Year 1 Assessment
Numeracy Checkpoints — June

Patterns in songs and games
Recognising and using patterns and relationships
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Purpose

The assessments within the checkpoints have been designed to be implemented within everyday classroom practice. They provide opportunities for children to demonstrate the targeted indicators within learning areas.

Assessment of young children is an integral part of the learning–teaching process and is not a separate activity.

Assessment involves the purposeful, systematic and ongoing monitoring of children’s learning. The information gathered is used for future planning and to make judgments about a child’s learning.

June assessment focus

June is the second monitoring point in the Year 1 Assessment: Literacy and Numeracy Checkpoints.

There are four numeracy assessments for June. This assessment and the indicators it targets are indicated in bold text in the table below.

<table>
<thead>
<tr>
<th>June assessments</th>
<th>Targeted numeracy indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post office — Calculating and estimating (CE) Using fractions, decimals, percentages, ratios and rates (FDPR)</td>
<td>CE 1 iii CE 1 iv CE1 vi CE 1vii CE1 x</td>
</tr>
<tr>
<td>Post office — Using measurement (M) Using spatial reasoning (SR)</td>
<td></td>
</tr>
<tr>
<td>Round the ridges — Using spatial reasoning (SR)</td>
<td>SR 1 ii</td>
</tr>
<tr>
<td>Patterns in songs and games — Recognising and using patterns and relationships (PR)</td>
<td>PR 1 i</td>
</tr>
</tbody>
</table>

Before implementing

Suggested time

<table>
<thead>
<tr>
<th>Suggested time</th>
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<tbody>
<tr>
<td>2 minutes per individual performance</td>
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<tr>
<td>15–20 minutes — children drawing/working independently</td>
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</table>
# Suggested teaching and learning

Children need multiple opportunities to engage with all aspects of the indicators before this assessment.

<table>
<thead>
<tr>
<th>Target numeracy indicator</th>
<th>Suggested teaching and learning</th>
</tr>
</thead>
</table>
| **PR 1 i** Describe, create and extend increasing or decreasing patterns using skip counting and describe the rules used | **Children:**  
• manipulate a variety of materials to create patterns  
• use drawings of increasing and decreasing patterns  
• play games with rules that extend patterns, e.g. *Dominoes*  
• create different patterns with a variety of physical movements, describing the rule in words  
• create collages of increasing and decreasing patterns  
• create a variety of different increasing and decreasing patterns using materials that can be manipulated, such as beads, noodles, blocks, multi-link blocks  
• search online for visual representations of songs and rhymes with increasing and decreasing patterns  
• investigate the representation of increasing and decreasing patterns in a variety of contexts  
• sing songs and play hand games modelling increasing and decreasing patterns  
• create and identify patterns in everyday routines, e.g. lining up, making groups, marking time — identifying the rule in words  
• collaboratively describe pattern rules by “reading aloud” increasing and decreasing patterns |

## Catering for diversity

Inclusive strategies enable a learner with disabilities to participate in learning experiences on the same basis as a learner without disabilities. This is achieved by making adjustments to the delivery or mode of assessment, without changing the way the assessment is judged or marked.

A teacher makes required adjustments to teaching, learning and assessment to enable a student with disabilities to demonstrate knowledge, skills or competencies (*Disability Discrimination Act 1992* and *Disability Standards for Education 2005* Cwlth).

Specific adjustments in *Patterns in songs and games* may include:

- familiarisation with the songs before the assessment
- one-to-one prompting and discussion.
Teacher preparation

This assessment should be completed by the end of June, although some children may be ready to be assessed earlier than June.

Familiarise yourself with the assessment by:
- reading the entire document
- noting the highlighted aspect of each indicator that is the focus of the assessment
- noting the specific evidence that you will be looking for within each section.

Plan for implementation by preparing the necessary resources and considering the following questions:
- How will I implement this assessment within my regular teaching program?
- What additional support will I require?

Resources

Teachers will need the following resources when implementing this assessment:

<table>
<thead>
<tr>
<th>Section</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 1       | - the implementation plan to follow when undertaking the assessment (p. 10)  
- paper for recording each child’s responses  
- a number of familiar repetitive action songs, e.g.  
  - She’ll be coming round the mountain…”  
  - “One finger, one thumb keep moving…”  
  - “One man went to mow…”  
  - “B-I-N-G-O…”  
  - “Six little monkeys jumping on the bed… three fell off … two fell off … one fell off…”  
- Explore innovations on songs where the pattern increases or decreases using skip counting such as “Old McDonald had a farm… 2 pigs,… 4 cats, …6 chickens….., 8 sheep…..” |
## Implementing

### Section 1. Patterns in songs and games

<table>
<thead>
<tr>
<th>PR 1 i</th>
<th>Suggested implementation</th>
<th>Source of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe, create and extend increasing or decreasing patterns using skip counting and describe the rules used</td>
<td>Perform repetitive actions songs with the child that increase or decrease by one with each new verse.</td>
<td>Children:</td>
</tr>
<tr>
<td></td>
<td>Ask the child to:</td>
<td>• describe increasing or decreasing elements of the song or game when they create and extend or decrease the pattern using skip counting during their performance or drawing</td>
</tr>
<tr>
<td></td>
<td>• describe the rule in words for the increasing or decreasing pattern in a song or rhyme</td>
<td>• identify the rule used to create pattern</td>
</tr>
<tr>
<td></td>
<td>• write or draw pictures or a table to represent the increasing or decreasing pattern and describe the rule.</td>
<td>Resource</td>
</tr>
<tr>
<td></td>
<td>Record evidence of each child’s demonstrations.</td>
<td>• paper or card and drawing materials</td>
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</tbody>
</table>

**Suggested time**
- 2 minutes per individual performance
- 15–20 minutes drawing/working independently
Making judgments

Teachers make and record judgments by matching evidence in each child’s response to the indicators being assessed. The indicator is either demonstrated or not demonstrated.

An annotated work sample of a child’s achievement of the targeted indicators is available on the QSA website <www.qsa.qld.edu.au/11740.html>.

Teachers tick the indicator on the *Data analysis assessment record (DAAR)* only when the targeted indicator has been achieved.

Using data to inform future directions

Teachers use the class data recorded on the *DAAR* and individual children’s profiles to inform future directions for teaching and learning.

When using the *DAAR*, teachers identify indicators that need further teaching for:

- the whole class
- small groups of children
- individual children.

The Future Directions resource (available on the QSA website at <www.qsa.qld.edu.au/11740.html>) provides suggested additional teaching and learning to develop children’s understanding of the targeted indicators.

Children who have not achieved the highlighted aspects of the targeted indicators in the June assessments should be given opportunities to be explicitly taught the indicators not yet achieved. Children who have achieved the expectations of the targeted indicators in the June assessments should be given opportunities to extend and strengthen their learning by engaging with the indicators at the next level.