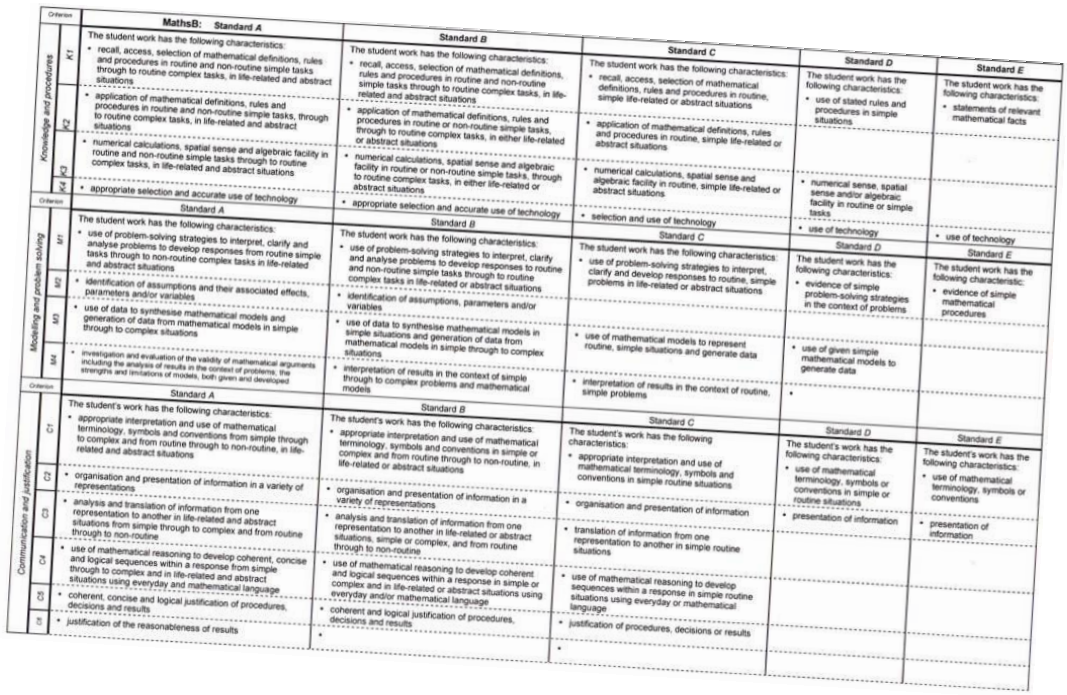
CRITERIA-STANDARDS SHEETS rejected by many math, science teachers & students in Yrs 11 & 12.

Notice the standards A-E across the top of the row – which cannot be added up.



Criterion		MathsB: Standard A	Standard B	Standard C	Standard D	Standard E
Knowledge and procedures	K1	The student work has the following characteristics: • recall, access, selection of mathematical definitions, rules and procedures in routine and non-routine simple tasks through to routine complex tasks, in life-related and abstract situations	The student work has the following characteristics: • recall, access, selection of mathematical definitions, rules and procedures in routine and non-routine simple tasks through to routine complex tasks, in life-related and abstract situations	The student work has the following characteristics: • recall, access, selection of mathematical definitions, rules and procedures in routine, simple life-related or abstract situations	The student work has the following characteristics: • use of stated rules and procedures in simple situations	The student work has the following characteristics: • statements of relevant mathematical facts
	K2	• application of mathematical definitions, rules and procedures in routine and non-routine simple tasks, through to routine complex tasks, in life-related and abstract situations	• application of mathematical definitions, rules and procedures in routine or non-routine simple tasks, through to routine complex tasks, in either life-related or abstract situations	• application of mathematical definitions, rules and procedures in routine, simple life-related or abstract situations		
	K3	• numerical calculations, spatial sense and algebraic facility in routine and non-routine simple tasks through to routine complex tasks, in life-related and abstract situations	• numerical calculations, spatial sense and algebraic facility in routine or non-routine simple tasks, through to routine complex tasks, in either life-related or abstract situations	• numerical calculations, spatial sense and algebraic facility in routine, simple life-related or abstract situations	• numerical sense, spatial sense and/or algebraic facility in routine or simple tasks	
	K4	• appropriate selection and accurate use of technology	• appropriate selection and accurate use of technology	• selection and use of technology	• use of technology	• use of technology
Criterion		Standard A	Standard B	Standard C	Standard D	Standard E
Modelling and problem solving	M1	The student work has the following characteristics: • use of problem-solving strategies to interpret, clarify and analyse problems to develop responses from routine simple tasks through to non-routine complex tasks in life-related and abstract situations	The student work has the following characteristics: • use of problem-solving strategies to interpret, clarify and analyse problems to develop responses to routine and non-routine simple tasks through to routine complex tasks in life-related or abstract situations	The student work has the following characteristics: • use of problem-solving strategies to interpret, clarify and develop responses to routine, simple problems in life-related or abstract situations	The student work has the following characteristics: • evidence of simple problem-solving strategies in the context of problems	The student work has the following characteristics: • evidence of simple mathematical procedures
	M2	• identification of assumptions and their associated effects, parameters and/or variables	• identification of assumptions, parameters and/or variables			
	M3	• use of data to synthesise mathematical models and generation of data from mathematical models in simple through to complex situations	• use of data to synthesise mathematical models in simple situations and generation of data from mathematical models in simple through to complex situations	• use of mathematical models to represent routine, simple situations and generate data	• use of given simple mathematical models to generate data	
	M4	• investigation and evaluation of the validity of mathematical arguments including the analysis of results in the context of problems, the strengths and limitations of models, both given and developed	• interpretation of results in the context of simple through to complex problems and mathematical models	• interpretation of results in the context of routine, simple problems	•	
Criterion		Standard A	Standard B	Standard C	Standard D	Standard E
Communication and justification	C1	The student's work has the following characteristics: • appropriate interpretation and use of mathematical terminology, symbols and conventions from simple through to complex and from routine through to non-routine, in life-related and abstract situations	The student's work has the following characteristics: • appropriate interpretation and use of mathematical terminology, symbols and conventions in simple or complex and from routine through to non-routine, in life-related or abstract situations	The student's work has the following characteristics: • appropriate interpretation and use of mathematical terminology, symbols and conventions in simple routine situations	The student's work has the following characteristics: • use of mathematical terminology, symbols or conventions in simple or routine situations	The student's work has the following characteristics: • use of mathematical terminology, symbols or conventions
	C2	• organisation and presentation of information in a variety of representations	• organisation and presentation of information in a variety of representations	• organisation and presentation of information	• presentation of information	• presentation of information
	C3	• analysis and translation of information from one representation to another in life-related and abstract situations from simple through to complex and from routine through to non-routine	• analysis and translation of information from one representation to another in life-related or abstract situations, simple or complex, and from routine through to non-routine	• translation of information from one representation to another in simple routine situations		
	C4	• use of mathematical reasoning to develop coherent, concise and logical sequences within a response from simple through to complex and in life-related and abstract situations using everyday and mathematical language	• use of mathematical reasoning to develop coherent and logical sequences within a response in simple or complex and in life-related or abstract situations using everyday and/or mathematical language	• use of mathematical reasoning to develop sequences within a response in simple routine situations using everyday or mathematical language		
	C5	• coherent, concise and logical justification of procedures, decisions and results	• coherent and logical justification of procedures, decisions and results	• justification of procedures, decisions or results		
	C6	• justification of the reasonableness of results	•	•		

LASDs SHEETS now, a similar check-box rubric (grid) for Years Prep – 10 (see below), are introduced.

Although strongly rejected by many Senior teachers and students, an apparent adaptation of the above 'criteria-standards' based sheets are being used by Queensland Prep-10 teachers was rolled-out in 2012 and 2013 … they are called drafts but being used already. These grids or matrix sheets are described as having 5-point **standard**s across the top again. These grids have no marks but rather holistic 'on-balance' combinations of letters under a 5-band scale. They are not required by law. They are an unnecessary, complicated add-on template superimposed on **achievement standards already provided** by the **new Australian Curriculum**.

These sheets, also force teachers to pre-judge each and every student's results into pre-ordained tick-boxes which – for many maths and science subjects - still do not say what the child actually got right and wrong. For many students without the 'behaviour' defined in the high-end scale (eg, "explanation", "connection" of the answers) even if they have many fully correct answers, this will **bias** the child's results into the lower end of the scale across the 'standards' cut-offs (towards the right side in the primary state school marking grids) This could lead to a combined holistic total of lower-scale letters which will be converted to the lower 'D' end of the scale for parents' report cards.

Year 1 Math stds- QSA style

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
	The folio of a child's work has the following characteristics:				
Understanding	Application of mathematical knowledge to explain and describe concepts in familiar and unfamiliar situations	Connection of mathematical knowledge to explain and describe concepts in familiar and some unfamiliar situations	Workable use of mathematical knowledge to describe and identify concepts in familiar situations	Exploratory use of simple mathematical knowledge to identify concepts in familiar situations	Beginning awareness of simple mathematical knowledge through statements about mathematical concepts
	Considered explanation of choices made, strategies used, conclusions reached and the reasonableness of answers in mathematical investigations	Explanation of choices made, strategies used, conclusions reached and the reasonableness of answers in mathematical investigations	Description of choices made, strategies used, conclusions reached and checks of the reasonableness of answers in mathematical investigations	Statements about choices made, strategies used and conclusions reached in mathematical investigations	Statements about given strategies in mathematical investigations
	Modelling and representation of familiar and unfamiliar situations	Modelling and representation of familiar and some unfamiliar situations	Modelling and representation of familiar situations	Simple modelling and representation to explore familiar situations	Statements about given models and representations
Skills	Use of problem-solving strategies[1] to investigate familiar and unfamiliar situations	Use of problem-solving strategies to investigate familiar and some unfamiliar situations	Use of problem-solving strategies to investigate simple familiar situations	Use of rehearsed problem-solving strategies to investigate simple familiar situations	Beginning awareness of problem-solving strategies with statements about investigations of simple familiar situations
	Accurate and efficient recall and use of mathematical facts, concepts, calculations and procedures to find answers	Accurate recall and use of mathematical facts, concepts, calculations and procedures to find answers	Appropriate recall and use of mathematical facts, concepts calculations and procedures to find answers	Recall and use of mathematical facts, concepts, calculations and procedures to find answers	Recall and rehearsed use of mathematical facts, concepts, calculations and procedures to find answers
	Communication of calculations, answers and explanations, using accurate mathematical language, conventions and symbols	Communication of calculations, answers and explanations, using appropriate mathematical language, conventions and	Communication of calculations, answers and explanations, using basic mathematical language, conventions and symbols	Communication of calculations, answers and explanations, using aspects of mathematical language, conventions and symbols	Communication of calculations, answers and explanations using everyday language

To confuse things, they have been issued with a 2-year level guide, which could confuse parents even more.