

Year 1 Marking Guides Term 4

Cultural Stories

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	ENGLISH	Subject	Imaginative Text: Written
Technique	Extended Response: Cultural Retell		
Purpose	To create and present a short-written retell of a First Nations cultural story, using a small range of language features. Students will follow the narrative text structure. They will then present their written retell to an audience, using appropriate features of voice.		

	A	B	C	D	E
Speaking and Listening	Share ideas and orally retells familiar cultural stories, recounts on events, using plot and characters, structure of a familiar text and appropriate vocabulary.	Share ideas and orally retells familiar cultural stories, recounts on events, using plot and characters and structure of a familiar text.	Share ideas and orally retells familiar cultural stories, recount on events.	Shares an idea and retells a familiar cultural story, recount on an event.	Shares an idea from a story.
	Express opinions about the story and makes a connection to the text through personal experiences using a number of details, the word 'because' to introduce reasons for likes, dislikes and preferences and comparative words to express the degree of preference.	Express opinions about the story and makes a connection to the text through personal experiences using a small number of details and the word 'because' to introduce reasons for likes, dislikes and preferences.	Express opinions about the story and makes a connection to the text through personal experiences using a small number of details.	Express an opinion and a personal experience.	Expresses an opinion.
Writing and Creating	Create short written texts including recounts of stories with beginning, problem and resolution events and characters. Draws on inferences to creatively expand on ideas in ways that are new to them.	Create short written texts including recounts of stories with beginning, problem and resolution events and characters. Draws obvious inferences to expand on ideas.	Create short written texts including recounts of stories with beginning, problem OR resolution events and characters.	Creates a short written text with an event.	Creates a retell about a story through a drawing.
	Express opinions about the story and makes a connection to the text through personal experiences using a number of details, the word 'because' to introduce reasons for likes, dislikes and preferences and comparative words to express the degree of preference.	Express opinions about the story and makes a connection to the text through personal experiences using a small number of details and the word	Express opinions about the story and makes a connection to the text through personal experiences using a small number of details.	Express an opinion and a personal experience.	Expresses an opinion.

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Year 1 Unit 3- Living Things English and Science Marking Guide Clarification Document

ENGLISH

		Applying	Connecting	Working With	Exploring	Beginning
Speaking and Listening PART B		<p>Interact with others by asking relevant questions for clarification. Listens to draw and explains inferences. Uses appropriate language to create short spoken texts.</p>	<p>Interact with others by asking relevant questions and listens to draw inferences. Uses appropriate language to create short spoken texts.</p>	<p>Interact with others, and listen to and create short spoken texts</p> <p><i>Clarification: Interaction – taking turns</i></p>	<p>Listen to and create short spoken texts.</p>	<p>Listen to short spoken texts.</p>
		<p>Share ideas and report on and express opinions using words like 'because' to introduce preferences and a small number of details from learnt topics.</p> <p>Clarification- Expressing opinions: Explore comparative words (adjectives) to express the degree of preference; for example, "better", "faster" The ocean is a better habitat for a fish because... Cindy's presentation was better because she...</p>	<p>Share ideas and report on and express opinions using words like 'because' to introduce preferences and a small number of details from learnt topics.</p>	<p>Share ideas and report on and express opinions using a small number of details from learnt topics.</p> <p>Clarification: Share ideas: "I think crocodiles like to live here because... Express opinions- I like Cindy's presentation about Koala's because I learnt."</p>	<p>Share ideas and report on an event and express an opinion from learnt topics.</p>	<p>Express an opinion from learnt topics.</p>
		<p>Sequence ideas and use language features including topic-specific vocabulary and features of voice to have an impact on their audience.</p> <p>Clarification:</p> <ul style="list-style-type: none"> Impact on audience: Uses facial expressions, appropriate volume, tone, pitch and regulating pace with pausing, gestures, intonation and fluency to engage and have an impact for the audience. 	<p>Sequence ideas and use language features including topic-specific vocabulary and features of voice to engage their audience.</p> <p>Clarification:</p> <ul style="list-style-type: none"> Language Features: grammar, vocabulary, punctuation, vocabulary and images. (Multimodal Presentation) Engage audience: Uses appropriate volume, pace, tone and pitch, gestures and some varying intonation for a particular purpose. 	<p>Sequence ideas and use language features including topic-specific vocabulary and features of voice.</p> <p>Clarifications:</p> <ul style="list-style-type: none"> Sequences ideas – 2 ideas Language Features: Correct vocabulary and matching images (Multimodal presentation) Features of Voice: Speaks audibly and clearly to a familiar audience, for a particular purpose (Whole class) 	<p>Identify an idea and explore language features including some precise vocabulary and features of voice</p> <p>Clarification:</p> <ul style="list-style-type: none"> Sequences ideas – 1 idea Language Features: Correct vocabulary and matching images (Multimodal presentation) Features of Voice: Speaks audibly to a familiar audience (Small group) 	<p>Identify an idea and explore language features.</p> <p>Clarification:</p> <ul style="list-style-type: none"> Language Features: Matching images (Multimodal presentation)
Writing and Creating PART A	<p>Create short written and/or multimodal texts to report on a topic, applying emerging knowledge of text structure and using grammatically correct simple sentences, some topic specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two- syllable words. Re-reads to edit by adding or deleting words by using resources to check and correct spelling to improve meaning.</p> <p>Clarification:</p> <ul style="list-style-type: none"> resources include learning wall, dictionaries, information texts, environmental text. 	<p>Create short written and/or multimodal texts to report on a topic, applying emerging knowledge of text structure and using grammatically correct simple sentences, some topic specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two- syllable words. Re-reads to edit by adding or deleting words on a page to improve meaning.</p> <p>Clarification:</p> <ul style="list-style-type: none"> Adding an adjective to add meaning to a noun. Identifying words that might not be spelt correctly. 	<p>Create short written and/or multimodal texts to report on a topic, applying emerging knowledge of text structure and using grammatically correct simple sentences, some topic specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two- syllable words.</p> <p>Clarification:</p> <ul style="list-style-type: none"> Information Report Text Structure- headings, titles, subtitles, words, pictures/diagrams. Multimodal Text Structure: Facts and images 	<p>Create short written and/or multimodal texts to report on a topic.</p>	<p>Creates a multimodal text to report on a topic.</p>	

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Past, Present and Future

Student		Teacher	
Learning area	HASS	Subject	History
Technique	Investigation		
Purpose			
Students explore how life has changed or stayed the same over time.			

	A	B	C	D	E
Knowledge and understanding	<p>Identify continuity and change in family structures, roles and significant aspects of daily life through asking questions of adults from different generations.</p> <p>Examine and compare similarities and differences of families over time (graphic organiser) Part B & C</p>	<p>Identify continuity and change in family structures, roles and significant aspects of daily life through asking questions of adults from different generations.</p> <p>Part B</p>	<p>Identify continuity and change in family structures, roles and significant aspects of daily life</p> <p>Part C Task 1</p>	<p>Identify a similarity or difference in family structures, roles and significant aspects of daily life</p> <p>Part C Task 1</p>	<p>Recognise a similarity or difference in family structures or roles.</p> <p>Part C Task 1</p>
skills	<p>Draws conclusions about continuity and change over time.</p> <p>Part C Task 2</p>			<p>Draws a conclusion about change over time.</p> <p>Part C Task 2</p>	<p>Discusses change over time</p> <p>Part C Task 2</p>
	<p>Share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms to denote the sequence of time (Before I was born, in the future, generations) Part A</p>	<p>Share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms to denote the sequence of time (past, present, later on) Part A</p>	<p>Share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms to denote the sequence of time (Then, now, yesterday, today) Part A</p>	<p>Share a narrative or observations about people and the past.</p>	<p>Share an observation about people.</p>

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Year 1 Mathematics: Unit 4 — Identifying one half (August 2018)

Name:

Purpose of assessment: To identify representations of one half.

Understanding and Fluency		Problem-solving and Reasoning	
Identify representations of one half.		Describe partitioning of collections to represent one half.	
<ul style="list-style-type: none"> Partitions collections to show one half. Q2a, Q4 	<ul style="list-style-type: none"> Describes why halves of different collections may look different. (Q3) Describes why a partition shows a half using mathematical language (Q3) 	A	
<ul style="list-style-type: none"> Partitions a collection to show one half. Q2a, Q4 	<ul style="list-style-type: none"> Describes reasoning used to partition a collection to represent one half using mathematical language (e.g. equal parts, whole).- Q2a 	B	
<ul style="list-style-type: none"> Identifies all diagrams which represent one half of collections and shapes. Q1 	<ul style="list-style-type: none"> Describes reasoning used to partition a collection to represent one half using everyday language. Q2b 	C	
<ul style="list-style-type: none"> Identifies a diagram which represents one half of a collection or a diagram which represents half of a shape. Q1 	<ul style="list-style-type: none"> Writes a statement using everyday language. Q2b 	D	
<ul style="list-style-type: none"> Circles a picture. Q1 	<ul style="list-style-type: none"> Partitions a collection. Q2a 	E	

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Year 1 Mathematics: Unit 4 — Making inferences from collected data

Name:

Purpose of assessment: To collect data by asking questions, draw and describe data displays and make simple inferences.

Understanding and Fluency		Problem-solving and Reasoning	
Represent data.		Describe data displays. Ask simple questions to collect data and make inferences.	
<p>◀ Accurately represents data using symbols. (Q5b)</p>		<p>◀ Composes an appropriate question that could be asked to collect data. Q4a</p>	A
<p>◀ Accurately represents data collected where one drawing or object represents one data value. Q4</p>		<p>◀ Interprets data representation of animals to answer a question. Q5a</p>	B
<p>◀ Collects data relevant to the question. Q2 ◀ Draws simple data displays. Q4</p>		<p>◀ Chooses the most appropriate question to collect fruit data. Q1 ◀ Makes a simple accurate inference about which fruit is preferred. Q3a ◀ Describes information about preferred fruit data. Q3b</p>	C
<p>◀ Represents data. Q4 Q2</p>		<p>◀ Uses fruit data collected to record a total. Q2</p>	D
<p>◀ Draws an image. Q4</p>		<p>◀ Chooses a question. Q1</p>	E

Feedback:

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Purpose of assessment: To carry out simple addition and subtraction.

Understanding and Fluency		Problem-solving and Reasoning	
Represent addition and subtraction problems.		Solve addition and subtraction problems.	
<ul style="list-style-type: none"> Represents addition and subtraction problems with a number sentence. (Q1-4) Solves complex unfamiliar additive problem (Q5) 	<ul style="list-style-type: none"> Solves a range of addition and subtraction problems using efficient strategies. (Q 1 – 4) Solves multistep problem (Q5) 	A	
<ul style="list-style-type: none"> Represents addition and subtraction problems demonstrating an understanding of part-part-whole relationships (e.g. part-part-whole model). (Q1, 2, 4) Solves problem using connection between addition and subtraction (Q3) 	<ul style="list-style-type: none"> Solves a range of addition and subtraction problems using concrete materials.(Q1- 4) 	B	
<ul style="list-style-type: none"> Represents addition and subtraction problems with materials, images or structures (e.g. ten frames or number lines). (Q 1, 2, 4) 	<ul style="list-style-type: none"> Solves addition and subtraction problems, using counting strategies. (Q1,2, 4) 	C	
<ul style="list-style-type: none"> Identifies a problem as addition or subtraction. 	<ul style="list-style-type: none"> Writes a solution to an addition or subtraction problem using drawings (e.g. drawings of ice-creams, ten frame). 	D	
<ul style="list-style-type: none"> Draws a picture or uses materials to represent a number. 	<ul style="list-style-type: none"> Writes a number. 	E	