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| Australian Curriculum Year 2 Mathematics Sample assessment | Task-specific standards — matrix  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.

|  | |  | Applying  (AP) | Making connections  (MC) | Working with  (WW) | Exploring  (EX) | Becoming aware  (BA) |
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| Understanding and Skills dimensions | Understanding & Fluency | Procedural fluency  Measurement of foot lengths using uniform informal units. Comparison and ordering of measurements. | 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. | Measurement of length of foot outline by counting the uniform informal units, accounting for gaps and overlaps to improve accuracy. Comparison and ordering using uniform informal unit measurements. | 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. | Some use of uniform informal units in a linear arrangement to measure outlines, with guidance. | Placement of uniform informal units in a linear arrangement to measure outlines, with direction. |
| Mathematical language and symbols  Use of mathematical language and symbols when discussing results and organising data. | Effective and clear use of mathematical language and symbols when describing and explaining results and organising and correctly graphing data. | Consistent use of mathematical language and symbols when describing and explaining results and organising and graphing data. | Use of everyday language and some mathematical language and symbols when describing results and organising data appropriately in lists, tables and graphs. | Use of everyday language and some aspects of mathematical language and symbols when describing results and collecting data. | Use of everyday language to make lists of data and compare and order outlines. |
| Problem solving & Reasoning | **Reasoning and justification**  Explanation of choices and description of results of uniform informal unit measurements. Inferences from data to answer questions. | 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. | Explanation of choices and a strategy about the accuracy of measuring using uniform informal units. Inferences about data and explanations of conclusions. | Description of information in tables and graphs and of uniform informal unit measurements. Inferences about the data. | Partial descriptions of conclusions. | Isolated statements about data. |