

# Year 1 Marking Guides Term 3

## Living Things

## Year 1

Student		Teacher	
Learning area	ENGLISH	Subject	Imaginative Text: Spoken
Technique	Test: Reading and Comprehension		
Purpose			
To read, view and comprehend simple informative texts.			

	A	B	C	D	E
Reading and Viewing	Reads, views and comprehends a simple informative text, monitoring meaning, summarising with key details and drawing inferences.	Reads, views and comprehends a simple informative text, monitoring meaning, identifying information with details and drawing inferences.	Reads, views and comprehends a simple informative text, monitoring meaning and identifying information	Reads or views and comprehends a simple informative text and makes a relevant statement.	Views a simple informative text and makes a relevant statement.
	Identifies the text structures of a simple informative text, and their language features and visual features, linking these features to the purpose of the text. Uses knowledge of text structure to locate information in the text.	Identifies the text structures of a simple informative text, and their language features and visual features, linking these features to the purpose of the text.	Identifies the text structures of a simple informative text and their language features and visual features.	Identifies an informative text and makes a statement about a text structure, language feature or visual feature.	Identifies an informative text and makes a statement about a text
	Blend short vowels, common long vowels, consonants and digraphs to read one-syllable words.			Blend short vowels, consonants and digraphs to read one-syllable words.	Recognise short vowels, consonants and digraphs to attempt to read one-syllable words.
	Read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words.			Read one syllable words with common letter patterns, and some high frequency words.	
	Use sentence boundary punctuation to read with developing phrasing and fluency.			Exploring the use of sentence boundary punctuation to read the informative text	

# Living Things

## Year 1

Student		Teacher	
Learning area	ENGLISH	Subject	Informative Text
Technique	Written and Spoken		
Purpose	To create an informative text to report on a familiar topic.		

	Applying	Connecting	Working With	Exploring	Beginning
<b>Speaking and Listening</b> <b>PART E</b>	<p>Shares ideas and reports information using a small number of details from learnt topics or topics of interest.</p> <p>Organises key ideas in a logical sequence by including an opening, middle and concluding statement and uses language features including connected sentences, topic-specific vocabulary and features of voice, using varying intonation or volume for emphasis.</p>	<p>Shares ideas and reports information using a small number of details from learnt topics or topics of interest.</p> <p>Sequences ideas by including an opening, middle and concluding statement, and uses language features including topic-specific vocabulary and experiments with volume and pace for a particular purpose.</p>	<p>Shares ideas and reports information using a small number of details from learnt topics or topics of interest.</p> <p>Sequences ideas and uses language features including topic-specific vocabulary and features of voice.</p>	<p>Shares ideas and recounts a simple procedure, using simple sentences with some topic-specific vocabulary.</p>	<p>Makes a statement about a simple procedure using simple words and phrases.</p>
<b>Writing and Creating</b> <b>PART A</b>	<p>Creates a short written and/or multimodal informative text on a familiar topic to report information using topic-specific vocabulary including relevant details from learnt topics and texts, and images chosen to suit purpose and contribute to meaning.</p> <p>Writes simple sentences including a range of adjectives and precise verbs to add detail, with sentence boundary punctuation and capital letters for proper nouns.</p>	<p>Creates a short written and/or multimodal informative text on a familiar topic to report information using topic-specific vocabulary, including details from learnt topics, topics of interest or texts combining visuals with text to suit the purpose.</p> <p>Writes simple sentences including a small range of adjectives or precise verbs to add detail, with sentence boundary punctuation and capital letters for proper nouns.</p>	<p>Creates a short written and/or multimodal informative text to report on a familiar topic. Ideas in their texts are informative and include a small number of details from learnt topics, topics of interest or texts.</p> <p>Writes simple sentences with sentence boundary punctuation and capital letters for proper nouns.</p> <p>Uses topic-specific vocabulary.</p>	<p>Creates a short written and/or multimodal text on a familiar topic using images and/or words in sentences or sentence fragments.</p>	<p>Creates a short written and/or multimodal text on a familiar topic using words and/or images.</p>

Monitoring strategy			
Achievement standard aspects suited to a monitoring strategy within the task.			
	Demonstrating	Not yet demonstrating	Comment

Writes words using unjoined upper-case and lower-case letters.*			
Spells most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.*			

# Marking Guide



## Unit 3: Number

Assessment task 3.1 — Using mathematical modelling to solve practical problems

**Purpose:** To use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and equal grouping.

**Student Name:**

**Teacher Name:**

	Applying	Connecting	Working with	Exploring	Beginning
Problem-Solving	Uses mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies and representing situations in a variety of ways including recording number sentences and results with numerals. Connects the numbers in representations to explain what happened within the problem.	Uses mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies and representing situations in a variety of ways, including with numerals and number sentences.	Uses mathematical modelling to represent (drawings and/or materials) and solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies.	Uses mathematical modelling to represent practical situations involving addition, subtraction, equal sharing and/or grouping with drawings and/or materials.	
Feedback:					

### Unit 3: Measurement and Space

#### Assessment task 3.2 — Comparing and classifying shapes and objects<sup>17</sup>

**Purpose:** To make, compare and classify shapes and objects.

**Student Name:**

**Teacher Name:**

	Applying	Connecting	Working with	Exploring	Beginning
Understanding, Fluency	Makes, compares and classifies shapes and objects using obvious features; describes similar features of shapes and objects in a sort; recognises and describes the connection between everyday objects and a shape and object. Q5	Makes, compares and classifies shapes and objects using obvious features and describes similar features of shapes and objects in a sort. Q4 .	Makes, compares and classifies shapes and objects using obvious features such as sides, corners, faces/surfaces, edges and vertices. Q1a, 1b, 3,	Identifies an obvious feature of a shape and object.	Recognises a familiar shape and object.
Feedback:					

### Unit 3: Measurement and Space

#### Assessment task 3.2 — Measuring, comparing and classifying objects

**Purpose:** To measure the length of shapes and objects using uniform informal units.

**Student Name:**

**Teacher Name:**

	Applying	Connecting	Working with	Exploring	Beginning
Understanding, Fluency	Measures and compares the length of shapes and objects using uniform informal units end-to-end and explains how an object is measured incorrectly. Q3	Measures and compares the length of shapes and objects using uniform informal units end-to-end. Q2	Measures the length of shapes and objects using uniform informal units end-to-end. Q1	Measures the length of shapes and/or objects using uniform informal units.	Compares the length of shapes using direct comparison.
Feedback:					

# Living Things



Student		Teacher	
Learning area	SCIENCE	Subject	Biological Sciences
Technique	Written		
Purpose			
Students will create an information report and multimodal presentation based on the needs of a Koala. They will understand that science helps care for environments and living things.			

		A	B	C	D	E
Science Understanding	Biological Sciences	Identifies how living things meet their needs in the places they live and compares how the places they live meet those needs.	Identifies how living things meet their needs in the places they live and describes how the places they live meet those needs.	Identifies how living things meet their needs in the places they live and what they do to look after them.  PART B, C/D, E	Identifies how a living thing meets their needs in the places they live.	Identifies living things have needs.
	Processing, modelling and analysing	Use provided tables and organisers to sort, order and interpret data and information and represent patterns, about living things and their needs.		Use provided tables and organisers to sort and order data and information and, with guidance, represent patterns, about living things and their needs.  PART B		
Science Inquiry	Communicating	They use everyday and scientific vocabulary when describing living things to write and communicate observations, findings and ideas.	They use everyday, and explore, scientific vocabulary when describing living things to write and communicate observations, findings and ideas.	They use everyday vocabulary to communicate observations, findings and ideas.  PART B, C, D, E	Uses vocabulary to communicate observations.	Makes a statement about an observation.

# 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 &amp; 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>