within a given context	I can: • attempt to solve some basic problems by translating simple mathematical problems into mathematical processes
S	I can: • use some notation, terminology, facts and definitions to perform routine procedures	I can: • describe basic information within a given context and explain its significance	I can: • attempt to solve some basic problems by translating simple mathematical and non-mathematical problems into mathematical processes
1	I can: • use notation, terminology, facts and definitions; perform routine procedures and attempt some multi-step procedures	I can: • describe basic information; use basic reasoning to obtain results	I can: • solve basic problems by translating simple mathematical and non-mathematical problems into mathematical processes • interpret results in the context of the given problem
2	I can: • recall and use notation, terminology, facts and definitions; perform routine procedures, including some multi-step procedures	I can: • interpret and communicate basic information; make deductions and use reasoning to obtain results	I can: • solve problems by translating simple mathematical and non-mathematical problems into mathematical processes • interpret results in the context of the given problem • provide basic evaluation of methods or results
3	I can: • recall and apply notation, terminology, facts and definitions; perform routine procedures, including multi-step procedures	I can: • interpret and communicate basic information; make sound deductions and use clear reasoning to obtain results	I can: • solve problems by translating mathematical and non-mathematical problems into mathematical processes • interpret results in the context of the given problem

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			• provide some evaluation of methods and results
4	I can: • begin to perform routine single and multi-step procedures by recalling, applying and interpreting notation, terminology, facts, definitions and formulae	I can: • begin to interpret and communicate information effectively • make deductions and draw some conclusions based on evidence and reasoning	I can: • begin to generate strategies to solve mathematical and non-mathematical problems by translating them into mathematical processes, realising some more obvious connections between different parts of mathematics • interpret results in the context of the given problem • evaluate methods and results
5	I can: • perform routine single and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae	I can: • interpret and communicate information effectively • make deductions and draw conclusions based on evidence and reasoning • construct chains of reasoning, including arguments	I can: • generate strategies to solve mathematical and non-mathematical problems by translating them into mathematical processes, realising connections between different parts of mathematics • interpret results in the context of the given problem • evaluate methods and results
6	I can: • begin to perform complex single and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae	I can: • interpret and communicate information accurately • make deductions and draw conclusions based on evidence and reasoning • construct developed chains of reasoning, including convincing arguments	I can: • generate strategies to solve a range of mathematical and non-mathematical problems by translating them into a range of mathematical processes, realising connections between different parts of mathematics • interpret results in the context of the given problem • form clear evaluation methods, results and arguments made

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7	I can: • frequently perform complex single and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae	I can: • begin to interpret and communicate complex information accurately • make deductions and draw conclusions based on evidence and reasoning • begin to construct substantial chains of reasoning, including convincing arguments and some attempts at formal proofs	I can: • begin to generate efficient strategies to solve complex mathematical and non-mathematical problems by translating them into a series of mathematical processes • begin to make and use connections, which may not be immediately obvious, between different parts of mathematics • form a developed evaluation of the methods, arguments, results and the assumptions made
8	I can: • perform procedures accurately	I can: • interpret and communicate complex information accurately • make deductions and draw conclusions based on evidence and reasoning • construct substantial chains of reasoning, including convincing arguments and formal proofs	I can: • generate efficient strategies to solve complex mathematical and non-mathematical problems by translating them into a series of mathematical processes • make and use connections, which may not be immediately obvious, between different parts of mathematics • interpret results in the context of the given problem • critically evaluate methods, arguments, results and the assumptions made

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9	I can: • perform procedures flawlessly	I can: • interpret and communicate complex information flawlessly • make deductions and draw conclusions with clarity based on evidence and reasoning • construct substantial chains of reasoning, including convincing arguments and formal proofs with strong mathematical fluency	I can: • generate efficient and creative strategies to solve complex mathematical and non-mathematical problems by translating them into a series of mathematical processes • make and use connections, which may not be immediately obvious, between different parts of mathematics with very little support • interpret results in the context of the given problem • critically and clearly evaluate methods, arguments, results and the assumptions made