| | Mathematics | Year 8 |
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| GFS Assessment Level | Assessment Criteria |
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| M2 | <ul><li>I can perform multi-step procedures effectively by recalling and applying terminology, facts, definitions and formulae, using the correct notation where appropriate whilst choosing between methods for efficiency.</li><li>Where necessary, I can interpret and communicate information effectively without using mathematical diagrams as an aid.</li><li>I can construct substantial chains of reasoning which include convincing arguments.</li><li>I can make and use connections, which may not be immediately obvious, between different parts of mathematics</li><li>Where necessary, I can interpret results in the context of the given problem, reasoning effectively.</li></ul> |
| M1 | <ul><li>I can perform multi-step procedures effectively by recalling and applying terminology, facts, definitions and formulae, using the correct notation where appropriate.</li><li>Where necessary, I can interpret and communicate information effectively, sometimes using mathematical diagrams as an aid.</li><li>I can construct chains of reasoning which include convincing arguments.</li><li>I can make, use and explain connections between different parts of mathematics.</li><li>Where necessary, I can interpret results in the context of the given problem, drawing conclusions.</li></ul> |
| S3 | <ul><li>I can perform routine multi-step procedures effectively by recalling and applying terminology, facts, definitions and formulae, using the correct notation where appropriate.</li><li>Where necessary, I can interpret and communicate information effectively by choosing the most effective mathematical diagram.</li><li>I can construct chains of reasoning.</li><li>When prompted, I can make and use connections between different parts of mathematics.</li><li>Where necessary, I can interpret results in the context of the given problem.</li></ul> |
| S2 | <ul><li>I can perform routine multi-step procedures by recalling and applying terminology, facts, definitions and formulae.</li><li>Where necessary, I can interpret and communicate information effectively, using a variety of mathematical diagrams.</li><li>I can construct complex ordered reasoning statements</li><li>When prompted, I can make and use connections between similar parts of mathematics.</li><li>I can communicate results in a variety of ways.</li></ul> |
| S1 | <ul><li>I can perform routine one-step procedures effectively by recalling and applying terminology, facts, definitions and formulae.</li><li>Where necessary, I can interpret and communicate information effectively by using at least 2 mathematical diagrams.</li><li>I can construct complex reasoning statements which use prior solutions.</li><li>When instructed, I can make and use connections between similar parts of mathematics.</li><li>I can translate simple mathematical and non-mathematical problems into mathematical processes.</li></ul> |

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| D2 | • I can perform routine one-step procedures effectively by recalling and applying facts and definitions.<br>• Where necessary, I can interpret and communicate information effectively by using a mathematical diagram, drawn in proportion.<br>• Where necessary, I can interpret and rephrase complex reasoning statements and create basic reasoning statements.<br>• When instructed, I can use connections between similar parts of mathematics.<br>• I can translate simple mathematical and non-mathematical problems into mathematical processes. |
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| D1 | • I can perform routine one-step procedures effectively by recalling and applying facts.<br>• Where necessary, I can interpret and communicate information effectively by using a mathematical diagram.<br>• I can rephrase complex reasoning statements and create basic reasoning statements.<br>• I can use examples to make connections between similar parts of mathematics.<br>• I can translate mathematical problems into mathematical processes. |
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| E2 | • I can perform routine one-step procedures effectively by recalling and applying facts with support.<br>• Where necessary, I can interpret and communicate information by using a mathematical diagram.<br>• I can create basic reasoning statements.<br>• I can translate simple mathematical problems into mathematical processes. |
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| E1 | • I can perform basic routine one-step procedures effectively by applying facts with support.<br>• I can communicate information by using a mathematical diagram.<br>• I can explain basic reasoning statements, using the correct mathematical terminology.<br>I can translate simple mathematical problems into mathematical processes with support and guidance. |