

Teacher Guidelines – Foundation Year

Assessment Portfolio: A World Where I Know How to Share

Assessment Description

The assessment that has been developed for this resource is drawn from activities in the resource itself. Activities from each topic have been identified to form a portfolio of work. Each activity enables teachers to gather evidence of student performance in relation to aspects of the Australian Curriculum v.9 achievement standards for English, Mathematics, HPE and/or the Arts. Teachers can select activities and related assessment items that best suit their student and programming needs. The unit of work was developed using the Backwards design process as detailed below.

The Stage 1: Desired results

Achievement standard
English
<p>Students:</p> <ul style="list-style-type: none">• listen to texts, interact with others and create short spoken texts, including retelling stories• share thoughts and preferences, retell events and report information or key ideas to an audience• use language features including words and phrases from learning and texts• read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences• create short written texts, including retelling stories using words and images where appropriate• form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops
Mathematics
<p>Students:</p> <ul style="list-style-type: none">• make connections between number names, numerals and position in the sequence of numbers from zero to at least 20• use subitising and counting strategies to quantify collections• compare the size of collections to at least 20• partition and combine collections up to 10 in different ways, representing these with numbers• represent practical situations that involve quantifying, equal sharing, adding to and taking away from collections to at least 10. They copy and continue repeating patterns• describe the position and the location of themselves and objects in relation to other objects and people within a familiar space• collect, sort and compare data in response to questions in familiar contexts
Health and Physical Education
<p>Students:</p> <ul style="list-style-type: none">• describe different emotions people experience• demonstrate personal and social skills to interact respectfully with others• identify how rules make play fair and inclusive

The Arts	
<p>Students:</p> <ul style="list-style-type: none"> use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms 	
<p>Source: ACARA, The Australian Curriculum v.9, https://v9.australiancurriculum.edu.au/</p>	
Transfer	
<p>Students will be able to independently use their learning to:</p> <ul style="list-style-type: none"> be fair, be kind and respect others follow rules and be responsible make considered choices about spending, saving and sharing contribute to their classroom community 	
Meaning	
Students will understand that:	Essential Questions
<ul style="list-style-type: none"> fairness and sharing are good for everyone their community shares rules protect their rights and the rights of others they have a responsibility to follow rules they can choose to spend or save but to buy what they want, they may need to save they can contribute to their classroom community by behaving respectfully and following rules 	<ul style="list-style-type: none"> What is fairness and what does it look like? How do I choose to share? How is a world without sharing different from a world with sharing? Why are rules and responsibilities important? Why should I choose to save? How do I contribute to our classroom community?
Acquisition	
Students will know:	Students will be skilled at:
<ul style="list-style-type: none"> the difference between fair and unfair and what actions are needed to make unfair situations fair the difference between fair sharing and equal sharing how the sharing of resources nurtures their community and world the different ways that people in the classroom share, and the importance of sharing to them how classroom rules help all students to be safe, happy and learn the difference between spending and saving money how responsible students behave to support their classroom and community 	<ul style="list-style-type: none"> recognising fair and unfair situations, how these situations make people feel and what actions they can take to be fair modelling sharing in practical situations and making choices on how to share limited resources applying mathematical understanding and reasoning to practical or real-world situations making connections between rules and responsibilities making informed decisions by weighing up the pros and cons of different choices collecting and representing data to draw conclusions communicating their experiences and views about values in a range of forms

Stage 2: Assessment Evidence

Topic	Activity	Product
Topic 1: Fairness	Activity 5: Unfair Situations – Role play Activity 6: Reflection – Freeze frame and thought tracking	Observation record: Observations of students as they interact, communicate and work collaboratively Annotated photographs: Students role play an unfair situation and freeze when asked. They annotate their freeze frames revealing thoughts and feelings of characters
Topic 2: Sharing is a Choice	Activity 4: Sharing preferences – Individual T Charts and group problem-solving Activity 5: Reflection - Class pictograph and ten frame sharing Activity 6: Extension – Group decision-making	Individual T Chart: Students complete a T Chart of what sharing looks like and feels like to them Ten Frame templates: Students count, and show fair and unfair sharing scenarios using 10 frames Number sentences: Students share counters and add them to a ten frame that already has counters and represent their addition (and subtraction) using number sentences
Topic 3: A World with or Without Sharing	Activity 2: A World without Sharing – Big Book shared reading Activity 5: A School Without Sharing – Individual literary response Activity 6: Extension – Individual literacy response	Observation record: Students listen and respond to the Big Book: A World without Sharing Storyboard: Students create A School Without Sharing” storyboard, using a repetitive noun and verb sentence structure Individual literary response: Students create a multimodal response to the question: ‘But what about you?’
Topic 4: Rules and Responsibilities in the Classroom	Activity 2: Classroom Rules – Student Illustrations Activity 3: A Classroom Without Rules – Sentence Construction Activity 6: Responsibilities – Drama sculpting Activity 7: Reflection – Sculpture gallery	Poster: Students illustrate what a classroom rule “looks like” and writes a matching sentence Observation record: <ul style="list-style-type: none"> Students read aloud their group’s story of a classroom with rules Students role play the ‘Dos’ of classroom responsibilities Students freeze their performance when asked and explain their thinking

Topic	Activity	Product
Topic 5: Spending and Saving for Needs and Wants	Activity 4: Saving money for wants – Skip counting Activity 7: Reflection – Collecting and displaying data	Observation record: Students use skip counting to find a money total Skip counting worksheet: Students count and connect numbers and numerals Spend or save survey: Students collect data and create and interpret a pictograph of the class spending and saving preferences
Topic 6: How I Contribute to my Classroom Community	Activity 1: Introduction – Following directions Activity 2: Demonstrating Learning –Performances Activity 3: Documenting Learning – Construction of Class Big Book Activity 4: Celebrating learning	Observation record: Students follow directions to complete a puzzle Photographs and written descriptions: Students describe photographed actions of a value or responsibility Presentation: Students present their descriptions to peers, parents and community members

There are several opportunities throughout this resource for students to work with others, either in pairs, groups or as a class. Interactions, discussions and participation in groups should be observed when appropriate. The rubrics indicate when observations may be required.

Judgements about performance

When making judgments about evidence of student performance, teachers are advised to use the assessment rubrics.

Stage 3: Learning plan

The content descriptions and general capabilities that teachers may include in their teaching programs can be drawn from the linked curriculum mapping documents on each topic page.

[Topic 1](#)

[Topic 2](#)

[Topic 3](#)

[Topic 4](#)

[Topic 5](#)

[Topic 6](#)