

Prep Marking Guides Term 4



Learning area	ENGLISH	Subject	Informative Text: Written
Technique	Extended Response: Written Retell of a familiar imaginative text		
Purpose	To create a short, written text to retell a familiar imaginative text, using words and images.		

	Applying	Connecting	Working with	Exploring	Beginning
Writing and Creating	Creates a short, written text with images to retell a familiar imaginative text including key events, a beginning and ending and consistently making plausible choices to represent most sounds in topic words.	Creates a short, written text with images to retell a familiar imaginative text, including key events, making plausible choices to represent some sounds in topic words.	Creates a short, written text to retell a familiar imaginative text, using words and images where appropriate.	Creates a short, written text to retell a familiar imaginative text, using some attempted words, letters and images.	Creates a pictorial text about a familiar imaginative text.
	Sequences and retells ideas about a familiar narrative, using simple sentences and appropriate words and phrases from learning and texts. States thoughts and feelings about a familiar event.	Retells key ideas about a familiar narrative, using sentence fragments and/or simple sentences and words and phrases from learning and texts. States thoughts and feelings about a familiar event.	Retells and states their thoughts and feelings about a familiar narrative. Uses words and phrases from learning and texts.		
	Forms letters, spells most consonant-vowel-consonant words and experiments with capital letters and full stops. Monitoring Strategy			Not yet demonstrating	

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Learning area	ENGLISH	Subject	Imaginative Text: Spoken
Technique	Extended Response: Reading Accuracy & Comprehension		
Purpose	To read and comprehend an imaginative text.		

	Applying	Connecting	Working With	Exploring	Beginning
Reading and Viewing	Reads, views and comprehends simple imaginative texts, discussing connections between characters, settings and events including making a plausible prediction about an event. Discusses connections to personal experiences.	Reads, views and comprehends simple imaginative texts, discussing connections between characters, settings and events including making a prediction about an event. Makes connections to personal experiences.	Reads, views and comprehends simple imaginative texts, making connections between characters, settings and events, and to personal experiences	Reads words or phrases in a simple imaginative text, and views supporting images making a relevant statement about a character, setting or event.	Attempts to read words in a simple imaginative text, and views supporting images making a simple statement about an image.
	Identifies and discusses the language features of a simple imaginative text to suit the purpose, including vocabulary and connections between print and images.	Identify the language features of a simple imaginative text including vocabulary and connections between print and images.	Identify the language features of a simple imaginative text including connections between print and images.	Identifies a language feature of a simple imaginative text including words and/or images.	
	Name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs) Monitoring Strategy			Not yet demonstrating	
	Read words including consonant-vowel-consonant words and some high-frequency words Monitoring Strategy			Not yet demonstrating	

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Learning area	ENGLISH	Subject	Phonological awareness
Technique	Spoken response (interview)		
Purpose	To orally blend and segment phonemes. To listen for and identify rhymes, letter patterns and sounds.		

	Applying	Connecting	Working With	Exploring	Beginning
Speaking and listening	<p>Listen for and identify rhymes, letter patterns (alliteration) and sounds (phonemes) in words</p> <p>Monitoring Strategy</p>			Not yet demonstrating	
	<p>Orally blend and segment phonemes in single-syllable words</p> <p>Monitoring Strategy</p>			Not yet demonstrating	

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Unit 4: Number

Assessment task 4.1 — Partitioning, combining and comparing collections, repeating patterns

Purpose: To partition, combine and compare collections. Repeating patterns.

Student Name:

Teacher Name:

	Applying	Connecting	Working with	Exploring	Beginning
Fluency, Reasoning	Compares the size of collections to at least 20 and explains using counting which collections contain more/less.	Compares the size of collections to at least 20 and describes which collection contains more and which collection contains less.	Compares the size of collections to at least 20.	Compares the size of collections up to 10.	Quantifies and names parts of a collection.
	Partitions and combines collections up to 10 in different ways, representing these with numerals and identifies numbers by recognising parts that form the whole including describing the relationship.	Partitions and combines collections up to 10 in different ways, representing these with numerals and identifies numbers by recognising parts that form the whole.	Partitions and combines collections up to 10 in different ways, representing these with numerals.	Partitions and combines collections up to 10 and names the parts.	
	Make connections between number names, numerals and position in the sequence of numbers from zero to at least 20.* Monitoring Strategy			Not yet demonstrating	
	Copy and continue repeating patterns. Monitoring Strategy			Not yet demonstrating	

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Learning area	HPE	Subject	Mental Health and Wellbeing / Food and Nutrition
Technique	Observed Demonstrations / Short Response		
Purpose			
Part A: To identify how safety procedures and symbols can be used in their lives. Part B: To identify ways to keep themselves safe by demonstrating protective behaviours and help-seeking strategies.			

	Applying	Connecting	Working With	Exploring	Beginning
Personal, social and community health	Identifies how road and beach safety procedures and symbols can be used in their lives and explains a symbol that identifies danger at a pool.	Identifies how road and beach safety procedures and symbols can be used in their lives.	Identifies how safety procedures and symbols can be used in their lives.	Identifies a safety procedure or symbol for crossing the road.	Recognises a safe way to cross the road.
	Identifies and demonstrates protective behaviours and help-seeking strategies to keep themselves safe and identifies the importance of asking for permission and how to stay safe online at home.	Identifies and demonstrates protective behaviours and help-seeking strategies to keep themselves safe and identifies the importance of asking for permission.	Identifies and demonstrates protective behaviours and help-seeking strategies to keep themselves safe.	Seeks permission respectfully when sharing possessions.	Identifies trusted adults at school.
	Demonstrates personal and social skills to interact respectfully with others. Monitoring Strategy			Not Yet Demonstrating	

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Science Unit 3 –

By the end of Foundation, students:	
Science Understanding	group plants and animals based on external features
Science as a Human	identify examples of people using observation and questioning to learn about the natural world
Science Inquiry	engage in investigations
	make observations safely

HASS Unit 2 –

By the end of Foundation, students:	
HASS Knowledge & Understanding	recognise the features of familiar places (Unit 2)
	recognise why some places are special to people (Unit 2)
	recognise the ways people can care for places (Unit 2)
HASS Skills	pose questions (Unit 2)
	sort and record information from observations and provided sources (Unit 2)
	share a perspective (Unit 2)
	draw conclusions (Unit 2)
	use sources and terms to share observations about places and the past (Unit 2)

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