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 Measurement: Patterns in time
Sample 15 Number: Number and money

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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, WS15). 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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>7</td>
<td>5</td>
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<tr>
<td>1</td>
<td>6</td>
<td>5</td>
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<tr>
<td>1</td>
<td>5</td>
<td>5</td>
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<tr>
<td>1</td>
<td>4</td>
<td>5</td>
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<tr>
<td>1</td>
<td>3</td>
<td>5</td>
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<td>1</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

5. Describe the any patterns you see.

50 505 5050

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<td>2</td>
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<td>2</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

5. Describe the any patterns you see.

27272727

Annotations

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

Recognises some patterns formed by number sequences and describes them using everyday language.
Number: Counting

**Annotations**

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

Identifies a number sequence that increases by threes from a three-digit starting point 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 tools would be the best 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?

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

2/ I used MAB counters
3. The circle was quite hard to measure.
4. I know I was right because I used ones.

Annotations

Understands that there are various informal units that could be used to compare the areas of each shape.

Draws two-dimensional shapes.

Orders two-dimensional shapes based on their area.

Recognises that measuring the area of a circle is more complicated than that of a four sided shape.
Measurement: Longer than my thumb

Year 2 Mathematics achievement standard

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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

Annotions

Orders four objects from longest to shortest using informal lengths.

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

Uses informal units to measure objects longer than their thumb.
Mathematics

Number: My coins

Year 2 Mathematics achievement standard

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

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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

Annotations

Demonstrates an understanding of dividing objects into equal groups that allows for equivalent fractions to be written.

Shows that 8/16 is the same as 1/2 of the group.

Shows how each group must have the same number of items in it to represent the fraction as quarters.

Shows that 2/16 is the same as 1/8.
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

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.

Favourite ice cream flavours

<table>
<thead>
<tr>
<th></th>
<th>Choc-mint</th>
<th>Rainbow</th>
<th>Chocolate</th>
<th>Strawberry</th>
<th>Bubblegum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ice cream</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>
## 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 like to do on the last week of school?

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheels Day</td>
<td>1</td>
</tr>
<tr>
<td>Water Pistle</td>
<td>4</td>
</tr>
<tr>
<td>Sport Day</td>
<td>0</td>
</tr>
<tr>
<td>PJ Day</td>
<td>2</td>
</tr>
</tbody>
</table>
Statistics: Graph audit

Annotations

Draws graph but does not reflect the correct information.
Number: Tooth fairy

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: Tooth fairy

Annotations

Demonstrates equivalent amounts of money using different coin denominations.

Accurately uses an addition symbol when adding coins.

Accurately calculates $2 using combinations of different coins.

Recognises that 5 cents is the smallest coin and would require the most coins to 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.
Problem 1

I have a 30 piece block of chocolate.

What might my chocolate block look like?

Record as many possibilities as you can.

Count in 15s 2 times

Count in 5s 6 times

Count in 3s 10 times

Annotations

Represents multiplication in an array.

Count by 3s and 5s to a given number.

Demonstrates an understanding that 3 rows of 10 look different to 10 rows of 3 but equal the same amount.
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.

![Image of chocolate block and drawings]

Annotations

- Creates number sentences and pictures to show multiple solutions to a question.
- Recognises that when dividing, numbers can be smaller than a whole.
- Represents division by making equal groups.
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.
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?
1. I counted by 5s in my head, I had to count 5s 7 times.
2. I chose 5s because there is columns, of 5s.

Are there any other ways of working out the total amount of lollies in the packet?
1. Counting by 7s
2. Count in 2s and when you get to last row count in 5s

Annotations

Articulates strategies used to find a solution.

Recognises that it is easier to count by 5s rather than in 7s.

Demonstrates alternative ways to solve the problem.
Geometry: Flip, slide, turn

Year 2 Mathematics achievement standard

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Summary of task

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

Annotations

Flips, slides and turns a two-dimensional shape.
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?
2. Below the tree is the
3. To the left of the shed is the blue flower
4. What is positioned below the windmill?
5. To the right of the snail and worm is the windmill
6. What is positioned directly above the rake?

7. Describe where the rose bush is in relation to the other objects on the map.

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

Question 1: What is diagonally right from the pink flower?

Answer: the fence

Question 2: What is horizontally beside the worm and snail?

Answer: the tree and the windmill

Question 3: What is 4 steps above the rake?

Answer: the blue flower

Annotations
Identifies relative position of key features on simple maps.

Demonstrates understanding of positional language.

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

Provides answers to the questions posed.

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

Gives 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 some geometrical features of a prism and a pyramid, including the number of corners.

Recognises that flat surfaces of three-dimensional objects are two-dimensional shapes and names the shapes of some of these surfaces.

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, etcetera. 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.
Mathematics

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

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>


Annotations

Identifies months before and after October.
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) he will eat wood at the 1st
   2) he will eat jam 16
   3) he will eat book 19

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 date after a given day.

Lists date on which an event could occur.

Identifies the date a week after a given date.

Identifies the first month in Spring.
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.
Mathematics Year 2
Satisfactory
2014 Edition

Probability: Snakes and ladders

Annotations

Explains why a statement of chance is correct.

Identifies particular events that have no chance of happening.

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

Provides explanations to support the classification of particular outcomes as 'likely' or 'unlikely'.

Measurement: Patterns in time

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 list outcomes for everyday events. Students collect data from relevant questions to create lists, tables and picture graphs.

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’.
Measurement: Patterns in time

Annotations
Associates the numerals 3, 6 and 9 with 15, 30 and 45 minutes and uses the terms ‘quarter-past’ and ‘quarter-to’.
Number: Number and money

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Summary of task

Students had 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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