# Year 6: Maths Assessment Criteria

## Child's Name:

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| *Tick each objective only if pupil is 'secure'.* | | | | |
| Key Performance Indicators | Assessment Point | | | |
| | Baseline (July) | 1 | 2 | 3 |
| Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit | | | | |
| Round any whole number to a required degree of accuracy | | | | |
| Use negative numbers in context, and calculate intervals across zero | | | | |
| Solve number and practical problems that involve all of the above | | | | |
| Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication perform mental calculations, including with mixed operations and large numbers | | | | |
| Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context | | | | |
| Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context | | | | |
| Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | | | | |
| Solve problems involving addition, subtraction, multiplication and division | | | | |
| Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy | | | | |
| Use common factors to simplify fractions; use common multiples to express fractions in the same denomination | | | | |
| Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions | | | | |
| Multiply simple pairs of proper fractions, writing the answer in its simplest form  [for example, ¼ x ½ = 1/8] | | | | |
| Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6 ] | | | | |
| Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8 ] | | | | |
| Use written division methods in cases where the answer has up to two decimal places | | | | |
| Solve problems which require answers to be rounded to specified degrees of accuracy | | | | |
| Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. | | | | |
| Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison | | | | |

## Child's Name:

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| Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. | | | | |
| Use simple formulae | | | | |
| Generate and describe linear number sequences | | | | |
| Express missing number problems algebraically | | | | |
| Find pairs of numbers that satisfy an equation with two unknowns | | | | |
| Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places | | | | |
| Calculate the area of parallelograms and triangles | | | | |
| calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other unit[for example, mm3 and km3] | | | | |
| compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons | | | | |
| Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius | | | | |
| Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles | | | | |
| Describe positions on the full coordinate grid (all four quadrants) | | | | |
| Draw and translate simple shapes on the coordinate plane, and reflect them in the axes | | | | |
| Interpret and construct pie charts and line graphs and use these to solve problems | | | | |
| Calculate and interpret the mean as an average. | | | | |
| **Judgement made at each assessment point (e.g. EXSE, EXSD etc.)** | | | | |