

**Purpose of assessment:** To write a letter to a main character from a familiar story and create a supporting image or illustration.

Comprehending texts (Receptive)	Creating texts (Productive)	
Recalls one or two events from texts with familiar topics. Identifies connections between texts and their personal experience.	Understands that their texts can reflect their own experiences. Writes using familiar words and phrases and images to convey ideas. Writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. Correctly forms known uppercase and lowercase letters.	
◀ Expresses and expands on character opinions.	◀ Shows understanding of onset and rime to spell words when writing. ◀ Matches letters to sounds in words. ◀ Includes a greeting, sign-off and illustration in the letter.	Applying
◀ Connects text to own experiences and expresses feelings and thoughts about events and characters.	◀ Writes one or more sentences with spaces between words.	Making connections
◀ Recalls one or two events from texts with familiar topics. Identifies connections between texts and their personal experience.	◀ Creates a text that reflects their experiences. ◀ Writes using familiar words and phrases, and images to convey ideas. ◀ Writing shows evidence of letter and sound knowledge, beginning writing behaviours and experiments with capital letters and full stops. ◀ Correctly forms known uppercase and lowercase letters.	Working with
◀ Talks about something from a familiar story.	◀ Uses letters in word like clusters.	Exploring
◀ Listens to stories.	◀ Uses letters and letter-like symbols.	Becoming aware

**Feedback** :

**Purpose of assessment:** To connect number names, numerals and quantities. (ACMNA002)

<p style="text-align: center;"><b>Understanding and Fluency</b></p> <p style="text-align: center;">Connects numerals, numbers and quantities. Number of the Day - Part A</p>	<p style="text-align: center;"><b>Problem solving and Reasoning</b></p> <p style="text-align: center;">Explains the connections between numbers and their representations. One is a Snail - Part B</p>	
<p>← Represents quantities up to 10 in complex unfamiliar ways and a number beyond 10 in simple and complex familiar ways.</p>	<p>← Explains connections between number names, numerals and quantities beyond 10 Solves multiple missing parts in the 13 feet problem (worksheet 1, 2 and 3)</p>	<b>A</b>
<p>← Represents quantities up to 10 in simple and complex familiar ways and may represent a number beyond 10 in a simple familiar way</p>	<p>← Partitions and Subitises a number in multiple arrangements (worksheet 1 and 2)  Identifies the one missing part in the 12 feet problem</p>	<b>B</b>
<p>← Represents a number up to 10 in a range of simple familiar ways</p>	<p>← Can represent a number in an alternative arrangement using a number to 10. (worksheet 1)</p>	<b>C</b>
<p>← Exhibits some "C" descriptors in simple familiar situations</p>	<p>← Exhibits some "C" descriptors in simple familiar situations</p>	<b>D</b>
<p>←</p>		<b>E</b>

Feedback .....

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**Purpose of assessment:** To connect number names, numerals and quantities up to 10 and count to and from 20.

Understanding and Fluency	Problem solving and Reasoning	
Connect number names, numerals and quantities up to 10.	Use familiar counting sequences to and from 20 to solve unfamiliar problems.	
<p>▶ Making connections between number names, numerals and quantities to 10 and beyond in unfamiliar contexts. e.g. Number lines, non-standard partitioning, place value,</p>	<p>▶ Identifies a missing number in a counting sequence greater than 20.(Q5)</p>	<b>Applying</b>
<p>▶ Making connections between number names, numerals and quantities to 10 and beyond. (Q1) ▶ Show understanding partitioning or additive concepts.</p>	<p>▶ Identifies a missing number in a counting sequence to 20.(Q4)</p>	<b>Making connections</b>
<p>▶ Connects numerals, number names and quantities up to 10. (Q1)</p>	<p>▶ Continues counting sequences to and from 20. (Q3)</p>	<b>Working with</b>
<p>▶ Connects a numeral, number name and quantity to 10.</p>	<p>▶ Continues a number sequence. (Q2)</p>	<b>Exploring</b>
<p>▶ Draws a quantity or writes a numeral to 10.</p>	<p>▶ Writes a number in a counting sequence.</p>	<b>Becoming aware</b>

**Feedback** :

## Guided Inquiry Unit 3 and 4— Investigating units of measurement

Name

Date

Purpose of assessment: Through Inquiry, students compare objects using mass, length and capacity.

## Problem-solving and Reasoning

Compare objects using mass and capacity.

◀ Gives reasons for comparison of objects ( <i>E.g. This is heavier/lighter because.... This holds more/less because... I know this is longer/shorter because ...</i> )	Applying
◀ Compares and describes objects. ( <i>E.g. Heavy and light, this holds more/less, this is longer/shorter... these hold/feel the same – [hefting]</i> )	Making connections
◀ Compares objects using mass, length and capacity. ( <i>Investigating through inquiry play</i> )	Working with
◀ With guidance, compares objects.	Exploring
◀ With explicit support, compares objects.	Becoming aware

Feedback:

**Purpose of assessment:** To represent, share and reflect on observations about the needs of living things and how an environment can affect them. To ask and respond to science questions. To suggest how the weather affects themselves and other living things. To share observations about the weather.

Science Understanding	Science Inquiry Skills		
Biological sciences Earth and space sciences	Questioning and predicting	Processing and analysing data and information Communicating	
Describe the behaviour of familiar objects. Suggest how the environment affects them and other living things.	Ask and respond to questions about familiar objects.	Share and reflect on observations.	
<ul style="list-style-type: none"> <li>Explains how an environment can affect the needs of living things, including the impact of human actions.</li> <li>Explains how a change in the weather affects them.</li> </ul>	<ul style="list-style-type: none"> <li>Asks questions demonstrating science understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in discussions about representations, observations, ideas and justifies thinking.</li> <li>Shares accurate and detailed observations about the weather</li> </ul>	Applying
<ul style="list-style-type: none"> <li>Describes a cause and effect relationship between a living thing and its environment.</li> <li>Describes why clothes and activities are suited to a particular weather type.</li> </ul>	<ul style="list-style-type: none"> <li>Responds to questions about the science knowledge in their representations.</li> </ul>	<ul style="list-style-type: none"> <li>Explains why people make observations of the weather.</li> <li>Reflects on how science impacts on an understanding of living things.</li> </ul>	Making connections
<ul style="list-style-type: none"> <li>Describes the behaviour of a living thing in terms of their needs.</li> <li>Suggests how an environment affects them and other living things.</li> </ul>	<ul style="list-style-type: none"> <li>Asks and responds to questions about living things and their behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Shares observations through discussions and representations.</li> </ul>	Working with
<ul style="list-style-type: none"> <li>Describes an environment.</li> <li>Identifies features associated with a weather type.</li> </ul>	<ul style="list-style-type: none"> <li>Responds to a question about an environment.</li> </ul>	<ul style="list-style-type: none"> <li>Responds to questions in guided discussions about observations made.</li> <li>Contributes to drawing an observation.</li> </ul>	Exploring
<ul style="list-style-type: none"> <li>Identifies a living thing.</li> <li>Identifies a feature of the weather.</li> </ul>	<ul style="list-style-type: none"> <li>Responds to a question about a living thing.</li> </ul>	<ul style="list-style-type: none"> <li>Makes observations of living things.</li> <li>Makes a statement while observing.</li> </ul>	Becoming aware

**Feedback:** \_\_\_\_\_