



2016 National Mathematics Talent Quest: Judges Criteria

	Category	High	Score	Medium	Score	Low	Score	Not Evident	Score	Total
Mathematical Content	A Understanding of the investigation and appropriate mathematical concepts	Demonstrates a thorough understanding of the investigation and the mathematical concepts, which are appropriate to the student/s' level.	4	Demonstrates a reasonable level of understanding of the investigation and the mathematical concepts in the task, which are mostly appropriate to the student/s' level.	3	Demonstrates some understanding of the investigation and the mathematical concepts. But not at a level appropriate to the student/s.	2	Little or no evidence of understanding of the investigation or the mathematical concepts.	0	
Mathematical Process	A Choice of appropriate strategies and the monitoring of them	Uses correct and efficient strategies to achieve a solution. Monitors strategies and progress and/or considers alternative strategies as needed.	4	Uses suitable strategies to investigate. Some level of planning and monitoring is evident.	3	Chooses a partially correct strategy OR a correct strategy for solving only part of the task.	2	Chooses incorrect or unsuitable strategies to lead to a solution OR no strategy is evident.	0	
	B Making mathematical connections	Recognises and makes relevant high-level mathematical connections with everyday experiences in and out of school.	4	Makes some relevant Mathematical connections with everyday experiences.	3	Makes some Mathematical connections but they show limited relevance.	2	Does not make Mathematical connections.	0	
	C Use of systematic reasoning and accurate mathematics	Consistently uses accurate mathematics and systematic reasoning to make decisions and reach conclusions.	4	Often uses accurate mathematics and systematic reasoning to make decisions and reach conclusions.	3	Shows some accurate mathematics and some systematic reasoning to reach a solution.	2	Mathematics is inaccurate and inappropriate reasoning is used in an attempt to reach a solution, OR no reasoning is evident.	0	



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Source and Originality of Idea	A Evidence of use of resources and personal ideas	Evidence of student's personal ideas is obvious and high quality as well as other relevant information and resources being used in the investigation.	4	Evidence of student/s' personal ideas is reasonably high level as well as other relevant information and resources being used in the investigation.	3	Some evidence of student use of personal ideas and/or resources, and other relevant information in the investigation.	2	There is no evidence of student use of resources, personal ideas and other information.	0	
	B References and acknowledgements	A range of references together with acknowledgement of support (including the internet, teachers, parents etc).	4	References and Acknowledgements of support (including the internet, teachers, parents etc).	3	Very few references and/or acknowledgement of support are listed.	2	No references and Acknowledgements of support are listed.	0	
Coherence	A Approach to the investigation	The investigation has explicit aims and goals, a thorough plan and clearly stated conclusions.	4	The investigation is relatively clear with a statement of aims or goals, a planned approach and conclusions stated.	3	Some of the following are included: statement of aims and goals, a plan and a statement of conclusions.	2	No aims and goals are stated, planning for the investigation is unclear and conclusions are unclear or not stated.	0	
	B Clear and detailed explanations	Explanations are very clear, effectively detailed explanations about how and why solutions or conclusions are reached.	4	Explanations with reasonable detailed stating how and why most solutions or conclusions are reached	3	Explanations are incomplete or ineffective as to why the solution makes sense.	2	Does not explain the solution or relate it to the investigation. The explanation cannot be understood.	0	



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Use of Language	A Use of mathematical terminology	Precise and appropriate Mathematical terminology and notation is used to support mathematical thinking and communicate ideas.	4	A reasonable level of Mathematical terminology and notation is used to share ideas.	3	Some mathematical terminology and notation is included to communicate ideas.	2	Every day, familiar language is used to Communicate mathematical ideas OR no evidence of mathematical terminology.	0	
Presentation	A Neatness, organisation, legibility, interest and originality	A highly original project that is neat, very well-organised, legible and captures the reader's interest.	4	A reasonably original project that is mostly neat, legible, organised and captures interest.	3	Some measure of originality. Parts of the project are neat, legible, organised and capture some interest.	2	The project does not meet entry requirements for presentation.	0	