MATHEMATICS UNIT PLANNER
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AusVELS Level Term: 2 Year: 2014

Dimension: Statistics and Probability
Focus: Chance

Length of Unit: 10 Lessons (2x Assessment, 2x Setting up, 4x Investigations, 2x Extension)

AusVELS Learning Focus Statement:

AusVELS Standard/s
Probability
Level 2
Students describe outcomes of familiar events using everyday language.
Level 3
Students conduct chance experiments, list possible outcomes and recognise variations in results.
Level 4
Students list the probabilities of everyday events. They identify dependent and independent events.
Level 5
Students list outcomes of chance experiments with equally likely outcomes and assign probabilities as a number from 0 to 1.

Vocabulary Development:
Certain, impossible, half/half, maybe, unlikely, likely, even chance, probable, definitely, no chance, 50/50

Common Assessment Tasks

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<tr>
<th>Assessment FOR Learning</th>
<th>Assessment AS Learning</th>
<th>Assessment OF Learning</th>
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<td>Occurs when teachers use inferences about student progress to inform their teaching. It is frequent, formal or informal (e.g. quality questioning, anecdotal notes, written comments), embedded in teaching and provides clear and timely feedback that helps students in their learning progression. It has a formative use providing evidence that informs, or shapes, short term planning for learning.</td>
<td>Occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. It is usually formal, frequently occurring at the end of units of work where it sums up student achievement at a particular point in time. It is often organised around themes or major projects and judgements may be based on student performance on multi-domain assessment tasks. It has a summative use, showing how students are progressing against the Standards, and a formative use providing evidence to inform long term planning.</td>
<td>Occurs when students reflect on and monitor their progress to inform their future learning goals. It is regularly occurring, formal or informal (e.g. peer feedback buddies, formal self-assessment) and helps students take responsibility for their own past and future learning. It builds metacognition as it involves students in understanding the standards expected of them, in setting and monitoring their own learning goals, and in developing strategies for working towards achieving them.</td>
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Pre Assessment –
'It is ... that all the children in our class will watch TV tonight’ but I didn’t hear on of the words. What might the missing word be? What is something that is more likely to happen than what the teacher is talking about?