

Phase 3 Ideas of Chance and Uncertainty Diagnostic Assessment

Phase 3 Progression Overview	Assessment Note	Marks
I can compare events within their experiences, describing them as being likely	Question 1	/3
I can describe familiar events as being likely to happen	Question 2	/3
I can distinguish impossible from unlikely events using appropriate vocabulary (possibly and impossible)	Question 3	/3
I can respond appropriately to and use 'possible' and 'impossible' for describing familiar events and actions	Question 4	/3
I can identify situations where there is an element of luck	Question 5	/1
TOTAL MARKS		/19

	Question	Mark
1	<p>I can compare events within their experiences, describing them as being likely</p> <p>a.) Look at these events. Tick the one that is <i>likely</i> to happen tomorrow.</p> <ul style="list-style-type: none"> • <input type="checkbox"/> You will go to school. • <input type="checkbox"/> You will fly to the moon. <p>(1 mark)</p> <p>b.) Which event is <i>more likely</i>?</p> <ul style="list-style-type: none"> • <input type="checkbox"/> It will rain in Scotland at some point this month. • <input type="checkbox"/> It will snow every day this month. <p>(1 mark)</p> <p>c.) Tell one thing that is likely to happen in your morning routine. (Open response: e.g. "I brush my teeth.") (1 mark)</p>	3
2	<p>I can describe familiar events as being likely to happen</p> <p>a.) Circle the correct word: "At lunchtime, I will eat something."</p> <ul style="list-style-type: none"> • Always / Sometimes / Never <p>(1 mark)</p> <p>b.) My teacher might read us a story today. Is this event:</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Likely • <input type="checkbox"/> Unlikely • <input type="checkbox"/> Impossible <p>(1 mark)</p> <p>c.) Give another example of something that is likely to happen in school. (1 mark)</p>	3

3	<p>I can distinguish impossible from unlikely events using appropriate vocabulary (possibly and impossible)</p> <p>a.) Is it <i>possible</i> or <i>impossible</i>? A dog wearing a coat.</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Possible • <input type="checkbox"/> Impossible <p>(1 mark)</p> <p>b.) Is it <i>possible</i> or <i>impossible</i>? Running faster than a car.</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Possible • <input type="checkbox"/> Impossible <p>(1 mark)</p> <p>c.) Which one is <i>unlikely</i>, not impossible?</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Finding a dinosaur in your garden • <input type="checkbox"/> Seeing a bird in the sky <p>(1 mark)</p>	3
4	<p>I can respond appropriately to and use 'possible' and 'impossible' for describing familiar events and actions</p> <p>a.) When I drop a ball, it falls to the ground.</p> <p>Answer: _____ (1 mark)</p> <p>b.) I will see a rainbow today.</p> <p>Answer: _____ (1 mark)</p> <p>c.) I will turn into a robot tonight.</p> <p>Answer: _____ (1 mark)</p>	3

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I can identify situations where there is an element of luck

a.) Two children spin a spinner with 4 equal colours. One wins a prize on the first spin. Is this because:

- Skill
- Luck

(1 mark)

b.) If you pick one card from a shuffled pack, what makes it uncertain which one you get?

- You cannot see the cards
- You already know exactly what card is on top

(1 mark)

c.) Describe a situation where luck is involved.

Examples: *rolling a dice, spinning a wheel, choosing a raffle ticket.*

(1 mark)