

Diagnostic TASK

FOCUS**Represent Location**

- Key Understanding 1
- Key Understanding 2

The School Delivery

Ages 8–12 years

Purpose

To determine:

- how the student attends to proximity and proportion when drawing a plan.
- whether the student attends to grid coordinates to represent location.
- what language the student uses to describe position and direction, and pathways in familiar environments.

Materials

Pen or pencil

A selection of paper such as:

- A3 and A4 plain and ruled paper
- 1cm² A4 graph paper
- Isometric A4 paper

Voice recorder (Optional)

Procedure

1. Provide the student with a range of paper and a pen or pencil.

Say: Something is being delivered to the school soon. The delivery person has never been here before and needs the exact directions on how to get from the delivery van to the _____ (Nominate a difficult place to get to in the school).

Draw a plan of the school that the delivery person can use to find the way. They won't have time to wander around; they need to go straight from their vehicle to the _____. You may choose whichever paper you want.

Student draws the plan.

2. Then, once the student has drawn the plan, say: *Now, just in case they lose the plan someone will need to tell them the directions over the phone. Use your plan to give directions on how to get from the vehicle to the _____. You can speak into the voice recorder or write down the instructions.*

3. Play back or read the instructions to the students and say: *Now, do you think the instructions are clear enough for the person to find the way? Is there anything else you need to say to make the directions clearer?*

Record student responses.

The School Delivery: Teacher Recording Sheet

Name _____ Year _____ Date _____

How did the student attend to proximity and proportion when drawing the plan?

What language did the student use for the directions?

What did the student add to make the direction clearer?

Did the student consider grid coordinates when drawing their plan?