

Purpose of assessment: To write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text.

Knowledge and understanding (Productive)	Creating texts (Productive)	
Uses everyday language features and topic-specific vocabulary. Accurately spells words with regular spelling patterns and spells words with less-common long-vowel patterns. Uses punctuation accurately.	Creates texts that show how images support the meaning of the text. Creates texts drawing on their own experiences, their imagination and information they have learned.	
Selects vocabulary to suit the purpose of the text and engage the audience. Applies spelling knowledge to spell words accurately (visual knowledge for irregular words, correct use of long vowels, blends and digraphs, prefixes and suffixes).	Creates an imaginative well-structured new event that further develops characters and plot of the original story.	A
Provides clear descriptions in vivid noun groups.	Varies sentence structure, including simple and compound sentences. Creates a multimodal text using images that support meaning.	B
Uses everyday language features and topic-specific vocabulary. Accurately spells words with regular spelling patterns and spells words with less-common long-vowel patterns. Uses punctuation accurately.	Creates texts that show how images support the meaning of the text. Creates texts drawing on their own experiences, their imagination and information they have learned.	C
Uses familiar words and phrases.	Writes using simple sentences.	D
Spells high-frequency words.	Writes about an idea.	E

Feedback :

Year 2 Mathematics: Unit 4 — Recognising two-dimensional shapes and three-dimensional objects
(Measurement and Geometry)

Name:

Purpose of assessment: To draw two-dimensional shapes and recognise the features of three-dimensional objects.

Understanding and Fluency

Draws two-dimensional shapes.
 Recognises the features of three-dimensional objects.

◀ Draws two-dimensional shapes and comprehensively describes key features. **PART A Q.1b** (detailed – describes length of sides or shape of lines in shapes. E.g. A rectangle has 2 long sides and 2 short sides/a circle has a curved line/my triangle has 3 sides that are all the same length etc. Recognises and describes the features of unfamiliar three-dimensional objects. **Part B Q.2b** (square-based pyramid only)

A

◀ Draws two-dimensional shapes and lists key features. **PART A Q.1b** (lists number of corners and sides)
 Recognises and describes the features of three-dimensional objects. **Part B Q.2b** (familiar 3D objects -sphere and cylinder only)

B

◀ Draws two-dimensional shapes. **PART A Q.1a**
 Recognises the features of three-dimensional objects. **PART B Q. 2a**

C

◀ Draws aspects of two-dimensional shapes. **Part of PART A Q1** (drawing shapes only)
 Required guidance to recognise the features of three-dimensional objects.

D

◀ Requires direction to draw aspects of two-dimensional shapes.
 Requires direction to recognise the features of three-dimensional objects.

E

Feedback:

Year 2 Mathematics: Unit 4 — Representing data and chance (Statistics and Probability)

Name:

Purpose of assessment: To describe outcomes for everyday events.

Problem-solving and Reasoning
Describes outcomes of everyday events

◀ Gives reasoned classification of outcomes of everyday events. Q.1c	A
◀ Classifies outcomes of everyday events. Q.1b & 1d	B
◀ Describes outcomes of everyday events. Q.1a	C
◀ Requires guidance to describe aspects of outcomes of everyday events.	D
◀ Requires direction to describe aspects of outcomes of everyday events.	E

Feedback
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Purpose of assessment: To explain the effects of one-step transformations.

Problem-solving
Explains the effects of one-step transformations

▶	Explains the effects of one-step transformations including half and quarter turns <u>in unfamiliar situations</u> . Q.3 (including shape and size don't change, position changes)	A
▶	Explains the effects of one-step transformations <u>including half and quarter turns</u> . Q.1b Q.1c Q.3 (quarter turn clockwise)	B
▶	Explains the effects of one-step transformations. Q.1a Q.2a Q.2b Q.2c	C
▶	<u>Requires guidance</u> to explain the effects of one-step transformations.	D
▶	<u>Requires direction</u> to explain the effects of one-step transformations	E

Feedback
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Purpose of assessment: Students perform simple addition and subtraction calculations using a range of strategies.

Problem-solving

Performs simple addition and subtraction calculations using a range of strategies.

▶	Performs simple addition and subtraction calculations using <u>a range of</u> strategies <u>in unfamiliar situations</u> . Q3 Q4	A
▶	Performs simple addition and subtraction calculations using <u>a range of</u> strategies <u>in complex familiar situations</u> . Q2	B
▶	Performs simple addition and subtraction calculations using <u>a range of</u> strategies. Q1	C
▶	Performs simple addition and subtraction calculations using strategies. Some of Q1	D
▶	<u>Requires direction</u> to perform simple addition and subtraction calculations.	E

Feedback :

Purpose of assessment: To identify different uses of one of Earth’s resources and describe ways to conserve it.

Science Understanding	Science as a Human Endeavour	Science Inquiry Skills	
Earth and space sciences	Use and influence of science	Planning and conducting Communicating	
Identify that certain resources have different uses.	Describe examples of where science is used in people’s daily lives.	Represent observations and communicate ideas.	
◀ Justifies the priority given to uses of resources. Q3	◀ Explains why their choice is the best conservation strategy. Q6	◀ Communicates ideas clearly, using scientific language. Q3, Q6 (scientific language)	A
◀ Identifies and prioritises relevant uses of resources. Q1 (4+ relevant uses), Q2	◀ Describes a range of effective conservation strategies. Q5 (4+ effective examples)	◀ Communicates ideas with some scientific language. Q3, Q6 (some scientific language)	B
◀ Identifies different uses of one of Earth’s resources. Q1 (2-3 uses), Q2	◀ Describes examples of where science is used in daily life to conserve one of Earth’s resources. Q5 (2-3 examples)	◀ Communicates ideas.	C
◀ Identifies a relevant use of a resource. Q1 (1 example)	◀ Identifies a way to conserve one of Earth’s resources. Q4 (1 example)	◀ Communicates ideas with guidance.	D
◀ Identifies a resource.	◀ States a strategy.	◀ Communicates ideas when directed.	E

Feedback :