

Mathematics Report

Student Name: _____

CATEGORY	4	3	2	1
Mathematical content	Shows thorough understanding of the mathematical concepts encountered, accurate use of mathematical skills, and an appreciation of the relevance of findings.	Shows some understanding of the mathematical concepts encountered and fairly accurate use of mathematical skills. Solutions may not be explained or appreciated.	Shows basic understanding of the mathematical concepts, missing some key points. Skills carried out with errors. Important mathematical detail is not included.	Shows very limited understanding of the underlying concepts needed to understand the problem(s) OR is missing too many important points.
Diagrams, illustrations, tables and graphs.	These are clear, directly support the text, and greatly add to the reader's understanding of the problem and its solution.	These are aimed at supporting the text though not enough to adequately support the reader's understanding of the problem and its solution.	Text not adequately supported. Diagrams or illustrations are only included for presentation, but are still relevant. Graphs lack necessary detail or presentation or are missing.	Illustrations only serve to improve the appearance of the report and lack relevance. Necessary tables, graphs etc. not included.
Depth of investigation	Has addressed the basic task, supported all findings with explanations or evidence, AND extended beyond this or explored the task in greater depth.	Has addressed the basic task and supported all findings with explanations or evidence, OR extended beyond the basic task to consider new possibilities.	Has addressed the basic task but lacks minimal amount of evidence, discussion or working to support findings.	Completed some of the task. Perhaps has considered the original basic task but not made links to the important mathematics.
Working like a mathematician (see below)	Has effectively used a variety of strategies to solve the problem and investigate or to solve the problem another way, and was able to identify these. (see below)	Has effectively used a variety (2-3) of strategies to solve the problem and investigate. Relevant data is organised and presented. (see below)	Has successfully used at least one strategy to solve and investigate the problem. (see below)	Provides no evidence of using strategies to solve or investigate the problem, or collect and organise data.
Text and writing style	Has written coherently with confident expression in well-structured sentences. Ideas are presented logically. Includes an engaging introduction and a strong conclusion.	Has written in well-structured sentences. Ideas are mostly presented in a logical manner. Includes an introduction and a conclusion.	Has made an effort to address each of the four main sections of the report though one section may be significantly lacking in detail. Ideas may be disorganised.	Writing is incoherent. Ideas lack a logical sequence.

Very High 19-20 **High** 16-18 **Medium** 12-15 **Low** 7-11 **Very Low** - 6

Mathematicians use strategies:

Using a similar problem	Draw a picture or graph	Seek an exception
Guess, check and improve	Make a model	Try all possibilities systematically
Try a simpler problem first	Look for a pattern	Break the problem into smaller parts
Write an equation	Work backwards	
Make a list or table	Act it out	

Maths Report – Text Preparation

Write down 4 – 6 sentences about **what you did**, in chronological order

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Write down the things you now know as a result of your investigation

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