

Mathematics

Foundation Year

Below Satisfactory

WORK SAMPLE PORTFOLIO

The 2012 portfolios are a resource to support teachers in planning and implementation of the Foundation to Year 10 Australian Curriculum in the learning area. Each portfolio comprises a collection of student work illustrating evidence of student learning in relation to the achievement standard. At every year level there are three portfolios illustrating satisfactory, above satisfactory and below satisfactory achievement in relation to the standard.

Each portfolio comprises a collection of different student work selected by state and territory nominees, and annotated and reviewed by classroom teachers and other curriculum experts. Each work sample in the portfolio varies in terms of how much time was available to complete the task and/or the degree of scaffolding provided by the teacher.

There is no pre-determined number of student work samples in a portfolio nor are they sequenced in any particular order. Together as a portfolio, the samples provide evidence of all aspects of the achievement standard unless otherwise specified.

As the Australian Curriculum is progressively implemented in schools, the portfolios will continue to be reviewed and enhanced in relation to their comprehensiveness in coverage of the achievement standard and their representation of the diversity of student work that can be used to highlight evidence of student learning.

THIS PORTFOLIO – Foundation Mathematics

This portfolio comprises a number of work samples drawn from a range of assessment tasks, namely:

Sample 1	Measurement - Long and short snakes
Sample 2	Measurement - My week
Sample 3	Measurement - Our day
Sample 4	Location - The lost dog

In this portfolio the student orders events and recognises the days of the week (WS2). The student communicates the language of location (WS4) and compares to distinguish between longer and shorter (WS1). The student answers simple questions to collect information (WS3).

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Long and short snakes

Relevant parts of the achievement standard

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.

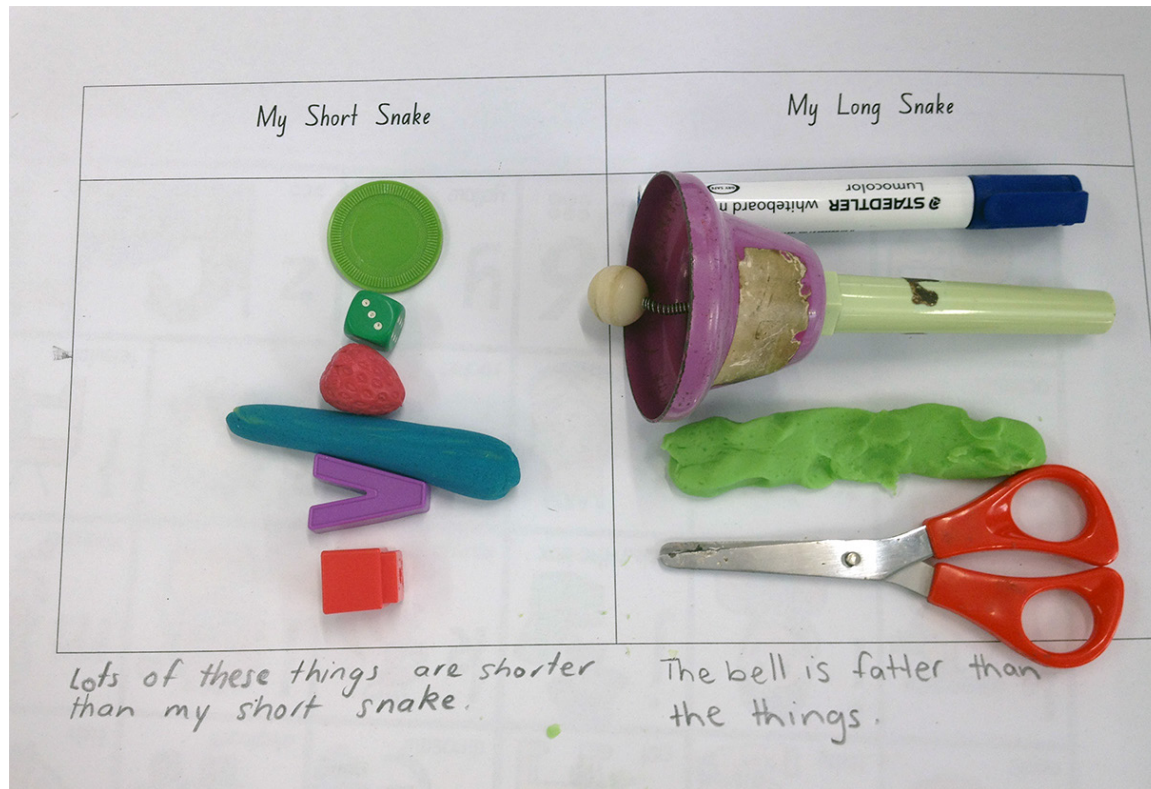
Summary of task

Students were asked to use playdough (or similar) to make “snakes” which were long and short and then 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 students focusing on using mathematical language.

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Long and short snakes



Annotations

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

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

Describes length using comparative language.

Acknowledgement

ACARA acknowledges the contribution of Australian teachers and education authorities in providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

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My Week

Relevant parts of the achievement standard

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 time table 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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My Week



Annotations

Classifies week days by associating school attendance.

Classifies weekends by making connections with everyday family routines.

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Our Day

Relevant parts of the achievement standard

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.

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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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The lost dog

Relevant parts of the achievement standard

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 have been using the language of direction in their mathematics lessons. They were given a picture to show position and pathways. Students were asked to draw pictures to describe a position and then asked to describe the position using words.

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The lost dog

Show us the four 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 car and the dog
4. under the flower pot	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.

Acknowledgement

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