



### Sample assessment task

<b>Year level</b>	1
<b>Learning area</b>	Mathematics
<b>Subject</b>	Number and Place Value
<b>Title of task</b>	Shop until you drop!
<b>Description of task</b>	Students work out how much fruit they need to buy for the family and record it on a shopping list.
<b>Type of assessment</b>	Formative
<b>Purpose of assessment</b>	To assess students' ability to add items together.
<b>Assessment strategy</b>	Completion of a shopping list
<b>Suggested time</b>	1 hour

### Content description

<b>Content from the Western Australian Curriculum</b>	<b>Number and Algebra</b> <b>Number and Place Value</b> Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts			
<b>Proficiencies</b>	Understanding	Fluency	Reasoning	Problem Solving
	✓	✓	✓	✓
<b>Early Years Learning Framework (EYLF)</b>	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 Outcome 5: Children are effective communicators Children begin to understand how symbols and pattern systems work			
<b>National Quality Standard (NQS)</b>	<b>National Quality Standard: Quality Area 1 – Educational program and practice</b> 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. <i>Refer to the last page for 'Making connections across learning environments'.</i>			

### Task preparation

<b>Prior learning</b>	Students have experience in: <ul style="list-style-type: none"> <li>• using concrete materials to add items</li> <li>• problem-solving in authentic situations</li> <li>• understanding and using appropriate mathematic vocabulary such as 'strategy'</li> </ul>
<b>Assessment/task conditions</b>	Students work individually and complete a shopping list
<b>Suggested resources</b>	<ul style="list-style-type: none"> <li>• Shopping list proforma</li> <li>• Dice 1-6 (one per person)</li> <li>• Selection of counters</li> <li>• Paper, pencils</li> <li>• Shopping catalogues</li> </ul>
<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.

### Instructions for teacher

Students are to work on the task individually however support can be provided with reading if a student(s) has difficulty. It is important that comprehension/interpretation of questions is completed by the students.

<b>Inspire/inform</b>	<ul style="list-style-type: none"> <li>Students engage in looking through shopping catalogues from a local shop and discuss fruits what their family regularly buy or enjoy eating.</li> <li>Set up a simple role play area representing a shop. Ask a few volunteers to demonstrate how they shop for fruit when they go shopping with an adult.</li> <li>Inform students that they are going shopping and will need to create a shopping list for fruit.</li> </ul>
<b>Show</b>	<ul style="list-style-type: none"> <li>Show the empty shopping list, the dice and the counters.</li> <li>Model rolling the dice and how to read the number.</li> </ul>
<b>Tell</b>	<ul style="list-style-type: none"> <li>Explain that the element of chance is in play. The dice will land on a random number which is to be used. This assessment is not about having the most fruit rather a selection of numbers to add.</li> <li>Explain to the students how to do their shopping.</li> </ul>
<b>Apply</b>	<ul style="list-style-type: none"> <li>Students roll a die and record the number in the first column indicating how many apples they want to buy.</li> <li>Students roll again and write the number in the second column indicating how many apples the other people in the family want to buy.</li> <li>Students use counters to represent the fruit and work out the total number of apples they need to buy.</li> <li>Record the total in the third column.</li> <li>Repeat for all fruit types.</li> <li>Optional: add the total number of fruit together.</li> <li>Go shopping!</li> </ul>
<b>Reflect</b>	<ul style="list-style-type: none"> <li>Students write an explanation (or teacher scribe) at the bottom of their shopping list explaining the strategy they used to work out the quantities of fruit for the shopping list.</li> <li>Students read their shopping list to a partner.</li> <li>Discuss strategies after collecting work allowing the students' time to reflect on what they did compared to others.</li> </ul>

### Sample assessment key – Shop until you drop!

Description	Assessment
<b>Uses simple addition strategy</b>	
Independently and correctly completes the task. Describes and demonstrates a logical strategy for calculating the sum total of fruit required.	
Required some assistance to complete task. Describes and demonstrates with some accuracy a logical strategy for calculating the sum total of fruit required.	
Required a lot of assistance to complete task. Has difficulty describing a strategy for calculating the sum total of fruit required.	

## Teacher checklist

Observation of individual learning behaviours

Teacher checklist for student

- 

Student Name			Comments
	Yes	No	

## Making connections across learning environments

**National Quality Standards: Quality Area 1 – Educational program and practice**

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




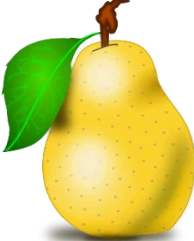

Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.

Element 1.1.5 Every child is supported to participate in the program

**Observe students ability to draw conclusions and reflect on learning through play opportunities.**

	<i>Provocations</i>	<i>Resources</i>
<i>Inside/outside spaces/environments</i>	<p><b>Roll out the robot!</b> Use or create a Snakes and Ladder (or any theme) game mat with numbers 1 to 100. Integrate ICT Beebots - the students roll a single 0-12 dice, program the Beebot with the number rolled to navigate the board to complete the game. Suitable for individual or pairs.</p>	<p>Large games mat Beebots x 2 Dice x 1</p>
	<p><b>Over the counter!</b> Ask the students to set up a role play Fruit shop. Supply writing equipment to encourage creating shopping lists, shop labels and signs. Students can freely explore the shop learning how to identify and use money. A daily budget can be set if necessary as a challenge.</p>	<p>A space suitable for a small shop Fruit, vegetables and suitable groceries Shopping bags, baskets Pencils, paper, money Any other items your students require</p>
	<p><b>Pass the card.</b> Supply a several packs of cards (Kings, Queens, Jacks and Aces removed) for the students to play a game of ‘add the card’. Cards are dealt one at a time. The students add (using different strategies for example, mentally, written or concrete materials) until a given number is reached. The students can explore existing card games or create their own game according to their needs. Different math operations can be used.</p>	<p>Several packs of cards</p>
<i>Ambience/aesthetics</i>	<p>Songs and videos that practise counting in a physical way.</p>	

## Shopping List

Name	You	Others in your family	Total pieces of fruit
Apples			
Bananas			
Oranges			
Pears			
Strawberries			

How many pieces of fruit will you buy altogether?

What math strategy did you use when completing your shopping list?

### **Image acknowledgements**

Apple: <https://openclipart.org/detail/4641/photorealistic-green-apple>

Banana: <https://pixabay.com/en/banana-fruit-yellow-fresh-healthy-310449/>

Pear; <https://openclipart.org/detail/169007/pear>

Strawberry: <https://openclipart.org/detail/20544/strawberry>