Overview of assessment criteria for type II tasks

	Criterion A: Use of notation and terminology	Criterion B: Communication	Criterion C: Mathematical process—developing a model	Criterion D: Results—interpretation	Criterion E: Use of technology	Criterion F: Quality of work
0	The student does **not** use appropriate notation and terminology.	The student **neither provides** explanations **nor uses** appropriate forms of representation (for example, symbols, tables, graphs and/or diagrams).	The student **does not define** variables, parameters or constraints of the task.	The student **has not arrived** at any results.	The student uses a calculator or computer for **only routine** calculations.	The student has shown a **poor** quality of work.
1	The student uses **some** appropriate notation and/or terminology.	The student **attempts** to provide explanations or uses **some** appropriate forms of representation (for example, symbols, tables, graphs and/or diagrams).	The student defines **some** variables, parameters or constraints of the task.	The student has arrived at **some** results.	The student **attempts** to use a calculator or computer in a manner that could enhance the development of the task.	The student has shown a **satisfactory** quality of work.
2	The student uses appropriate notation and terminology in a **consistent** manner and does so throughout the work.	The student provides **adequate** explanations or arguments, and communicates them using appropriate forms of representation (for example, symbols, tables, graphs and/or diagrams).	The student defines variables, parameters **and** constraints of the task **and** attempts to create a model.	The student **has not interpreted** the reasonableness of the results of the model in the **context of the task**.	The student makes **limited** use of a calculator or computer in a manner that enhances the development of the task.	The student has shown an **outstanding** quality of work.
3		The student provides **complete, coherent** explanations or arguments, and communicates them clearly using appropriate forms of representation (for example, symbols, tables, graphs and/or diagrams).	The student **correctly analyses** variables, parameters and constraints of the task to enable the **formulation** of a mathematical model that is **relevant** to the task and consistent with the level of the course.	The student has **attempted** to interpret the reasonableness of the results of the model in the **context of the task**, to the appropriate degree of accuracy.	The student makes **full** and **resourceful** use of a calculator or computer in a manner that **significantly** enhances the development of the task.	
4			The student **considers** how well the model fits the data.	The student has **correctly** interpreted the reasonableness of the results of the model in the context of the task, to the appropriate degree of accuracy.		
5			The student **applies** the model to other situations.	The student has **correctly** and **critically** interpreted the reasonableness of the results of the model in the context of the task, **including** possible limitations and modifications of these results, to the appropriate degree of accuracy.		