

## 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).

#### COPYRIGHT

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, you may view, download, display, print, reproduce (such as by making photocopies) and distribute these materials in unaltered form only for your personal, non-commercial educational purposes or for the non-commercial educational purposes of your organisation, provided that you retain this copyright notice. For the avoidance of doubt, this means that you cannot edit, modify or adapt any of these materials and you cannot sub-license any of these materials to others. Apart from any uses permitted under the Copyright Act 1968 (Cth), and those explicitly granted above, all other rights are reserved by ACARA. For further information, refer to (<http://www.australiancurriculum.edu.au/Home/copyright>).

# Mathematics

# Foundation Year

Below satisfactory

## Measurement: Long and short snakes

### Foundation Year Mathematics achievement standard

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

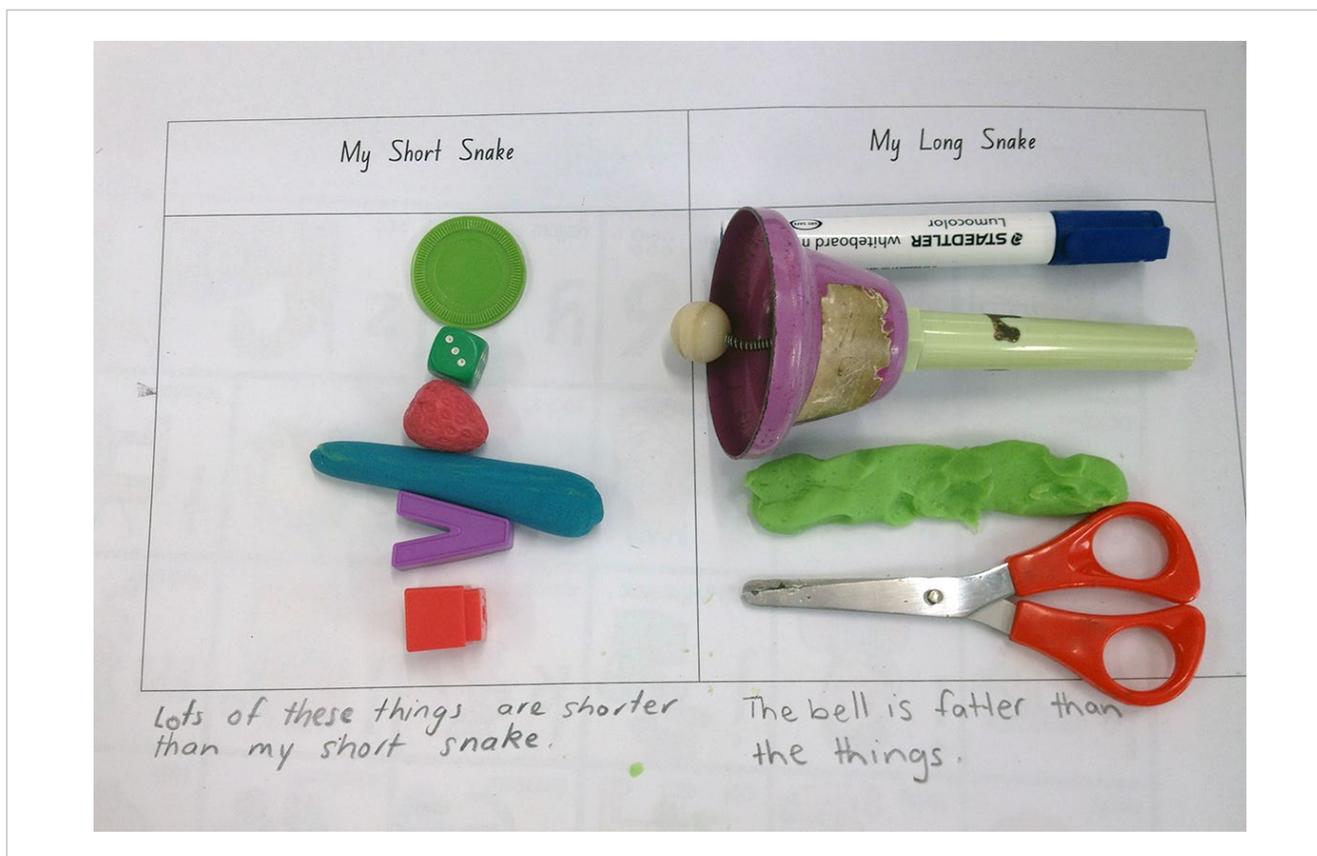
*By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to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

## 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.*

#### Copyright

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, a more restrictive licence applies. For more information, please see the first page of this set of work samples and the copyright notice on the Australian Curriculum website (<http://www.australiancurriculum.edu.au/Home/copyright>).

# Mathematics

# Foundation Year

Below satisfactory

## Measurement: My week

### 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

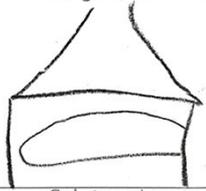
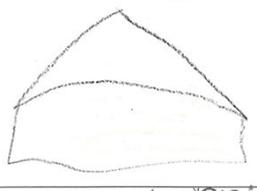
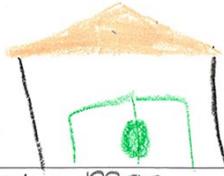
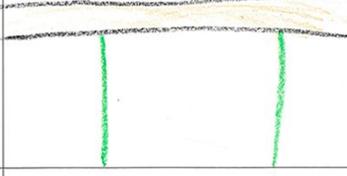
Students participated in class discussions about the class timetable and key events. Students were given the task sheet and asked to draw or write about key events for each of the days of the week.

# Mathematics

# Foundation Year

Below satisfactory

## 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.*

**Copyright**

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, a more restrictive licence applies. For more information, please see the first page of this set of work samples and the copyright notice on the Australian Curriculum website (<http://www.australiancurriculum.edu.au/Home/copyright>).

# Mathematics

# Foundation Year

Below satisfactory

## Measurement: Our day

### 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.*

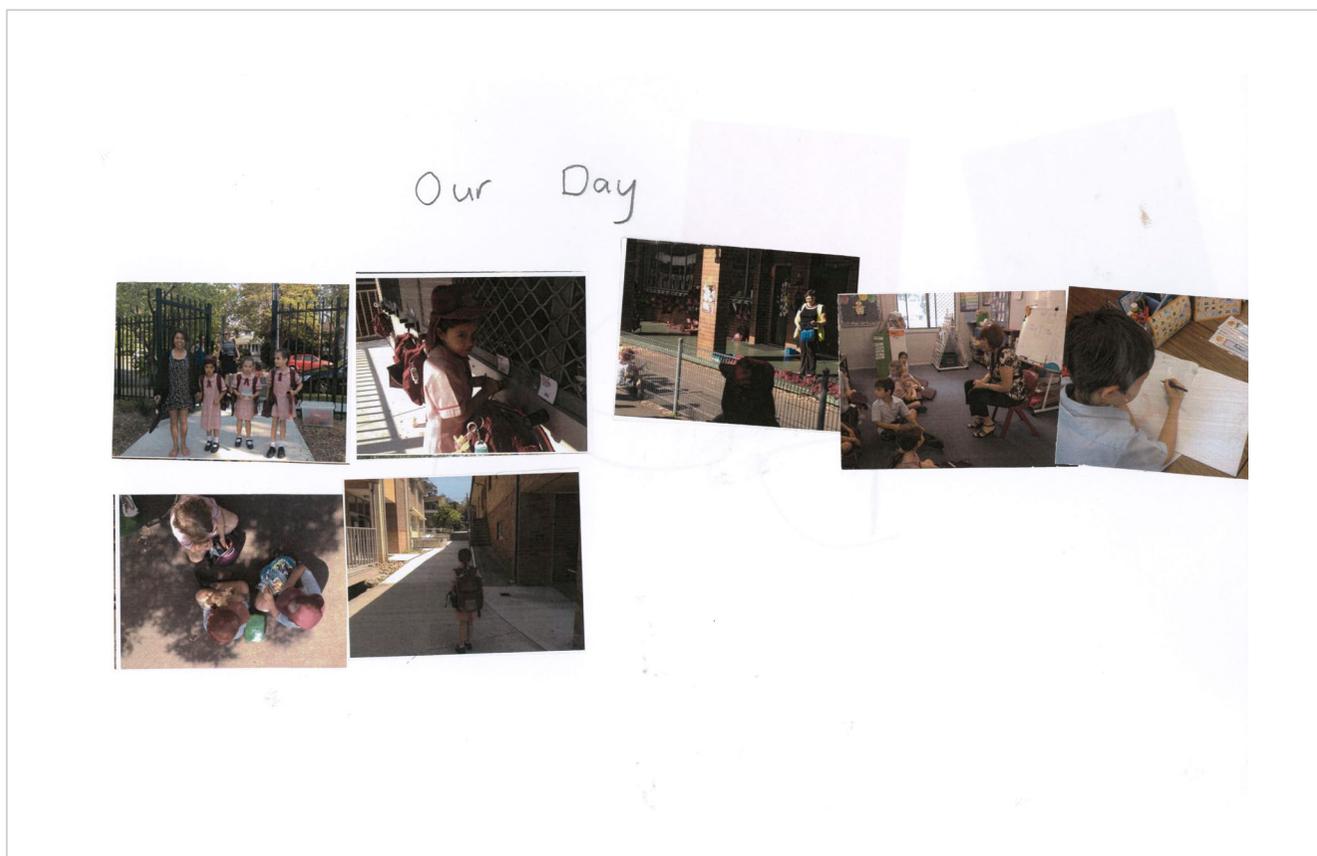
### Summary of task

Students were asked to 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.

# Mathematics

## Foundation Year Below satisfactory

### 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.*

**Copyright**

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, a more restrictive licence applies. For more information, please see the first page of this set of work samples and the copyright notice on the Australian Curriculum website (<http://www.australiancurriculum.edu.au/Home/copyright>).

# Mathematics

# Foundation Year

Below satisfactory

## Geometry: The lost dog

### 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 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.

Mathematics

Foundation Year  
Below satisfactory

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.*

## Mathematics

## Foundation Year

Below satisfactory

**Geometry: Sensational sorting****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**

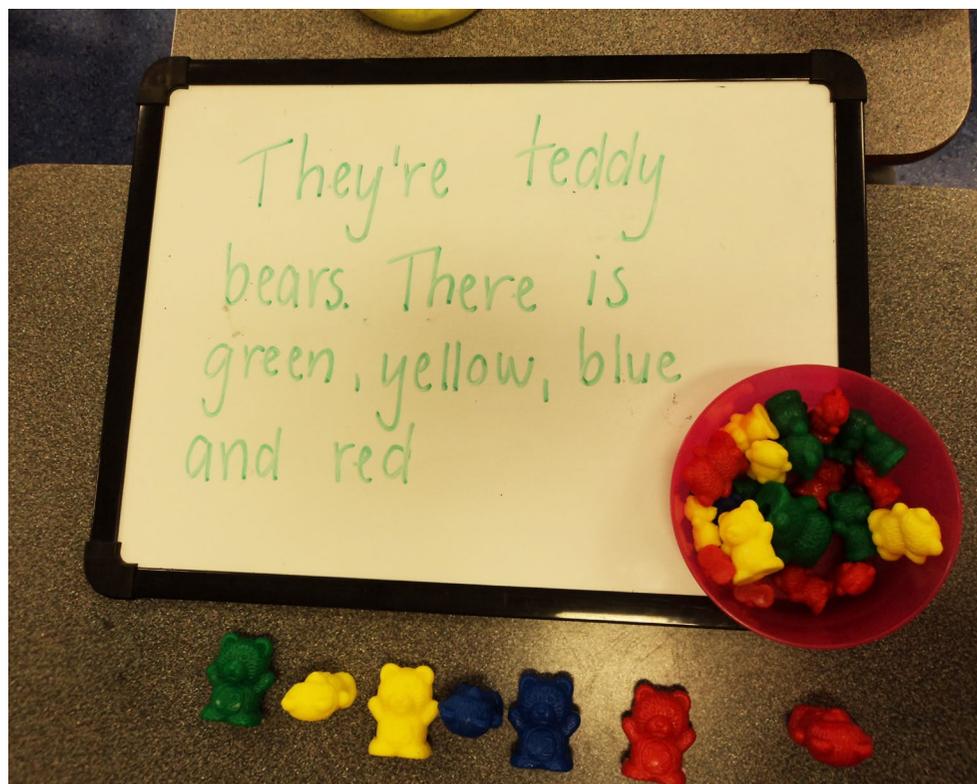
The students were given a collection of different coloured and sized teddy bears. The students were asked to sort the objects by colour/size. The teacher then asked two questions:

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

# Mathematics

## Foundation Year Below satisfactory

### 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.*

#### Copyright

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, a more restrictive licence applies. For more information, please see the first page of this set of work samples and the copyright notice on the Australian Curriculum website (<http://www.australiancurriculum.edu.au/Home/copyright>).

# Mathematics

# Foundation Year

Below satisfactory

## Number: Munching Molly

### 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.*

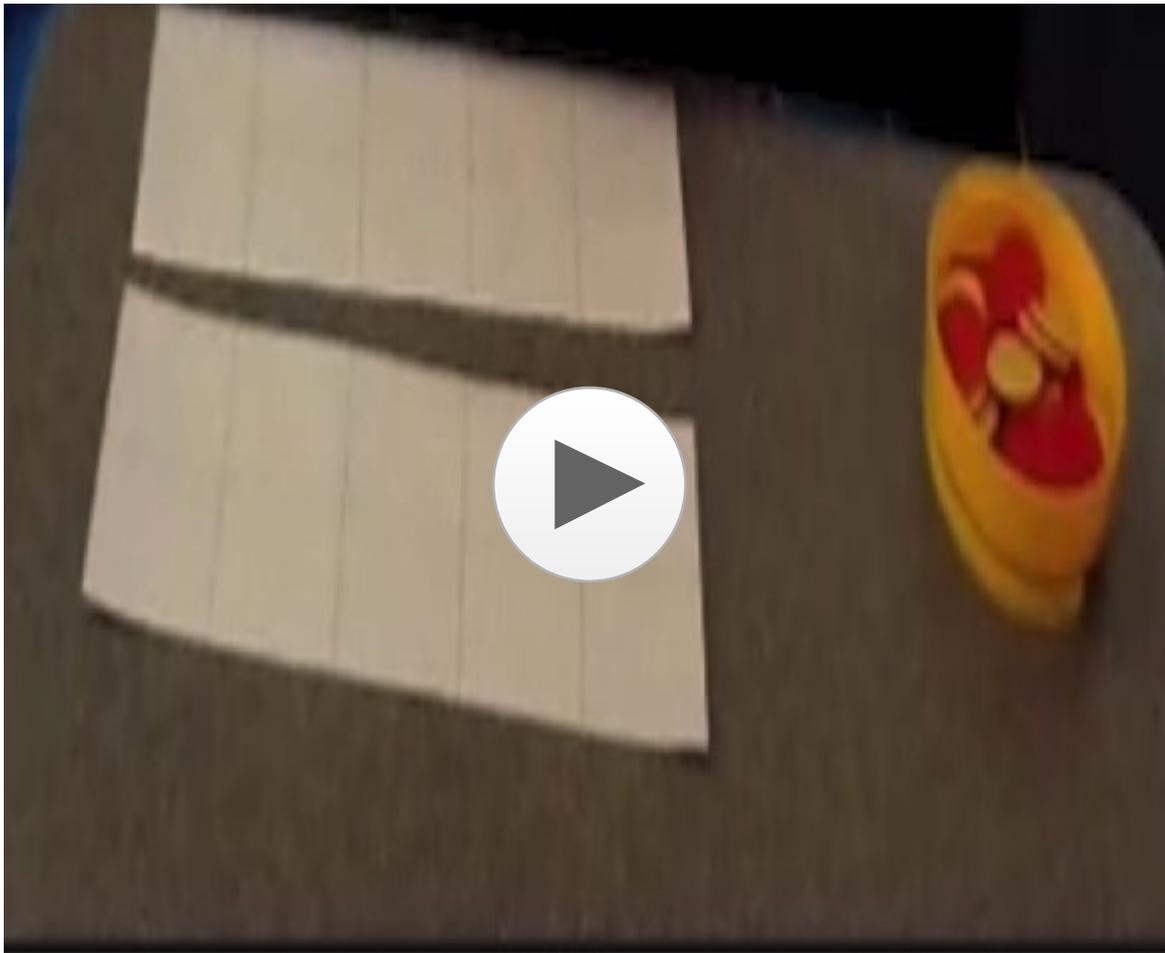
### Summary of task

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.

# Mathematics

## Foundation Year Below satisfactory

### Number: Munching Molly



#### Annotations

**Copyright**  
Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, a more restrictive licence applies. For more information, please see the first page of this set of work samples and the copyright notice on the Australian Curriculum website (<http://www.australiancurriculum.edu.au/Home/copyright>).