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|  | Australian Curriculum Prep Year Mathematics sample assessment ׀ Task specific standards — matrix  I can count | Name |

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**Purpose of assessment:** To fluently count the number of objects (1–20) in a collection and describe the strategy used, using some appropriate mathematical language.

|  | |  | Applying  (AP) | Making connections  (MC) | Working with  (WW) | Exploring  (EX) | Becoming aware  (BA) |
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| Understanding and Skills dimensions | Understanding & Fluency | Mathematical language and symbols  Use of everyday and some appropriate mathematical language, actions, materials, and recordings to count and represent numbers to twenty | Clear use of appropriate mathematical language, actions, materials, or recordings to count and represent numbers to twenty | Consistent use of everyday and some appropriate mathematical language, actions, materials, or recordings to count and represent numbers to twenty | Use of everyday and some appropriate mathematical language, actions, materials, or recordings to count and represent numbers to twenty | Use of everyday and some aspects of mathematical language, actions, materials, or recordings to count and represent numbers to twenty | Some use of everyday language to count and represent numbers to twenty |
| Procedural fluency  Use of one-to-one correspondence and subitising to recall numbers in a collection of twenty objects | Accurate and efficient recall and use of facts and procedures, including subitising and one-to-one correspondence, to count objects in a collection | Accurate recall and use of facts and procedures, including subitising and one-to-one correspondence, to count objects in a collection | Recall and use of facts and procedures, including subitising and one-to-one correspondence, to count objects in a collection | Some recall of facts and use of procedures, including one-to-one correspondence, to count objects in a collection, with guidance | Use of simple procedures, including one-to-one correspondence, to count objects in a collection, with direction |
| Problem solving & Reasoning | Problem-solving approaches  Uses of problem-solving approaches to count objects in a collection of twenty objects | Use of unfamiliar strategies, such as partitioning, to count objects in a collection | Use of a simple unfamiliar strategy, such as subitising, to count objects in a collection | Use of a familiar strategy, such as one-to-one correspondence, to count objects in a collection | Use of a strategy to count objects in a collection, with guidance | Use of a simple strategy to count objects in a collection, with direction |
| Reasoning and justification  Description and explanation of mathematical thinking, including demonstration of counting strategies, used to count a collection of objects | Clear explanation of mathematical thinking, by justification of strategies used to count a collection of objects | Explanation of mathematical thinking, including demonstration of strategies used to count a collection of objects | Description of mathematical thinking, including demonstration of strategies used to count a collection of objects | Statements about strategies used to count a collection of objects | Isolated statements about counting a collection of objects |