Year 3 English: Unit 5 — Examining imaginative texts: Creating an imaginative narrative.

Name:

Purpose of assessment: To create an imaginative narrative about overcoming a fear.

Creating texts (Productive)	Creating texts (Productive)	
Creates a text including writing and images to express and develop, in some detail, experiences, events, information, ideas and characters. Creates texts for familiar audiences.	Demonstrates understanding of grammar. Chooses vocabulary and punctuation appropriate to the purpose and context of writing. Re-reads and edits writing, checking work for appropriate vocabulary, structure and meaning.	
◄ Selects elements to engage the audience and support the purpose of the text. Enhances meaning through the choice of precise verbs to represent processes of doing, thinking, feeling, saying and relating.	◄ Edits descriptive language choices for effect. Uses a range of sentence types.	**A**
◄ Provides details about characters and their relationships in an image, through the use of visual features. Locates events in time through the use of tense.	Uses paragraphs to structure the story. ◄ Edits text for appropriate grammatical and punctuation choices to support meaning.	**B**
◄ Creates a text including writing and images to express and develop, in some detail, experiences, events, information, ideas and characters. Creates texts for familiar audiences.	Demonstrates understanding of grammar. Chooses vocabulary and punctuation appropriate to the purpose and context ◄ of writing. Re-reads and edits writing, checking work for appropriate vocabulary, structure and meaning.	**C**
◄ Uses images to develop events and character.	◄ Writes a story.	**D**
◄ Creates a character.	◄ Writes ideas.	**E**

Feedback:

Mathematics Year 3 Unit fractions and multiplication (updated August 2020)	Name:

Purpose of assessment: To recall and apply multiplication facts for single-digit numbers, solve problems using efficient strategies for multiplication, and model, represent and compare unit fractions

Understanding and Fluency	Problem solving and Reasoning
Recalls multiplication facts for single-digit numbers. **Models and represents unit fractions by partitioning collections and shapes.**	**Solves problems using efficient strategies for multiplication and unit fractions.**

A

Works out the whole from the part using knowledge of fractions. Describe and explain their reasoning (Q13)

Applies multiplication and efficient strategies to solve a money problem. (Q8)
Uses efficient strategy to solve extended multiplication and provides reasoning (Q6)

B

Identifies larger unit fractions by partitioning shapes and comparing unit fractions. (Q12**)**
Identifies $1/5$ of a collection (Q11)
Writes 4 related facts for MAD triangle (Q2)

Explains why a diagram represents $1/4$. (Q10b)
Solves a word problems thinking multiplication (Q7)
Applies multiplication facts to multiply a number using place value (Q6)
Solves problems by representing division (Q5)

C

Recalls multiplication facts for single-digit numbers. (Q1, Q3)
Models and represents unit fractions. (Q9)
Identifies model that is one quarter (Q10a)
Writes 2 related facts for Multiplication and Division triangle (Q2)

Solves problems by representing multiplication. (Q4)
Uses partitioning as an efficient strategy to represent unit fractions of collections. (Q12)

D

Exhibits some "C" indicators in simple familiar situations

Exhibits some "C" indicators in simple familiar situations

E

Purpose of assessment: To match positions on maps with given information.

Understanding and Fluency	Problem-solving and Reasoning	
Interpret simple grid maps to show position and pathways.	Represent position and pathways on maps.	
	Chooses an efficient set of directions to solve a problem on a simple grid map. (Q4D)	**A**
Writes grid references for hidden locations on a simple grid map.(Q4a,b,c)	Writes a set of directions to solve a problem on a simple grid map. (Q4d)	**B**
Interprets simple grid maps and communicates position using grid references.(Q3a,b, c, d)	Represents position of pot plant and pathway on maps.(Q1c)	**C**
Follows directions and interprets icons on a zoo map.(Q2a,b)	Places pot plant image on a bird's-eye view map.(Q1C)	**D**
Uses the language of direction to communicate position on a bird's-eye view map. (Q1a,b)	Draws a pathway. (Q2A)	**E**

Feedback:

Year 3 Mathematics: Unit 4 — Interpreting grid maps, and identifying symmetry, three-dimensional objects and angles

Name:

Purpose of assessment: To match positions on maps with given information, and identify symmetry in the environment. To make a model of a three-dimensional object and recognise angles in real situations.

Understanding and Fluency	Problem-solving and Reasoning	
Interpret simple grid maps to show position and pathways. Identify symmetry in the environment. Recognise angles in a real situation. Identify features of three-dimensional objects.	Make a model of a three-dimensional object.	
Explains the choice of the name of the three-dimensional object. (4c)		**A**
Describes geometric features of a three-dimensional object.(Q4b) Compares and orders angles.(Q5)		**B**
Identifies symmetry in a familiar environment.(Q1) Labels a correct face, edge and corner of a three-dimensional object.(Q2) Recognises angles in real situations.(Q6) Identify features of three-dimensional objects. (Q4)	Makes an accurate model of a three-dimensional object to match a diagram.(Q3)	**C**
Labels a geometric feature of a three-dimensional object. (Q2)	Makes a three-dimensional model. (Q3)	**D**
	Creates a two-dimensional model. (Q3)	**E**

Feedback:

Year 3 Science: Unit 4 — What's the matter? Investigating solids and liquids (Adjusted 2019)   Name:

Purpose of assessment: To conduct an investigation about liquids and solids changing state when heat is added. To make a prediction, record observations and suggest reasons for findings. To describe how safety and fairness were considered.

Science Understanding	Science Inquiry Skills		
Chemical sciences	**Questioning and predicting Planning and conducting**	**Processing and analysing data and information Evaluating**	**Communicating**
Use understanding of materials and heat to suggest explanations for everyday observations.	Make a prediction about a scientific investigation. Describe how safety is considered. Follow procedures to collect and record observations.	Suggest possible reasons for findings. Describe how fairness was considered.	Use diagrams and other representations to communicate their ideas.
Justifies changes of state in an everyday situation using science understanding. Q10 11	Justifies predictions using science knowledge. Q2, 4, 5	Explains reasons for findings based on observations and science knowledge. Q5 Suggests changes to investigation to improve fairness. Q7	Communicates using accurate scientific language and representations. Q3	**A**
Explains that heat affects materials differently. Q10, 11	Presents detailed observations. Q3	Uses observations to support findings. Q5	Communicates using scientific language and representations. Q3	**B**
Uses understanding of materials and heat to suggest explanations. Q10, 11	Makes a prediction related to the investigation. Q2 Describes how safety was considered. Q8, 9 Records observations relevant to the investigation. Q3	Suggests possible reasons for findings. Q5 Describes how fairness was considered. Q6	Uses diagrams and other representations to communicate their ideas. Q3	**C**
Identifies a link between heat and changing state from solid to liquid. Q10, 11	Makes a prediction. Q2 Makes observations. Q3	States findings. Q5	Uses drawings and everyday language to communicate ideas. Q3	**D**
Identifies materials as solids or liquids. Q10, 11	States a prediction. Q2 Follows safety directions. Q8 States an observation. Q3	States whether the investigation is fair or not. Q5	Uses fragmented language. Q3	**E**

Feedback: