

Year 4 Marking Guides Term 2

English Information Report

	A	B	C	D	E
Writing and Creating	create written and/or multimodal text (information report) using well-structured paragraphs (with topic sentence) with sub-headings for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts	create written and/or multimodal text (information report) using paragraphs with sub-headings for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts	create written and/or multimodal text (information report) for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts	create a written paragraph by grouping related ideas	create sentences about a related idea
	Use language features incorporating a range of sentence types including complex sentences, a wide range of noun/verb/adverb groups creating a richer more specific description, topic-specific vocabulary and/or visual features	Use language features incorporating a range of sentence types including complex sentences, topic-specific vocabulary and/or visual features	use language features including complex sentences, topic-specific vocabulary and/or visual features	use language features including simple and compound sentences and some topic-specific vocabulary	use simple sentences and some topic-specific vocabulary
	spell more complex words accurately including multisyllabic and multimorphemic words with irregular spelling patterns using phonic, morphemic and grammatical knowledge. Uses authoritative sources (eg dictionaries/web search to spell unfamiliar words)	spell words including multisyllabic and multimorphemic words with irregular spelling patterns with more complex letter combinations using phonic, morphemic and grammatical knowledge	spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge	Spell high-frequency words using phonic and grammatical knowledge	Spell some high-frequency words using phonic knowledge

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English Reading Comprehension

	A	B	C	D	E
Reading and Viewing	read, view and comprehend texts created to inform, influence and/or engage audiences. Recounts and describes the most relevant details from a text and scans text to locate specific information. (Task A Q6, 10, 11, 13)	read, view and comprehend texts created to inform, influence and/or engage audiences. Recounts and describes the most relevant details from a text. (Task A Q4, 5, 12)	read, view and comprehend texts created to inform, influence and/or engage audiences (Task A Q1,2,3,7,8,9)	Read and view simple texts created to inform, influence and/or engage audiences	view simple texts created to inform, influence and/or engage audiences
	describe how ideas are developed including through characters and events, and how texts reflect contexts. Examine an author's choice of language to describe a character's appearance, behaviour and speech. Discuss what is learnt about a character through dialogue such as their likes/dislikes or personal qualities (Eliza Bird) (Task B pg. 45)	describe how ideas are developed including through characters and events, and how texts reflect contexts. Examine an author's choice of language to describe a character's appearance, behaviour and speech (Eliza Bird) (Task B)	describe how ideas are developed, including through characters and events, and how texts reflect contexts (Eliza Bird) (Task B)	describe a character and an event from Eliza Bird text.	describe a character from Eliza Bird text.
	describe the characteristic features of different text structures and identify with evidence, the typical stages and language features of texts (Imaginative Recount – Eliza Bird compared to Factual Report - Child Convicts on board the First Fleet) (Task C)	describe the characteristic features of different text structures and identify the typical stages and language features of texts (Imaginative Recount – Eliza Bird compared to Factual Report - Child Convicts on board the First Fleet) (Task C)	describe the characteristic features of different text structures (Imaginative Recount – Eliza Bird) (Task C)	describe the characteristic features of an imaginative recount (Eliza Bird)	describe a feature of an imaginative recount (Eliza Bird)
	read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge in increasingly complex texts using word identification strategies and topic knowledge. Adjusts pace, volume, pitch and pronunciation to enhance meaning and expression (Task D)	read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge in increasingly complex texts using knowledge of the topic. Uses expression that reflects the authors purpose and meaning (Task D)	read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge (Task D)	read with some fluency and accuracy, integrating phonic and punctuation knowledge	read some words correctly by segmenting
Feedback:					

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Humanities and Social Sciences

	A	B	C	D	E
Knowledge and understanding	describe the diversity of experiences of people in Australia prior to and following 1788, how they manage their natural resources, and recognise that First Nations Australians include two distinct cultural groups – Aboriginal Peoples and Torres Strait Islanders Peoples and the diversity between these groups (PART A)	describe the diversity of experiences of people in Australia prior to and following 1788 and recognise that First Nations Australians include two distinct cultural groups – Aboriginal Peoples and Torres Strait Islanders Peoples and the diversity between these groups	describe the diversity of experiences of people in Australia prior to and following 1788	describe experiences of people in Australia prior to and following 1788	describe an experience of people in Australia prior to and following 1788
	describe the events and causes of the establishment of the first British colony in Australia – including the journey of Captain Cook and his role in the establishment of a British colony in Australia. Describes reasons for why Britain needed a penal colony (PART A)	describe the events and causes of the establishment of the first British colony in Australia – including the journey of Captain Cook and his role in the establishment of a British colony in Australia	describe the events and causes of the establishment of the first British colony in Australia	describe the events of the establishment of the first British colony in Australia	describe the first British colony in Australia
	describe the effects of colonisation on people (including individuals such as Pemulwuy and Bennelong) and environments and how interactions could be interpreted as negative/positive for either group (eg, diseases, loss of food source, conflict) (PART A)	describe the effects of colonisation on people and environments and how interactions could be interpreted as negative/positive for either group (eg, diseases, loss of food source, conflict)	describe the effects of colonisation on people and environments	describe an effect of colonisation on people and environments	describe an effect of colonisation on the environment
Skills	Use ideas from sources and relevant subject-specific terms to present accurate descriptions and explanations. Use historical terms when writing (eg, penal, contact, colonisation, vegetation, transportation) (PART A)	Use ideas from sources and relevant subject-specific terms to present accurate descriptions and explanations.	Use ideas from sources and relevant subject-specific terms to present descriptions and explanations	Use an idea from a source and some relevant subject-specific terms	Use an idea from a source
	interpret and analyse information and data to identify perspectives, and draw conclusions Describe a risk for the people on the First Fleet and the First Nations Australians (PART B)	interpret and analyse information and data to identify perspectives, and draw conclusions. Describe a risk for the people on the First Fleet or First Nations Australians (PART B)	interpret and analyse information and data to identify perspectives, and draw conclusions (PART B)	interpret information from the image (PART B)	identify the people from the image (PART B)

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Science Material World

		A	B	C	D	E
Science Understanding	Chemical sciences	Relate, the uses of materials to their properties, of the constructed flying plane. (Q4) Using scientific language, compare and contrast your research findings, (Q5a)	Relate, the uses of materials to their properties, of the constructed flying plane. (Q4) Using scientific language, compare your research findings. (Q5a)	Relate the uses of materials to their properties of the constructed flying plane. (Q4)	Describe the use of a material of the constructed flying plane. <i>I used paper to make my plane and it flew.</i>	Recognise a material of the constructed flying plane. <i>My plane is made out of paper.</i>
Science Inquiry	Questioning and Predicting	Pose questions to identify patterns and relationships and make predictions based on observations of flying planes using their knowledge of the scientific properties of materials.	Pose questions to identify patterns and relationships and make predictions based on observations of flying planes using their knowledge of the properties of materials.	Pose questions to identify patterns and relationships and make predictions based on observations of flying planes. (Q1a, 1b)	Pose a question to identify a pattern and make a prediction about flying planes.	Pose a question and make a prediction about a flying plane.
	Planning and Conducting	Plan investigations using planning scaffolds, identify key elements of fair tests and describe using supporting evidence, how they conduct investigations safely.	Plan investigations using planning scaffolds, identify key elements of fair tests and describe in detail how they conduct investigations safely.	Plan investigations using planning scaffolds, identify key elements of fair tests and describe how they conduct investigations safely. (Q2a, 2b, 2c)	Plan investigations using planning scaffolds, identify some elements of fair tests and recognise how they conduct investigations safely.	Plan investigations using planning scaffolds, follows guidelines on how to use equipment safely.
		Use simple procedures to make accurate formal measurements, describing the effect of the scale size on the accuracy.	Use simple procedures to make accurate formal measurements, identify the effect of the scale size on the accuracy.	Use simple procedures to make accurate formal measurements. (Q3a, 3b)	Use simple procedures to make formal measurements.	Use simple procedures to make measurements.
	Processing, modelling and analysing	Organise data and information and identify patterns and relationships to compare their findings and prediction.	Organise data and information and identify patterns and relationships to reflect on their prediction.	Organise data and information and identify patterns and relationships (Q4)	Organise simple data information and identify a pattern.	Organise simple data.
	Evaluating	Compare their findings with those of others, assess the fairness of their investigation providing scientific reasoning. Identify further questions for investigation, record unexpected findings and draw conclusions that reflect their data.	Compare their findings with those of others, assess the fairness of their investigation providing reasoning Identify further questions for investigation, record unexpected findings and draw conclusions.	Compare their findings with those of others, assess the fairness of their investigation, identify further questions for investigation and draw conclusions. (Q5a, 5b, 5c, 5d)	Compare their findings with those of others, assess the fairness of their investigation.	Compare their findings with those of others.
	Communicating	Communicate ideas and findings demonstrated in flying their plane for an identified audience and purpose, including purposefully using accurate scientific vocabulary	Communicate ideas and findings, demonstrated in flying their plane for an identified audience and purpose, including purposefully using scientific vocabulary.	Communicate ideas and findings, demonstrated in flying their plane for an identified audience and purpose, including using scientific vocabulary when appropriate. (All Qs)	Communicate ideas and findings, demonstrated in flying their plane for an identified audience.	Communicate ideas, demonstrated in flying their plane.

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Unit 2: Number

Assessment task 2.1 — Using odd and even numbers, rounding, estimation and mathematical modelling

Purpose: To use mathematical modelling to solve practical financial problems, choose rounding and estimation strategies to determine reasonableness and use the properties of odd and even numbers.

Student Name:

Teacher Name:

	A	B	C	D	E
Understanding, Fluency	<p>Uses the properties of odd and even numbers to solve and explain calculations (+, -, x) and patterns involved in adding three consecutive numbers.</p> <p>Chooses rounding and estimation strategies to determine and explain how results of addition and multiplication calculations are reasonable including the effect of over- or underestimating when calculating measurements.</p>	<p>Uses the properties of odd and even numbers to solve and explain calculations (+, -, x).</p> <p>Chooses rounding and estimation strategies to determine and explain how results of calculations are reasonable.</p>	<p>Uses the properties of odd and even numbers.</p> <p>Chooses rounding and estimation strategies to determine whether results of calculations are reasonable.</p>	<p>Identifies the properties of odd and even numbers.</p> <p>Uses rounding to estimate an answer.</p>	<p>Recognises a number as odd or even.</p> <p>Rounds numbers to the nearest 10 or 100.</p>
Problem solving, Reasoning	<p>Represents, formulates and solves a financial problem using number sentences, digital tools, chosen efficient strategies, and organised jottings and calculations when following the mathematical process.</p> <p>Explains choice of operations and efficient strategies and the use of appropriate digital tools. Interprets and justifies results including the breakdown of costs per person including leftover items.</p>	<p>Represents, formulates and solves a financial problem using number sentences, digital tools and chosen efficient strategies when following the mathematical modelling process.</p> <p>Interprets and explains results, including choice of operations and efficient strategies and the use of appropriate digital tools.</p>	<p>Uses mathematical modelling to solve a financial problem, formulating the problem using number sentences, solving the problem choosing efficient strategies and interpreting results in terms of the situation.</p>	<p>Uses mathematical modelling to make planning decisions, represent the problem and solve calculations using chosen strategies.</p>	<p>Uses mathematical modelling to make planning decisions and represent the problem, for example: using statements, questions, diagrams, materials.</p>
Feedback:					

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Unit 2: Measurement (Time)

Assessment task 2.2 — Solving duration problems by converting units of time

Purpose: **To convert between units of time when solving duration problems.**

Student Name:

Teacher Name:

	A	B	C	D	E
Understanding, Fluency	Converts between units of time when solving duration problems and considers individual activity duration in planning an activity sequence with start and finish (am/pm) times. Q8, Q9	Converts between units of time when solving duration problems and plans an exercise routine with start and finish times using am/pm notation. Q4, Q5, Q6	Converts between units of time when solving problems involving duration. Q8	Converts between units of time and calculates the amount of time between the start and finish of an event. Q3, Q7	Calculates the amount of time between the start and finish of an event. Q1, Q2
Feedback:					