

Year 1 Marking Guides Term 3



Living Things

Learning area	ENGLISH	Subject	Informative Text
Technique	Written		
Purpose	Students will create a multimodal information report based on the needs of a Koala.		

	Applying	Connecting	Working With	Exploring	Beginning
Writing and Creating	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.	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.	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.	Creates a short written and/or multimodal text on a familiar topic using images and/or words in sentences or sentence fragments.	Creates a short written and/or multimodal text on a familiar topic using words and/or images.
	Writes simple sentences including a range of adjectives and precise verbs to add detail, with sentence boundary punctuation and capital letters for proper nouns.	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.	Writes simple sentences with sentence boundary punctuation and capital letters for proper nouns. Uses topic-specific vocabulary.		
	Writes words using unjoined upper-case and lower-case letters. Monitoring Strategy			Not yet demonstrating	
	Spells most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words. Monitoring Strategy			Not yet demonstrating	

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Living Things

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

	Applying	Connecting	Working With	Exploring	Beginning
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 words, phrases or sentence in a simple informative text, and views supporting images, making a relevant statement about the text.	Attempts to read a simple informative text, and views supporting images, making a simple statement about the text or topic.
	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.
	Blends short vowels, common long vowels, consonants and digraphs to read one-syllable words. Monitoring Strategy			Not yet demonstrated	
	Reads one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. Monitoring Strategy			Not yet demonstrated	
	Uses sentence boundary punctuation to read with developing phrasing and fluency. Monitoring Strategy			Not yet demonstrated	

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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.

	Applying	Connecting	Working with	Exploring	Beginning
Problem-Solving	Uses mathematical modelling to represent situations in a variety of ways and explains connections between representations, solves practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies.	Uses mathematical modelling to represent situations in a variety of ways, solves practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies.	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.	Uses mathematical modelling to represent a practical situation involving addition, subtraction, equal sharing or grouping.
Feedback:					

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Unit 3: Measurement and Space

Assessment task 3.2 — Comparing and classifying shapes and objects^{*}

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

	Applying	Connecting	Working with	Exploring	Beginning
Understanding, Fluency	Makes, compares and classifies shapes and objects using obvious features and recognises familiar shapes and objects in the environment, identifying similarities and differences between them.	Makes, compares and classifies shapes and objects using obvious features and recognises familiar shapes and objects in the environment.	Makes, compares and classifies shapes and objects using obvious features.	Makes, compares and classifies shapes or objects using obvious features.	Compares and classifies shapes or objects using an obvious feature.
	Measures and compares the length of shapes and objects using uniform informal units end to end and explains the need for accuracy and consistency.	Measures and compares the length of shapes and objects using uniform informal units end to end.	Measures the length of shapes and objects using uniform informal units end to end.	Measures the length of shapes and objects using informal units	Measures the length of shapes or objects using informal units.
	Compares and orders objects including indirect comparison, based on the attributes of length, mass and capacity, communicating reasoning using comparative language.	Compares and orders objects based on the attributes of length, mass and capacity, communicating reasoning using comparative language.	Compares and orders objects based on the attributes of length, mass and capacity, communicating reasoning.	Compares and orders objects based on the attributes of length, mass and capacity.	Compares and orders objects based on an attribute of length, mass or capacity.

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Living Things

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

		Applying	Connecting	Working with	Exploring	Beginning
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.	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.		
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.	Uses vocabulary to communicate observations.	Makes a statement about an observation.

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Past, Present and Future

Learning area	HASS	Subject	History
Technique	Investigation		
Purpose			
Students explore how life has changed or stayed the same over time.			

	Applying	Connecting	Working with	Exploring	Beginning
Knowledge and understanding	Identify continuity and change in family structures, roles and significant aspects of daily life through asking questions of adults from different generations. Examine and compare similarities and differences of families over time (graphic organiser)	Identify continuity and change in family structures, roles and significant aspects of daily life through asking questions of adults from different generations.	Identify continuity and change in family structures, roles and significant aspects of daily life	Identify a similarity or difference in family structures, roles and significant aspects of daily life	Recognise a similarity or difference in family structures or roles.
Skills	Draws conclusions about continuity and change over time.			Draws a conclusion about change over time.	Discusses change over time
	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)	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)	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)	Share a narrative or observations about people and the past.	Share an observation about people.