

Year 4 English: Unit 6 — Examining persuasion in advertisements and product packaging: Reading and viewing comprehension (Adjusted August 2019 to include Health elements) Name:

Purpose of assessment: To identify and interpret the persuasive language features and visual elements of a product’s packaging.

Knowledge and understanding (Receptive)	Comprehending texts (Receptive)	
Understands that texts have different text structures depending on purpose and context. Explains how language features, images and vocabulary are used to engage the interest of audiences.	Describes literal and implied meaning connecting ideas in texts. Expresses preferences for particular texts.	
<p>◀ Uses metalanguage to explain the effects of choices in the visual composition of a product package (framing, placement of elements, salience).</p>	<p>◀ Compares product packages in terms of structure, vocabulary, images, layout and content, and evaluates their effectiveness.</p>	A
<p>◀ Explains how language features (e.g. noun groups, prepositional phrases) and visual features influence the audience in various ways, citing evidence from a product’s package.</p>	<p>◀ Uses evidence from a product package to support a viewpoint about its effectiveness.</p>	B
<p>◀ Identifies that texts have different text structures depending on purpose and context. Explains how language features, images and vocabulary are used to engage the interest of audiences.</p>	<p>◀ Describes literal and implied meaning connecting ideas in texts. Expresses preferences for particular texts.</p>	C
<p>◀ Identifies language, images and vocabulary from a product package.</p>	<p>◀ Identifies literal meaning of a product package.</p>	D
<p>◀ Identifies purpose and audience.</p>	<p>◀ Restates information from language and images on a product package.</p>	E

Feedback:

Name: _____ Date: _____

Purpose of assessment: To create a persuasive text to promote a breakfast cereal.

**Creating texts: Writing
(Productive)**

Uses language features to create coherence and add detail to their texts.
Expresses an opinion based on information in a text.
Creates texts that show understanding of how detail can be used to extend key ideas.
Creates structured texts to explain ideas for audiences.

<p>Selects persuasive language features, including noun groups/phrases and modal verbs and adverbs to enrich meaning and express an opinion about a product and engage an audience.</p> <ul style="list-style-type: none"> <i>I can use modal verbs, adverbs and persuasive language features to clearly express my opinion about my cereal.</i> <i>I can pose rhetorical questions.</i> 	A
<p>Controls pronoun referencing and text connectives to build a cohesive text.</p> <ul style="list-style-type: none"> <i>I can create a cohesive text using text connectives and pronouns.</i> <p>Enhances detail about ideas by choosing specific adverb groups/phrases and prepositional phrases.</p> <ul style="list-style-type: none"> <i>I can use a variety of adverbs, prepositional phrases and persuasive language features to support my argument.</i> 	B
<p>Uses language features to create coherence and add detail to their texts.</p> <ul style="list-style-type: none"> <i>I can use adjectives, noun groups and basic modal verbs to sell my product.</i> <p>Expresses an opinion based on information in a text.</p> <ul style="list-style-type: none"> <i>I can include my opinion and give reasons to justify it.</i> <p>Creates texts that show understanding of how detail can be used to extend key ideas.</p> <p>Creates structured texts to explain ideas for audiences.</p> <ul style="list-style-type: none"> <i>I can include an introduction, three paragraphs each containing a supporting reason and a conclusion.</i> 	C
<p>Identifies ideas for a persuasive text.</p> <ul style="list-style-type: none"> <i>With support, I can write a text using some persuasive devices and include an argument.</i> <p>Uses familiar vocabulary to share ideas.</p> <ul style="list-style-type: none"> <i>With support, I can write sentences using noun groups and some interesting words.</i> 	D
<p>Identifies an idea for a persuasive text.</p> <ul style="list-style-type: none"> <i>With support, I can write a text using a persuasive device.</i> 	E

Feedback

Purpose: To demonstrate and explain the connections between fractions and decimals to hundredths.

Understanding and Fluency	Problem solving and Reasoning
Demonstrates understanding of the place value system to make connections between fraction and decimal representations.	Explains fractional equivalency and decimal place value to hundredths. Applies fraction and decimal understanding to solve problems.

 <p> ◀ Makes connections between diagrams, decimals, decimal names and fractions that represent a quantity of chocolate bars. (Q13) </p> <p> ◀ Compares, orders, locates and writes numbers between decimals including those on a number line. (Q7 Q12) </p> <p> ◀ Makes connections between fractions and decimal notation to hundredths. Represents decimals using diagrams. (Q1 Q6 a&b Q10 Q11) </p> <p> ◀ Reads and writes decimal numbers to hundredths in words. (Q5) </p> <p> ◀ Some C Indicators evident </p> <p> ◀ </p>	 <p> ◀ Applies understandings of decimals and fractions to solve problems involving a fractional amount more or less than a given number. (Q8 Q9c) </p> <p> ◀ Analyses place value information to write two fractional numbers that come between given numbers. (Q4 Q9 a&b) </p> <p> ◀ Uses number cards to write the largest number possible including hundredths.(Q2 Q3) </p> <p> ◀ Some C indicators evident </p> <p> ◀ </p>	<p>A</p> <hr/> <p>B</p> <hr/> <p>C</p> <hr/> <p>D</p> <hr/> <p>E</p>
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Feedback: _____

Purpose of assessment: To solve simple purchasing problems including the calculation of change.

Understanding and Fluency	Problem solving and Reasoning	
Calculate change for purchases.	Solve simple purchasing problems.	
<ul style="list-style-type: none"> ◀ Uses efficient problem solving strategies to calculate change and amount tendered in a multi-step problem. (Q6 refer) ◀ Draws notes and coins in multiple ways to show cost and change. (Q4c Q5) Calculates change for purchases. (Q3b Q4b) ◀ States the amount needed to buy an item. (Q1a) ◀ Selects notes and coins needed to make a purchase. (Q1b) ◀ Draws notes or coins to show cost or simple change. (Q1c Q4c) ◀ Identifies menu item that could be bought with change. (Q3c) ◀ Some C indicators evident ◀ 	<ul style="list-style-type: none"> ◀ Uses efficient problem-solving strategies to work backwards to identify dessert items purchased. (Q4a) ◀ Uses efficient problem-solving strategies to work out the total the family spent (Q6 refers). ◀ Calculates total of two items purchased involving whole dollar amounts.(Q2a) ◀ Solves simple purchasing problems using efficient strategies. (Q3a) ◀ Calculates total of two items purchased involving dollars and cents. (Q2b) ◀ Some C indicators evident ◀ 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">A</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">B</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">C</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">D</div> <div style="border: 1px solid black; padding: 5px;">E</div>

Feedback

Year 4 Mathematics: Unit 4 — Analysing data

Name:

Purpose of assessment: To define the different methods for data collection and representation, and evaluate their effectiveness. To construct data displays from given or collected data.

Understanding and Fluency		Problem-solving and Reasoning	
Describe data collections and representations. Construct data displays.		Interpret and evaluate data displays.	
<p>◀ Suggests alternatives to improve the effectiveness of a data display. (Q3d)</p>	<p>◀ Explains why data is not represented in a given display. (Q6e)</p>	A	
<p>◀ <i>Creates an appropriate question to collect data about fruit. (Q3a,b,c)</i></p>	<p>◀ Identifies what information is not included in data represented. (Q6d)</p>	B	
<p>Collects and displays data from given information on insects. (Q4a)</p> <p>◀ Describes collection and representation of data on insects in a table and graph.(Q4b,c)</p>	<p>Evaluates representations of data displays. (Q4d)</p> <p>◀ Interprets data displays correctly to answer questions about hair colour. (Q5a, Q6a,b)</p>	C	
<p>◀ Identifies methods to collect and record data. (Q1, 2, 6c)</p>	<p>◀ Matches all representations of data to the corresponding methods of displaying data.</p>	D	
<p>◀ Identifies a method of data collection or a method to record data.</p>	<p>◀ Matches a method to a data display.</p>	E	

Feedback:

Year 4 Science: Unit 2 — Ready, set, grow! Mapping life cycles and relationships

Name: _____

Purpose of assessment: To understand how relationships of living things impact on their life cycle. To describe situations when science is used to understand the effect of actions, and organise and communicate findings.

Science Understanding	Science as a Human Endeavour	Science Inquiry Skills	
Biological sciences	Use and influence of science	Communicating	
Describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal.	Identify when science is used to understand the effect of their actions.	Use formal and informal ways to communicate their findings.	
<ul style="list-style-type: none"> Explains how a relationship impacts on the life cycle of a species and its ongoing survival. 	<ul style="list-style-type: none"> Explains benefits of actions taken using science understanding of relationships and life cycle. 	<ul style="list-style-type: none"> Communicates using accurate scientific language and representations. 	A
<ul style="list-style-type: none"> Describes how stages in a life cycle contribute to the ongoing survival of an animal or plant species. 	<ul style="list-style-type: none"> Describes actions taken or suggested to assist the survival of the animal or plant species. 	<ul style="list-style-type: none"> Communicates using scientific language and representations. 	B
<ul style="list-style-type: none"> Describes relationships that assist the survival of living things. Sequences key stages in a life cycle. 	<ul style="list-style-type: none"> Identifies when science is used to understand the effect of actions. 	<ul style="list-style-type: none"> Uses formal and informal ways to communicate their findings. 	C
<ul style="list-style-type: none"> Identifies living and non-living elements in the environment of a living thing. 	<ul style="list-style-type: none"> States an effect of an action. 	<ul style="list-style-type: none"> Uses drawings and everyday language. 	D
<ul style="list-style-type: none"> Identifies a stage of development in the life of an animal or plant. 	<ul style="list-style-type: none"> States an action taken. 	<ul style="list-style-type: none"> Uses fragmented language. 	E

Feedback: