

<b>Logic Problems Levelling Criteria</b>	
<p>Identify given facts and prioritise them</p> <ul style="list-style-type: none"> <li>• Be able to respond to given facts ( through manipulation of appropriate resources)</li> <li>• Aware that facts can be used in any order</li> <li>• Able to justify why a particular fact was used first or not chosen (with reference to one point)</li> <li>• Can explain why a starting point was chosen and prioritise some other clues.</li> <li>• Can identify and prioritise given facts in increasingly complex problems.</li> </ul>	<p><i>Level 1</i></p> <p><i>Level 2</i></p> <p><i>Level 3</i></p> <p><i>Level 4</i></p> <p><i>Level 5</i></p>
<p>Look for any relationships and patterns in the information given</p> <ul style="list-style-type: none"> <li>• Be able to interpret a 'not' statement</li> <li>• Be able to identify links between 2 facts</li> <li>• Be able to identify links between several of the given facts</li> <li>• Continually reviews information to make further links</li> <li>• Use of reasoned statements to eliminate / select possibilities</li> </ul>	<p><i>Level 1</i></p> <p><i>Level 2</i></p> <p><i>Level 3</i></p> <p><i>Level 4</i></p> <p><i>Level 5</i></p>
<p>Choose and use recording system to organise given information</p> <ul style="list-style-type: none"> <li>• Solution shown with practical resources only</li> <li>• Annotated pictures or diagrams from practical resources</li> <li>• Use of ordered lists and tables, or appropriate diagrams and symbols</li> <li>• Decide on a system to organise recording of thinking and solution (ordered lists or two-way tables)</li> <li>• Independent use of own method of recording which can be interpreted by others</li> </ul>	<p><i>Level 1</i></p> <p><i>Level 2</i></p> <p><i>Level 3</i></p> <p><i>Level 4</i></p> <p><i>Level 5</i></p>
<p>Use one piece of information at a time and see what effect it has, then keep one fixed and test the other</p> <ul style="list-style-type: none"> <li>• Able to use everyday language to talk about their work and the importance of a given fact</li> <li>• Explain approach to problem orally with some evidence of reasoning (this fact told me ...)</li> <li>• Explain approach to problem orally supported by written jottings with some evidence of reasoning (because ... is true, ... must be true)</li> <li>• Able to use one piece of information at a time and see what effect it has on the remainder of the problem.</li> <li>• Work systematically through the problem, using one piece of information at a time and seeing what effect it has on the remainder of the problem.</li> </ul>	<p><i>Level 1</i></p> <p><i>Level 2</i></p> <p><i>Level 3</i></p> <p><i>Level 4</i></p> <p><i>Level 5</i></p>
<p>Check that the answer meets all criteria</p> <ul style="list-style-type: none"> <li>• Check solution with adult support</li> <li>• Check solution meets all criteria - possibly after adult suggestion</li> <li>• Independently check that solution meets all criteria</li> <li>• Independently check that solution meets all criteria for more complex puzzles</li> <li>• Independently check that solution meets all criteria for problems of increasing complexity</li> </ul>	<p><i>Level 1</i></p> <p><i>Level 2</i></p> <p><i>Level 3</i></p> <p><i>Level 4</i></p> <p><i>Level 5</i></p>
<p><b>Best-Fit Assessed NC Level :</b></p> <p><i>(It is <u>not</u> possible to sub-level an individual problem from this criteria)</i></p>	