

## Mathematics K–6 sample assessment for learning activity

### Early Stage 1

(linked to the *Sorting and Arranging Objects and Pictures into Data Displays* sample unit)

**Activity name:** Sort It Out!

### Context

This activity is written to accompany the Early Stage 1/Stage 1 sample unit *Sorting and Arranging Objects and Pictures into Data Displays*.

Prior to this activity, students have sorted a variety of objects into categories, such as by size, shape and colour; sorted a variety of foods; and sorted themselves into groups according to physical attributes, etc.

### Description of activity

Students are given a collection of objects of different sizes, colours, shapes and materials. They are asked to sort the objects into groups according to a given attribute, such as any three of the following (one attribute at a time):

- colour
- size
- shape
- material
- use.

Following this, students are asked to sort the objects using a fourth (alternative) attribute of their own choosing. Students explain how they have sorted the objects.

### Outcomes

**MAe-1WM** describes mathematical situations using everyday language, actions, materials and informal recordings

**MAe-3WM** uses concrete materials and/or pictorial representations to support conclusions

**MAe-17SP** represents data and interprets data displays made from objects

**MAe-14MG** manipulates, sorts and represents three-dimensional objects and describes them using everyday language

### Criteria for assessing learning

Students will be assessed on their ability to:

- sort all objects in a collection by a given attribute
- sort all objects in a collection by an attribute of their own choosing
- explain how they have sorted a collection of objects.

### Feedback

Teacher and/or peer feedback will be provided orally in relation to the criteria while students are sorting a collection of objects by a particular attribute.

At the completion of the activity, students will undertake self-assessment in relation to the criteria, orally and/or in written form. (See sample self-assessment form provided.)

### Recording evidence of learning

Teachers may gather a variety of evidence of learning, informal and/or formal, during the assessment for learning activity. Ways of recording this evidence may include:

- anecdotal records
- comments or notations
- digital recordings and/or audio or visual representations.

### Sample self-assessment form

Teachers need to assist students to complete the self-assessment form by reading out the 'I ...' statements.

I ...	☹	☺	☺
• understand that objects can be sorted in different ways			
• can place objects into the right group when my teacher tells me the name of each group			
• can work out my own way to sort objects into groups			
• can explain how I have sorted objects into groups			

☹ = I didn't understand this at all, or I couldn't do this.

☺ = I didn't understand this fully, or I am not sure if I can do this again.

☺ = I understand this, or I am confident I can do this again.