

# Year 4 Marking Guides Term 3



Rowan of Rin

<b>Student</b>		<b>Teacher</b>	
<b>Learning area</b>	English	<b>Subject</b>	
<b>Technique</b>	Extended response		

**Purpose: To create a written adventure narrative.**

Create written *and/or multimodal* texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts.

Use paragraphs to organise and link ideas.

Use language features including complex sentences, topic-specific vocabulary and literary devices, *and/or visual features*.

	A	B	C	D	E
Writing & Creating	Creates a coherent written imaginative text, using narrative text structure suitable for the purpose and audience, where they develop ideas for an engaging storyline and rich descriptions of characters and settings, using details from learnt topics, topics of interest or texts.	Creates a coherent written imaginative text, using narrative text structure suitable for the purpose and audience, where they develop ideas for a clear storyline and descriptions of characters and/or settings using details from learnt topics, topics of interest or texts.	Creates a written imaginative text using narrative text structure for the purpose and audience, where they develop ideas using details from learnt topics, topics of interest or texts.	Creates a written imaginative text to tell a story for an audience	Creates a written imaginative text to tell a story
	Uses paragraphs and simple cohesive devices to effectively organise and link ideas to suit the purpose and audience.	Uses paragraphs and simple cohesive devices to organise and link ideas. When the sun rose, later that day Two hours later (avoiding and then, and then, and then)	Uses paragraphs to organise and link ideas.	organises ideas using language features including simple and compound sentences	using language features including simple and/or compound sentences
	Uses a broad range of language features including complex sentences, topic-specific vocabulary and literary devices to create effective descriptions and detailed sentences to engage the audience.	Uses a range of language features including complex sentences, topic-specific vocabulary and literary devices to create more specific descriptions and detailed sentences.	Uses language features including complex sentences, topic-specific vocabulary and literary devices <b>such as plot and dialogue</b> .	Uses topic-specific vocabulary.	Uses appropriate vocabulary.
	Writes texts using clearly formed letters with developing fluency.*			Not yet demonstrating	
	Spells words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.*			Not yet demonstrating	

# Year 4 Marking Guides Term 3

## Water Cycles!

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

	A	B	C	D	E
Reading and Viewing	Reads, views and comprehends an informative text, identifying the main idea with details and explains inferences drawn from the text.	Reads, views and comprehends an informative text, identifying the main idea with details.	Reads, views and comprehends an informative text.	Reads or views and comprehends an informative text	Reads or views and comprehends an informative text
	Describes the characteristic features of an informative text structure, describing how the author used these to achieve the purpose of the text.	Describes the characteristic features of an informative text structure, identifying how the author used these.	Describes the characteristic features of an informative text structure.	identifying characteristic features of the text structure	making a statement about the topic
	Describes how language features, such as technical vocabulary, objective language and quotes, shape meaning in an informative text.	Describes how language features, including technical vocabulary and the choice of image, shape meaning in an informative text.	Describes how language features and visual features shape meaning in an informative text.	Identifies a language feature and a visual feature in an informative text.	identifies a text structure or language feature or visual feature.
	read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge			Not yet demonstrating	

# Year 4 Marking Guides Term 3

## Water Cycles

Student		Teacher	
Learning area	SCIENCE	Subject	Earth and Space sciences
Technique	Investigation: Water Cycle Investigation		
Purpose			
Students identify and describe the water cycle's key processes. They will use scientific explanations to solve problems, and make predictions, while also constructing representations to organise data and writing a procedure to describe the water cycle based on their observations. Students will complete a multimodal presentation to the school community teaching them how to conserve water.			

	A	B	C	D	E
Science Understanding and Science as a Human Endeavour	Identify everyday examples of key processes in the water cycle and describe how water cycles through the environment, changing over time. eg. Discuss what conditions are needed for clouds to form. eg. Evaporation – puddles and pools Precipitation - local creek swelling fast after rain.	Identify everyday examples of key processes in the water cycle and describe how water cycles through the environment. eg. Snow/ rain is example of precipitation. Wet/ washing drying/ paint drying evaporation. Water droplets on my drink bottle is condensation.	Identify key processes in the water cycle and describe how water cycles through the environment. eg. I identify the key processes of the water cycle. (Precipitation, evaporation and condensation) Part A	Identify key processes in the water cycle	Identify a key process in the water cycle
	Identify and analyse solutions based on scientific explanations and describe the needs these meet using scientific explanations.  analyse which of the two solutions will be the most effective	Identify and evaluate solutions based on scientific explanations and describe the needs these meet using scientific explanations.  Eg. Bob's shirt is wet and he needs to wear it tomorrow for school. Use Scientific explanations of how Bob could dry his shirt?	Identify solutions based on scientific explanations and describe the needs these meet	Identify solutions and describe the needs these meet	Identify solutions
Science Inquiry	Make predictions based on observations using knowledge of the water cycle. Part B			Makes a prediction based on observations.	Makes a prediction
	construct representations to Organise data and information and identify patterns and relationships to evaluate an observational prediction	construct representations to organise data and information and identify patterns and relationships to interpret an observational prediction	construct representations to organise data and information and identify patterns and relationships.	Organise data information and identify a pattern.	construct representations
	communicate ideas and findings for an identified audience (School community) and purpose, including using scientific vocabulary when appropriate. Create a poster, slide show or performance to encourage the school community to save water Part C				

# Year 4 Marking Guides Term 3

## Can we be more sustainable?

Student		Teacher	
Learning area	HASS	Subject	Geography
Technique	Investigation		
Purpose			
Students will describe the sustainable allocation and management of non-renewable and renewable resources and the importance of the Australian environments. They will describe a sustainability issue for Australian environments, suggesting a considered action through interpreting and analysing information from a range of perspectives to solve a sustainability problem.			

	A	B	C	D	E
Knowledge and understanding	Describe the importance of Australian environments and examines the sustainable allocation (use) and management of renewable and non-renewable resources.	Describe the importance of Australian environments and evaluate the sustainable allocation (use) and management of renewable and non-renewable resources.	Describe the importance of Australian environments and the sustainable allocation (use) and management of renewable and non-renewable resources.	Describe the importance of an Australian environment and management of resources.	Identify an Australian environment.
Skills	Develop questions that improves knowledge and understanding of sustainability and locates, collects and records information and data from a range of sources and formats.	Develop questions to guide an investigation about sustainability and locates, collect and record information and data from a range of sources and formats.	Develop questions about sustainability and locates, collects and records information and data from a range of sources and formats.	Develop a question and locate, collect and record information from provided sources.	
	Interpret and analyse information to identify perspectives from different people about the same issue to draw conclusions and provide reasons for choices made.	Interpret and analyse information to identify perspectives from different people about the same issue, and draw conclusions.	Interpret and analyse information to identify perspectives, and draw conclusions	Recognises a perspective and provides an answer.	
	Propose considered actions about a sustainability issue, identifies required resources and forecasts a preferred future related to this issue.	Propose considered actions about a sustainability issue and identifies required resources.	Propose considered actions about a sustainability issue.	Propose an action about a sustainability issue.	

# Year 4 Marking Guides Term 3



## Unit 3: Number

### Assessment task 3.1 — Representing tenths and hundredths as decimals and using mathematical modelling to solve a problem

Purpose: To represent fractions, recognise equivalent fractions and make connections between decimals and fractions. To multiply natural numbers by multiples of 10. To use mathematical modelling to formulate and solve a practical problem.

Student Name:

Teacher Name:

	A	B	C	D	E
Understanding, Fluency	<p>Uses understanding of place value to represent tenths and hundredths in decimal form and makes connections between fraction and decimal notations, including equivalent fractions as tenths and hundredths. (Part A – Q2)</p> <p>Multiplies and divides natural and decimal numbers by multiples of 10 and explains the multiplicative relationships in place value. (Part A – Q4, Q5)</p> <p>Counts and represents fractions, including mixed numerals and improper fractions, on a number line. (Part B – Q5)</p>	<p>Uses understanding of place value to represent tenths and hundredths in decimal form and makes connections between fraction and decimal notations, including equivalent fractions as tenths. (Part B – Q2)</p> <p>Multiplies and divides natural numbers by multiples of 10. (Part A – Q2, Q3)</p> <p>Counts and represents fractions, including mixed numerals, on a number line. (Part B – Q4)</p>	<p>Uses understanding of place value to represent tenths and hundredths in decimal form and multiplies natural numbers by multiples of 10. (Part B – Q2)</p> <p>Recognises equivalent fractions and makes connections between fraction and decimal notations. (Part A – Q2)</p> <p>Counts and represents fractions on a number line. (Part B – Q2)</p>	<p>Represents tenths and hundredths as diagrams. (Part A – Q1)</p> <p>Represents fractions, recognises an equivalent fraction and multiplies natural numbers by 10. (Part B – Q2)</p> <p>Counts and represents fractions. (Part B – Q3)</p>	<p>Represents a fraction using a diagram or fraction notation. (Part B – Q1a Q1b)</p> <p>Multiplies a single-digit number by 10. (Part B – Q2)</p>
Problem solving, Reasoning	<p>Uses mathematical modelling to represent, formulate and solve a practical problem using number sentences, digital tools, chosen efficient strategies, organised information and calculations.</p> <p>Interprets results and communicates about choice of operations, efficient strategies and the use of appropriate digital tools, and the use of the model in another context. (Part C)</p>	<p>Uses mathematical modelling to represent, formulate and solve a practical problem using number sentences, digital tools and chosen efficient strategies.</p> <p>Interprets results and communicates about choice of operations, efficient strategies and the use of appropriate digital tools. (Part C)</p>	<p>Uses mathematical modelling to solve a practical problem, formulating the problem using number sentences, solving the problem choosing efficient strategies and interpreting results in terms of the situation. (Part C)</p>	<p>Uses mathematical modelling to make planning decisions, represent the problem and calculates using strategies. (Part C)</p>	<p>Uses mathematical modelling to make planning decisions, represent the problem or perform calculations. (Part C)</p>
Feedback:					

# Year 4 Marking Guides Term 3



## Unit 3: Measurement and Space

### Assessment task 3.2 — Measuring length, mass, capacity, temperature, perimeter and area

**Purpose:** To use scaled instruments and appropriate units to measure length, mass, capacity and temperature. To measure and approximate perimeters and areas.

Student Name:

Teacher Name:

	A	B	C	D	E
Understanding, Fluency	<p>Uses scaled instruments and appropriate units to measure length, mass, capacity and temperature and interprets partial and unmarked units of measurements. (Part A – Q4a, b, c)</p> <p>Measures and approximates perimeters and areas and explains efficient methods used including for a shape with curved sides. (Part B – Q4a, b, c)</p>	<p>Uses scaled instruments and appropriate units to measure length, mass, capacity and temperature and interprets partial units of measurements. (Part A – Q3a, b, c)</p> <p>Measures and approximates perimeters and areas and explains efficient methods used. (Part B – Q3a, b, c)</p>	<p>Uses scaled instruments and appropriate units to measure length, mass, capacity and temperature. (Part A – Q2a, b, c)</p> <p>Measures and approximates perimeters and areas. (Part B – Q2a, b, c)</p>	<p>Uses scaled instruments and units to measure length, mass, capacity or temperature. (Part A – Q2a, b, c, d)</p> <p>Measures perimeters and/or areas. (Part B – Q2a, b &amp; Q3a, b)</p>	<p>Identifies scaled instruments and units to measure length, mass, capacity and/or temperature. (Part A – Q1)</p> <p>Recognises perimeter and/or area. (Part B – Q1a, b)</p>
Feedback:					