**Mathematics MYP Year 4**

Criterion A: Knowing and understanding

**Maximum: 8**

At the end of year 4, students should be able to:

i. **select** appropriate mathematics when solving problems in both familiar and unfamiliar situations

ii. **apply** the selected mathematics successfully when solving problems

iii. **solve** problems correctly in a variety of contexts.

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| Achievement level | Achievement level descriptor | Task specific clarifications |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1–2 | The student is able to:  i. **select** appropriate mathematics when solving simple problems in familiar situations  ii. **apply** the selected mathematics successfully when solving these problems  iii. generally **solve** these problems correctly. |  |
| 3–4 | The student is able to:  i. **select** appropriate mathematics when solving more complex problems in familiar situations  ii. **apply** the selected mathematics successfully when solving these problems  iii. generally **solve** these problems correctly. |  |
| 5–6 | The student is able to:  i. **select** appropriate mathematics when solving challenging problems in familiar situations  ii. **apply** the selected mathematics successfully when solving these problems  iii. generally **solve** these problems correctly.  . |  |
| 7–8 | The student is able to:  i. **select** appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations  ii. **apply** the selected mathematics successfully when solving these problems  iii. generally **solve** these problems correctly. |  |

**Mathematics MYP Year 4**

Criterion B: Investigating patterns

**Maximum: 8**

At the end of year 4, students should be able to:

i. **select** and **apply** mathematical problem-solving techniques to discover complex patterns

ii. **describe** patterns as relationships and/or general rules consistent with findings

iii. **verify** and **justify** relationships and/or general rules

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| Achievement level | Achievement level descriptor | Task specific clarifications |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1–2 | The student is able to:  i. **apply**, with teacher support, mathematical problem-solving techniques to recognize simple patterns  ii. **state** predictions consistent with simple patterns. |  |
| 3–4 | The student is able to:  i. **apply** mathematical problem-solving techniques to discover simple patterns  ii. **suggest** general with findings. |  |
| 5–6 | The student is able to:  i. **select** and apply mathematical problem-solving techniques to discover complex patterns  ii. **describe** patterns as consistent with findings  iii. **verify** the validity of these general rules. |  |
| 7–8 | The student is able to:  i. **select** and apply mathematical problem-solving techniques to discover complex patterns  ii. **describe** patterns as relationships and/or general rules consistent with correct findings  iii. **verify** and **justify** these relationships and/or general rules. |  |

Note: A task that does not allow students to select a problem-solving technique is too guided and should result in students earning a maximum achievement level of 4 (year 3 and higher). However, teachers should give enough direction to ensure that all students can begin the investigation.

For year 3 and higher, a student who describes a general rule consistent with incorrect findings will be able to achieve a maximum achievement level of 6, provided that the rule is of an equivalent level of complexity.

**Mathematics Year 4**

Criterion C: Communicating

**Maximum: 8**

At the end of year 4, students should be able to:

i. **use** appropriate mathematical language (notation, symbols and terminology) in both oral and written statements

ii. **use** different forms of mathematical representation to present information

iii. **communicate** coherent mathematical lines of reasoning

iv. **organize** information using a logical structure.

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| Achievement level | Achievement level descriptor | Task specific clarifications |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1–2 | The student is able to:  i. **use** limited mathematical language  ii. **use** limited forms of mathematical representation to present information  iii. **communicate** through lines of reasoning that are difficult to understand. |  |
| 3–4 | The student is able to:  i. **use** some appropriate mathematical language  ii. **use** different forms of mathematical representation to present information adequately  iii. **communicate** through lines of reasoning that are complete  iv. adequately **organize** information using a logical structure. |  |
| 5–6 | The student is able to:  i. usually **use** appropriate mathematical language  ii. usually **use** appropriate forms of mathematical representation to present information correctly  iii. move between different forms of mathematical representation  iv. **communicate** through lines of reasoning that are complete and coherent  v. present work that is usually **organized** using a logical structure |  |
| 7–8 | The student is able to:  i. consistently **use** appropriate mathematical language  ii. **use** different forms of mathematical representation to consistently present information correctly  iii. move effectively between different forms of mathematical representation  iv. **communicate** through lines of reasoning that are complete, coherent, and concise  v. present work that is consistently **organized** using a logical structure. |  |

**Mathematics MYP Year 4**

**Criterion D: Applying mathematics in real-life contexts**

**Maximum: 8**

At the end of year 4, students should be able to:

i. **identify** relevant elements of authentic real-life situations

ii. **select** appropriate mathematical strategies when solving authentic real-life situations

iii. **apply** the selected mathematical strategies successfully to reach a solution

iv. **explain** the degree of accuracy of a solution

v. **describe** whether a solution makes sense in the context of the authentic real-life situation.

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| Achievement level | Achievement level descriptor | Task specific clarifications |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1–2 | The student is able to:  i. **identify** some of the elements of the authentic real-life situation  ii. **apply** mathematical strategies to find a solution to the authentic real-life situation, with limited success. |  |
| 3–4 | The student is able to:  i. **identify** the relevant elements of the authentic real-life situation  ii. **select**, with some success, adequate mathematical strategies to model the authentic real-life situation  iii. **apply** mathematical strategies to reach a solution to the authentic real-life situation  iv. **describe** whether the solution makes sense in the context of the authentic real-life situation. |  |
| 5–6 | The student is able to:  i. **identify** the relevant elements of the authentic real-life situation  ii. **select** adequate mathematical strategies to model the authentic real-life situation  iii. **apply** the selected mathematical strategies to reach a valid solution to the authentic real-life situation  iv. **explain** the degree of accuracy of the solution  v. **explain** whether the solution makes sense in the context of the authentic real-life situation |  |
| 7–8 | The student is able to:  i. **id** i**. identify** the relevant elements of the authentic real-life situation  ii.  ii**. select** appropriate mathematical strategies to model the authentic real-life situation  iii. iii**. apply** the selected mathematical strategies to reach a correct solution  iv. iv**. explain** the degree of accuracy of the solution  v. **explain** whether the solution makes sense in the context of the authentic real-life situation. |  |