



## Sample assessment task

Year level	1
Learning area	Mathematics
Subject	Number and Place Value
Title of task	Skip counting

## Task details

Description of task	Students will show skip counting by 2s, 5s and 10s, using several different strategies.
Type of assessment	Summative and formative
Purpose of assessment	This task may be used to assess student's skip counting and their ability to describe number sequencing resulting from skip counting by 2s, 5s and 10s.
Assessment strategy	Work sample and verbal responses
Evidence to be collected	Skip counting work sample sheet
Suggested time	Two x 1 hour lessons

## Content description

Content from the Western Australian Curriculum	<p><b>Number and Algebra</b> <b>Number and Place Value</b></p> <p>Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero</p>			
Proficiencies	Understanding	Fluency	Reasoning	Problem Solving
	✓	✓	✓	✓
Early Years Learning Framework (EYLF)	<p>Outcome 4: Children are confident and involved learners Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating</p> <p>Outcome 5: Children are effective communicators Children begin to understand how symbols and pattern systems work</p> <p><small>[Commonwealth of Australia. (2009). <i>Belonging, being &amp; becoming: The Early Years Learning Framework for Australia</i>. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]</small></p>			
National Quality Standard	<p><b>National Quality Standard: Quality Area 1 – Educational program and practice</b></p> <p>Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development. Element 1.1.5 Every child is supported to participate in the program. Element 1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world.</p> <p><b>Quality Area 5 – Relationships with children</b></p> <p>Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults. Element 5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.</p> <p><small>[Based on: <i>Guide to the National Quality Standard</i> (ACECQA). Used under Creative Commons Attribution 3.0 Australia licence.]</small></p> <p><b>Refer to the last page for 'Making connections across learning environments'.</b></p>			

## Task preparation

<b>Prior learning</b>	Students are familiar with skip counting small collections of objects and skip counting with numbers. Students will have completed a series of lessons on skip counting by 2s, 5s and 10s in a variety of contexts, with and without concrete materials.
<b>Assessment differentiation</b>	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.  Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

## Assessment task

<b>Assessment conditions</b>	This is an Individual, in-class assessment.
<b>Resources</b>	<ul style="list-style-type: none"><li>• Counters</li><li>• Blocks</li><li>• Concrete materials</li><li>• Tape</li><li>• Chalk</li><li>• Number cards in 2's (to 20), 5's (to 50) and 10's (to 100)</li><li>• Placemat</li><li>• Large number chart</li><li>• Small number charts</li><li>• Observation class list</li></ul>

## Instructions for teacher

Students work individually however support can be provided if a student(s) has difficulty.

Lesson 1	
<b>Inspire/inform</b>	<ul style="list-style-type: none"> <li>Search for a Youtube video or song that involves physical actions while counting such as, Have Fun Teaching videos in order to review skip counting by 2s, 5s and 10s from 0.</li> <li>Play Whisper Counting – in-between numbers are whispered and skip counting numbers are shouted for example <b>1 2 3 4 5 6 7 8 9 10</b> (bold is loud, skip by 2's), 1 2 3 4 <b>5 6 7 8 9 10</b> etc (skip by 5's) and so on.</li> </ul>
<b>Show</b>	<ul style="list-style-type: none"> <li>Model identifying and describing skip counting patterns (may use number lines or number charts).</li> <li>Set up hopscotch games with different numbers in each box modelling skip counting in 2's, 5's and 10's.</li> <li>Number sorting games – students in teams work together to order numbers in the correct pattern skipping 2's, 5's or 10's.</li> </ul>
<b>Tell</b>	<ul style="list-style-type: none"> <li>Students will practise describing and continuing skip counting patterns in an inside/outside circle strategy. Rotate circle and inform students which pattern they will be sharing with their partner (2's, 5's or 10's).</li> <li>Students will be required to demonstrate what they know by completing a task of their choice, e.g. draw a representation of what they know, use one of the games above, state orally to teacher, use concrete materials or loose parts, order number cards, use placemat.</li> </ul>
<b>Apply</b>	<ul style="list-style-type: none"> <li>Students participate in inside/outside circle strategy.</li> <li>Students demonstrate their understanding and describe skip counting patterns of 2s, 5s and 10s in a variety of ways (their choice).</li> </ul>
<b>Reflect</b>	<ul style="list-style-type: none"> <li>Students participate in a class discussion about the strategies used to demonstrated what everyone knows.</li> <li>Make a chart of choices, collect the data and discuss the findings.</li> </ul>
Lesson 2	
<b>Inspire</b>	<ul style="list-style-type: none"> <li>Review previous lesson by using similar games to inspire and re-engage students with skip counting.</li> </ul>
<b>Show</b>	<ul style="list-style-type: none"> <li>Model skip counting beginning from a different number for example, skip counting in 2's but with odd numbers not even (1 2 3 4 5 6 7 8 9 10) (number line).</li> <li>Discuss how this can apply to skip counting by 5's and 10's (use a number chart).</li> </ul>
<b>Tell</b>	<ul style="list-style-type: none"> <li>Students will work in pairs and use a number chart to practise skip counting by 2's, 5's and 10's beginning at a given number.</li> </ul>
<b>Apply</b>	<ul style="list-style-type: none"> <li>Whole class activity.</li> <li>Students use a Y chart labelled 2's, 5's and 10's to demonstrate what they understand.</li> <li>Teacher to give the beginning number for example, skip count by 2's starting at 7, skip count by 5 starting at 7, skip count by 10 starting at 7 (teacher may need to give the students guidance in how far to count by recommending six skips only e.g. 7, 9, 11, 13, 15, 17).</li> </ul>
<b>Reflect</b>	<ul style="list-style-type: none"> <li>Play a skip counting game – Skip.</li> <li>Students stand in a circle and number off. Each student needs to remember their own number. Teacher states what the students will be counting by i.e., 2's starting</li> </ul>

	<p>at 7. Student number 7 starts the count and skips the next student to 9 and so on. When the count gets to the last person in the group (say 19), reverse the count starting at either 20 or 18 to skip count backwards to 0. Every student has a turn either skip counting forwards or backwards. Change the start number each time you start the count.</p> <ul style="list-style-type: none"><li>• Discuss student observations.</li><li>• Pose questions – Does a different starting point change the number we count? What stays the same and what changes? What patterns can we see on the number chart?</li></ul>
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## Sample marking key

Teacher judgement based on observations	
Description	Check
Identifies and describes the skip counting pattern	✓
Confidently and independently identifies and describes skip counting patterns in 2's, 5's and 10's in their chosen format.	
Required some assistance to identify and describe skip counting patterns in 2's, 5's and 10's in their chosen format.	
Requires a lot of assistance to identify and describe skip counting patterns in 2's, 5's and 10's in their chosen format.	
Description	Check
Y chart (Skip counting from a given number) – Number patterns	✓
Identifies and demonstrates the appropriate patterns.	
Identifies and demonstrates some appropriate patterns, may require some assistance.	
Requires support to identify and demonstrate patterns.	

## Making connections across learning environments

### National Quality Standard: Quality Area 1 – Educational program and practice

Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.

Element 1.1.5 Every child is supported to participate in the program.

Element 1.1.6 Each child’s agency is promoted, enabling them to make choices and decisions and to influence events and their world.

### Quality Area 5 – Relationships with children

Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

Element 5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.

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### Assess students on their ability to draw conclusions and reflect on learning.

	<b>Provocations</b>	<b>Resources</b>
<b>Inside and outside spaces/environments</b>	<p><b>Hop to it!</b> Spread hoola hoops across an open area and place a number in each hoop that represents the focus count e.g. 2’s, 5’s or 10’s. The numbers must be randomly distributed. Students locate, identify and collect the numbers <i>in order</i> or locate, identify and jump into the hoop shouting out the numbers <i>in order</i>.</p>	<p>Hoops Number cards</p>
	<p><b>Even Stevens and Odd Ball</b> Create a Number Art Gallery. Students represent a number by designing, drawing, painting (or their choice) up to a given number. The artwork is displayed in the Gallery where they, and other classes, can explore number patterns, even and odd numbers, ordering and so on.</p>	<p>Paper of different size Paints, pencils etc.</p>
	<p><b>Bean bag count.</b> Supply beanbags for the students to use to throw individually while skip counting. Students can also complete activity with a partner, in threes or in a small group of 4. One beanbag per group. The bag gets thrown to each member of the group as the number increases or decreases by a designated number e.g. 2’s, 5’s or 10’s Students chant the count as the beanbag is thrown.</p>	<p>Bucket of beanbags</p>
<b>Ambience/aesthetics</b>	<p>Music that focuses on counting in different ways for different reasons for example, Mambo Number 5.</p>	<p>CD, CD player, computer</p>