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    Statistics and Probability: Snakes and ladders
Sample 14    Measurement: Patterns in time

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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). 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 tells the time (WS14) and 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.
Number: Counting

Counting with a Calculator

1. Choose a two or three digit number that ends in 5 or 0.
2. Enter this number into the calculator and in the table below.
3. Press the "+ 5" key and the "=" key, record.
4. Keep pressing the "=" key, writing each number shown on the calculator in the table.

<table>
<thead>
<tr>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>12</td>
<td>17</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>12</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>13</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>14</td>
<td>19</td>
<td>24</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>11</td>
<td>16</td>
<td>21</td>
</tr>
</tbody>
</table>

5. Describe the any patterns you see.

| 1 | 6  | 11 | 16 | 21 |
| 1 | 2  | 3  | 4  | 5  |
| 1 | 2  | 3  | 4  | 5  |
| 1 | 2  | 3  | 4  | 5  |
| 1 | 2  | 3  | 4  | 5  |

Annotations

Investigates number sequences that decrease and increase by fives from starting points that are multiples of five.

Recognises a pattern formed by a number sequence.
Number: Counting

Annotations

Identifies number sequences that increase by tens from a variety of three-digit starting points on a hundreds chart.
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.
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?

Draws two-dimensional shapes.
Organises some shapes in order from smallest to largest using informal measurements.
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

A glue sticker is longer than my finger.
A pencil is longer than my finger.
A night light is longer than my finger.
A star fruit is longer than my finger.

Annotations
Chooses objects that are longer than their own finger to measure.
Number: My coins

Year 2 Mathematics achievement standard

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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

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?

Illustrates equal groups to form a total of 16.

Explains one quarter of 16.

Illustrates one half of a group.
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 some information and interpret data displays.
Statistics: Graph audit

Graph Audit

Task:
1. Give a title to the graph below.
2. Name each axis.
3. Give numbers to the vertical axis.
4. Category titles to the columns.

Name: _______________________

Annotations

Shows numbers on vertical axis but not to scale.

Creates categories for each column.
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 will you choose from these activities?

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

<table>
<thead>
<tr>
<th>Move day</th>
<th>Party Day</th>
<th>Pajama Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>3</td>
</tr>
</tbody>
</table>

3. Display your data using graph paper

**Annotations**

Constructs a frequency distribution table with errors in the totals of the tally marks.
Statistics: Graph audit

Annotations

Scale on vertical axis is accurate up to 10.

Constructs columns with some degree of accuracy.
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.
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 2:**

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.

```
by people f pieces
5 people 6 pieces
6 people 5 pieces
27 people 5 pieces
```

**Annotations**

Demonstrates two combinations to make 30.
Number: Partial array

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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? 35
Show how you worked it out? I pointed and counted the lollies with my fingers. I chose this strategy because it is easy to count. I also counted the hidden dots.

Are there any other ways of working out the total amount of lollies in the packet? Count in 2’s. Count in 5’s.

Annotations

Counts the number of hidden dots in an array.

Describes one correct strategy to solve the problem.
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

Annotations

Slides a two-dimensional object.
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

A Farmyard Walk Mapping Task

Using the map and key answer the following questions.
1. What is located between the shed and frog pond? chicken
2. Below the tree is the  
3. To the left of the shed is  
4. What is positioned below the windmill?  
5. To the right of the snail and worm is the  
6. What is positioned directly above the rake?  

7. Describe where the rose bush is in relation to the other objects on the map. Windmill red flower are diagonal right

Can you write 3 more questions based on the location of the items on the map and then answer your questions?

Question
1. To the square of the shed and worm is the tree? 

Answer: Haystack

2. To the right of the shed is the? 

Answer: Pond

3. Left the tree is the? 

Answer: Shed

8. Explain how you would get from the shed to the haystack. Go up to the pond then go left to the haystack

Annotations

Identifies the relative position of key features on simple maps.
Demonstrates understanding of positional language.
Uses simple positional language (`above`, `left`) to write questions about the relative position of key features on simple maps.

Uses positional language.
Lists one possible answer to the question posed.
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 that a cylinder has no corners.

Identifies geometrical features of a rectangular prism, including the number of faces, corners and edges.

Uses digital technology to represent three-dimensional objects.
Measurement: Calendar task

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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, etc. 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

Calender 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

Records the days of October correctly in 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? ____________

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

3. A week after Monday the 14th of October we discover that Wombat thinks humans are easily trained and make good pets. What day and date is this? ____________

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) ____________
   2) ____________
   3) ____________

   ____________

5. There are 4 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?
   ____________

Annotations

Identifies the day and date after a given day.

Lists possible dates an event could occur.

Uses a calendar to identify the date of a given day.

Identifies days and dates towards the end of the month.

Identifies the season of a given month.
Probability: Snakes and ladders

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- **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

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

**PROBABILITY TASK**

Sammy and Georgie were playing Snakes and Ladders using 2 six sided dice.

Georgie threw the die and landed on number 98. "Oh no! I bet I land on that snake next throw," she said.

Sammy said, "Don't worry, that's impossible."

Is Sammy's statement True or False? Explain your thinking.

"It's true she will not get a one."

Sammy and George are going to throw two dice lots of times. Can you work out what numbers they might throw that are:

**Impossible**

**Certain**

**Likely**

**Unlikely**


**Annotations**

Explains why a statement of chance is correct.

Identifies an event that has no chance of happening.

Identifies an outcome that is ‘likely’ and demonstrates some understanding of why this particular outcome is likely.
Units of measurement: Patterns in time

Year 2 Mathematics achievement standard

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Summary of task

Students wrote the minutes around an analog clock and described the number patterns created, for example, 5, 10, 15.

Students divided the clock into quarters and highlighted numbers related to ‘half past’, ‘quarter to’ and ‘quarter past’.
Units of measurement: Patterns in time

Annotations

Demonstrates some understanding of the concept ‘o’clock’.