

Investigation 1 Rhyme to riches

Name: _____

Due date: _____

Step	Ability to...	Proficiency strands				
		A	B	C	D	E
	Interpret the rhyme and extract all the types of numbers that need to be eliminated.	Independently decoded the rhyme to quickly and accurately list all the types of numbers that needed to be eliminated in order to find the correct number to put on the magic key.	Identified that the rhyme contained instructions to eliminate certain types of numbers. Only needed to read the rhyme once or twice to find the clues and list the number types correctly.	With help, understood and listed the types of numbers contained in the instructions. Checked the list and accurately amended it, with a little help.	Needed teacher guidance to identify that the rhyme contained clues. Listed the number types with help.	Was unable to identify the key maths terms in the rhyme. Had difficulty reading for understanding.
		Clearly understood the mathematical characteristics of each number type and made no errors when identifying them all in each category.	Used a methodical process of elimination. Made a few careless mistakes when eliminating the numbers. Corrected these easily and identified the correct number for the key.	Needed a little assistance to understand some of the number types. With help was able to identify them all in each category.	Needed teacher guidance to understand most of the number types. Had difficulty identifying the numbers in each category.	Had difficulty describing the process of elimination and why the secret number did not fit into any category. Did not use the correct mathematical language.
Reasoning	Explain the process and justify the answer.	Used a process of elimination that was logical, thorough and efficient. Found the correct number for the key on the first attempt.	Described the process used to categorise numbers and find the magic number. Gave a reasonable explanation as to why the secret number did not fit into any category. Mostly used correct mathematical language.	Briefly described the process of elimination used. Gave some reasons why the secret number did not fit into any category. Did not always use the correct mathematical language.	Had difficulty describing the process of elimination and why the secret number did not fit into any category. Did not use the correct mathematical language.	The description of the process was unclear and somewhat confused. Did not find the secret number and did not understand the mathematical categories.
		Used the correct mathematical language at all times.				

Teacher comments

Overall rating

