

Mathematics

Foundation Year

Below satisfactory

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: FOUNDATION YEAR MATHEMATICS

This portfolio provides the following student work samples:

| | |
|----------|------------------------------------|
| Sample 1 | Measurement: Long and short snakes |
| Sample 2 | Measurement: My week |
| Sample 3 | Measurement: Our day |
| Sample 4 | Geometry: The lost dog |
| Sample 5 | Geometry: Sensational sorting |
| Sample 6 | Number: Munching Molly |

This portfolio of student work shows ordering of events and recognition of the days of the week (WS2, WS3). The student communicates the language of location (WS4) and compares lengths to distinguish between longer and shorter (WS1). The student sorts objects (WS5), counts to and from 20 and connects number names, numerals and quantities (WS6).

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Measurement: Long and short snakes

Foundation Year Mathematics achievement standard

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

By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.

Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information.

Summary of task

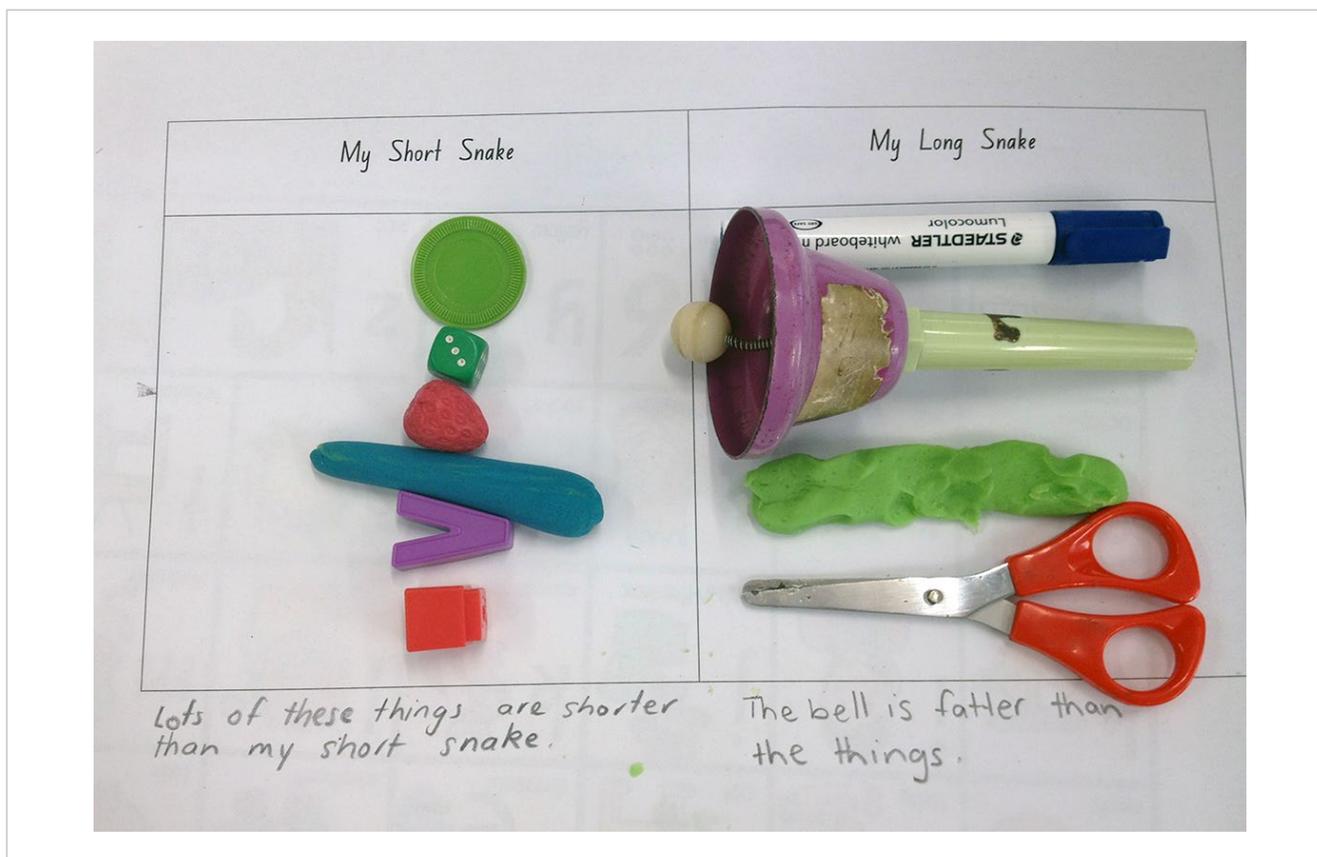
Students were asked to use playdough (or similar) to make 'snakes' which were long and short and then were asked to find something in the room which was longer than each snake and shorter than each snake. Photographs were taken and observations scribed by the teacher, focusing on each student's use of mathematical language.

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Measurement: Long and short snakes



Annotations

Locates objects that are shorter than the short snake but there is no evidence that they can locate longer objects.

Creates a long and a short snake which are fairly similar in length.

Describes length using comparative language.

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Measurement: My week

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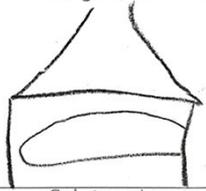
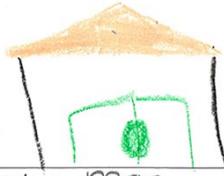
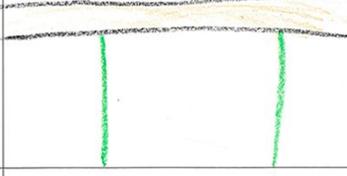
Students participated in class discussions about the class timetable and key events. Students were given the task sheet and asked to draw or write about key events for each of the days of the week.

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Measurement: My week

| | | |
|---|--|---|
| On Monday I... go to skool | On Tuesday I... go to skool | On Wednesday we... skool |
|  |  |  |
| On Thursday I... skool | On Friday we... skool | On Saturday I go to rang |
|  |  |  |
| On Sunday I... mas | | |
|  | | |

Annotations

Classifies week days by associating school attendance.

Classifies weekends by making connections with everyday family routines.

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Measurement: Our day

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Summary of task

Students were asked to discuss what they did in their day at school. They were asked to explain the order of events and these were recorded by the teacher. Students viewed photographs of typical activities and were asked to explain and order the events using the physical prompts.

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Measurement: Our day



Annotations

Identifies events that occur every day.

Sequences familiar events in time order.

Identifies the starting and finishing point of an event to help determine its duration.

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Geometry: The lost dog

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Summary of task

Students had been using the language of position in their mathematics lessons.

Students were given a picture of a house and various objects in its yard, including a tree, a garden bed, a cat, a car, a pot plant and a clothes line. A scenario of a looking for a lost dog was described.

Part 1: Students were asked to draw a pathway on the picture to show six places where they looked for the lost dog.

Part 2: Students were asked to draw and describe, using positional words, each of the six places where they had looked for the lost dog.

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Geometry: The lost dog

Show us the six places you looked for your dog. Draw yourself at the first place and draw your dog where you found it. Use a coloured line to trace your search path.



Draw and write or tell, using positional words, where you looked for your lost dog.

| | | |
|-------------------------------|-----------------------------|---------------------------------------|
| 1. down the road | 2. up the ladder | 3. through the cat and the dog |
| 4. under the flowerpot | 5. under the clothes | 6. |

Annotations

Draws a pathway indicating route taken.

Interprets a two-dimensional representation.

Uses drawings to represent personal locations along a path.

Uses everyday language of location to describe the route taken.

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Geometry: Sensational sorting

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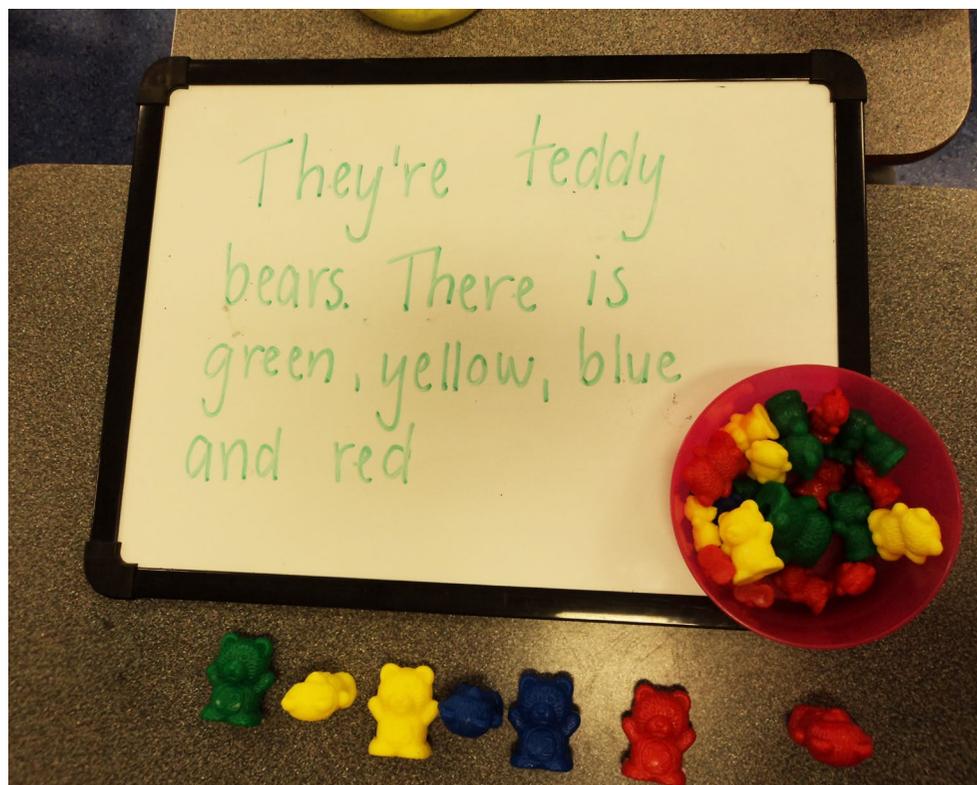
The students were given a collection of different coloured and sized teddy bears. The students were asked to sort the objects by colour/size. The teacher then asked two questions:

- How have you sorted your objects?
- Is there another way you could sort your objects?

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Geometry: Sensational sorting



Transcript:

Teacher: How have you sorted your objects?

Student: By teddy bear colour.

Teacher: Is there another way you could sort your objects?

Student: I don't know.

Annotations

Sorts some of the collection by colour.

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Number: Munching Molly

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Summary of task

This one-to-one task was carried out at the end of a unit of work on number. The teacher introduced 'Munching Molly' – a tennis ball with a mouth – and explained how Molly liked to eat different types and quantities of food, similar to a character in a book that had been read during class. The teacher then phrased a series of questions and asked the student to count to and from 20 and to make connections between number names, numerals and quantities up to 10.

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Number: Munching Molly



Annotations

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