

Stage 2 Outcomes Based Assessment Tasks

SPACE

STAGE 2 OUTCOME ASSESSMENT MAPPING GRID

Stage of Task	2 SPACE
Outcome	1. Representing Three Dimensional Space
Outcome Descriptor	Identifies, compares, classifies and constructs three-dimensional objects and represents them in drawings.
Stage	Number of Indicator Questions
1	2
2	5
3	1

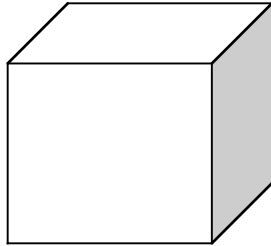
Question	1	2	2	3	4	5	6	7	8	
Stage	1	1	1	2	2	2	2	2	3	
Indicator Description										
<ul style="list-style-type: none"> • Describes and predicts the movement of objects, eg floating, bouncing, sliding, stacking, rolling. 	*									
<ul style="list-style-type: none"> • Recognises 3D objects from drawings and photographs. 		*								
<ul style="list-style-type: none"> • Investigates and describes objects from different points of view, eg cross sections, elevations, shadows. 			*							
<ul style="list-style-type: none"> • Describes and compares faces, edges and corners of prisms, cylinders and pyramids. 				*						
<ul style="list-style-type: none"> • Identifies prisms, cylinders and pyramids from drawings, photographs and real life. 					*					
<ul style="list-style-type: none"> • Constructs 3D models using nets, skeletons and cross-sections with a range of materials including blocks, grid paper. 						*				
<ul style="list-style-type: none"> • Constructs 3D models using nets, skeletons and cross-sections with a range of materials including blocks, grid paper. • Represents 3D objects through drawings. 							*			
<ul style="list-style-type: none"> • Constructs 3D models using nets, skeletons and cross-sections with a range of materials including blocks, grid paper. 								*		
<ul style="list-style-type: none"> • Models 3D solids from isometric drawings and photographs. • Shows simple perspective in drawing. • Recognises an object from different viewpoints. • Constructs or draws a 3D object when presented with its elevations. 									*	

<ul style="list-style-type: none">• Represents 3D objects on isometric dot paper.										
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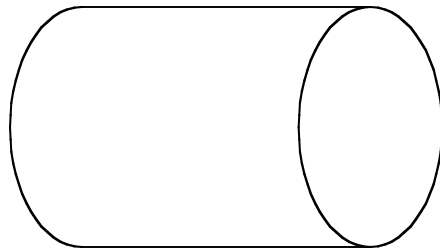
ASSESSMENT TASK FOR STAGE 2
SPACE 1: REPRESENTING THREE DIMENSIONAL SPACE

STAGE 1: 2 QUESTIONS

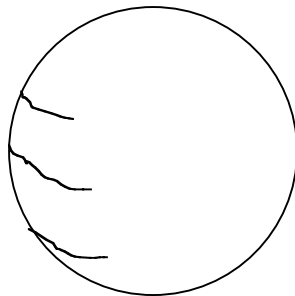
1. Match the object to the word that describes how that object could be manipulated



Bouncing

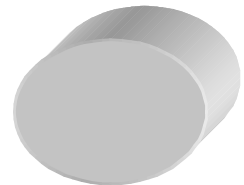
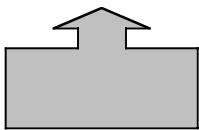


Stacking



Rolling

2. a) Colour the 3D shape.



b) Circle the words that describe the shape you coloured.

Round

Straight

Curved

Pointed

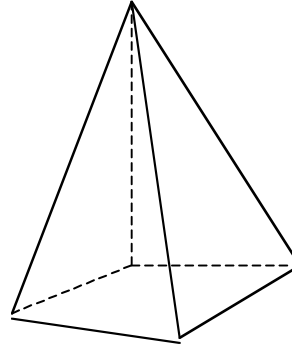
Square

Bumpy

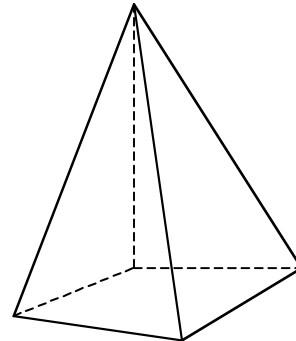
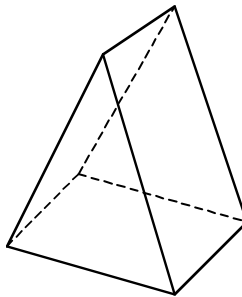
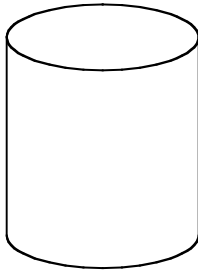
STAGE 2: 5 QUESTIONS

3. Fill in the missing numbers for this 3D shape.

- a) The 3D shape has _____ faces.
- b) The 3D shape has _____ corners.
- c) The 3D shape has _____ edges.



4. a) Match the names to their shapes.



pyramid

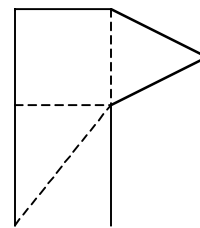
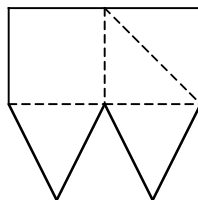
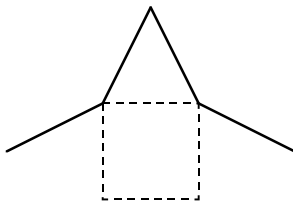
triangular prism

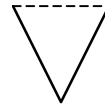
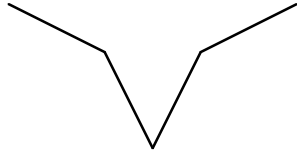
cylinder

b) Circle the shape above that has no corners.

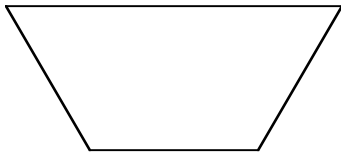
c) Put a cross on the shape with the most triangular faces.

5. Circle the net which could be used to make a square pyramid.





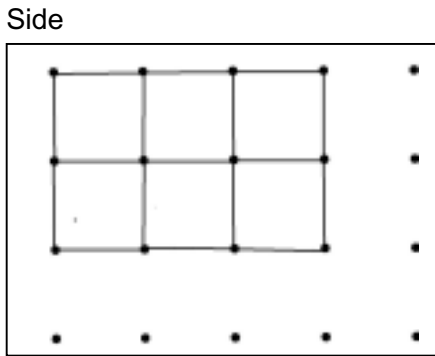
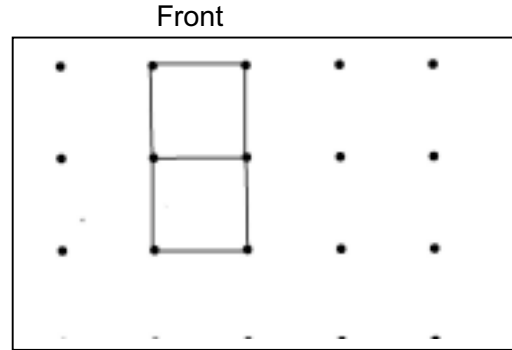
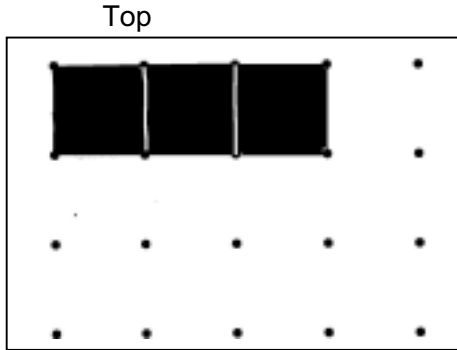
6. Examine the 2 dimensional shape below and draw a 3D version of this shape, assuming that it is a regular 3D prism. Your diagram does not have to be the same size.



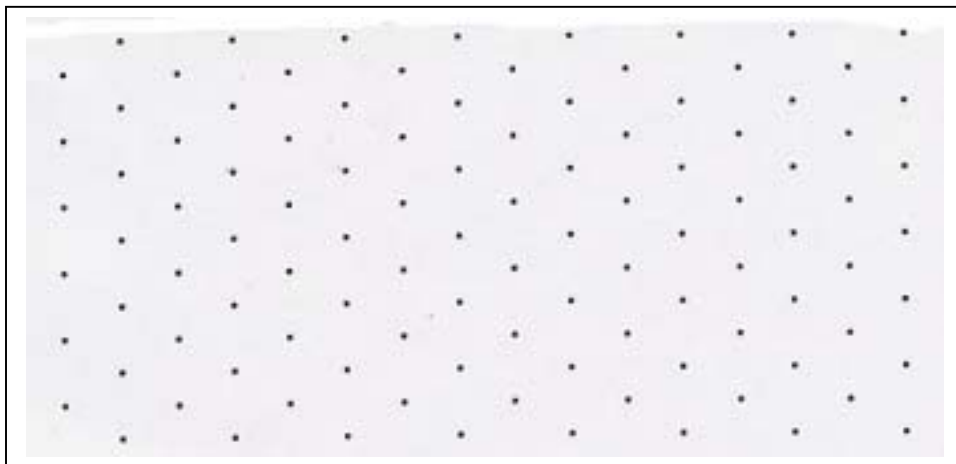
7. Draw the net for a cube.

STAGE 3: 1 QUESTION

8. Look at the front, top and side views of this model.



Draw the model of the shape that these views represent on the dot paper.



STAGE 2 OUTCOME ASSESSMENT MAPPING GRID

Stage of Task	2 SPACE
Outcome	2. Representing Two-Dimensional Space
Outcome Descriptor	Makes, classifies and names two-dimensional geometrical shapes and describes their properties.
Stage	Number of Indicator Questions
1	2
2	5
3	1

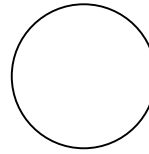
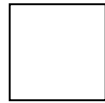
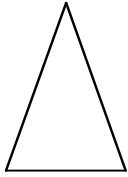
Question	1	1	2	3	3	4	4	5	6	7	8	
Stage	1	1	1	2	2	2	2	2	2	2	2	3
Indicator Description												
<ul style="list-style-type: none"> Recognises and names simple 2D shapes. 	*											
<ul style="list-style-type: none"> Describes properties of 2D shapes. 		*										
<ul style="list-style-type: none"> Uses recognition and visualisation skills in completing jigsaws and puzzles. Makes 2D shapes using various techniques, eg geoboards, tangrams, environmental materials. 			*									
<ul style="list-style-type: none"> States the number of lines of symmetry for a given shape. 				*								
<ul style="list-style-type: none"> Recognises straight, curved and parallel lines in the environment. 					*							
<ul style="list-style-type: none"> Investigates a variety of angles, eg angles in the environment. 						*						
<ul style="list-style-type: none"> Describes angles in everyday language, eg steep, more than, same as. 							*					
<ul style="list-style-type: none"> Investigates a variety of angles, eg angles in the environment. Identifies angles in 2D and 3D shapes. 								*				
<ul style="list-style-type: none"> Recognises straight, curved and parallel lines in the environment. 									*			
<ul style="list-style-type: none"> Constructs and represents angles using 2D and 3D materials. Constructs 2D shapes using a variety of materials and techniques, eg geostrips, geoboards, grid and dot paper. 										*		
<ul style="list-style-type: none"> Classifies angles as reflex, acute, obtuse, right or straight. Uses a protractor to measure angles in degrees. Estimates size of angles in degrees. 											*	

<ul style="list-style-type: none">• Constructs an angle of a given size using a protractor.												
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**ASSESSMENT TASK FOR STAGE 2
SPACE 2: REPRESENTING TWO-DIMENSIONAL SPACE**

STAGE 1: 2 QUESTIONS

1. a) Match the names to the shapes.



square

circle

triangle

rectangle

b) Tick the word that best describes a circle.

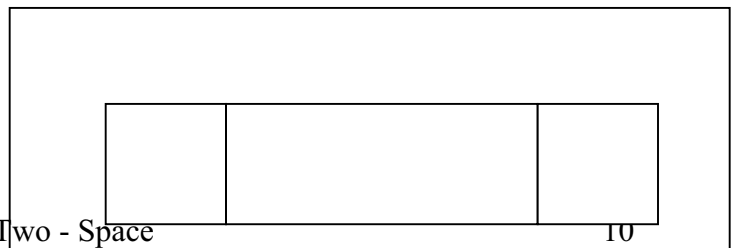
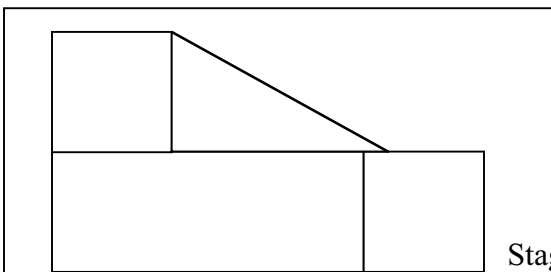
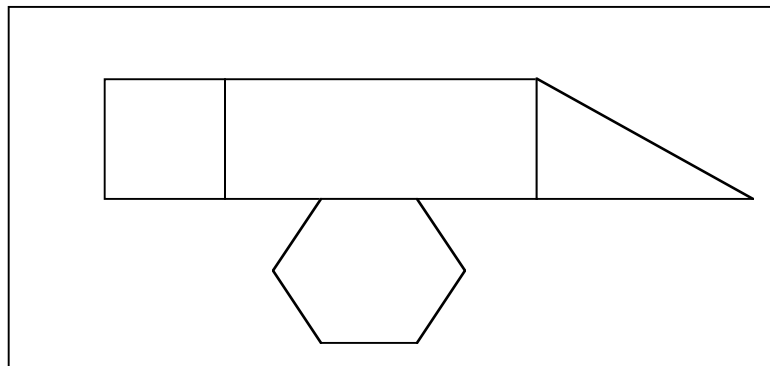
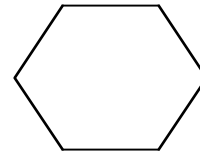
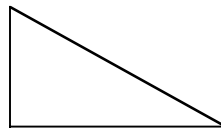
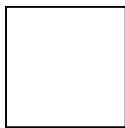
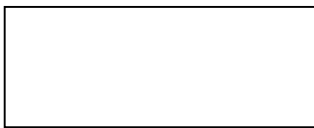
round

pointy

straight

bumpy

2. Colour the picture that is a tangram of the shapes below.



STAGE 2: 5 QUESTIONS

3. a) Tick the number of lines of symmetry for a rectangle.

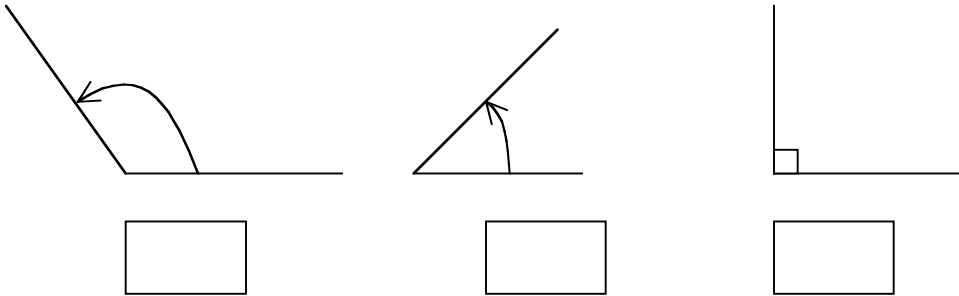
- 1
- 2
- 3
- 4



b) Choose the best words to describe the lines in the rectangle.

- curved
- parallel
- wavy
- straight

4. a) Order these angles from the smallest to the largest. Write 1 in the box for the smallest, 2 for the middle one and 3 for the largest.



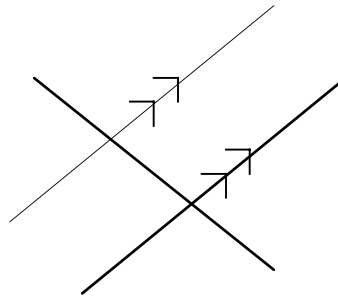
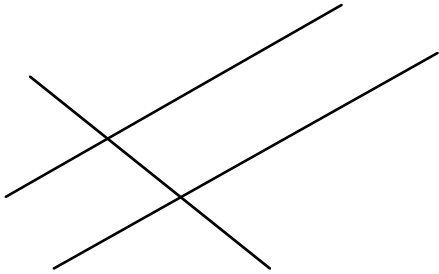
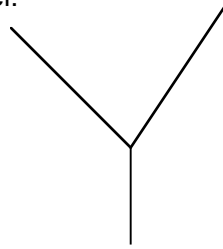
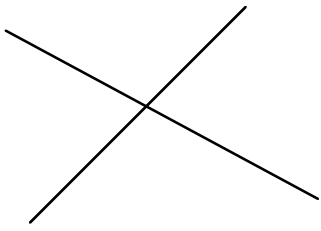
b) Tick the best word to describe the largest angle. from the diagrams above

- blunt
- corner
- sharp

5. A hexagon has how many angles?

- 3 angles
- 6 angles
- 8 angles

6. Circle which of the following lines is parallel.

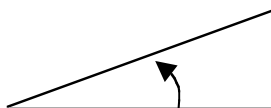
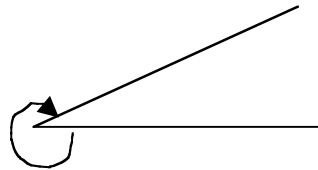
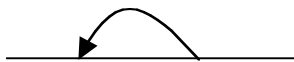
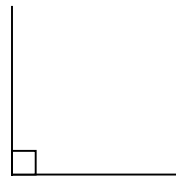
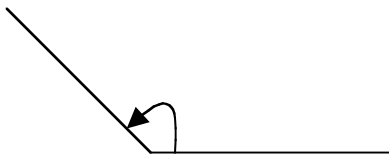


7. Shade 2 angles on the 2D shape below.



STAGE 3: 1 QUESTION

8. Label the angles below by using their correct names. (reflex, acute, obtuse, right, straight)



STAGE 2 OUTCOME ASSESSMENT MAPPING GRID

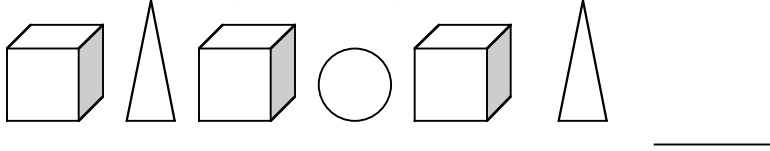
Stage of Task	2 SPACE
Outcome	3. Spatial Patterns
Outcome Descriptor	Describes patterns in terms of flips, slides and turns, and creates puzzles, tessellations and other patterns.
Stage	Number of Indicator Questions
1	2
2	5
3	1

Question	1	2	3	4	5	6	7	8				
Stage	1	1	2	2	2	2	2	3				
Indicator Description												
<ul style="list-style-type: none"> Makes patterns using 2D and 3D shapes. Makes and identifies symmetrical patterns. 	*											
<ul style="list-style-type: none"> Recognises symmetry in the environment. 		*										
<ul style="list-style-type: none"> Visualises and describes patterns in terms of flipping and sliding. 			*									
<ul style="list-style-type: none"> Investigates and identifies shapes that tessellate. 				*								
<ul style="list-style-type: none"> Constructs and assembles tangram puzzles. 					*							
<ul style="list-style-type: none"> Constructs patterns using flips, slides and turns. 						*						
<ul style="list-style-type: none"> Visualises and describes patterns in terms of flipping and sliding. Constructs patterns using flips, slides and turns. 							*					
<ul style="list-style-type: none"> Describes, predicts and continues tessellating patterns. 								*				

**ASSESSMENT TASK FOR STAGE 2
SPACE 3: SPATIAL PATTERNS**

STAGE 1: 2 QUESTIONS

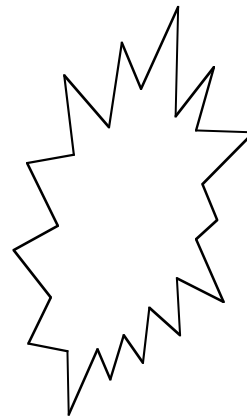
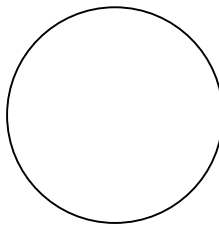
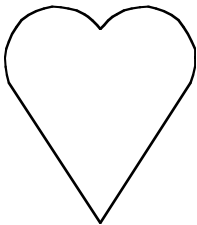
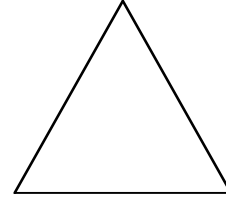
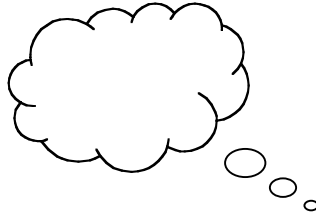
1. The following pattern begins at the left and continues to the right



Tick the shape that would be next in the pattern.

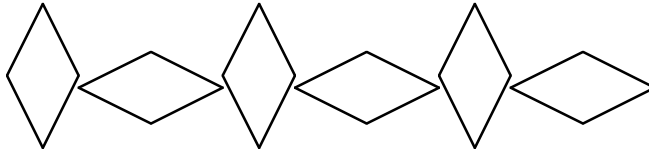
- Triangle
- Square
- Cube
- Circle

2. Draw a line through these objects to show which have symmetry.



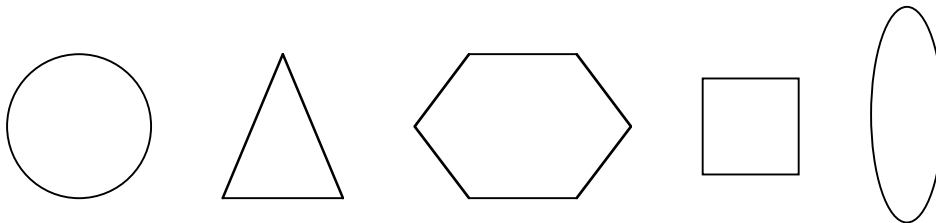
STAGE 2: 5 QUESTIONS

3. Tick your choice for the way in which this pattern has been made.

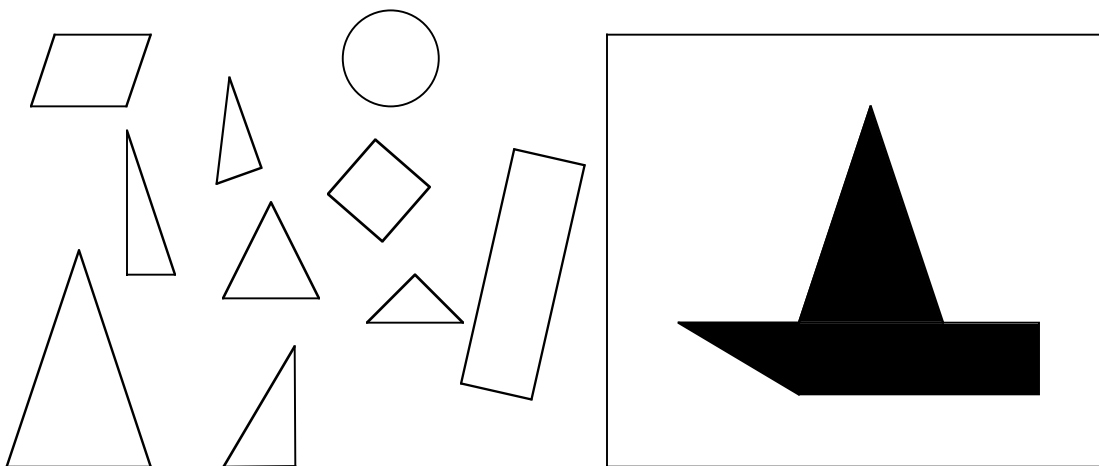


- Flips
- Slides
- Turns

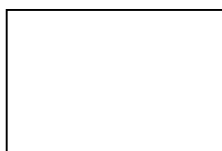
4. Colour the shapes that tessellate.



5. Tick the shapes you would use to make the shape in the box.



6. Draw this shape after sliding it to the right 5cm.

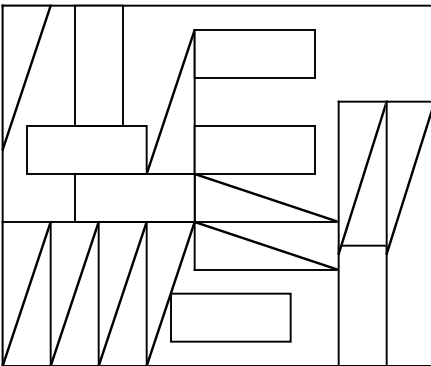
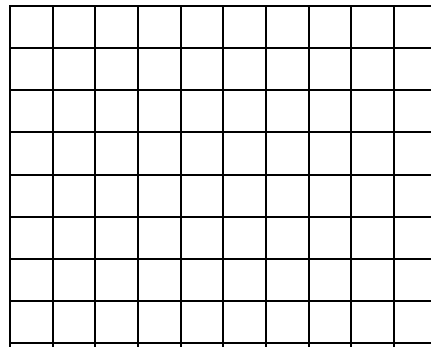
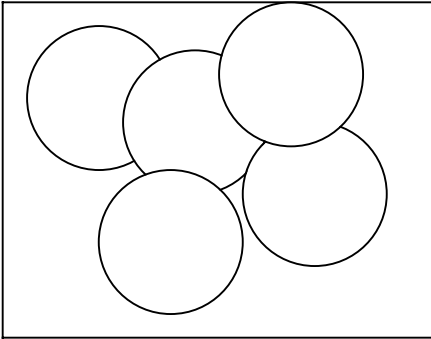


7. Rotate the following shape 90° and draw a picture of what the shape would look like.



STAGE 3: 1 QUESTION

8. Colour the tessellating pattern.



STAGE 2 OUTCOME ASSESSMENT MAPPING GRID

Stage of Task	2 SPACE
Outcome	4. Position
Outcome Descriptor	Describes the position of objects in relation to one another and uses simple maps and informal grids to represent this relationship.
Stage	Number of Indicator Questions
1	2
2	5
3	1

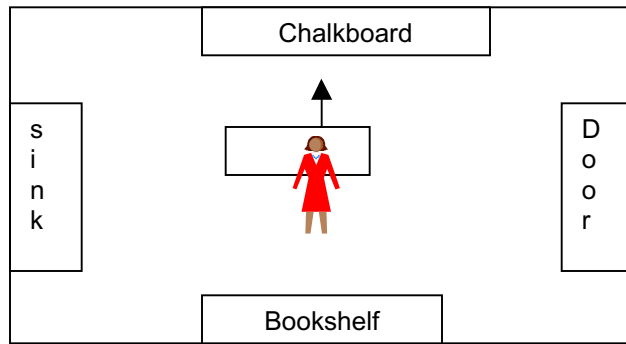
Question	1	2	3	4	5	6	7	8 a				
Stage	1	1	2	2	2	2	2	3				
Indicator Description												
<ul style="list-style-type: none"> Describes the position of an object in relation to self, eg the ball is on my right. Describes the position of an object in relation to other objects, eg the bins are next to the gate. Makes and describes a model of the school/ classroom/ playground. 	*											
<ul style="list-style-type: none"> Describes the position of an object in relation to other objects, eg the bins are next to the gate. 		*										
<ul style="list-style-type: none"> Draws and describes a path or route on a model or plan. Constructs simple maps or plans. Investigates and describes the location of an object in the environment, eg the book on the top shelf is second from the end. Draws and describes a path or route on a model or plan and investigates the angles used. 			*									
<ul style="list-style-type: none"> Uses appropriate position language to describe a model or sketch. Draws and describes a path or route on a model or plan and investigates the angles used. 				*								
<ul style="list-style-type: none"> Investigates and describes the location of an object in the environment, eg the book on the top shelf is second from the end. 					*							
<ul style="list-style-type: none"> Draws and describes a path or route on a model or plan and investigates the angles used. 						*						
<ul style="list-style-type: none"> Constructs simple maps or plans. 							*					
<ul style="list-style-type: none"> States the position of a given point on a grid in terms of coordinates. 								*				

<ul style="list-style-type: none">• Plots a point using given coordinates.• Finds a place on a map or directory given its coordinates.• Uses coordinates in a practical or game situation.• Describes position of one place relative to another, eg Perth is west of Sydney.												
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**ASSESSMENT TASK FOR STAGE 2
SPACE 4: POSITION**

STAGE 1: 2 QUESTIONS

1. Look at the plan of the classroom. The Student is seated facing towards the chalkboard



Circle the correct answer.

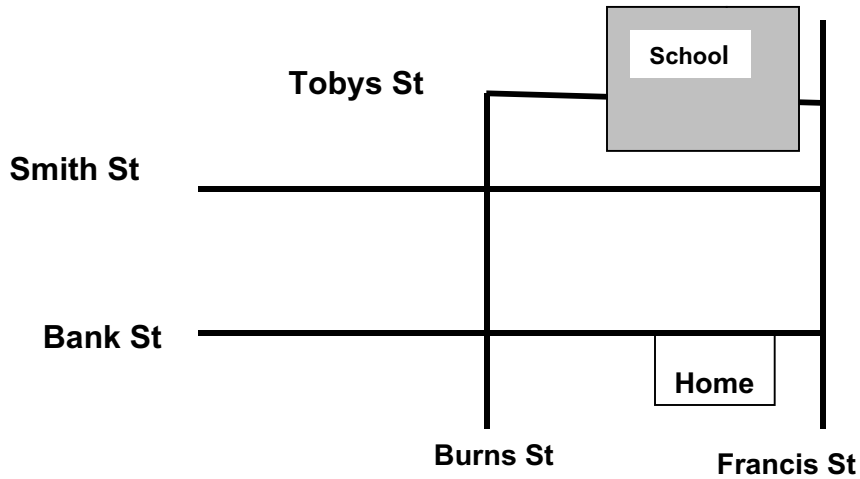
- a) The chalkboard is in front of the child. Yes No
- b) The child is between the sink and the door. Yes No
2. Circle the correct sentence to describe this picture.



- The bin is on top of the tree.
- The bin is beside the tree.
- The tree is in the bin.

STAGE 2: 5 QUESTIONS

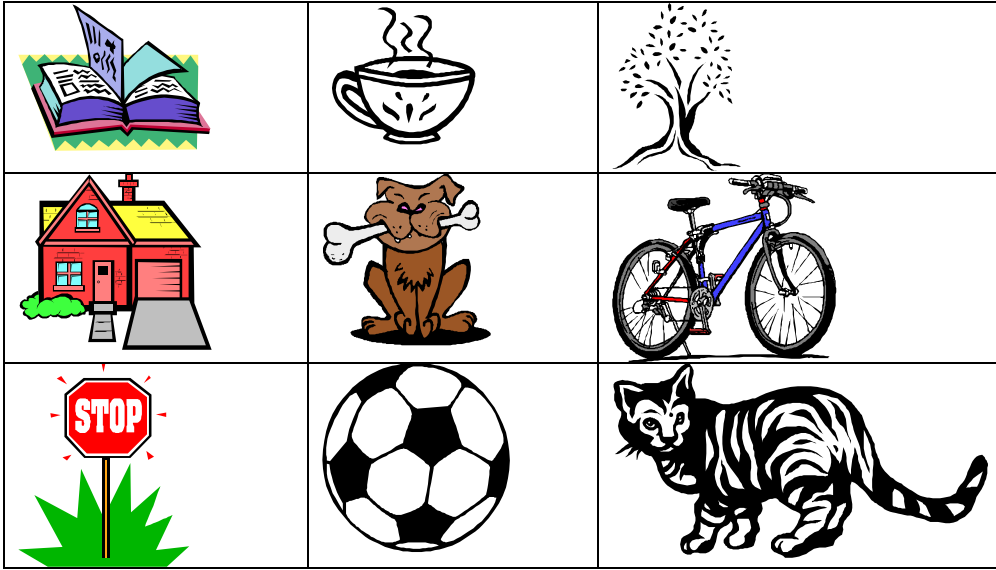
3. On the map draw the most direct path from home to school travelling down streets. Then, in words describe how you got there.



4. In the rectangle below draw a plan of your classroom. Include things like desks, door, cupboards, tote tray shelves, windows etc.



5. Describe the position of the following objects in the grid. Use words like beside, left, right, top bottom, next to, first, second, grid, etc.

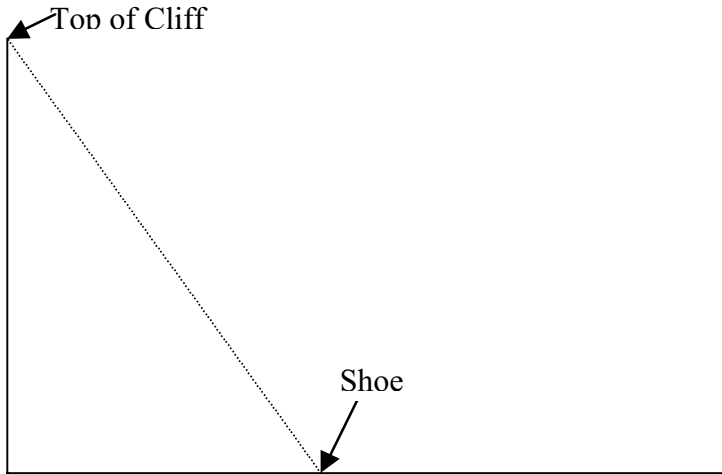


Bike _____

Dog _____

Stop Sign _____

6. Examine the diagram below and measure the angle from the shoe at the bottom of the cliff to the top of the cliff.



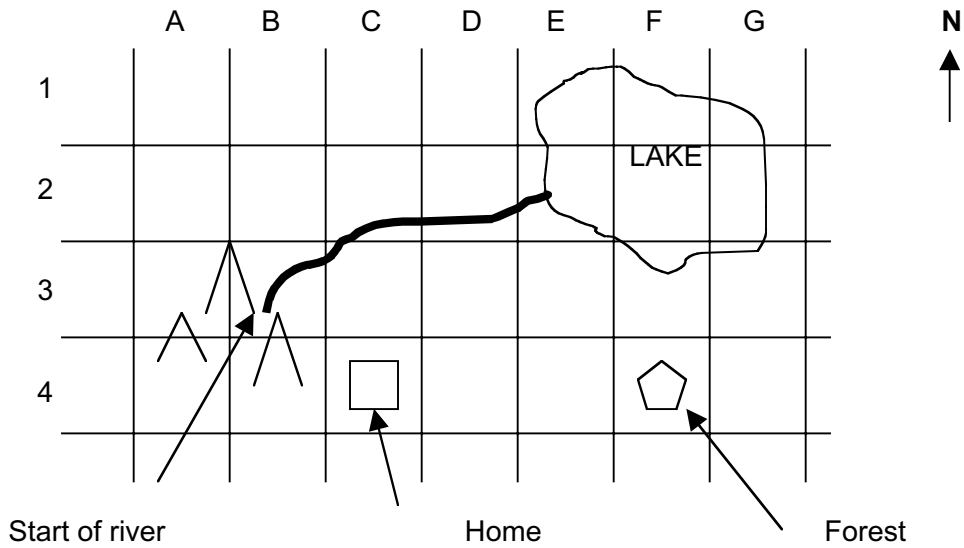
7. What is this? Circle the correct answer.



- A scale
- A ruler
- A bridge
- A hospital

STAGE 3: 1 QUESTION

8. Look at the map and then answer the questions.



- a) What are the coordinates of the forest? _____
- b) Draw a car at **D4**. _____
- c) What direction is the lake from the home? _____

STAGE 2 OUTCOME ASSESSMENT MAPPING GRID
















Stage of Task	2 SPACE
Outcome	5. Data Representation
Outcome Descriptor	Gathers, organises, displays and interprets data and presents findings using column graphs.
Stage	Number of Indicator Questions
1	2
2	5
3	1

Question	1 a	1 b	1 c	2	3 a	3 b	4	5 a	5 b	6	7	8
Stage	1	1	1	1	2	2	2	2	2	2	2	3
Indicator Description												
<ul style="list-style-type: none"> Collects simple data using blocks or pictures to represent groups. 	*											
<ul style="list-style-type: none"> Compares pictorial representations of groups, eg birthday charts, pets. 		*										
<ul style="list-style-type: none"> Reads and interprets graphs made from objects. 			*									
<ul style="list-style-type: none"> Collects simple data using blocks or pictures to represent groups. 				*								
<ul style="list-style-type: none"> Records results using tally marks. 					*							
<ul style="list-style-type: none"> Discusses results and data gathering techniques. Constructs a graph column. 						*						
<ul style="list-style-type: none"> Records results using tally marks. 							*					
<ul style="list-style-type: none"> Constructs a column graph. 								*				
<ul style="list-style-type: none"> Interprets information presented in a column graph. 									*			
<ul style="list-style-type: none"> Decides on a suitable question for gathering data. 										*		
<ul style="list-style-type: none"> Discusses results and data gathering techniques. 											*	
<ul style="list-style-type: none"> Draws a line graph from simple data. Interprets information given in a line graph. Makes simple statements about data represented in graphs, eg the rainfall in the winter months is a lot less than that in the summer months. 												*

**ASSESSMENT TASK FOR STAGE 2
SPACE 5: DATA REPRESENTATION**

STAGE 1: 2 QUESTIONS

1. a) Count the pictures of each toy and write the number in the box next to the toys.


Item						Number
Cap						
Ball						
Doll						
Toy Car						

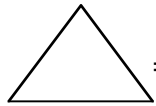
- b) Tick the name of the toy which has the most in its group.

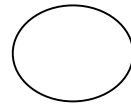
- caps
- baseballs
- dolls
- toy cars

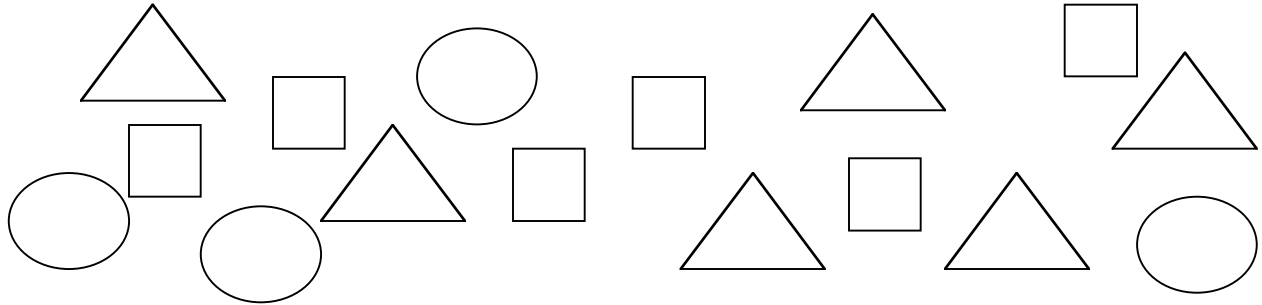
- c) Write the names of the groups that have the same number of objects in them.

2. How many of circles, triangles, and squares can you see? Write you answer below.

 = _____

 = _____

 = _____



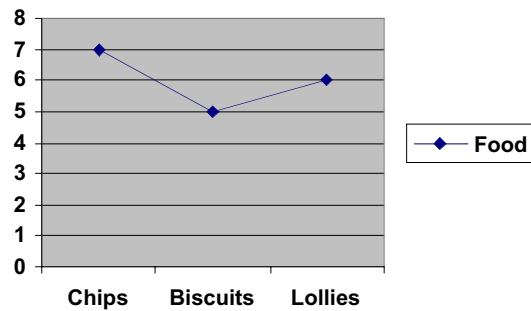
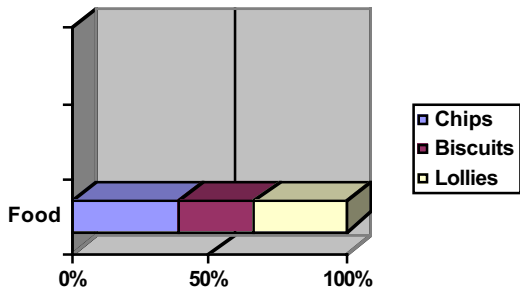
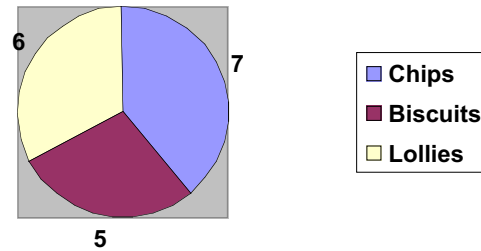
STAGE 2: 5 QUESTIONS

3. In Grade Four, 7 students like to eat chips,
 5 students like to eat biscuits
 6 students like to eat lollies

a) Record this information using tally marks.

Food	Tally marks
chips	
biscuits	
lollies	

b) Which of the following graphs would represent the information from part (a) as a column graph.



4. If you were asked to find out information on the type of sports people played in your class, circle the best question to ask them?

- What sports do you play?
- What sports do you like to watch?
- What sports do your friends like?
- Do you play rugby as sport?

5. Mary drew the following graph.

Marbles					
Chase					
Cricket					
Handball					
Football					

a) To get these results, what question do you think Mary asked? Choose one of the following.

- What is your favourite vegetable?
- What do you play at lunchtime?
- What did you eat at lunch time?

b) Which activity is the most popular?

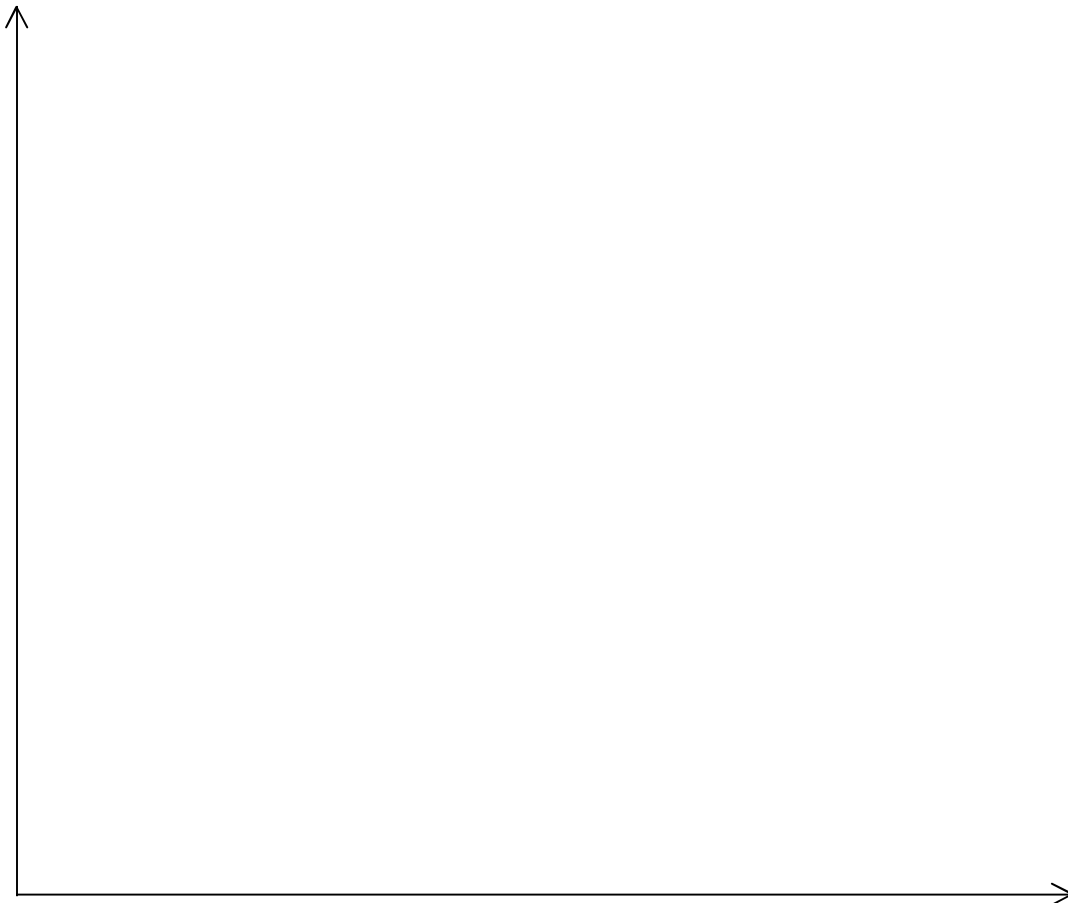
- Marbles
- Cricket
- Elastics
- Handball
- Football

6. If you were trying to find out information about what people thought about a particular issue, which would be the best way to find out this information from the list below? Circle the best answer.
- Ask 100 people from 1 location.
 - Ask 100 people from different age groups, locations and half male and half female persons.
 - Ask 100 people from different age groups and locations.
7. Why is a line graph the best way to indicate the recording of temperature? Circle the best answer.
- A line graph indicates the percentage of temperature for the month.
 - A line graph indicates the proportion of the month's temperature.
 - A line graph shows the increase and decrease in temperature over time.
 - A line graph gives the total temperature in a month.

STAGE 3: 1 QUESTION

8. Draw a line graph based on these rainfall figures.

January	15ml	July	26 ml
February	12 ml	August	23 ml
March	20 ml	September	20 ml
April	26 ml	October	12 ml
May	30 ml	November	8 ml
June	32 ml	December	5 ml



a) What month had the most rain? _____

b) What was the total rainfall for December, January and February?

c) Which is the driest month? _____