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| Australian Curriculum Year 2 Mathematics Sample assessment | Task-specific standards — continua  Feet | Name |
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**Purpose of assessment:** To compare and order class foot lengths, then create graphs to display and interpret the data.

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| Understanding and Skills | | | | | | |  |
| Understanding and Fluency | | | | Problem solving and Reasoning | | |  |
| Measurement of foot lengths using uniform informal units. Comparison and ordering of measurements. | | Use of mathematical language and symbols when discussing results and organising data. | | Explanation of choices and description of results of uniform informal unit measurements. Inferences from data to answer questions. | | |  |
| Measurement of length of foot outline by counting the uniform informal units, accurately accounting for gaps and overlaps. Correct comparison and ordering using several uniform informal unit measurements. | Effective and clear use of mathematical language and symbols when describing and explaining results and organising and correctly graphing data. | |  | Clear explanation of choices and a strategy to improve the accuracy of the uniform informal unit measurements. Valid inferences about data and clear explanations of conclusions. |  |  | A  P |
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|  |  | |  |  |  |  | M  C |
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| Use of uniform informal units to measure the length of foot outline. Use of informal measurements to identify whether one is the same, more or less than the other. | Use of everyday language and some mathematical language and symbols when describing results and organising data appropriately in lists, tables and graphs. | |  | Description of information in tables and graphs and of uniform informal unit measurements. Inferences about the data. |  |  | W  W |
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|  |  | |  | Partial descriptions of conclusions. |  |  | E  X |
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| Placement of uniform informal units in a linear arrangement to measure outlines, with direction. | Use of everyday language to make lists of data and compare and order outlines. | |  |  |  |  | B  A |
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