

# Year 3 Marking Guides Term 4

## Where Would You Go?

Student		Teacher	
Learning area	ENGLISH	Subject	Persuasive text
Technique	Extended Response: Written and Spoken Presentation		
Purpose	Present information about where they would like to live		

	Applying	Connecting	Working With	Exploring	Beginning
Speaking and listening	listen to texts, interact with others by asking relevant questions, and create short spoken texts, by using features of voice including appropriate volume, tone, pitch, pace to engage their audience.	listen to texts, interact with others and create short spoken texts, by using appropriate volume to engage their audience.	listen to texts, interact with others and create short spoken texts,	listen to texts and create short spoken texts	listen to texts
	Express an opinion about a chosen location to live telling key reasons for their choice				
		use language features including words and phrases from learning and use expanding vocabulary	use language features including words and phrases from learning	use phrases from learning	use words from learning
Writing and Creating	create short written texts, including sharing an opinion using words and images where appropriate			create short written texts by writing letters, and images where appropriate (strings of letters)	create an image for a fairytale
	use words and phrases from learning and texts including expanding vocabulary. Use taught high-frequency words (including taught camera words), Use sound-letter relationships to spell consonant-vowel consonant words, and use some appropriate letter combinations to represent less familiar words.	use words and phrases from learning and texts. Use taught high-frequency words (including taught camera words), and use sound-letter relationships to spell some consonant-vowel consonant words	use words and phrases from learning and texts	use letters from learning and texts	

# Year 3 Marking Guides Term 4

What's the Matter?

Student		Teacher	
Learning area	Science	Subject	
Technique	Experimental Investigation: Practical Demonstration, Experiment, Multimodal		
Purpose			

	A	B	C	D	E
Science Understanding	Classify solids and liquids based on observable properties and describe how to cause a change of state of matter by adding and removing heat.	Classify solids and liquids based on observable properties and describe how to cause a change of state of matter by adding or removing heat.	Classify solids and liquids based on observable properties and describe how to cause a change of state of matter.	Identify a solid and liquid based on observable properties	Identify a solid or liquid
	Describe how people use data to develop scientific explanations about states of matter.			Describe how people use data.	
	Identify solutions that use scientific explanations about changing states of matter to meet a need and solve a problem.	Identify solutions that use scientific explanations about changing states of matter to meet a need.	Identify solutions that use scientific explanations about changing states of matter.	Identify a solution.	
	Use scaffolds to plan safe investigations and fair tests				
	Organise data and information using provided scaffolds and identify patterns and relationships in solids and liquids to compare properties to draw conclusions about states of matter.	Organise data and information using provided scaffolds and identify patterns and relationships in solids and liquids to compare properties	Organise data and information using provided scaffolds and identify patterns and relationships in solids and liquids	Organise data and information using provided scaffolds and identify a solid or liquid.	
Compare their findings with those of others, draw on prior knowledge to explain and provide reasons about how they kept their investigation fair, identify further questions based on differences in findings or new ideas and draw conclusions about states of matter.	Compare their findings with those of others, draw on prior knowledge to explain and provide reasons about how they kept their investigation fair, identify further questions based on differences in findings and draw conclusions about states of matter.	Compare their findings with those of others, explain how they kept their investigation fair, identify further questions and draw conclusions about states of matter.	Compares their findings with those of others and draw a conclusion.	Draw a conclusion.	

# Year 3 Marking Guides Term 4

## Who are our Neighbours?

**Year 3**

Student		Teacher	
Learning area	HASS	Subject	Geography
Technique	Test		
<b>Purpose</b>			
Students examine the representation of Australia, the location of Australia's neighbouring countries, and the similarities and differences between places at those scales in terms of natural, managed and constructed features. They explore the interconnections of First Nations Australians in different parts of Australia to Country/Place.			

	A	B	C	D	E
Knowledge and Understanding	Describe using a globe or digital source (map), the direction or representation of places, within and near Australia such as Indonesia and New Zealand and label the states and territories in Australia Task A	Describe, using a globe or digital source (map), the direction or representation of places, within and near Australia such as Indonesia and New Zealand and naming the states and territories in Australia Task A	Describe using a globe or digital source (map), the direction or representation of places, within and near Australia such as Indonesia and New Zealand. Task A	Identify, using a globe or digital source (map) a place, within and near Australia. Task A	
	Identify, compare and explore reasons for the similarities, differences and connections of people and managed and built features in a neighbouring country, such as Indonesia or New Zealand, to places across those scales.  Task B – fact sheet highlighting Reason included in persuasive task	Identify and compare the similarities, differences and connections of people and managed and built features in a neighbouring country, such as Indonesia or New Zealand, to places across those scales.	Identify the similarities, differences and connections of people and managed and built features in a neighbouring country, such as Indonesia or New Zealand, to places across those scales.  Task B – fact sheet highlighting	Identify a similarity or difference of a country	
	Interpret and compare climate information in different formats to describe the temperature and rainfall	Interpret information in different formats to describe the temperature and rainfall for a place in Australia	Interpret information and data in different formats Task B – fact sheet	Recognise information and data in different formats	Recognise information and data

# Year 3 Marking Guides Term 4

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	
<p>Recalls multiplication facts for single-digit numbers. Models and represents unit fractions by partitioning collections and shapes.</p>	<p>Solves problems using efficient strategies for multiplication and unit fractions.</p>	
<p>Works out the whole from the part using knowledge of fractions. Describe and explain their reasoning (Q13)</p>	<p>Applies multiplication and efficient strategies to solve a money problem. (Q8) Uses efficient strategy to solve extended multiplication and provides reasoning (Q6)</p>	A
<p>Identifies larger unit fractions by partitioning shapes and comparing unit fractions. (Q12) Identifies <math>\frac{1}{5}</math> of a collection (Q11) Writes 4 related facts for MAD triangle (Q2)</p>	<p>Explains why a diagram represents <math>\frac{1}{4}</math>. (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)</p>	B
<p>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)</p>	<p>Solves problems by representing multiplication. (Q4) Uses partitioning as an efficient strategy to represent unit fractions of collections. (Q12)</p>	C
<p>Exhibits some "C" indicators in simple familiar situations</p>	<p>Exhibits some "C" indicators in simple familiar situations</p>	D
<p></p>	<p></p>	E

Feedback .....

# Year 3 Marking Guides Term 4

Year 3 Mathematics: Unit 4 — Interpreting grid maps (Adjusted 03/08/20)

Name:

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

**Feedback:**

# Year 3 Marking Guides Term 4

Year 3 Mathematics: Unit 4 — Interpreting grid maps, and identifying symmetry, three-dimensional objects and angles Adjusted 3/08/20

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	
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.	
<p>◀ Explains the choice of the name of the three-dimensional object. (4c)</p>	<p>◀</p>	<b>A</b>
<p>◀ Describes geometric features of a three-dimensional object.(Q4b) Compares and orders angles.(Q5)</p>	<p>◀</p>	<b>B</b>
<p>◀ 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. (Q4a)</p>	<p>◀ Makes an accurate model of a three-dimensional object to match a diagram.(Q3)</p>	<b>C</b>
<p>◀ Labels a geometric feature of a three-dimensional object. (Q2)</p>	<p>◀ Makes a three-dimensional model. (Q3)</p>	<b>D</b>
<p>◀</p>	<p>◀ Creates a two-dimensional model. (Q3)</p>	<b>E</b>

Feedback: