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|  | Australian Curriculum Prep Year Mathematics sample assessment ׀ Task specific standards — continua  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.

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| Understanding and Skills | | | | |  |
| Understanding & Fluency | | Problem solving & Reasoning | | |  |
| Use of everyday and some appropriate mathematical language, actions, materials, and recordings to count and represent numbers to twenty. Use of one-to-one correspondence and subitising to recall numbers in a collection of twenty objects. | | Use of problem-solving approaches to count objects in a collection of twenty objects. Description and explanation of mathematical thinking, including demonstration of counting strategies used to count a collection of objects. | | |  |
| * Clear use of appropriate mathematical language, actions, materials, or recordings to count and represent numbers to twenty. Accurate and efficient recall and use of facts and procedures, including subitising and one-to-one correspondence to count objects in a collection. |  | * Use of unfamiliar strategies, such as partitioning, to count objects in a collection. Clear explanation of mathematical thinking, by justification of strategies used to count a collection of objects. |  |  | A  P |
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|  |  |  |  |  | MC |
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| * Use of everyday and some appropriate mathematical language, actions, materials, or recordings to count and represent numbers to twenty. Recall and use of facts and procedures, including subitising and one‑to‑one correspondence, to count objects in a collection. |  | * Use of a familiar strategy, such as one-to-one correspondence, to count objects in a collection. Description of mathematical thinking, including demonstration of strategies used to count a collection of objects. |  |  | W  W |
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|  |  |  |  |  | E  X |
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| * Some use of everyday language to count and represent numbers to twenty. Use of simple procedures, including one-to-one correspondence, to count objects in a collection, with direction. |  | * Use of a simple strategy to count objects in a collection, with direction. Isolated statements about counting a collection of objects. |  |  | B  A |
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