KS3 Assessment Rubric – MATHS – SHAPE, SPACE & MEASURES

Year 7

Working Towards Age Expectations	Working At Age Expectations	Working Above Age Expectations
• Pupils classify 3-D and 2-D shapes in various ways using mathematical properties such as reflective symmetry for 2-D shapes. • They use non-standard units, standard metric units of length including finding perimeters, capacity and mass, and standard units of time, in a range of contexts.	• Pupils use and make geometric 2-D and 3-D patterns, scale drawings and models in practical contexts. • They reflect simple shapes in a mirror line. • They choose and use appropriate units and tools, interpreting, with appropriate accuracy, numbers on a range of measuring instruments. • They find areas of simple shapes.	• When constructing models and drawing or using shapes, pupils measure and draw angles to the nearest degree and use language associated with angles. • They know the angle sum of a triangle and that of angles at a point. • They identify all the symmetries of 2-D shapes. • They convert one metric unit to another. • They make sensible estimates of a range of measures in relation to everyday situations. • They understand and use the formula for the area of a rectangle

Year 8

Working Towards Age Expectations	Working At Age Expectations	Working Above Age Expectations
• Pupils use and make geometric 2-D and 3-D patterns, scale drawings and models in practical contexts. • They reflect simple shapes in a mirror line. • They choose and use appropriate units and tools, interpreting, with appropriate accuracy, numbers on a range of measuring instruments. • They find areas of simple shapes.	• When constructing models and drawing or using shapes, pupils measure and draw angles to the nearest degree and use language associated with angles. • They know the angle sum of a triangle and that of angles at a point. • They identify all the symmetries of 2-D shapes. • They convert one metric unit to another. • They make sensible estimates of a range of measures in relation to everyday situations. • They understand and use the formula for the area of a rectangle.	• Pupils recognise and use common 2-D representations of 3-D objects. They know and use the properties of quadrilaterals. • They solve problems using angle and symmetry, properties of polygons and angle properties of intersecting and parallel lines, and explain these properties. • They devise instructions for a computer to generate and transform shapes and paths. • They understand and use appropriate formulae for finding circumferences and areas of circles, areas of plane rectilinear figures and volumes of cuboids when solving problems.

Year 9

Working Towards Age Expectations	Working At Age Expectations	Working Above Age Expectations
• When constructing models and drawing or using shapes, pupils measure and draw angles to the nearest degree and use language associated with angles. • They know the angle sum of a triangle and that of angles at a point. • They identify all the symmetries of 2-D shapes. • They convert one metric unit to another. • They make sensible estimates of a range of measures in relation to everyday situations. • They understand and use the formula for the area of a rectangle.	• Pupils recognise and use common 2-D representations of 3-D objects. They know and use the properties of quadrilaterals. • They solve problems using angle and symmetry, properties of polygons and angle properties of intersecting and parallel lines, and explain these properties. • They devise instructions for a computer to generate and transform shapes and paths. • They understand and use appropriate formulae for finding circumferences and areas of circles, areas of plane rectilinear figures and volumes of cuboids when solving problems.	• Pupils understand and apply Pythagoras' theorem when solving problems in two dimensions. • They calculate lengths, areas and volumes in plane shapes and right prisms. • They enlarge shapes by a fractional scale factor, and appreciate the similarity of the resulting shapes. • They determine the locus of an object moving according to a rule. • They appreciate the imprecision of measurement and recognise that a measurement given to the nearest whole number may be inaccurate by up to one half in either direction. • They understand and use compound measures, such as speed.