

Year 1 Marking Guides Term 4



Learning area	ENGLISH	Subject	Imaginative Text: Spoken
Technique	Spoken: Oral Retell		
Purpose	To present a retell or adaption of a familiar cultural story to an audience.		

	A	B	C	D	E
Speaking and listening	Shares ideas, retells/or adapts a familiar cultural story and expresses opinions with simple justification using some modal language and supporting details from learnt topics and texts.	Shares ideas, retells/or adapts a familiar cultural story and expresses opinions with simple justification using details from learnt topics and texts.	Shares ideas, retells/or adapts a familiar cultural story and expresses opinions using a small number of details from learnt topics and texts.	Shares ideas and/or retells a familiar story.	Makes a statement about a familiar story.
	Organise key ideas in a logical sequence by including beginning, problem and end and uses language features including connected sentences, topic-specific vocabulary and features of voice, using varying intonation or volume for emphasis.	Sequences ideas by including beginning, problem and end and uses language features including topic-specific vocabulary and experiments with volume and pace for a particular purpose.	Sequences ideas and uses language features including topic-specific vocabulary and features of voice.	Shares ideas using simple sentences with some topic-specific vocabulary.	Uses simple words and phrases.
	Interacts with others, and listens to and creates short spoken texts including retells of stories. Monitoring Strategy			Not yet demonstrating	

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Learning area	ENGLISH	Subject	Imaginative Text: Written
Technique	Extended Response: Cultural Recount		
Purpose	To create a short-written recount of a familiar culture story.		

	Applying	Connecting	Working With	Exploring	Beginning
Writing and creating	Creates a short coherent and detailed written recount of a cultural story with beginning, problem and resolution events and characters.	Creates a short coherent written recount of a cultural story with beginning, problem and resolution events and characters.	Creates a short-written recount of a cultural story with events and characters.	Creates a short-written text about a cultural story.	Creates a short-written text about recounting an imaginative idea from a familiar story.
	Recounts and sequences key imaginative ideas using cohesive devices such as simple pronoun references and basic text connectives, and includes details about the characters, setting and events.	Recounts and sequences key imaginative ideas using basic text connectives and includes a small number of details about the characters, setting and events.	Recounts imaginative ideas and includes a small number of details from the text.		
	Writes simple sentences with a range of topic-specific vocabulary and descriptions about the noun or verb to improve meaning, sentence boundary punctuation, exclamation marks and capital letters for proper nouns.	Writes simple sentences with topic-specific vocabulary and some descriptions about the noun or verb to improve meaning, sentence boundary punctuation, exclamation marks and capital letters for proper nouns.	Writes simple sentences with sentence boundary punctuation and capital letters for proper nouns. Uses topic-specific vocabulary	Writes in simple sentences phrases or sentence fragments with attempted sentence boundary punctuation.	Uses phrases or sentence fragments.
	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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Unit 4: Number and Algebra

Assessment task 4.1 —Skip counting collections and creating patterns

Purpose: Purpose: To create patterns and use skip counting to quantify collections.

Student Name:

Teacher Name:

	Applying	Connecting	Working with	Exploring	Beginning
Understanding and Fluency	Partitions collections into equal groups and skip counts in twos, fives and tens to quantify collections to at least 120, including partitioning a number by grouping into tens first and then fives and then twos.	Partitions collections into equal groups and skip counts in twos, fives and tens to quantify collections to at least 120.	Partitions collections into equal groups and skip counts in twos, fives or tens to quantify collections to at least 120.	Partitions collections into equal groups and skip counts in twos, fives or tens.	Partitions collections into equal groups of twos, fives or tens.
	Uses numbers, symbols and objects to create skip counting and repeating patterns; explains how patterns repeat or grow using understanding of repeating units and number; and identifies a missing element at the beginning of a repeating pattern.	Uses numbers, symbols and objects to create skip counting and repeating patterns, identifying the repeating unit, and describes how a pattern repeats or grows.	Uses numbers, symbols and objects to create skip counting and repeating patterns, identifying the repeating unit.	Uses numbers, symbols and objects to recognise and continue skip counting and repeating patterns, identifying the repeating unit.	Uses numbers, symbols or objects to recognise and continue a skip counting and a repeating pattern.
	Connect number names, numerals and quantities, and order numbers to at least 120. *			Not yet demonstrating	
	Monitoring Strategy				

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Learning area	SCIENCE	Subject	Earth and Space
Technique	Weather Journal and Short Response		
Purpose	To identify daily and seasonal changes and describe ways these changes affect humans, animals and plants.		

		Applying	Connecting	Working With	Exploring	Beginning
Knowledge and understanding	Earth and Space	Identifies in detail, daily weather and seasonal changes in the environment, including describing patterns and ways these changes affect plants and animals.	Identifies, daily weather and seasonal changes in the environment and describes ways these changes affect humans in some detail.	Identifies, daily weather and seasonal changes in the environment and describes ways these changes affect their everyday life.	Identifies a daily weather or seasonal change and describes a way these changes affect their everyday life.	Identifies a daily weather or seasonal change.
	Use and influence of science	Describes situations where people use science, including using observations and/or patterns to make scientific predictions about the weather.	Describes situations where people use science to make scientific predictions about the weather.	Describes situations where they use science in their daily lives and identifies examples of people making scientific predictions.	Identifies situations where science is used in daily lives and makes a prediction.	Identifies a situation where science is used.
Science Inquiry	Processing, modelling and analysing	Uses pictographs and provided tables and organisers to sort and order data and information, about daily and seasonal changes and, with guidance, represent patterns and describe how this information relates to each other.	Uses pictographs and provided tables and organisers to sort and order data and information, about daily and seasonal changes and, with guidance, represent patterns.	Uses provided tables and organisers to sort and order data and information, about daily and seasonal changes and, with guidance, represent patterns.	Uses provided tables and organisers to display information about daily weather and seasonal changes.	Uses a provided table or organiser to display information or identify daily weather indicators.
	Communicating	Uses everyday and scientific vocabulary combined with visuals to communicate observations, findings and ideas about the weather and seasons.	Uses everyday vocabulary combined with visuals to communicate observations, findings and ideas about the weather and seasons.	Uses everyday vocabulary to communicate observations, findings and ideas about the weather and seasons.	Uses everyday vocabulary to communicate observations and ideas about the weather.	Uses everyday vocabulary to communicate ideas or observations about weather.

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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)	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.

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Learning area	Health: Personal, social and community health	Subject	Food and Nutrition
Technique	Short Response		
Purpose	To select items for a healthy lunchbox and explain the choices made.		

	Applying	Connecting	Working With	Exploring	Beginning
Personal, social and community health	Explains why health information is important for making choices, identifies practices to stay healthy and identifies how foods are marketed to children through packaging.	Explains why health information is important for making choices and identifies practices to stay healthy.	Explain why health information is important for making choices.	Makes choices for a healthy lunchbox.	Identifies 'every day' and 'sometimes' foods.