

# Prep Marking Guides Term 3

## My Animal Expo

Prep

Student		Teacher	
Learning area	ENGLISH	Subject	Phonological awareness
Technique	Spoken response (interview)		
Purpose	To assess students' phonological awareness skills (rhyme, alliteration, oral blending, oral segmenting, oral phoneme manipulation)		

	Applying	Connecting	Working With	Exploring	Beginning
Speaking and listening		listen for, identify and generate rhymes, letter patterns and sounds (phonemes) in words (Task 1 – generate rhyme)	listen for and identify rhymes, letter patterns (alliteration) and sounds (phonemes) in words (Task 1 – identify rhyme, Task 2 – alliteration)	listen for and identify a sound (phoneme) in a word (Task 2- alliteration or Task 4 - segment)	
	orally blend and segment phonemes in single-syllable words and say a new word when the medial and/or end phoneme is replaced with a different phoneme (phoneme manipulation) (Task 3 – blend, Task 4 – segment, Task 6 -manipulation)	orally blend and segment phonemes in single-syllable words and say a new word when the beginning phoneme is replaced with a different phoneme (phoneme manipulation) (Task 3 – blend, Task 4 – segment, Task 5 -manipulation)	orally blend and segment phonemes in single-syllable words (Task 3 – blend, Task 4 - segment)	orally blend or segment phonemes in single-syllable words (Task 3 – blend, Task 4 - segment)	

# My Animal Expo



## Prep Unit 3 Assessment Task 3b

Unit	My Animal Expo	Year	Prep	Term	3 to mid Term 4
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Student		Teacher	
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	Applying	Connecting	Working with	Exploring	Beginning
Writing and Creating	<p>Creates a short, written text about a topic, making plausible choices to represent most sounds in topic words demonstrating left-to-right directionality and spaces between written words and includes an image/s where appropriate.</p> <p>Reports information and key ideas on a topic using a simple sentence/s, and includes vocabulary from learning and texts.</p>	<p>Creates a short, written text about a topic, making plausible choices to represent some sounds in topic words, demonstrating left-to-right directionality of written words, and includes an image/s where appropriate.</p> <p>Reports information and key ideas on a topic using a sentence fragment/s or simple sentence/s, and includes vocabulary from learning and texts.</p>	<p>Creates a short, written text about a topic, using words and images where appropriate.</p> <p>Reports information and key ideas on a topic.</p> <p>Uses words and phrases from learning and texts.</p>	<p>Creates a short, written text about a topic, using some recognisable letters and images.</p>	<p>Creates a pictorial text about a topic using intentional letter-like strings.</p>

Monitoring strategy			
Achievement standard aspects suited to a monitoring strategy within the task.			
	Demonstrating	Not yet demonstrating	Comment
Forms letters, spells most consonant-vowel-consonant words and experiments with capital letters and full stops.*			

Phrase - A group of words often beginning with a preposition but without a subject and verb combination e.g. 'on the river'; 'with brown eyes'. (from English Glossary v9)

Sentence fragments - writes sentence fragments e.g. "me and my dog" (from General Capability Literacy: Writing - Grammar - Level 2, Grammatical Accuracy)

Difference between a sentence fragment and a sentence e.g. "after school", "Dad will pick me up after school" (from Elaboration for Content Description AC9EFLA05)

# My Animal Expo

## Prep

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	ENGLISH	Subject	Informative text
Technique	Extended Response: Spoken Presentation		
Purpose	Present information about a chosen animals to peers/or other		

	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
	report information about a chosen animal telling key details about the animal				
		use language features including words and phrases from learning and texts and use expanding vocabulary e.g. carnivore	use language features including words and phrases from learning and texts	use phrases from learning and texts	use words from learning and texts

### Unit 3: Number

#### Assessment task 3.1 — Representing practical situations to at least 10°

**Purpose:** To represent practical situations involving quantifying, equal sharing, adding to and taking away from collections to at least 10.

**Student Name:**

**Teacher Name:**

	Applying	Connecting	Working with	Exploring	Beginning
Fluency, Reasoning	<p>Represents practical and role-play situations with materials and numerals involving</p> <ul style="list-style-type: none"><li>o quantifying,</li><li>o adding to,</li><li>o taking away and equal sharing to at least 10.</li></ul> <p>Describes the effect and result of</p> <ul style="list-style-type: none"><li>o addition,</li><li>o subtraction and equal sharing.</li></ul>	<p>Represents and quantifies practical situations to at least 10 with materials and numerals</p> <p>and describes the effects of</p> <ul style="list-style-type: none"><li>o subtraction,</li><li>o addition and equal sharing.</li></ul>	<p>Represents practical situations that involve</p> <ul style="list-style-type: none"><li>o quantifying,</li><li>o equal sharing,</li><li>o adding to and taking away</li></ul> <p>from collections to at least 10.</p>	<p>Represents and quantifies practical situations involving</p> <ul style="list-style-type: none"><li>o equal sharing,</li><li>o adding to</li><li>o or taking away.</li></ul>	<p>Represents a practical situation that involves quantifying to 10.</p>
Feedback:					

### Unit 3: Space

#### Assessment task 3.2 — Identifying and sorting shapes<sup>o</sup>

Purpose: To name, create and sort shapes, giving reasons.

Student Name:

Teacher Name:

	Applying	Connecting	Working with	Exploring	Beginning
Fluency, Reasoning	Names, creates and sorts familiar shapes using different features, and describes shapes within objects in the environment, giving reasoning.	Names, creates and sorts familiar shapes using different features, giving reasoning.	Names, creates and sorts familiar shapes and gives their reasoning.	Names familiar shapes.	Recognises a familiar shape.
Feedback:					