WORK SAMPLE PORTFOLIO

Annotated work sample portfolios are provided to support implementation of the Foundation – Year 10 Australian Curriculum.

Each portfolio is an example of evidence of student learning in relation to the achievement standard. Three portfolios are available for each achievement standard, illustrating satisfactory, above satisfactory and below satisfactory student achievement. The set of portfolios assists teachers to make on-balance judgements about the quality of their students’ achievement.

Each portfolio comprises a collection of students’ work drawn from a range of assessment tasks. There is no pre-determined number of student work samples in a portfolio, nor are they sequenced in any particular order. Each work sample in the portfolio may vary in terms of how much student time was involved in undertaking the task or the degree of support provided by the teacher. The portfolios comprise authentic samples of student work and may contain errors such as spelling mistakes and other inaccuracies. Opinions expressed in student work are those of the student.

The portfolios have been selected, annotated and reviewed by classroom teachers and other curriculum experts. The portfolios will be reviewed over time.

ACARA acknowledges the contribution of Australian teachers in the development of these work sample portfolios.

THIS PORTFOLIO: YEAR 2 MATHEMATICS

This portfolio provides the following student work samples:

Sample 1  Number: Counting
Sample 2  Geometry: Shapes
Sample 3  Measurement: Longer than my thumb
Sample 4  Number: My coins
Sample 5  Statistics: Graph audit
Sample 6  Number: Tooth fairy
Sample 7  Number: Block of chocolate
Sample 8  Number: Partial array
Sample 9  Geometry: Flip, slide, turn
Sample 10  Geometry: Farmyard walk
Sample 11  Geometry: 3D picture
Sample 12  Measurement: Calendar task
Sample 13  Probability: Snakes and ladders
Sample 14  Number: Number and money
This portfolio of student work demonstrates recognition of increasing and decreasing number sequences involving 3s, 5s and 10s, and the identification of patterns when counting (WS1). The student draws two-dimensional shapes and orders them using informal units of length or area (WS2). The student describes equal groups of objects as fractions of the whole (WS4). The student measures the length of objects using informal units (WS3) and identifies features of three-dimensional objects (WS11). The student reads and constructs a calendar and identifies the seasons (WS12). The student shows how an amount of money can be calculated using different combinations of Australian coins (WS6, WS14). The student divides a given number into equal groups and solves related problems (WS7, WS8). The student uses a map to locate objects and give directions (WS10). The student explains the likelihood of the occurrence of an event (WS13). The student flips, slides and turns an object (WS9). The student collects data, creates lists, tables and picture graphs and makes sense of the data collected (WS5).
Number: Counting

Year 2 Mathematics achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information.

Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect data from relevant questions to create lists, tables and picture graphs.

Summary of task

A unit on counting and number patterns was taught in each of semester 1 and semester 2. A counting warm-up activity occurred daily and skip counting on the calculator and hundreds chart had been completed as a class.

The teacher modelled the task and the students were given a calculator and a hundreds chart. The students were given two 20-minute sessions to complete the tasks.
Mathematics

Number: Counting

Annotations

Investigates number sequences that decrease and increase by fives from any starting point.

Recognises a number of patterns formed by number sequences and describes them using everyday language and the mathematical terminology of place value.
Number: Counting

Annotations

Identifies several number sequences that increase by 10s from a three-digit starting point on a hundreds chart.

Uses place value to describe patterns identified in a number sequence.

Identifies a number sequence that increases by threes from a three-digit starting point on a hundreds chart.

Connects skip counting to the process of identifying a number sequence that increases by threes.
Geometry: Shapes

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Summary of task

Students had an understanding of two-dimensional shapes and their properties from previous units. They had completed class activities on length and area. They were asked to draw five different two-dimensional shapes of different sizes and then order the shapes according to their area. Students were prompted to think about what would be the best tools to use to complete the task and how they would go about it before starting. They were given access to mathematical materials.
Geometry: Shapes

Draw 5 different shapes and cut them out.
Can you order your shapes by area?

What tools might help you measure area?
How will you record your findings?
Are there any shapes that are harder to measure than others?
How do you know you are right?

A ruler might help you or you could use maths equipment. I tried centres and they where perfect, so I tried it recorded with ones.

There are other shapes that are harder probably if they are tiny or huge.

I am right because after I put the ones on I wrote how many one it took to fill the shape

Draws two-dimensional shapes and orders them according to their area.

Recognises that different shapes can have the same area.

Explains why it is better to use ‘ones’ or a ruler to calculate the area of a shape.
Measurement: Longer than my thumb

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Summary of task

Students were asked to collect objects from the classroom that they could measure using their thumb as a measuring device. They were required to measure the objects and order them according to their length in comparison to their thumb.
Measurement: Longer than my thumb

Annotations

Chooses objects that are longer than their own thumb to measure.

Uses informal units to measure objects longer than their thumb.

Demonstrates an understanding that different thumbs have different lengths and the measurement could be inaccurate.

Orders five objects from longest to shortest using informal units.
Number: My coins

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Summary of task

Students were given 16 ‘coins’ and asked to divide them into equal groups and describe each group as a fraction of the original number. Students were asked to use number sentences to record their findings and to think of as many possibilities as they could.
Number: My coins

TASK 1

Tim divided these 16 coins into equal groups.

Can you describe each group as a fraction?

What number sentences could help you record your findings?
Are there any other possibilities?
Could you still describe the groups as fractions if they were not equal? Why or why not?
What if there were 24 coins?

Demonstrates that 16 can be partitioned into different groups to demonstrate fractions.

Demonstrates an understanding of fractions by drawing groups and writing number sentences.
Statistics: Graph audit

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Summary of task

Students discussed different ways to display information that they had collected during some class activities. During class time they were asked to display information and interpret data displays.
Statistics: Graph audit

Annotations

Explains the graph using words and a vertical axis scale.
Statistics: Graph audit

Data Collection and Graphing

**TASK:** Collect and graph data on what activity students in our class would like to take part in on the last week of school to celebrate the end of year.

1. Write your question.
   What thing will you do for Special days at the end of the year?

2. Organise how you will collect your data and survey the class to collect your information.

<table>
<thead>
<tr>
<th>Water Pistle day</th>
<th>Ththth Nn Nm Nn</th>
<th>22 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Party</td>
<td>Ththth</td>
<td>5 6</td>
</tr>
<tr>
<td>Sport day</td>
<td>Thth</td>
<td>7 3</td>
</tr>
<tr>
<td>Wheel day</td>
<td>Thth</td>
<td>10</td>
</tr>
<tr>
<td>PJ day</td>
<td>Thth</td>
<td></td>
</tr>
</tbody>
</table>

3. Display your data using graph paper.

Annotations

Collects data from a developed question. Totals match tally marks in the frequency distribution table.
Statistics: Graph audit

Annotations

Labels axes correctly with an appropriate scale.
Number: Tooth fairy

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Summary of task

Students had been studying arrays and grouping. They were asked to solve a problem by using grouping and arrays.
Number: Tooth fairy

Annotations

Demonstrates equivalent amounts of money using different coin denominations.

Demonstrates an understanding of the number of coins required to make $1.

Accurately calculates $2 using combinations of different coins.

Recognises the smallest and largest number of coins that can make $2.
Number: Block of chocolate

Year 2 Mathematics achievement standard

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Summary of task

Students were asked to divide a block of chocolate into different groups to accommodate different possibilities of division of the block of chocolate.
**Number: Block of chocolate**

**PROBLEM 1**

I have a 30 piece block of chocolate.

What might my chocolate block look like?

Record as many possibilities as you can.

![Diagram of chocolate block with different arrangements](image)

**Annotations**

Recognises different ways of constructing a 30-piece block of chocolate.
Number: Block of chocolate

I have a 30 piece block of chocolate to share equally with my friends.
How many friends can I share it equally with and how many pieces will each person receive?

Record as many possibilities as you can.

1. You could share it with 30 people so every one will get 1 each.
2. You could share it with 6 people. Every one will get 5 pieces each.
3. You could share it with 5 people every one 6 pieces each.
4. You could share it with 10 people every one will get 3 pieces each.
5. You could share it with 3 people and every one will get 10 pieces each.
6. You could share it with 5 people.

Annotations

Explains the sharing of the chocolate in several ways.
Number: Partial array

Year 2 Mathematics achievement standard

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Summary of task

Students had been studying arrays and grouping. They were asked to solve a problem by using grouping and arrays.
Number: Partial array

I have a packet of lollies in an array.
The trouble is some of the lollies are covered by the label.

Lick-Lick
Lollies

How many lollies are there altogether in the packet?
Show how you worked it out?

35

Are there any other ways of working out the total amount of lollies in the packet?
1) count in 15 but that would be too slow.
2) double the 53 so they make 10, then add the last 5.
3) count in 25 but leave the bottom row then add the last 7.

Annotations

Explains the reasoning behind the answer of 35.

Explains different strategies for reaching the solution.
Geometry: Flip, slide, turn

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Summary of task

Students were asked to describe a transformation by using diagrams and words.
Geometry: Flip, slide, turn

Demonstrates that after transformations (turn, flip and slide) the object still remains the same size, has the same area and lines are of equal length.
Geometry: Farmyard walk

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Summary of task

The students participated in a unit on mapping which involved locating items on maps such as zoo maps, a school map, and maps constructed from a literature focus. They followed directions to go from one location to another on maps, gave directions to a partner on how to go from one place on a map to another and explained where items on a map were in relation to other items. As part of this unit the students revisited and expanded their understanding of the language of position and direction.

To complete the task the students were given a copy of a map, its legend and a question sheet. They were given approximately 60–90 minutes to complete the task.
Geometry: Farmyard walk

Annotations
Geometry: Farmyard walk

Annotations

Identifies relative position of key features on simple maps.

Uses appropriate positional language (‘diagonally’, ‘vertically up and down’, ‘horizontally left’) to pose questions about the relative location of key features on simple maps.

Recognises that there can be more than one answer to the questions posed and provides multiple possible answers.

Describes the relative location of key features on simple maps using positional language in detail.

Gives clear directions from one location to another.
Geometry: 3D picture

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Summary of task

A unit on shape was taught in each of semester 1 and semester 2 with a focus on three-dimensional objects. Students were practised in using the Comic Touch app.

Students performed the task individually in rotational groups to enable equal access to technology. They were asked to:

1. Choose two three-dimensional objects from a container of three-dimensional objects.
2. Explore the three-dimensional objects.
3. Photograph the objects selected.
4. Use Comic Touch to record as many things about the objects as they could.

Students were given 30–40 minutes to complete the task.
Geometry: 3D picture

Annotations

Identifies geometric features such as the number of faces, corners or edges on a rectangular prism and pyramid.

Uses digital technology to represent three-dimensional objects.

Recognises that flat surfaces of three-dimensional objects are two dimensional shapes and names the shapes of these surfaces.
Recognises and describes possible uses of everyday three-dimensional objects.

Recognises that three-dimensional objects can slide.
**Measurement: Calendar task**

**Year 2 Mathematics achievement standard**

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**Summary of task**

The students completed a unit of work that involved guided exploration of calendars examining the days in each month, sequence of months, when each day in a month begins compared to the end of the previous month, et cetera. Students were given open-ended tasks to focus their attention on calendars and their purpose.

The teacher read Diary of a Wombat by Jackie French to the class. After listening to the story students were given a blank calendar and had to follow the instructions to complete it. Students who needed further scaffolding were given a calendar with the dates filled in and, if required, were read the instructions. The students were given a mathematics block to complete the task, or longer if needed.
Measurement: Calendar task

Calendar Task
On the October 2013 calendar blank fill in all of the dates for the month of October. Use the information listed below from Jackie French’s story, Diary of a Wombat, to help you.

Important information:
- We meet Wombat on Tuesday 1st October.
- There are 31 days in October.

October 2013

Annotations
Applies knowledge of months to identify the dates before and after a given month.
Locates day and date on a calendar.
Measurement: Calendar task

1. On Tuesday, 15th October Wombat decided grass was boring and the next day she demanded a carrot. What was the day and date that she ate her first carrot?

   Wednesday 16th October

2. On a Thursday Wombat chased a garbage can. What are the dates this might have occurred on?

   3rd, 10th, 17th, 24th, 31st

3. A week after Monday the 4th of October we discover that Wombat thinks humans are easily trained and make good pets. What day and date is this?

   Monday 21st October

4. List 3 things you think Wombat might do before the end of October. Make sure you list the day and date on which she does each thing and show it on the calendar blank.

   1) 29th Tuesday: Chased a mouse
   2) 30th Wednesday: slept
   3) 31st Thursday: ate 3 carrots

5. There are 3 blank days / squares on your calendar can you fill in the dates and months in the squares?

6. What season is the month of October in?

   Summer: January, February, December
   Autumn: March, April, May
   Winter: June, July, August
   Spring: September, October, November

Annotations

Records dates appropriately.
Uses a calendar to identify given days and dates.
Lists possible dates an event could occur.
Demonstrates understanding of time (day/week).
Makes connections between dates and position in month.
Identifies the months in each season.
Orders seasons.
Probability: Snakes and ladders

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Summary of task

Students had completed a unit of work on probability including describing the likelihood of the outcomes of everyday events.

They were given the task to complete at the end of the unit during a lesson and completed the work individually. Students were given a picture of a snakes and ladders board game and had to describe the likelihood of events when a pair of dice are rolled and explain their reasoning.
Probability: Snakes and ladders

Annotations

Explains why a statement of chance is correct using the language of chance.

Identifies particular events that have no chance of happening and explains why they are impossible.

Recognises that no particular result can be ‘certain’ when two dice are rolled.

Classifies particular outcomes of a chance experiment as ‘likely’ or ‘unlikely’.

Provides detailed explanations to support the classification of particular outcomes as ‘likely’ or ‘unlikely’.

Number: Number and money

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Summary of task

Students set up a class shop with items at different prices. After working with each other purchasing, selling and calculating total prices and change given, students were assessed by their teacher. The teacher directed the transaction to assess multiple parts of the achievement standard.
Number: Number and money

Annotations

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