


Phase 1 Ideas of Chance and Uncertainty Diagnostic Assessment

Phase 1 Progression Overview	Assessment Note	Marks
I can understand that choice can be made recognise there is more than one option	Question 1	/5
I can respond appropriately to and use possible and impossible for describing familiar events and actions	Question 2	/5
Identify possible outcomes for daily events	Question 3	/5
TOTAL MARKS		/15

	Question	Mark
1	<p data-bbox="204 141 1302 174">I can understand that choice can be made recognise there is more than one option</p> <p data-bbox="204 219 975 253">Look at the picture of two snacks: an apple and a banana.</p> <p data-bbox="204 297 1034 331">a.) If you are choosing a snack, how many choices do you have?</p> <div data-bbox="252 353 555 607"></div> <ul data-bbox="252 685 411 763" style="list-style-type: none"><li data-bbox="252 685 411 719">• <input type="checkbox"/> One<li data-bbox="252 725 411 759">• <input type="checkbox"/> Two <p data-bbox="300 768 416 801">(1 mark)</p> <p data-bbox="204 846 667 880">b.) Circle which sentence is correct:</p> <ul data-bbox="252 925 783 1003" style="list-style-type: none"><li data-bbox="252 925 783 958">• <input type="checkbox"/> "There is only one choice."<li data-bbox="252 965 783 999">• <input type="checkbox"/> "There is more than one choice." <p data-bbox="300 1008 416 1041">(1 mark)</p> <p data-bbox="204 1086 1102 1120">c.) If your friend chooses the apple, can you still choose the banana?</p> <ul data-bbox="252 1164 400 1243" style="list-style-type: none"><li data-bbox="252 1164 400 1198">• <input type="checkbox"/> Yes<li data-bbox="252 1205 400 1238">• <input type="checkbox"/> No <p data-bbox="300 1247 416 1281">(1 mark)</p> <p data-bbox="204 1326 839 1359">d.) Tell the teacher one other option for a snack.</p> <p data-bbox="204 1366 320 1400">(1 mark)</p> <p data-bbox="204 1444 847 1478">e.) Draw a picture of the choice <i>you</i> would make.</p> <p data-bbox="204 1485 320 1518">(1 mark)</p>	

2

I can respond appropriately to and use possible and impossible for describing familiar events and actions

a.) Is it possible or impossible to jump in a puddle?

- Possible
 - Impossible
- (1 mark)**

b.) Is it possible or impossible for a bird to drive a car?

- Possible
 - Impossible
- (1 mark)**

c.) Is it possible or impossible for it to snow in the winter?

- Possible
 - Impossible
- (1 mark)**

d.) Is it possible or impossible to fly without wings?

- Possible
 - Impossible
- (1 mark)**

e.) Tell your teacher something else that is possible.
(1 mark)

5

3

Identify possible outcomes for daily events

a.) If you put bread in the toaster, what might happen?

- It turns into toast
 - It becomes a balloon
- (1 mark)**

b.) If you plant a seed, what might happen?

- It grows
 - It disappears
- (1 mark)**

c.) If you forget your umbrella and it rains, what might happen?

- You get wet
 - You turn into a cat
- (1 mark)**

d.) If you go to bed early, what might happen the next day?
(open response — expected: “I feel rested”, “I wake up early”, etc.)
(1 mark)

e.) Draw or say another possible outcome from a daily event (e.g., brushing teeth, playing outside, having lunch).
(1 mark)