**Assessment Example 5**

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| **Criterion** | **A** | **B** | **C** | **D** | **E (SL)** | **E (HL)** | **Total (SL)** | **Total (HL)** |
| Achievement level awarded | 2 | 2 | 2 | 1 | 4 | 2 | 11 | 9 |
| Maximum possible achievement level | 4 | 3 | 4 | 3 | 6 | 6 | 20 | 20 |

**Comments**

**Criterion A: Communication**

A2—There is an aim and a rationale in an introduction, but there is a lack of explanations throughout. For example, on page 4, where do the numbers in the table come from? The diagrams do not aid the explanations very much.

**Criterion B: Mathematical presentation**

B2—There is inconsistent use of terminology, for example, “root or zero” on page 7. There is some appropriate use of ICT tools.

**Criterion C: Personal engagement**

C2—The student does apply some unfamiliar mathematics, and some research has taken place. Some examples were created, but not followed through.

**Criterion D: Reflection**

D1—There is very limited and superficial reflection. Opportunities for reflection were not taken.

**SL Criterion E: Use of mathematics**

E4—The mathematics used is mostly correct. The student can apply the method, but there is no evidence of understanding why it works.

**HL Criterion E: Use of mathematics**

E2—There is partial, rather than good, understanding.