

Year 4 Marking Guides Term 4



Persuade Me!

	A	B	C	D	E
Speaking and Listening	Interact with others and create a spoken persuasive presentation including deliberate word play and clear and coherent ideas and opinions.	Interact with others and create a spoken persuasive presentation including deliberate word play.	Interact with others and create a spoken persuasive presentation.	Interact with others and create a spoken presentation on a topic	
	Share and extend ideas, opinions and information with audiences, using relevant details from topics of interest with pace, tone, pitch and volume to suit purpose and audience.	Share and extend ideas, opinions and information with audiences, using relevant details from topics of interest with pace, tone, pitch and volume.	Share and extend ideas, opinions and information with audiences, using relevant details from topics of interest with pace and volume.	Share ideas, opinions and information with audiences exploring pace and volume.	
	Use language features including subjective and objective language, topic-specific vocabulary and literary devices, and visual features and features of voice.			Use a language feature such as <ul style="list-style-type: none"> subjective and objective language, topic-specific vocabulary literary devices, visual features features of voice. 	
Writing and Creating	create a well-structured written persuasive text for purposes and audiences, where they develop ideas using details from topics of interest using the correct text structure, including a variety of sentence types and text connectives. Eg: Furthermore, To further support	create a written persuasive text for purposes and audiences, where they develop ideas using details from topics of interest using the correct text structure, including a variety of sentence types and text connectives. Eg: Furthermore, To further support	create a written persuasive text for purposes and audiences, where they develop ideas using details from topics of interest using the correct text structure and including a variety of sentence types.	create a written persuasive text for purposes and audiences.	
	Use paragraphs to organise and link ideas sequentially with topic sentences to improve the cohesion of the persuasive text.	Use paragraphs to organise and link ideas sequentially with topic sentences for the persuasive text.	Use paragraphs to organise and link ideas sequentially for the persuasive text.	Use paragraphs to organise ideas for the persuasive text.	

	use language features and devices (including exaggeration, repetition, rhetorical questions, modality and commands) including complex sentences with richer description (verb/noun groups) and precise sentences using adverbial clauses, topic-specific vocabulary, literary devices and visual features persuasive text. Eg: They crossed the mountain ranges BECOMES Although the path was overgrown; they crossed the mountain range.)	use language features and devices (including exaggeration, repetition and rhetorical questions) including complex sentences with richer description (verb/noun groups), topic-specific vocabulary, literary devices and visual features persuasive text.	use language features including complex sentences, topic-specific vocabulary, literary devices and visual features in the persuasive text.	use language features in the persuasive text.	
	spell complex words including multisyllabic with complex letter combinations and irregular spelling patterns, using phonic, morphemic and grammatical knowledge in the persuasive text.	spell words including multisyllabic with more complex letter combinations (eg: straightaway and thoughtful) and irregular spelling patterns, using phonic, morphemic and grammatical knowledge in the persuasive text.	spell words including multisyllabic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge in the persuasive text.	spell words using phonic knowledge in the persuasive text.	

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Food Chains

Student	[Enter student name.]			Teacher	[Enter teacher name.]
Learning area	SCIENCE			Subject	Assessment Booklets
Technique	Assessment booklet including short responses and images				
Purpose	[Enter the task details.]				
	A	B	C	D	E
Science Understanding	Identify the roles of organisms in a habitat and construct food chains and represent feeding relationships of producers and compare food chains across different habitats. (Q3a)	Identify the roles of organisms in a habitat and construct food chains and represent feeding relationships through a food web. (Q2)	Identify the roles of organisms in a habitat and construct food chains (Q2)	Identify the roles of organisms in a habitat.	Recognise the role of organisms in a habitat.
	Observe living things in a local habitat and categorise them as producers, consumers or decomposers. Explain how the removal of a food source from within the Australian Rainforest affects other living things within that habitat. Eg: through an insect or rodent infestation	Observe living things in a local habitat and categorise them as producers, consumers or decomposers. Identify how the removal of a food source from within the Australian Rainforest affects other living things within that habitat.(Q3c)	Observe living things in a local habitat and categorise them as producers, consumers or decomposers. (Q1)	Observe living things in a local habitat and categorise them as producers, consumers or decomposers.	Observe living things in a local habitat and categorise them as producers, consumers or decomposers.
Science Inquiry	Pose questions to identify patterns and relationships based on observations of Australian Rainforest using their scientific knowledge of living things.	Pose questions to identify patterns and relationships based on observations of Australian Rainforest using their knowledge of living things	Pose questions to identify patterns and relationships based on observations of Australian Rainforest.	Pose a question to identify a pattern and make a prediction about Australian Rainforest.	Pose a question and make a prediction about the Australian Rainforest.
	Construct accurate graphs, with correct labels to organise data and information and identify patterns and relationships, including the significance for the ecosystem. (Q4b)	Construct accurate graphs to organise data and information and identify patterns and relationships.	Construct a simple graph to organise data and information and identify patterns and relationships. Give the students a grid with no labels (lines to indicated position)(Q4a)	Construct a simple graph.	Construct a simple table.
	Communicate ideas and findings about the roles of organisms in a habitat, including purposefully using accurate scientific vocabulary to explain the impact of introduced predators on food chains.(Q3b)	Communicate ideas and findings about the roles of organisms in a habitat, including purposefully using drawings, labels, images or models using scientific vocabulary.	Communicate ideas and findings about the roles of organisms in a habitat using drawings, labels, images or models.	Communicate ideas and findings, the roles of organisms in a habitat	Communicate ideas, the roles of organisms in a habitat.

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Comparing Australia, with South America and Africa

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	HASS	Subject	Short Answer Assessment
Technique	Investigation: Comparison of Environment- Australia and Africa		
Purpose	[Enter the task details.]		

	A	B	C	D	E
Knowledge and Understanding	<p>Describe the importance of environments in Australia and Africa and how vegetation has an important role in sustaining the environment.</p> <p>9</p>	<p>Describe the importance of environments, in Australia and Africa.</p> <p>3b</p>	<p>Describe the importance of environments, in Australia.</p> <p>1c</p>	<p>Describe the importance of an environment, in Australia, and management of resources.</p>	<p>Identify an Australian environment.</p>
Skills	<p>Interpret and analyse information from thematic maps about Australian and African environments to identify perspectives, draw conclusions and compare these environments.</p> <p>8</p>	<p>Interpret and analyse information from thematic maps about Australian and African environments to identify perspectives, and draw conclusions</p> <p>6, 7</p>	<p>Interpret and analyse information about Australian and African environments to identify perspectives, and draw conclusions</p> <p>1a, 1b, 2, 3a 3c, 4, 5</p>	<p>Interpret information about Australian or African environments</p>	
	<p>Use ideas from sources and accurate relevant subject-specific terms to present descriptions and extend and elaborate on explanations.</p>	<p>Use ideas from sources and accurate relevant subject-specific terms to present descriptions and explanations.</p>	<p>Use ideas from sources and relevant subject-specific terms to present descriptions and explanations.</p>	<p>Use ideas from sources and limited subject-specific terms to present descriptions.</p>	<p>Use ideas from sources to present descriptions.</p>

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Mathematics Year 4 Term 4: Deadly decimals

Name: _____

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>← Applies understandings of decimals and fractions to solve problems involving a fractional amount more or less than a given number. (Q8 Q9c)</p>	A
<p>← Compares, orders, locates and writes numbers between decimals including those on a number line. (Q7 Q12)</p>	<p>← Analyses place value information to write two fractional numbers that come between given numbers. (Q4 Q9 a&b)</p>	B
<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>← Uses number cards to write the largest number possible including hundredths.(Q2 Q3)</p>	C
<p>← Some C Indicators evident</p>	<p>← Some C indicators evident</p>	D
<p>←</p>	<p>←</p>	E

Feedback

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Mathematics Year 4 Term 4: Purchasing problems

Name: _____

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.
<p>◀ Uses efficient problem-solving strategies to calculate change and amount tendered in a multi-step problem. (Q6)</p> <p>◀ Draws notes and coins in multiple ways to show cost and change. (Q3c Q4b 4C) Calculates change for purchases. (Q3b Q4b)</p> <p>◀ 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 Q3c 5a, 5b) Identifies menu item that could be bought with change. (Q3c)</p> <p>◀ Some C indicators evident</p>	<p>◀ Uses efficient problem-solving strategies to work backwards to identify dessert items purchased. (Q4a)</p> <p>◀ Uses efficient problem-solving strategies to work out the <u>total the family spent</u> (Q6)</p> <p>◀ Calculates total of two items purchased involving whole dollar amounts. (Q2a, 3a) Solves simple purchasing problems using efficient strategies (Q3a) Calculates total of two items purchased involving dollars and cents. (Q2b)</p> <p>◀ Some C indicators evident</p>
↑	↑
	A
	B
	C
	D

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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.	
<ul style="list-style-type: none"> Suggests alternatives to improve the effectiveness of a data display. (Q2c) 	<ul style="list-style-type: none"> Explains why data is not represented in a given display. (Q5e) 	A	
<ul style="list-style-type: none"> Creates an appropriate question to collect data about fruit. (Q2a,b) 	<ul style="list-style-type: none"> Identifies what information is not included in data represented. (Q5d) 	B	
<ul style="list-style-type: none"> Collects and displays data from given information on insects. (Q3a) Describes collection and representation of data on insects in a table and graph. (Q3b,c) 	<ul style="list-style-type: none"> Evaluates representations of data displays. (Q3d) Interprets data displays correctly to answer questions about hair colour. (Q4a, Q5a,b) 	C	
<ul style="list-style-type: none"> Identifies methods to collect and record data. (Q1, 5c) 	<ul style="list-style-type: none"> Matches all representations of data to the corresponding methods of displaying data. 	D	
<ul style="list-style-type: none"> Identifies a method of data collection or a method to record data. 	<ul style="list-style-type: none"> Matches a method to a data display. 	E	

Feedback: _____