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.

| | | MathsB: Standard A | | | | |
|---------------|-----------------------------|--|--|--|--|--|
| | ı | The student work has the following characteristics: | Standard B | | | |
| | 2 | recall, access, selection of mathematical definitions, rules and procedures in routine and non-matical definitions, rules | The student work has the following characteristics: | Standard C | | |
| ĕ | ` | and procedures in routine and non-routine simple tasks through to routine complete tasks. | | The student work has the following characteristic | Standard D | Standard E |
| e and procedu | 2 | situations application of mathematical definitions, rules and procedures in routine and definitions, rules and procedures in routine and definitions, rules and procedures in routine and refer and an advantage of the routine and advantage of the routine and advantage tasks, in the results and advantage of the routine and routiness spatial sense and approvision facilities in routiness and recommendations, in the related and advantage dispersions and recommendations, in the related and advantage dispersions and recommendations and recommendations are related to the recommendation of the related and advantage dispersions and recommendations are related to the related and advantage dispersions and recommendations are related to the related and advantage dispersions and related to the related and related and related to the related and related to the related and related to the related and advantage of the related and related to the related and advantage of the rela | simple tasks through to routine complex tasks, in life related and abstract situations application of mathematical definitions, rules and procedures in the state of the sta | 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 had following characteristics statements of relemble mathematical fact |
| Knowledg | S. S. | | through to routine complex tasks, in either life-related or abstract situations numerical calculations, spatial sense and algebraic facility in multipue. | numerical calculations | | |
| Orterio | 2 | | abstract situations | algebraic facility in routine, simple life-related or abstract situations | numerical sense, spatial sense and/or algebraic facility in routine or simple | |
| Т | - | Standard A | appropriate selection and accurate use of technology | | tasks | |
| 1 | - 1 | The student work has the following characteristics: | | selection and use of technology | | |
| ٠ . | | | The student work has the following characteristics: | Standard C | use of technology | use of technology |
| 1. | ٩ | analyse problems to develop responses from routine simple tasks through to non-routine complex seasons. | use of problem-solving strategies to interpret, clarify and analyse problems to develop received. | The student work has a | Standard D | Standard E |
| 5 | 1: | and abstract situations identification of assumptions | and non-routine simple tasks through to routine complex tasks in the | 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 | The student work has following characterists |
| - | 1: | parameters and/or variables | dentification of assumptions, parameters and/or variables | or austract situations | problem-solving strategies in the context of problems | evidence of simple mathematical procedures |
| 100 | - | own as a systemses mathematical models and peneration of data from mathematical models in simple through to complex situations mestagetion and evaluation of the validity of mathematical arguments including the enables of the content of proteins, the strengths and imitations of models, but gene and developed | use of data to synthesise mathematical models in simple situations and generation of data from mathematical models in simple through to complex situations; and in the context of simple through to complex problems and mathematical models. | use of mathematical models to represent routine, simple situations and generate data interpretation of results in the context of routine, simple protection. | use of given simple mathematical models to | |
| rija | - | Standard A | | | | *************************************** |
| | The | e student's work has the following characteristics: | Standard B | | | |
| | 1 | appropriate interest in the following characteristics: | The students and it | Sheef of S | | |
| 5 | l i | 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: | Standard C | Standard D | |
| 0 | n n | | terminology, symbols and conventions in simple or | The student's work has the following characteristics: appropriate interpretation and use of | The student's work has the following characteristics: | Standard E The student's work has t |
| | | | complex and from routine through to non-routine in | appropriate interpretation and use of | rollowing characteristics | following characterists |
| 25 | 16 | rganisation and presentation of information in a variety of | ife-related or abstract situations | appropriate interpretation and use of mathematical terminology, symbols and conventions in simple routine situations | use of mathematical terminology, symbols or conventions in simple or | use of mathematical |
| + | · ar | presentations nalysis and translation of information from one presentation to another in life-related and abstract | Ife-related or abstract shadows no non-routine, in organisation and presentation of information in a variety of representations analysis and translation of information from one representation. | conventions in simple routine situations - organisation and presentation of information translation of information | use of mathematical terminology, symbols or conventions in simple or foutine situations | use of mathematical terminology, symbols conventions presentation of |
| 3 | · ar ro sit the | presentations advise and translation of information from one presentation in state and advise and advise and presentation from the presentation from one presentation in state-related and abstract trautions from state or advise and advise and trautions from state or advise and advise and trautions from state or advise and advise and trautions from state or advise a | Me-related or abstract shallons wought to non-routine, in organisation and presentation of information in a variety of representation of information from one analysis and translation of information from one shallong the state of the state of the state of the shallong the state of the state of the shallong the state of the state of the shallong the state of the state of mathematical reasoning to develop coherent | orientions in simple routine situations organisation and presentation of information translation of information from one representation to another in simple routine situations | tollowing characteristics: use of mathematical terminology, symbols or conventions in simple or counteristics in simple or counteristics presentation of information | use of mathematical terminology, symbols conventions presentation of information |
| 3 | an re sit thir sit. con dec | presentations of view of the control of the contro | ille-related or abstract shautoning to non-routine, in organisation and presentation of elformation in a variety of representations or a variety of representation of a formation from one control of the control of the control of the shautons, simple or complex, and from routine shautons, simple or complex, and from routine shautons are simple or complex or shautons and shautons or shautons or shautons or shautons or shautons or complex and shautons within a response in simple or complex and shautons or shautons | manufacture intermology; symbols and convention is supplier outline studions convention in supplier outline studions. Significant and presentation of information from one representation to another in aimple routine shaultons. Familiation of information from one representation to another in aimple routine shaultons are supplier in aimple routine shaultons are reported in aimple routine shaultons are provided in a response in aimple routine shaultons are provided in a response in aimple routine shaultons are provided in a response in aimple routine shaultons are provided in a response in aimple routine shaultons are provided in aimple routine shaultons. | use of mathematical terminology, symbols or conventions in simple or foutine situations | use of mathematical terminology, symbols conventions presentation of information |
| 80 | an re sit thir sit. con dec | presentations in a variety of presentation of a microstrom in a variety of presentation of information from one presentation to another from the presentation to complete and from notificial coupling to another and from notificial coupling to another from the presentation of the presentation to develop a peer from the presentation to the presenta | Ille-criside or abstract shustions to non-routine, in organisation and presentation of information in a variety of representations. organisation and presentation of information from one representation to administration of information from one prepresentation to information from one prepresentation to information from one shustons, simple or complex, and from routine through to non-routine with a respect use of mathematical reasoning to evelige otherent and logical sequences within a respect organization and informatical language complex and in life-related or abstract shustions using control and solid justification of procedures. | convenion is ample routine shautons organisation and presentation of information organisation and presentation of information formation of information from one formation of information from one shautons shautons to another in simple routine shauton shautons shautons and organized the shautons shautons shautons shautons presentation organized the shautons shautons shautons shautons presentation organized the shautons shautons shautons presentation or procedures, decisions or results | tollowing characteristics: use of mathematical terminology, symbols or conventions in simple or counteristics in simple or counteristics presentation of information | solowing characteristics - use of mathematical terminology, symbols - conventions - presentation of information |

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 **standards** 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 <u>lower end of the scale across the 'standards' cut-offs</u> (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

| | | | | to (EV) | Becoming aware (BA) | |
|------------|--|---|--|--|--|--|
| | | | Working with (WW) | Exploring (EX) | | |
| | Applying (AP) | Making connections (MC) | | Exploratory use of simple | Beginning awareness of simple mathematical | |
| Т | The folio of a child's work has the following of mathematical | | Workable use of matternation | mathematical knowledge to identify concepts in familiar | simple mathematical knowledge through statements about mathematical concepts | |
| 1 | Application of mathematical knowledge to explain and describe concepts in familiar and unfamiliar situations | nowledge to explain and | situations | situations | Statements about given strategies in mathematical investigations Statements about given models and representations | |
| | | the of choices made, | Description of choices made, strategies used, conclusions | Statements above made, strategies used and conclusions reached in mathematical investigations | | |
| Understand | Considered explanation of choices made, strategies used, conclusions reached and the reasonableness of answers in mathematical | reached and the | reached and checks of the reasonableness of answers in mathematical investigations | | | |
| Idelan | | mathematical investigations | Modelling and representation | Simple modelling and representation to explore familiar situations | | |
| 5 | investigations Modelling and representation of familiar and unfamiliar | Modelling and representation of familiar and some unfamiliar situations | of familiar situations | | Beginning awareness of problem-solving strategies with statements about investigations of simple familiar situations Recall and rehearsed use of mathematical facts, concept calculations and procedures find answers | |
| | | | Use of problem-solving strategies to investigate simple familiar situations | Use of rehearsed problem- solving strategies to investigate simple familiar situations | | |
| | situations Use of problem-solving strategies' to investigate familiar and unfamiliar situations | Use of problem-solving strategies to investigate | | | | |
| | | familiar and some unfamiliar situations | | Recall and use of | | |
| | | Accurate recall and use of | Appropriate recall and use of mathematical facts, concepts | mathematical facis, control | | |
| | Accurate and efficient recall and use of mathematical fact concepts, calculations and procedures to find answers | ts, mathematical facts, contents, calculations and procedures | to calculations and procedure find answers | find answers | Communication of calculations, answers and | |
| - | | find answers Communication of | Communication of calculations, answers and | calculations, answers and | | |
| | Communication of calculations, answers and | te explanations, using | mathematical language, | mathematical language | 101194-9 | |
| | mathematical language, | language, conventions and | | | | |

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