

Stage 2 - Assessment

Position

Outcomes:

SGS2.3 Uses simple maps and grids to represent position and follow routes.

WMS2.3 Uses appropriate terminology to describe, and symbols to represent, mathematical ideas.

Prior Learning

Students have represented the position of objects using models and drawings. They have labelled grids and used keys or legends to represent objects on a map. Students have described the position of objects using everyday language such as 'left' and 'right'. They have used simple maps and grids to represent position and follow routes. Students have described the location of an object on a simple map using coordinates, compass points or directions.

Description of Activity

Students design and sketch a cross country course to be marked out within the school grounds. They include a start point in their design and ensure the course does not cross itself. Students use grid paper or draw a grid over their map, and use positional language to describe their cross country course in relation to other structures or pathways. They use a compass rose to indicate directions.

Differentiation

- Students working below a Stage 2 level may be presented with a prepared alphanumerical grid with some objects already mapped out.
- Students working beyond Stage 2 can draw and label the grid themselves.

Resources

Rulers, pencils, paper.

Achievement Criteria (Year 3)

	E	D	C	B	A
SGS2.3	<ul style="list-style-type: none">• Draw a very simple map.• Needs support to identify and locate coordinates.	<ul style="list-style-type: none">• A simple map is drawn with an attempt at coordinates.• Includes a 4 pointed compass rose.	<ul style="list-style-type: none">• A detailed map is drawn including correctly labelled coordinate points.• Includes a compass rose.	<ul style="list-style-type: none">• A detailed map is drawn including correctly labelled coordinate points.• Includes an 8 pointed compass rose.• Track uses a wide variety of directions.	<ul style="list-style-type: none">• A detailed map is drawn including correctly labelled coordinate points.• Includes an 8 pointed compass rose.• Track uses a wide variety of directions.
WMS2.3	<ul style="list-style-type: none">• Needs assistance to record a series of directions.	<ul style="list-style-type: none">• The pathway is described only basically.• It may reference some coordinates or basic directions.	<ul style="list-style-type: none">• Clearly describes the path taken referring to the coordinates, turns and the four main directions on the compass.	<ul style="list-style-type: none">• Varied directional language has been used including coordinate points and compass directions.• Reference to one or two objects on the map are included	<ul style="list-style-type: none">• Clear and varied directional language has been used which indicates an excellent understanding of direction.• Reference to three or more objects on the map are included.

Teacher Observations

Outcomes:

SGS2.3 Uses simple maps and grids to represent position and follow routes.

WMS2.3 Uses appropriate terminology to describe, and symbols to represent, mathematical ideas.

Prior Learning

Students have represented the position of objects using models and drawings. They have labelled grids and used keys or legends to represent objects on a map. Students have described the position of objects using everyday language such as 'left' and 'right'. They have used simple maps and grids to represent position and follow routes. Students have described the location of an object on a simple map using coordinates, compass points or directions.

Description of Activity

Students design and sketch a cross country course to be marked out within the school grounds. They include a start point in their design and ensure the course does not cross itself. Students use grid paper or draw a grid over their map, and use positional language to describe their cross country course in relation to other structures or pathways. They use a compass rose to indicate directions.

Differentiation

- Students working below a Stage 2 level may be presented with a prepared alphanumerical grid with some objects already mapped out.
- Students working beyond Stage 2 can draw and label the grid themselves.

Resources

Rulers, pencils, paper.

Achievement Criteria (Year 4)

	E	D	C	B	A
SGS2.3	<ul style="list-style-type: none"> • A simple map is drawn with an attempt at coordinates. • Includes a 4 pointed compass rose. 	<ul style="list-style-type: none"> • A simple map with a few details is drawn including correctly labelled coordinate points. • Includes a compass rose. 	<ul style="list-style-type: none"> • A detailed map is drawn on a grid including correctly labelled coordinate points. • Includes an 8 pointed compass rose. • Track uses a variety of directions. 	<ul style="list-style-type: none"> • A detailed map is drawn on a grid including correctly labelled coordinate points. • Includes an 8 pointed compass rose. • Track uses a wide variety of directions. 	<ul style="list-style-type: none"> • A detailed map is drawn including correctly labelled coordinate points. • Grid is accurately drawn and labelled. • Includes an 8 pointed compass rose. • Track uses a wide variety of directions. • Includes a key/legend.
WMS2.3	<ul style="list-style-type: none"> • The pathway is described only basically. • It may reference some coordinates or basic directions. 	<ul style="list-style-type: none"> • Describes the path taken referring to the coordinates, turns and the four main directions on the compass. 	<ul style="list-style-type: none"> • Varied directional language has been used including coordinate points and compass directions. • Reference to one or two objects on the map are included 	<ul style="list-style-type: none"> • Clear and varied directional language has been used which indicates an excellent understanding of direction. • Reference to three or more objects on the map are included. 	<ul style="list-style-type: none"> • Clear and varied directional language has been used which indicates an excellent understanding of direction and distance • Reference is made to all appropriate objects on the map.

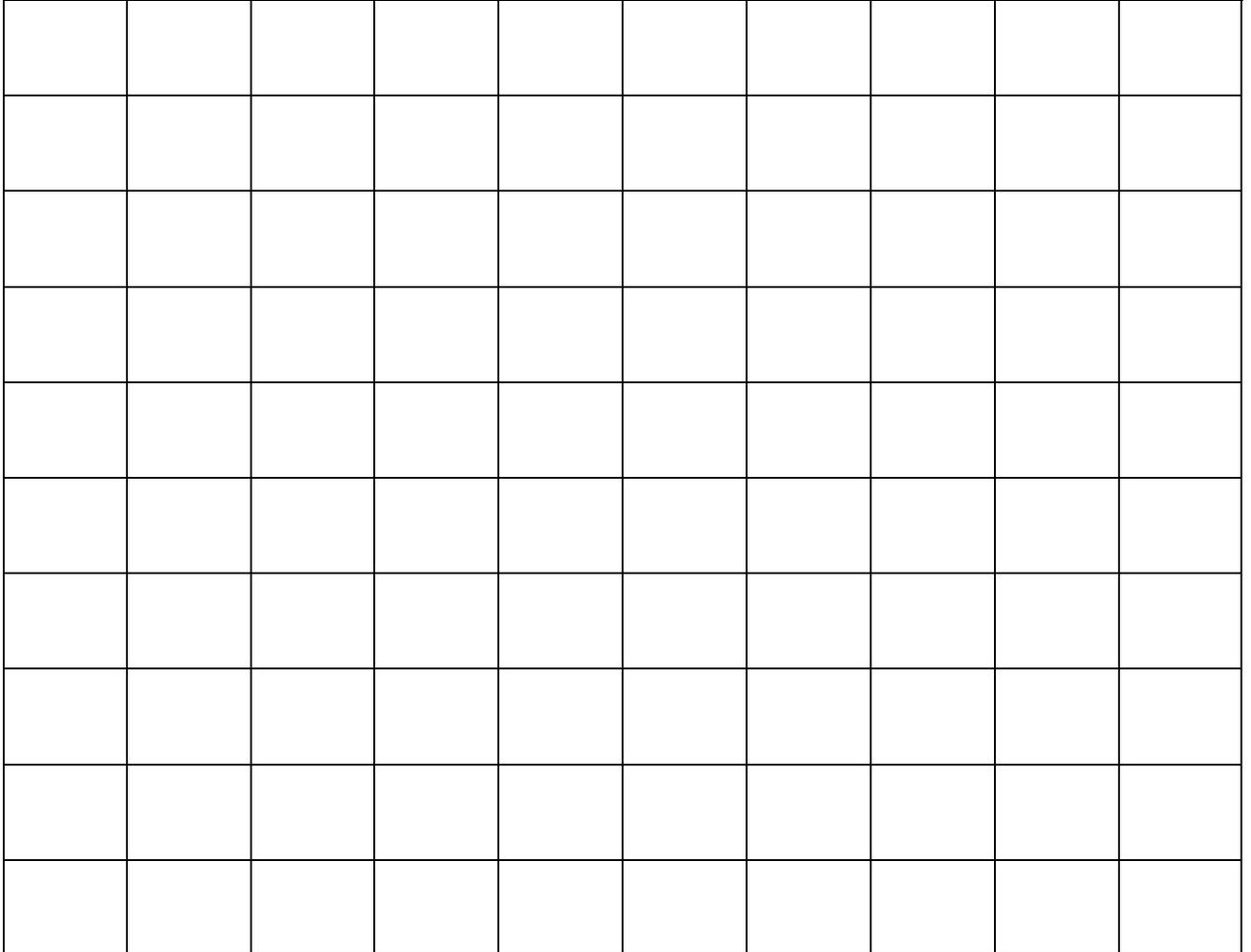
Teacher Observations

Stage 2 Assessment - Position

Name:

Date:

Task: Design and sketch a cross country course to be marked out within the school grounds. Include a start point for your course and ensure the course does not cross itself. Use grid paper or draw a grid for your map, and use positional language to describe your cross country course in relation to other structures or pathways. Use a compass rose to indicate directions.



Stage 2 Assessment - Position

Name:

Date:

Task: Design and sketch a cross country course to be marked out within the school grounds. Include a start point for your course and ensure the course does not cross itself. Use grid paper or draw a grid for your map, and use positional language to describe your cross country course in relation to other structures or pathways. Use a compass rose to indicate directions.



Stage 2 Assessment - Position

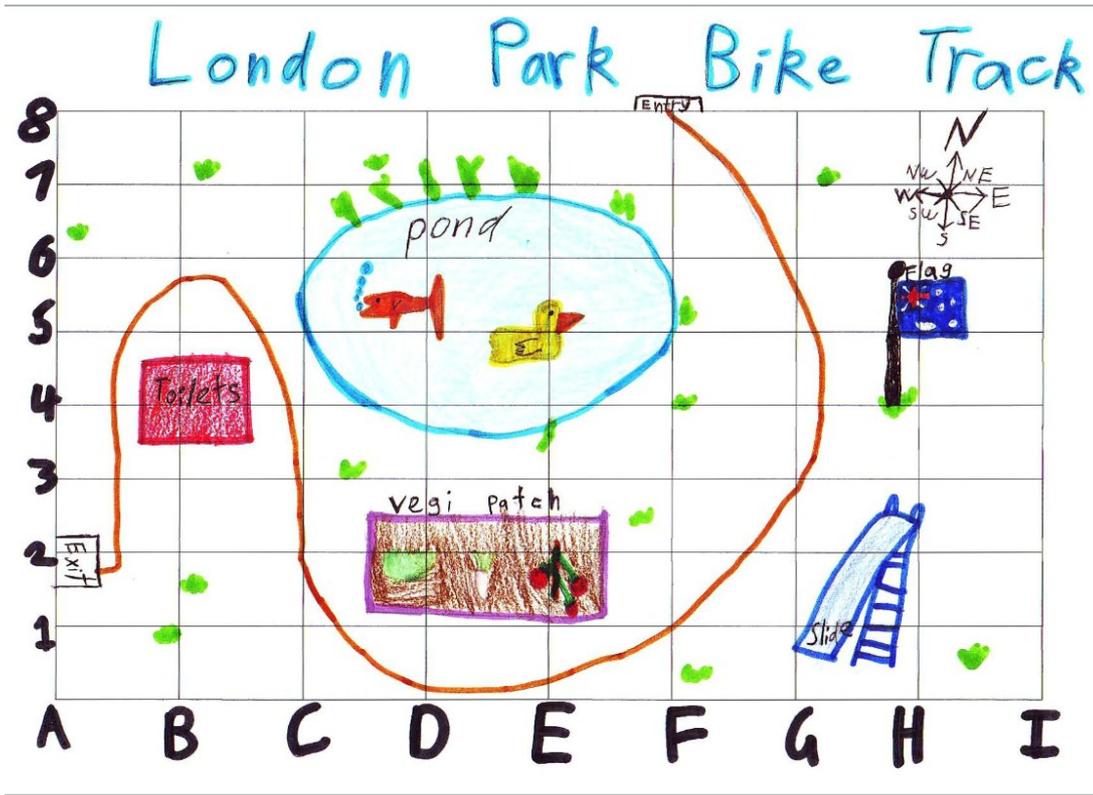
Name:

Date:

Task: Design and sketch a cross country course to be marked out within the school grounds. Include a start point for your course and ensure the course does not cross itself. Use grid paper or draw a grid for your map, and use positional language to describe your cross country course in relation to other structures or pathways. Use a compass rose to indicate directions.

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Student Work Sample (A)

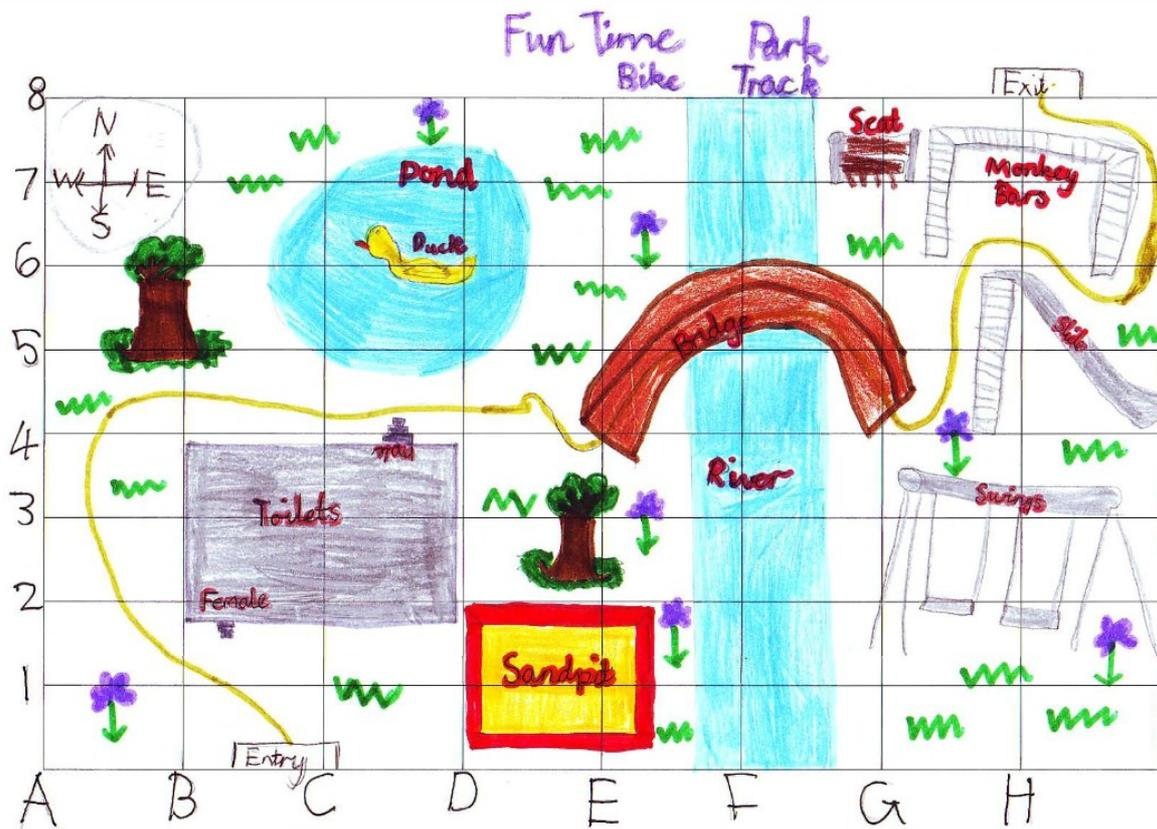


London Park Bike Track

- Start at F8 and go South-east till you reach the flag pole.
- Go South to G3.
- Then go South-west and pass the slide until you get to the bottom right corner of the vegi patch.
- Go west till you reach the bottom left corner of the vegi patch.
- Then go North west till you reach C2.
- Then go north till you reach C4.
- Go North - west till you get to the top of the toilets at B6.
- Then cycle South-west till you reach A5.
- Go south until you reach the exit at A2.

Jo has demonstrated a very high level of competence in using coordinates to represent position and describe a route. A detailed, clearly labelled map of the bike track has been drawn and a compass rose has been included. Although the coordinates have been placed on the grid lines rather than in the spaces, the use of directional language to describe the route in relation to objects on the map is outstanding, and extensive understanding of compass points has been demonstrated. To improve, Jo could include a key and make additional reference to locations on the map. This work sample demonstrates characteristics of work typically produced by a student performing at grade A standard midway through Stage 2.

Student Work Sample (B)

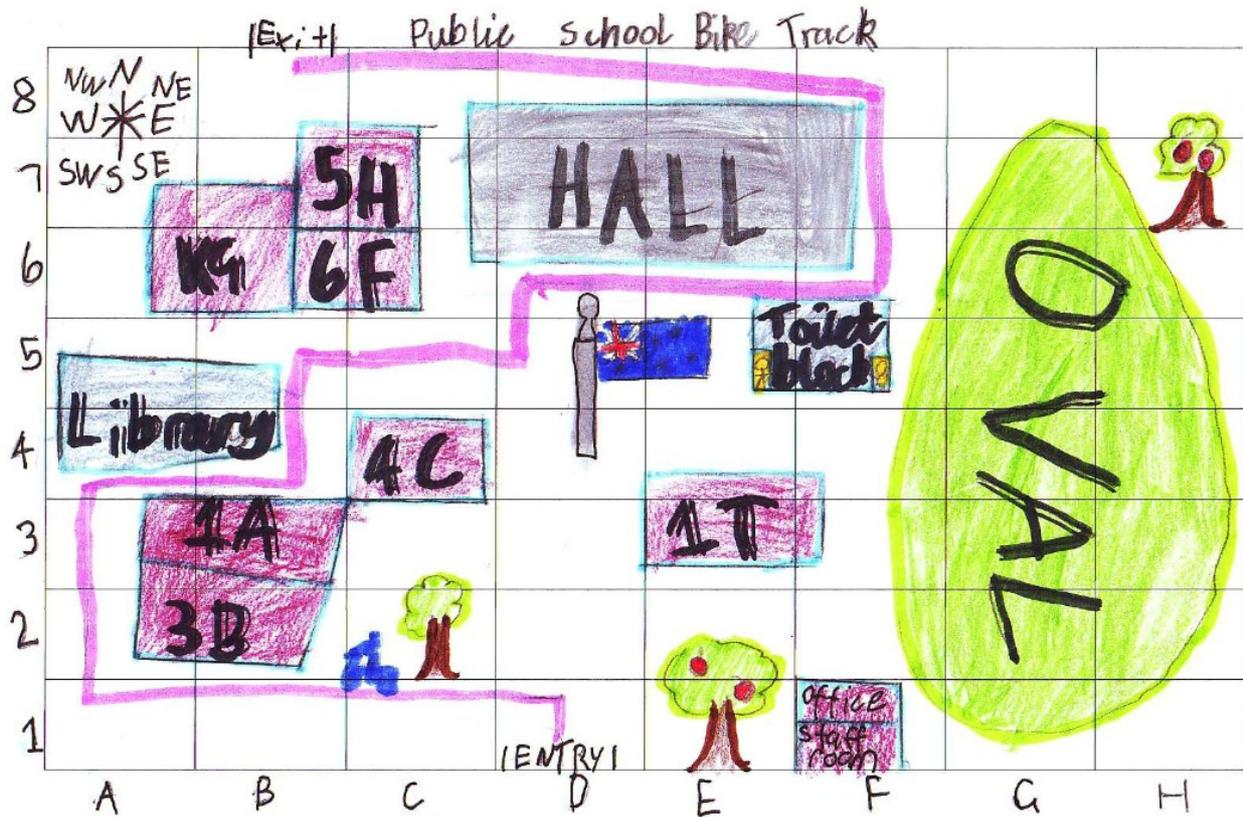


Fun Time Park Bike Track

- Start at the Entry of the park at B1.
 - Go Northwest until you get to A4.
 - Then head North until you are at A5.
 - Then turn right pass the toilets until you get to D5.
 - Go Southeast then turn right and go over the bridge.
 - Go Northeast until you hit G5.
 - Then go straight ahead to G7 and turn right.
 - Next go North past the Monkey Bars and turn North and turn right to the end of G8.
- Now you have finished the Fun Time Park Bike Track.

Ali has demonstrated a high level of competence in using coordinates to represent position and describe a route. A detailed, clearly labelled map of the bike track has been drawn and a simple compass rose has been included but the coordinates have been placed on the grid lines rather than in the spaces. Varied directional language has been used to describe the route in relation to objects on the map, and specific references to coordinates have been made. To improve, Ali should place coordinates correctly on the map and include in the compass rose points between the four major points. This work sample demonstrates characteristics of work typically produced by a student performing at grade B standard midway through Stage 2.

Student Work Sample (C)

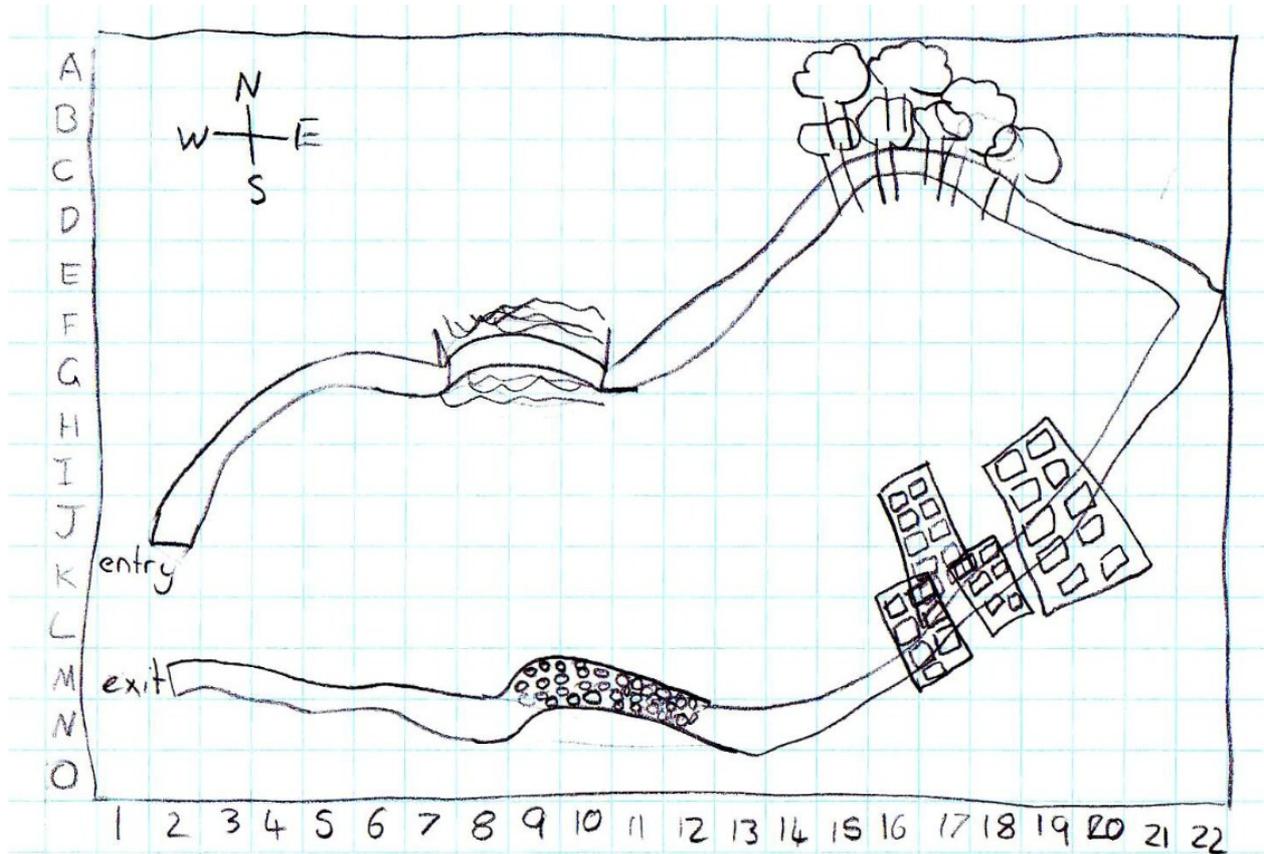


Public School
Bike Track

Start at D1.
 Go West to A1.
 Now go North to A4.
 And go East to B4.
 Go North to B5.
 GO East to D5.
 Now go East to F5.
 And go North to F8
 GO West to B8.
 You are now at the exit.

Terry has demonstrated an adequate level of competence in using coordinates to represent position and describe a route. A detailed map of the bike track has been drawn, a compass rose has been included and coordinates have been accurately labelled. Although an eight-point compass rose has been included, only the four main points have been used to describe the route. Precise positional language and map coordinates have been used to describe the route but one minor direction has been omitted. To improve, Terry should include reference to objects on the map in the description of the route. This work sample demonstrates characteristics of work typically produced by a student performing at grade C standard mid-way through Stage 2.

Student Work Sample (D)



My bike track starts at J2 then goes east and over the bridge at G7, G8, G9 and G10. It then goes east through the forest at C14, C15, C16, C17, C18, B14, B15, B16, B17 and B18. It then goes east then goes down south to the city. Then it goes west on the bumpy track, keeps going west until it is the end of the track.

Only the four main compass points are referenced, even though the track clearly travels in a NE and SW direction.

Although coordinates are identified, there is no reference to turning using the words left and right.