



Dear parents and caregivers,

Please find below clarification regarding the CESA Performance Standards and how these are used to design and grade student learning and achievement.

Please see below some examples of Performance Standards at each year level:

Reception

Algebra	BEYOND	AT	TOWARDS
Copy and continue repeating patterns	Copy, continue and describe repeating patterns	Copy and continue repeating patterns	Working towards being able to copy and continue repeating patterns

To achieve in this task a student would be required to:

TOWARDS: Copy and continue a repeating pattern with educator support.

AT: Copy and continue a repeating pattern independently.

BEYOND: Copy and continue a repeating pattern independently and describe their pattern. For example, “my pattern is red, blue, red, blue, or my pattern is AABB.”

Year 1

Number	A	B	C	D	E
Connect number names, numerals and quantities, order numbers to at least 120	Connect number names, numerals and quantities, and order and compare numbers to at least 120 explaining reasoning	Connect number names, numerals and quantities, and order and compare numbers to at least 120	Connect number names, numerals and quantities, and order numbers to at least 120	Connect some number names, numerals and quantities, and order numbers with varying accuracy up to 120	Not yet able to connect some number names, numerals and quantities, and order numbers with varying accuracy up to 120

To achieve in this task a student would be required to:

D: Independently connect the number names, numerals and their quantities up to at least 120 and place these in order with some errors.

C: Independently connect the number names, numerals and their quantities up to at least 120 and place these in order.

B: Independently connect the number names, numerals and their quantities up to at least 120 and place these in order. Students would also need to be able to compare some of these numbers, for example, comparing 89 to 97, by showing how 97 is bigger. This could be done by representing in counters or by showing them on a number line.

A: Independently connect the number names, numerals and their quantities up to at least 120 and place these in order. Students would also need to be able to compare some of these numbers, for example, comparing 89 to 97, by showing how 97 is bigger. They would then also need to be able to explain their reasoning, for example explaining that for 89, 8 represents 8 groups of ten and 9 represents 9 units, while in 97, the 9 represents 9 groups of 10 and the 7 represents 7 units.

Year 2

Number	A	B	C	D	E
Use uniform informal units to measure and compare shapes and objects	Explain and justify the use of uniform informal units to measure and compare shapes and objects	Explain the use of uniform informal units to measure and compare shapes and objects	Use uniform informal units to measure and compare shapes and objects	Use uniform informal units to measure shapes and objects	Not yet able to use uniform informal units to measure shapes and objects

To achieve in this task a student would be required to:

D: Independently use uniform, informal units to measure shapes and objects.

C: Independently use uniform, informal units to measure shapes and objects and be able to make comparisons between shapes. For example being able to state that one shape is larger or smaller than another.

B: Independently use uniform, informal units to measure shapes and objects, being able to make comparisons between shapes and explain their calculations. For example, being able to state that one shape is larger or smaller than another and explaining how they came to their answer. Eg. "Shape A is bigger than Shape B because, I measured shape A with a block and it was 4 blocks long. Shape B was only 3 blocks long."

A: Independently use uniform, informal units to measure shapes and objects, being able to make comparisons between shapes and explain and justify their calculations. For example, being able to state that one shape is larger or smaller than another and explaining and justifying how they came to their answer. Eg. "Shape A is bigger than Shape B because I measured shape A with a block and it was 4 blocks long. Shape B was only 3 blocks long. I know that I am correct because I used the same block to measure both shapes."

Year 3

Number	A	B	C	D	E
Order and represent natural numbers beyond 10,000	Order, represent and compare natural numbers beyond 10,000, justifying reasoning	Order, represent and compare natural numbers beyond 10,000	Order and represent natural numbers beyond 10,000	Represent natural numbers beyond 10,000	Not yet able to represent natural numbers beyond 10,000

To achieve in this task a student would be required to:

D: Independently represent (show) numbers beyond 10,000. For example being able to show 10,001 expanded as 10 thousands, and 1 one or drawing in their place value.

C: Independently represent (show) numbers beyond 10,000 and put numbers in order of value. For example being able to show 10,001 expanded as 10 thousands, and 1 one or drawing in their place value and placing this number after 9,832 and before 11,200 in a number line.

B: Independently represent (show) numbers beyond 10,000 and put numbers in order of value. Students must also be able to make comparisons between the value of one number and another. For example being able to show 10,001 expanded as 10 thousands, and 1 one or drawing the number using each digit's place value. Students must also place this number after 9,832 and before 11,200 in a number line and explain that 9,832 is a smaller number because it represents less than value than 10,001.

A: Independently represent (show) numbers beyond 10,000 and put numbers in order of value. Students must also be able to make comparisons between the value of one number and another and justify their reasoning. For example, being able to show 10,001 expanded as 10 thousands, and 1 one or drawing the number using each digit's place value. Students must also place this number after 9,832 and before 11,200 in a number line and justify their accuracy by comparing the value of digits in each place value and explaining the increasing value of each digit in our base ten system.

Year 4

Number	A	B	C	D	E
Recognise equivalent fractions and make connections between fraction and decimal notations	Compare equivalent fractions and make connections between fraction and decimal notations	Calculate equivalent fractions and make connections between fraction and decimal notations	Recognise equivalent fractions and make connections between fraction and decimal notations	Recognise equivalent fractions	Not yet able to recognise equivalent fractions

To achieve in this task a student would be required to:

D: Independently identify equivalent fractions and be able to match these to their equivalent decimal. Eg, $1/2 = 2/4$ but not yet make connections to decimal equivalents.

C: Independently identify equivalent fractions and be able to match these to their equivalent decimal. Eg, $1/2 = 2/4 = 0.5$.

B: Create an equivalent fraction to match and make the connection between a fraction and its decimal equivalent.

A: Compare equivalent fractions. This would require the student to have an understanding that $1/2$ means half of one piece and that although $2/4$ means two pieces, the two pieces make up half of the entire whole 4 pieces. Students would also need to explain that 0.5 is equivalent to $2/4$ and $1/2$.

Year 5

Measurement	A	B	C	D	E
Choose and use appropriate metric units to measure the attributes of length, mass and capacity, and to solve problems involving perimeter and area	Choose and use appropriate metric units to measure the attributes of length, mass and capacity, and to solve problems involving perimeter and area, explaining and justifying strategies	Choose and use appropriate metric units to measure the attributes of length, mass and capacity, and to solve problems involving perimeter and area, explaining strategies	Choose and use appropriate metric units to measure the attributes of length, mass and capacity, and to solve problems involving perimeter and area	Choose and use appropriate metric units to measure the attributes of length, mass and capacity	Not yet able to choose and use appropriate metric units to measure the attributes of length, mass and capacity

To achieve in this task a student would be required to:

D: Choose the appropriate metric unit (eg. cm for length or g for mass) and use this to measure the attributes of an item.

C: Choose the appropriate metric unit (eg. cm for length or g for mass) and use this to measure the attributes of an item, including being able to apply this to length to solve problems of area and perimeter.

B: Choose the appropriate metric unit (eg. cm for length or g for mass) and use this to measure the attributes of an item, including being able to apply this to length to solve problems of area and perimeter. The student must also be able to explain the strategies they used, for example, "I added all of the side measurements of the shape and added them together to get the perimeter".

A: Choose the appropriate metric unit (eg. cm for length or g for mass) and use this to measure the attributes of an item, including being able to apply this to length to solve problems of area and perimeter. The student must also be able to justify the strategies they used, for example, "I multiplied the length by the width of the shape, following the rules for calculating area. This strategy works out how many cm² are on the inside of the shape."

Year 6

Measurement	A	B	C	D	E
Convert between common units of length, mass and capacity	Convert and explain common units of length, mass and capacity in different contexts	Convert and explain between common units of length, mass and capacity	Convert between common units of length, mass and capacity	Convert between common units of length, mass or capacity	Not yet able to convert between common units of length, mass or capacity

To achieve in this task a student would be required to:

D: Independently convert between common units of length, mass or capacity. For example, converting between cm and m or g and kg, but not necessarily demonstrating accuracy with all units of measurement.

C: Independently convert between common units of length, mass and capacity. For example, converting between cm and m, g and kg and ml and L.

B: Independently convert between common units of length, mass and capacity. For example, converting between cm and m, g and kg and ml and L. Students must also be able to explain their strategy. For example, "To change from cm to m, I divided my cm by 100."

A: Independently convert between common units of length, mass and capacity in a variety of contexts. For example, converting between cm and m, g and kg and ml and L in several different activities. Students must also be able to explain their strategy. For example, "To change from cm to m, I divided my cm by 100, but to convert from m to cm, I had to multiply by 100."

Should you wish to find out more about the performance standards, please ask your child's teacher during your learning conversations next term.

Happy holidays

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Leader of Learning