JAMES CALVERT SPENCE COLLEGE

KS3 Aim High Assessment descriptors - Maths

BE KIND
WORK HARD
AIM HIGH

Aim High Step Descriptors		Key Stage 3 Maths		
		A	B	C
		Mathematical Fluency	Reason Mathematically	Problem Solving
Working Towards Year 7 expectations.	**Step 1**	Can define key mathematical terms, recall times tables and perform basic calculations.	Can repeat basic mathematical procedures with support and guidance.	Can solve basic mathematical problems in familiar contexts with support.
Working at the Expected Standard and are meeting the criteria as described by the curriculum area for Year 7.	**Step 2**	Can define key mathematical terms, demonstrate fluency in the fundamentals of mathematics and can use it to solve problems with support.	Can follow mathematical procedures and make some deductions based on their understanding of mathematics.	Can solve mathematical problems in familiar contexts.
Working Above the expectations for Year 7 and at a greater depth. Working towards Year 8 expectations.	**Step 3**	Can use their developed fluency in the fundamentals of mathematics and can apply them when solving problems.	Can formulate some mathematical relationships algebraically and can develop a mathematical argument with some support	Can use mathematical knowledge and understanding to solve problems independently.
Working at the Expected Standard and are meeting the criteria as described by the curriculum area for Year 8.	**Step 4**	Can use their knowledge and fluency in the fundamentals of mathematics and can apply them when solving multi step problems.	Can reason mathematically by following a line of enquiry and make basic generalisations. Can develop an argument or justification using mathematical language with minimal guidance and support.	Can apply mathematical knowledge and understanding to solve problems in unfamiliar contexts
Working Above the expectations for Year 8 and at greater depth. Working towards Year 9 expectations.	**Step 5**	Can independently use and apply their high levels of fluency in the fundamentals of mathematics to solve multi step problems.	Can reason mathematically by conjecturing relationships and by making generalisations. Can develop a proof using mathematical language with minimal guidance.	Can identify and choose from a variety of methods to model and solve problems in unfamiliar contexts.
Working at the Expected Standard and are meeting the criteria as described by the curriculum area for Year 9.	**Step 6**	Can independently use and apply their high levels of fluency in the fundamentals of mathematics to rapidly and accurately solve varied multi step problems.	Can reason mathematically by following a line of enquiry, conjecturing relationships and generalisations. Can develop an argument, justification or proof using mathematical language.	Can write their own complex multi-step problems that use a range of mathematical concepts with minimal support.
Working Above the expectations for Year 9 and at a greater depth.	**Step 7**	Can independently use and apply their high levels of fluency in the fundamentals of mathematics to rapidly and accurately solve varied, complex problems in unfamiliar contexts	Can independently reason mathematically by following a line of enquiry, conjecturing relationships and generalisations. Can independently develop an argument, justification or proof using mathematical language.	Can independently write their own complex multistep problems that use a range of mathematical concepts and require evaluation of their results.