

GFS Assessment Level	Assessment Criteria
M2	<ul style="list-style-type: none"> <li>I can fluently 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 by generalising.</li> <li>I can construct substantial chains of reasoning which include convincing arguments using algebraic expressions.</li> <li>I can fluently 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, using reasoning to justify conclusions.</li> </ul>
M1	<ul style="list-style-type: none"> <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>
S3	<ul style="list-style-type: none"> <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>
S2	<ul style="list-style-type: none"> <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>
S1	<ul style="list-style-type: none"> <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> </ul>

	<ul style="list-style-type: none"> <li>• I can communicate results in a variety of ways.</li> </ul>
D2	<ul style="list-style-type: none"> <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>
D1	<ul style="list-style-type: none"> <li>• I can perform routine one-step procedures effectively by recalling and applying facts and definitions.</li> <li>• Where necessary, I can interpret and communicate information effectively by using a mathematical diagram, drawn in proportion.</li> <li>• Where necessary, I can interpret and rephrase complex reasoning statements and create basic reasoning statements.</li> <li>• When instructed, I can use connections between similar parts of mathematics.</li> <li>• I can translate simple mathematical and non-mathematical problems into mathematical processes.</li> </ul>
E2	<ul style="list-style-type: none"> <li>• I can perform routine one-step procedures effectively by recalling and applying facts.</li> <li>• Where necessary, I can interpret and communicate information effectively by using a mathematical diagram.</li> <li>• I can rephrase complex reasoning statements and create basic reasoning statements.</li> <li>• I can use examples to make connections between similar parts of mathematics.</li> <li>• I can translate mathematical problems into mathematical processes.</li> </ul>
E1	<ul style="list-style-type: none"> <li>• I can perform routine one-step procedures effectively by recalling and applying facts with support.</li> <li>• Where necessary, I can interpret and communicate information by using a mathematical diagram.</li> <li>• I can create basic reasoning statements.</li> <li>• I can translate simple mathematical problems into mathematical processes.</li> </ul>