**Sample Assessment Outline**

Mathematics

Preliminary Unit 1 and Unit 2

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# Sample assessment outline

# Mathematics – Preliminary

## Unit 1

|  |  |  |
| --- | --- | --- |
| **Assessment task** | **Notional due date** | **Unit Outcomes** |
| Read, write, say, subitise and count whole numbers up to 10, and compare sets of different size, and describe order | Use addition or subtraction to quantify up to 10 objects in simple situations | Apply subitising, counting, addition and subtraction skills to money as whole numbers up to $10 | Use time to sequence events, and terminology to talk about the passing of time | Compare objects by length, mass or capacity | Locate themselves and objects within familiar environments | Use appropriate language when locating places in their real world, and interpret maps and diagrams | Identify common shapes and their transformation in 2 or 3 dimensions |
| **Task 1:** My birthday party project. You need to set up a table before the party and prepare some food.  | Week 4 | **✓** | **✓** |  |  |  |  |  |  |
| **Task 2:** My lunch order project. Money amounts to $5 – buying items from the school canteen up to $5. | Week 7 | **✓** | **✓** | **✓** |  |  |  |  |  |
| **Task 3:** Timetable project – think of five things you do over a school day.  | Week 9 |  |  |  | **✓** |  | **✓** | **✓** |  |
| **Task 4:** Measuring my classroom objects. Find four classroom objects and measure their lengths.  | Week 11 | **✓** |  |  |  | **✓** |  |  |  |
| **Task 5:** Finding your way around the school. | Week 13 |  |  |  | **✓** |  | **✓** | **✓** |  |
| **Task 6:** My 2D and 3D shapes project. Make models and diagrams with appropriate materials.  | Week 15 | **✓** |  | **✓** |  |  |  |  | **✓** |

| **SAMPLE PLANNING CHECKLIST Mathematics** **Preliminary Unit 1**(✓ = Unit content covered) | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Task 5** | **Task 6** |
| --- | --- | --- | --- | --- | --- | --- |
| **Whole number** |
| Respond to and use the language of quantity to compare collections, for example, more, most, less, lots, none, and same. | **** | **** |  |  |  |  |
| Use subitising to say how many in a collection of up to six items. | **** | **** |  |  |  |  |
| Say numbers in order forwards and backwards* up to 5
* up to 10.
 | **** | **** |  |  |  |  |
| Use one-to-one correspondence to count collections to say how many.* up to 5 items
* up to 10 items.
 | **** | **** |  |  |  |  |
| Read and write numbers as digits up to 5, 10. | **** | **** |  |  |  |  |
| Connect the written numbers (symbols) with the appropriate collections. | **** | **** |  |  |  |  |
| Use numbers (oral and written) to compare two collections: saying which set is bigger or smaller. |  | **** |  |  |  |  |
| Use numbers as labels and use ordinal numbers to show first, second, third, fourth and last. |  | **** |  |  |  |  |
| Share out small sets by distributing items one at a time. |  | **** |  |  |  |  |
| **Addition and subtraction of whole numbers** |
| Know that when two sets are combined, the result is a larger set; and when a set is separated, the result is a smaller set. | **** | **** |  |  |  |  |
| Respond to, and use the language of, addition and subtraction; for example, and, add, plus, take, difference, change, less, more, bigger, smaller. | **** | **** |  |  |  |  |
| Use subitising or counting to solve simple everyday addition and subtraction problems involving small numbers.* up to 5 items
* up to 10 items.
 |  | **** |  |  |  |  |
| Link the + symbol with the idea of putting sets together. |  | **** |  |  |  |  |
| Link the – symbol with the idea of taking sets apart. |  | **** |  |  |  |  |
| With support, read and/or write a number sentence related to simple everyday addition and subtraction problems involving small numbers. | **** | **** |  |  |  |  |
| **Money** |
| Recognise and name the dollar coins and notes and the cent coins. | **** | **** |  |  |  |  |
| Know that dollars are worth more than cents. |  | **** |  |  |  |  |
| Respond to and use the language of money and shopping; for example, dollars, cents, spend, cost, change, pay, buy. |  | **** |  |  |  |  |
| Read and write simple dollar amounts; for example, $1, $2, $5. |  | **** |  |  |  |  |
| Count collections of $1 coins; up to $5, up to $10.  |  | **** |  |  |  |  |
| **Addition and subtraction of money** |
| Know that when two amounts of money are combined, the result is a larger amount; and when some money is spent or given away, the result is a smaller amount. |  | **** |  |  |  |  |
| Respond to and use the language of addition and subtraction in shopping contexts; for example, and, add, plus, take, spend, change, less, more, bigger, smaller.  |  | **** |  |  |  |  |
| Use subitising or counting to solve simple everyday addition and subtraction money problems involving small amounts of whole dollars.* up to $5
* up to $10.
 |  | **** |  |  |  |  |
| With support, link the + symbol with the idea of putting amounts of money together. |  | **** |  |  |  |  |
| With support, link the – symbol with the idea of giving away or spending money. |  | **** |  |  |  |  |
| With support, read and/or write a number sentence related to simple everyday addition and subtraction problems involving small amounts of whole dollars.  |  | **** |  |  |  |  |
| **Time** |
| Respond to, and use words related to, time; for example, wait, next, after, night-time, lunch-time, o’clock, day. |  |  | **** |  |  |  |
| Use familiar routine sequences of events to predict what comes next; for example, after recess it’s time for maths. |  |  | **** |  |  |  |
| Use and/or follow a pictorial sequence of events. |  |  | **** |  | **** |  |
| Know that clocks are used to tell the time of day and calendars are used to say what day it is. |  |  | **** |  | **** |  |
| Notice time passing during the day and the change of seasons.  |  |  | **** |  |  |  |
| Know the day is broken up into morning, afternoon and night-time. |  |  | **** |  |  |  |
| Know the names of the days of the week and the difference between week days and weekends. |  |  | **** |  |  |  |
| Know the names of the seasons and the typical features of each season. |  |  | **** |  |  |  |
| **Measurement** |
| Respond to and use the comparative language of measurement; for example, big, small, tall, heavy, not heavy, and light. |  |  |  | **** |  | **** |
| Respond to and use words that describe each of the attributes: length, mass, capacity and area; for example, long, wide, narrow, tall, distance – all describe the attribute of length. |  |  |  | **** |  | **** |
| Directly compare two objects by their length, mass, capacity or area to say which is longer, heavier, holds more, or covers more. |  |  |  | **** |  | **** |
| **Location** |
| Respond to, and use the language of, location; for example, next to, on, under, between. |  |  |  |  | **** |  |
| Respond to and use the language of movement; for example, forward, backward, turn left. |  |  |  |  | **** |  |
| Give and/or follow simple oral directions to locate an object or place in a familiar environment. |  |  |  |  | **** |  |
| Draw a simple picture/diagram/mud-map to show the location of one object to another, or to show their position in relation to other objects. |  |  |  |  | **** |  |
| Use a simple picture/photo/diagram/mud-map to find an object or place in a familiar environment |  |  |  |  | **** |  |
| **Shape and transformation** |
| Respond to and use spatial language, such as flat, pointy, round, corner and straight, to describe 2D and 3D shapes. |  |  |  |  |  | **** |
| Recognise and name familiar 2D and 3D shapes found in the environment. |  |  |  |  |  | **** |
| Use spatial language and names of shapes to describe likeness and difference between shapes.  |  |  |  |  | **** | **** |
| Sort and classify objects according to obvious features of shape or function. |  |  |  |  | **** | **** |
| Copy a simple diagram made from familiar 2D shapes. |  |  |  |  | **** | **** |
| Match 2D and 3D shapes to diagrams or photos. |  |  |  |  | **** | **** |
| Interpret 3D shapes from 2D drawing in print texts and on a computer screen.  |  |  |  |  |  | **** |
| Make solid or skeletal 3D shapes by copying another shape, a diagram or photo. |  |  |  |  |  | **** |
| Turn or re-orientate a 2D or 3D shape to fit a given space or position. |  |  |  |  |  | **** |

# Sample assessment outline

# Mathematics – Preliminary

## Unit 2

|  |  |  |
| --- | --- | --- |
| **Assessment task** | **Notional due date** | **Unit outcomes** |
| Read, write, say, subitise and count whole numbers up to 20, and compare sets of different size, and describe order | Choose and use addition or subtraction to quantify up to 20 objects in familiar everyday situations | Apply counting, addition and subtraction skills to money as whole numbers up to $20 | Use multiplication and division to replace repeated addition, such as 6 + 6 + 6 = 3 x 6 = 18 | Apply multiplication and division skills to money as whole numbers up to $20 | Quantify time in using the standard units (including seconds, minutes, hours, days) and use them appropriately in daily contexts | Develop a sense of common units to measure length, mass and capacity |
| **Task 1:** Rolling a dice. Make a table of one digit numbers by rolling a dice four times.  | Week 4 | **✓** | **✓** |  |  |  |  |  |
| **Task 2:** Use supermarket catalogues to calculate the cost of three or four items and the change expected, including with the use of a calculator. | Week 8 | **✓** | **✓** | **✓** |  | **✓** |  |  |
| **Task 3:** My chocolate frogs. You were given $20. You want to spend your money on chocolate frogs.  | Week 12 | **✓** | **✓** | **✓** | **✓** | **✓** |  |  |
| **Task 4:** Keep a journal of your week to show what happens within each time period every day of the week. | Week 14 | **✓** |  |  |  |  | **✓** |  |
| **Task 5:** Using the scale. Use the scale to test the mass of 10 different items.  | Week 16 | **✓** | **✓** |  | **✓** |  |  | **✓** |

| **SAMPLE PLANNING CHECKLIST Mathematics** **Preliminary Unit 2**(✓ = Unit content covered) | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Task 5** |
| --- | --- | --- | --- | --- | --- |
| **Whole number** |
| Say numbers in order forwards and backwards up to 20 (and beyond). | **** |  |  |  |  |
| Identify and use the patterns in the number system to say number sequences forwards and backwards by 2s and 5s to 20 (and beyond). | **** |  |  |  |  |
| Use one-to-one correspondence to count collections to say how many, up to 20 items (and beyond). | **** |  |  |  |  |
| Read and write numbers as digits up to 20 (and beyond). | **** |  |  |  |  |
| Connect the written numbers (symbols) with the appropriate collections.  | **** |  |  |  |  |
| Use numbers (oral and written) to compare two collections: saying which set is bigger or smaller. | **** |  |  |  |  |
| Use numbers as labels and to show order i.e. first, second, third, fourth and last. | **** |  |  |  |  |
| Share out up to 20 items (and beyond) by distributing one at a time. | **** |  |  |  |  |
| **Addition and subtraction of whole numbers** |
| Use counting to solve simple everyday addition and subtraction problems involving small numbers up to a total of 20 items (and beyond). | **** | **** |  |  |  |
| Use materials and visualisation to learn, remember and recall basic addition facts: * +/- 1
* +/- 2
* +/- 0.
 |  | **** |  |  | **** |
| Use basic facts (+/- 0, 1 and 2), partitioning and extensions to basic facts to solve everyday addition and subtraction problems involving small numbers up to 20 items.  |  | **** |  |  |  |
| Link the + symbol with the idea of putting sets together. | **** | **** |  |  | **** |
| Link the – symbol with the idea of taking sets apart. | **** | **** |  |  |  |
| With support, read and/or write a number sentence related to simple everyday addition and subtraction problems involving numbers up to (and beyond) 20.  |  | **** |  |  | **** |
| **Money** |
| Use the patterns in the number system to say the counting sequences of 2s, 5s, 10s and 20s. | **** | **** | **** |  |  |
| Use one-to-one correspondence to count collections of $1 coins by 1s, up to $20. |  | **** | **** |  |  |
| Use many-to-one correspondence to count collections of $1 coins by: 2s, 5s and 10s up to $20. |  | **** | **** |  |  |
| Use many-to-one correspondence to count collections of $2 coins and $5 and $10 notes up to $20. |  | **** | **** |  |  |
| Read, write and make simple whole dollar amounts up to $20. |  | **** | **** |  |  |
| Compare and order amounts of money (whole dollars only). |  | **** | **** |  |  |
| Understand that banks can be used to save money and that we can access this money using a card. |  |  | **** |  |  |
| **Addition and subtraction of money** |
| Use counting to solve everyday addition and subtraction problems involving small amounts of whole dollars up to $20. | **** | **** | **** |  |  |
| Use basic facts (+/- 0, 1, 2) and partitioning to solve everyday addition problems involving small amounts of whole dollars up to $20. |  | **** |  |  |  |
| Read and/or write number sentences related to everyday addition and subtraction problems involving small amounts of whole dollars.  |  | **** | **** |  |  |
| Input the +, - and = symbols on a calculator in the correct order to calculate everyday addition and subtraction problems involving whole dollars up to $20. |  | **** | **** |  |  |
| Decide whether to use addition or subtraction to solve everyday problems on a calculator, involving whole dollars up to $20. |  | **** | **** |  |  |
| Use their understanding of the magnitude of numbers to decide whether an answer on a calculator is appropriate for the problem they have just solved. |  | **** | **** |  |  |
|  **Multiplication and division** |
| Use counting to solve familiar equal group (multiplication and division) problems involving small numbers up to 20 items. |  |  | **** |  |  |
| Read and/or write addition and subtraction number sentences related to equal group problems involving small whole numbers. |  |  | **** |  |  |
| Connect the x symbol with the idea of repeated addition and the ÷ symbol with the idea of sharing equal groups. |  |  | **** |  |  |
| **Multiplication and division of money** |
| Use counting to solve familiar equal group (multiplication and division) problems involving small amounts of whole dollars up to $20. |  |  | **** |  |  |
| Read and/or write addition and subtraction number sentences related to equal group problems involving small amounts of whole dollars.  |  |  | **** |  |  |
| Connect the x symbol with the idea of repeated addition and the ÷ symbol with the idea of sharing equal groups. |  |  | **** |  |  |
| **Time** |
| Respond to and use language associated with units of time, such as minute, day, hour, week, month, year, July, Tuesday. |  |  |  | **** |  |
| Order familiar daily events into a typical sequence; for example, draw a diagram to show the order of events during a school day. |  |  |  | **** |  |
| Have an approximate idea of how long a minute and an hour are. |  |  |  | **** |  |
| Read time to the hour and half hour on an analogue clock, and read the digits to tell the time on a digital clock.  |  |  |  | **** |  |
| Know there are 60 minutes in an hour, 24 hours in a day and 7 days in a week. |  |  |  | **** |  |
| Know the days of the week and the months of the year in order. |  |  |  | **** |  |
| Read the date from a calendar and in typical written forms, such as 12/10/2015, 12th October 2015. |  |  |  | **** |  |
| Notice the passing of seasons and the passing of a year. |  |  |  | **** |  |
| **Measurement** |
| Use comparative language of measurement to describe the order of particular attributes, such as tall, taller tallest. |  |  |  |  | **** |
| Directly compare three or more objects by their length, mass, capacity or area, placing them in order from longest to shortest; heaviest to lightest; holds most to holds least; covers the most area. |  |  |  |  | **** |
| Use the number of repeated uniform units to measure the length, mass, capacity or area of objects in everyday contexts; for example, this desk is seven of my hand spans wide; it is 23 steps to the library. |  |  |  |  | **** |
| Choose to use the same size units in order to compare the size of two objects by length, mass, capacity, or area. |  |  |  |  | **** |
| Develop a sense of the size of the common units of length (metre and centimetre), mass (kilogram and gram), and capacity (litre and millilitre). |  |  |  |  | **** |
| Read and use cup and spoon measures and half measures in practical contexts, such as cooking. |  |  |  |  | **** |