

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 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
Students: Receptive modes <ul style="list-style-type: none">• read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies• use appropriate interaction skills to listen and respond to others in a familiar environment Productive modes <ul style="list-style-type: none">• understand that their texts can reflect their own experiences• communicate clearly in informal group and whole class settings• retell events and experiences with peers and known adults• use familiar words and phrases and images to convey ideas• writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops• correctly form known upper- and lower-case letters.
Mathematics
Students: <ul style="list-style-type: none">• make connections between number names, numerals and quantities up to 10• count to and from 20• answer simple questions to collect information and make simple inferences.
Health and Physical Education
Students: <ul style="list-style-type: none">• identify and describe the different emotions people experience• use personal and social skills when working with others in a range of activities• identify actions that help people be healthy and safe.
The Arts
Students: <ul style="list-style-type: none">• make and present drama using the elements of role, situation and focus in dramatic play and improvisation.• describe artworks they make

- make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

Source: ACARA, The Australian Curriculum v8.3, www.australiancurriculum.edu.au

Transfer

Students will be able to independently use their learning to:

- 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:

- 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.

Essential Questions

- 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:

- 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.

Students will be skilled at:

- 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	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
Topic 3: A World with or Without Sharing	Activity 5: A School Without Sharing – Individual Literary Response	Storyboard: Students create A School Without Sharing” storyboard, using a repetitive noun and verb sentence structure
Topic 4: Rules and Responsibilities in the Classroom	Activity 2: Classroom Rules – Student Illustrations. Activity 3: A Classroom Without Rules – Sentence Construction	Poster: Students illustrate what a classroom rule “looks like” and writes a matching sentence Observation record: Students read aloud their group’s story of a classroom with rules
Topic 5: Spending and Saving for Needs and Wants	Activity 7: Reflection – Collecting and displaying data	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 2: Demonstrating Learning –Performances Activity 3: Documenting Learning – Construction of Class Big Book Activity 4: Celebrating learning	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 that teachers may include in their teaching programs can be drawn from the mapping documents. These include links to the general capabilities.

Unit mapping – includes all topics

Topic 1 mapping

Topic 2 mapping

Topic 3 mapping

Topic 4 mapping

Topic 5 mapping

Topic 6 mapping