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| Australian Curriculum Year 3 Sample assessment Mathematics | Task-specific standards — continua  Exploring 3D objects, angles and symmetry | Name |
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**Purpose of assessment:** To identify and describe 3D objects, recognise symmetry and identify and compare angles.

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| **Understanding and Skills** | | | | | |  |
| Understanding & Fluency | | | | | |  |
| Connection and identification of mathematical understandings of 3D objects,  angles and symmetry in a range of situations | | | Recall and use of definitions of right angles and symmetry to solve problems  Use of appropriate mathematical language, conventions and symbols | | |  |
|  |  |  | Accurate and efficient recall and use of definitions of right angles and symmetry to solve problems (Q15–16)  Consistent use of appropriate mathematical language, conventions and symbols |  |  | A |
|  |  |  |  |  |  |
| Connection and description of mathematical understandings of 3D objects (Q3–5), quarter turns (Q8), angles (Q11) and lines of symmetry (Q13) |  |  |  |  |  | B |
|  |  |  | Identification of mathematical understandings of features of 3D objects (Q2), quarter turns (Q5), right angles (Q7) and lines of symmetry (Q10). |  |  |
| Recognition and identification of mathematical understandings of names and features of 3D objects (Q1–2), quarter turns (Q7), angles (Q9–10) and lines of symmetry (Q12)  Identification of mathematical understandings of features of 3D objects (Q2), quarter turns (Q5), right angles (Q7) and lines of symmetry (Q10). |  |  | Recall and use of definitions of right angles and symmetry to solve problems (Q15–16)  Use of mathematical language, conventions and symbols |  |  | C |
| Identification of mathematical understandings of features of 3D objects (Q2), quarter turns (Q5), right angles (Q7) and lines of symmetry (Q10). | Identification of mathematical understandings of features of 3D objects (Q2), quarter turns (Q5), right angles (Q7) and lines of symmetry (Q10). |  |  |  |  |
| Identification of simple mathematical understandings of symmetry (Q14) | Identification of simple mathematical understandings of names of 3D objects (Q1) and symmetry (Q12).  Identification of mathematical understandings of features of 3D objects (Q2), quarter turns (Q5), right angles (Q7) and lines of symmetry (Q10).  Identification of mathematical understandings of features of 3D objects (Q2), quarter turns (Q5), right angles (Q7) and lines of symmetry (Q10). | States obvious mathematical understandings of quarter turns (Q4).  Identification of simple mathematical understandings of names of 3D objects (Q1) and symmetry (Q12). |  |  |  | D |
| States obvious mathematical understandings of quarter turns (Q4). |  |  |  |  |  |
| States obvious mathematical understandings of quarter turns (Q6)  Connection of mathematical understanding of 3D objects (Q3), quarter turns (Q6), angles of different sizes (Q8-9) and lines of symmetry (Q11). |  |  | Attempted recall and use of definitions of right angles and symmetry (Q15–16)  Use of everyday language |  |  | E |
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