

### STANDARDS ASSOCIATED WITH EXIT CRITERIA – MATHEMATICS A

<i>Criterion</i>	<i>Standard A</i>	<i>Standard B</i>	<i>Standard C</i>	<i>Standard D</i>	<i>Standard E</i>
<b>K1</b>	The student's work has the following characteristics: accurate use of rules and formulas in simple through to complex situations	The student's work has the following characteristics: accurate use of rules and formulas in simple situations or use of rules and formulas in complex situations	The student's work has the following characteristics: use of rules and formulas in simple routine situations	The student's work has the following characteristics: use of given rules and formulas in simple rehearsed situations	The student's work has the following characteristics: attempted use of given rules and formulas in simple rehearsed situations
<b>K2</b>	application of simple through to complex sequences of mathematical procedures in routine and non-routine situations	application of simple sequences of mathematical procedures in non-routine situations or complex sequences in routine situations	application of simple sequences of mathematical procedures in routine situations	application of simple mathematical procedures in simple rehearsed situations	attempted use of simple mathematical procedures in simple rehearsed situations
<b>K3</b>	appropriate selection and accurate use of technology	appropriate selection and accurate use of technology	selection and use of technology	use of technology	attempted use of technology
<b>M1</b>	use of strategies to model and solve problems in complex routine through to simple non-routine situations	use of strategies to model and solve problems in routine through to simple non-routine situations	use of familiar strategies for problem solving in simple routine situations	use of given strategies for problem solving in simple rehearsed situations	attempted use of given strategies for problem solving in well-rehearsed situations
<b>M2</b>	investigation of alternative solutions and/or procedures to complex routine through to simple non-routine problems	investigation of alternative solutions and/or procedures to routine problems			
<b>M3</b>	informed decisions based on mathematical reasoning in complex routine through to simple non-routine situations	informed decisions based on mathematical reasoning in routine situations	informed decisions based on mathematical reasoning in simple routine situations		
<b>M4</b>	reflection on the effectiveness of mathematical models including recognition of the strengths and limitations of the model	recognition of the strengths and limitations of the model in simple situations			
<b>C1</b>	accurate and appropriate use of mathematical terminology and conventions in simple non-routine through to complex routine situations	accurate and appropriate use of mathematical terminology and conventions in simple non-routine and/or complex routine situations	appropriate use of mathematical terminology and conventions in simple routine situations	use of mathematical terminology and conventions in simple rehearsed situations	use of mathematical terminology or conventions in simple rehearsed situations
<b>C2</b>	organisation and presentation of information in a variety of representations in simple non-routine through to complex routine situations	organisation and presentation of information in a variety of representations in simple non-routine and/or complex routine situations	organisation and presentation of information in a variety of representations in simple routine situations	presentation of information in simple rehearsed situations	
<b>C3</b>	analysis and translation of information displayed from one representation to another in complex routine situations	analysis and translation of information displayed from one representation to another in simple routine situations	translation of information displayed from one representation to another in simple routine situations		
<b>C4</b>	use of mathematical reasoning to develop logical sequences in simple non-routine through to complex routine situations using everyday and/or mathematical language	use of mathematical reasoning to develop logical sequences in simple non-routine and/or complex routine situations using everyday and/or mathematical language	development of logical sequences in simple routine situations using everyday and/or mathematical language		
<b>C5</b>	justification of the reasonableness of results obtained through technology or other means				