

MAV Maths Talent Quest 2008 - Judging Criteria and Scoring

Category	High	Score	Medium	Score	Low	Score	Not Evident	Score	
1. Communication	A Approach to the investigation	The investigation has explicit aims and goals, a thorough plan and clearly stated conclusions.	4	The investigation is relatively clear with a statement of aims or goals, a planned approach and conclusions stated.	3	Some of the following are included: statement of aims and goals, a plan and a statement of conclusions.	2	No aims and goals are stated, planning for the investigation is unclear and conclusions are unclear or not stated.	0
	B Use of mathematical terminology	Precise and appropriate mathematical terminology and notation is used to support mathematical thinking and communicate ideas.	4	A reasonable level of mathematical terminology and notation is used to share ideas.	3	Some mathematical terminology and notation is included to communicate ideas.	2	Everyday, familiar language is used to communicate mathematical ideas OR no evidence of mathematical terminology.	0
	C Clear and detailed explanations	Explanations are very clear, effectively detailed explanations about how and why solutions or conclusions are reached.	4	Explanations with reasonable detailed stating how and why most solutions or conclusions are reached.	3	Explanations are incomplete or ineffective as to why the solution makes sense.	2	Does not explain the solution or relate it to the investigation. The explanation cannot be understood.	0
	D Use of Separate Diary or Learning Journal	The diary or learning journal is a SEPARATE explicit and reflective account of the learning, thinking, processing and inquiry involved.	4	The diary or learning journal is SEPARATE and gives reasonable explanation of the mathematical thinking and learning involved.	3	The diary or learning journal is SEPARATE but offers very little explanation of the mathematical thinking and learning involved.	2	There is NO SEPARATE diary or learning journal.	0

Category		High	Score	Medium	Score	Low	Score	Not Evident	Score
2. Understanding	A Understanding of the investigation and appropriate mathematical concepts	Demonstrates a thorough understanding of the investigation and the mathematical concepts, which are appropriate to the student/s' level.	4	Demonstrates a reasonable level of understanding of the investigation and the mathematical concepts in the task, which are mostly appropriate to the student/s' level	3	Demonstrates some understanding of the investigation and the mathematical concepts. But not at a level appropriate to the student/s.	2	Little or no evidence of understanding of the investigation or the mathematical concepts.	0
	B Choice of appropriate strategies and the monitoring of them	Uses correct and efficient strategies to achieve a solution. Monitors strategies and progress and/or considers alternative strategies as needed.	4	Uses suitable strategies to investigate. Some level of planning and monitoring is evident.	3	Chooses a partially correct strategy OR a correct strategy for solving only part of the task.	2	Chooses incorrect or unsuitable strategies to lead to a solution OR no strategy is evident.	0
	C Making mathematical connections	Recognises and makes relevant high-level mathematical connections with everyday experiences in and out of school.	4	Makes some relevant mathematical connections with everyday experiences.	3	Makes some mathematical connections but they show limited relevance.	2	Does not make mathematical connections.	0
	D Use of systematic reasoning and accurate mathematics	Consistently uses accurate mathematics and systematic reasoning to make decisions and reach conclusions.	4	Often uses accurate mathematics and systematic reasoning to make decisions and reach conclusions.	3	Shows some accurate mathematics and some systematic reasoning to reach a solution.	2	Mathematics is inaccurate and inappropriate reasoning is used in an attempt to reach a solution, OR no reasoning is evident.	0

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3. Ideas & Resources	A Evidence of use of resources and personal ideas	Evidence of student/s' personal ideas is obvious and high quality as well as other relevant information and resources being used in the investigation.	4	Evidence of student/s' personal ideas is reasonably high level as well as other relevant information and resources being used in the investigation.	3	Some evidence of student use of personal ideas and/or resources, and other relevant information in the investigation.	2	There is no evidence of student use of resources, personal ideas and other information.	0
	B References and acknowledgements	A range of references together with acknowledgement of support (including the internet, teachers, parents etc) is accurately listed in detail.	4	References and acknowledgements of support (including the internet, teachers, parents etc) are listed with some level of detail.	3	Very few references and/or acknowledgements of support are listed OR there is a list with no detail.	2	No references and acknowledgements of support are listed.	0
4. Presentation	A Neatness, organisation, legibility, interest and originality	A highly original project that is neat, very well-organised, legible and captures the reader's interest.	4	A reasonably original project that is mostly neat, legible, organised and captures interest.	3	Some measure of originality. Parts of the project are neat, legible, organised and capture some interest.	2	The project does not meet entry requirements for presentation.	0

MAXIMUM POSSIBLE SCORE = 44