

GFS Assessment Level	Assessment Criteria
M2	<ul style="list-style-type: none"> I can perform multi-step procedures effectively by recalling and applying terminology, facts, definitions and formulae, using the correct notation where appropriate. Where necessary, I can interpret and communicate information effectively, sometimes using mathematical diagrams as an aid. I can construct chains of reasoning which include convincing arguments. I can make, use and explain connections between different parts of mathematics. Where necessary, I can interpret results in the context of the given problem, drawing conclusions.
M1	<ul style="list-style-type: none"> I can perform routine multi-step procedures effectively by recalling and applying terminology, facts, definitions and formulae, using the correct notation where appropriate. Where necessary, I can interpret and communicate information effectively by choosing the most effective mathematical diagram. I can construct chains of reasoning. When prompted, I can make and use connections between different parts of mathematics. Where necessary, I can interpret results in the context of the given problem.
S3	<ul style="list-style-type: none"> I can perform routine multi-step procedures by recalling and applying terminology, facts, definitions and formulae. Where necessary, I can interpret and communicate information effectively, using a variety of mathematical diagrams. I can construct complex ordered reasoning statements When prompted, I can make and use connections between similar parts of mathematics. I can communicate results in a variety of ways.
S2	<ul style="list-style-type: none"> I can perform routine one-step procedures effectively by recalling and applying terminology, facts, definitions and formulae. Where necessary, I can interpret and communicate information effectively by using at least 2 mathematical diagrams. I can construct complex reasoning statements which use prior solutions. Where instructed, I can make and use connections between similar parts of mathematics. I can translate simple mathematical and non-mathematical problems into mathematical processes.
S1	<ul style="list-style-type: none"> I can perform routine one-step procedures effectively by recalling and applying facts and definitions. Where necessary, I can interpret and communicate information effectively by using a mathematical diagram, drawn in proportion. Where necessary, I can interpret and rephrase complex reasoning statements and create basic reasoning statements. When instructed, I can use connections between similar parts of mathematics. I can translate simple mathematical and non-mathematical problems into mathematical processes.
D2	<ul style="list-style-type: none"> I can perform routine one-step procedures effectively by recalling and applying facts.

	<ul style="list-style-type: none"> • Where necessary, I can interpret and communicate information effectively by using a mathematical diagram. • I can rephrase complex reasoning statements and create basic reasoning statements. • I can use examples to make connections between similar parts of mathematics. • I can translate mathematical problems into mathematical processes.
D1	<ul style="list-style-type: none"> • I can perform routine one-step procedures effectively by recalling and applying facts with support. • Where necessary, I can interpret and communicate information by using a mathematical diagram. • I can create basic reasoning statements. • I can translate simple mathematical problems into mathematical processes.
E2	<ul style="list-style-type: none"> • I can perform basic routine one-step procedures effectively by applying facts with support. • I can communicate information by using a mathematical diagram. • I can explain basic reasoning statements, using the correct mathematical terminology. • I can translate simple mathematical problems into mathematical processes with support and guidance.
E1	<ul style="list-style-type: none"> • I can perform basic routine one-step procedures by applying facts with support and examples. • I can communicate information by using a mathematical diagram. • I can explain basic reasoning statements. • I can translate simple mathematical problems into mathematical processes with support and guidance.