Year 4 Marking Guides Term 4

Purpose
To create a spoken persuasive text to promote your favourite toy, board game or a food product to an audience of peers.

	A	B	C	D	E
Speaking & listening	Interacts with others, and listens to and creates spoken texts			Not yet demonstrating	
	Shares and extends ideas and opinions and information to present an organised persuasive presentation to an audience, using complex sentences to communicate relevant, descriptive details and elaborations from learnt topics or texts. *This engaging magnetic chess set allows for two players to enjoy a strategic game while travelling in the car, ensuring that all of the pieces stay on the playing board.*	Shares and extends ideas and opinions and information to present an organised persuasive presentation to an audience, using relevant and descriptive details from learnt topics or texts. *This engaging magnetic chess set allows for two players to play the game while travelling in the car.*	Shares and extends ideas and opinions and information to present a persuasive presentation to an audience, using relevant details from learnt topics or texts. *This fun magnetic chess set allows for two friends to play together.*	Shares opinions and ideas, using details from learnt topics or texts,	Shares opinions and ideas
	Uses persuasive text structures including text connectives, to cohesively organise and link ideas.	Uses persuasive text structures including text connectives, to organise and link ideas.	Uses persuasive text structures to organise and link ideas.	uses a text structure and simple sentences	Uses simple sentences
	Uses language features including appropriate subjective and objective language, topic-specific vocabulary, and rhetorical devices, to communicate meaning accurately. Controls tone, pace, pitch and volume to suit purpose and audience.	Uses language features including subjective and objective language, topic-specific vocabulary, and explores the effects of changing tone, pace, pitch and volume appropriate to the audience.	Uses language features including subjective and objective language, topic-specific vocabulary and features of voice.	Uses topic-specific vocabulary and/or features of voice.	

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Unit 4: Number

Assessment task 4.1 — Finding unknowns, creating algorithms and identifying emerging patterns

Purpose: To find unknowns in equations involving addition and subtraction. To follow and create algorithms and identify emerging patterns.

Student Name: **Teacher Name:**

	A	B	C	D	E
Understanding and Fluency	Finds single and multiple unknown values in numerical equations involving addition and subtraction and creates equivalence number sentences with unknowns.	Finds single and multiple unknown values in numerical equations involving addition and subtraction.	Finds unknown values in numerical equations involving addition and subtraction.	Finds unknown values in numerical equations involving addition or subtraction.	Uses equivalence and the commutative property of addition to find an unknown value in a numerical equation.
Problem solving	Follows and creates algorithms using addition and multiplication and a clear sequence of steps or decisions, including using a repeat statement, to generate sets of numbers; and identifies and describes emerging patterns.	Follows and creates algorithms using addition and multiplication and a sequence of steps or decisions to generate sets of numbers; and identifies and describes emerging patterns.	Follows and creates algorithms that generate sets of numbers and identifies emerging patterns.	Follows an algorithm that generates a set of numbers and identifies a pattern.	Follows an algorithm that generates a set of numbers.
Feedback:					

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Unit 4: Probability

Assessment task 4.2 — Ordering likelihood of events and conducting chance experiments☼

Purpose: To order events in terms of likelihood, identify independent and dependent events and conduct repeated chance experiments, describing results.

Student Name: **Teacher Name:**

	A	B	C	D	E
Problem Solving and Reasoning	Conducts repeated chance experiments, describes the variation in results, comments on the chance of outcomes for a further trial and uses probability knowledge to explain why results may differ from the expected results.	Conducts repeated chance experiments, describes the variation in results and comments on the chance of outcomes for a further trial.	Conducts repeated chance experiments and describes the variation in results.	Conducts repeated chance experiments and identifies most/least outcomes in results.	Conducts repeated chance experiments.
Understanding and Fluency	Orders events or the outcomes of chance experiments in terms of likelihood and identifies and explains why own and given events are independent and dependent.	Orders events or the outcomes of chance experiments in terms of likelihood and identifies and explains why given events are independent and dependent.	Orders events or the outcomes of chance experiments in terms of likelihood and identifies whether events are independent or dependent.	Identifies possible outcomes and likelihood of events.	Identifies possible outcomes or likelihood of events.
Feedback:					

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Learning area	SCIENCE	**Subject**	Assessment Booklets
Technique	Assessment booklet including short responses and images		
Purpose			
To identify the roles of organisms within a habitat. To pose questions, make predictions and draw conclusions about the effect on food chains when living things are removed from, or die out in an area.			

	A	B	C	D	E
Science Understanding	Identifies and explains the roles of producers, consumers and decomposers in a grassland habitat and constructs a range of food chains using and explaining arrows.	Identifies and explains the roles of producers, consumers and decomposers in a grassland habitat, and constructs food chains using arrows.	Identifies the roles of producers, consumers and decomposers in a grassland habitat and constructs food chains using arrows.	Identifies the roles of producers, consumers and decomposers in a grassland habitat, or constructs a food chain using arrows.	Identifies the roles of producers, consumers or decomposers in a grassland habitat, or shows a partial food chain.
Science inquiry	Constructs a graph to organise data and information, identifies and explains patterns in feeding relationships and uses patterns to make predictions about a mouse population.	Constructs representations to organise data and information, identifies and explains patterns in feeding relationships.	Constructs representations to organise data and information and identifies patterns and feeding relationships.	Constructs representations to organise data and information and identifies a pattern and a feeding relationship.	Partially constructs a representation and identifies a pattern and a feeding relationship.
	Communicates ideas, findings, data and predictions for a local council about a grassland habitat including using scientific vocabulary when appropriate and persuasive techniques.	Communicates ideas, findings and data for a local council about a grassland habitat, including using scientific vocabulary when appropriate.	Communicates ideas and findings for a local council about a grassland habitat, including using scientific vocabulary when appropriate.	Communicates ideas for a local council about a grassland habitat using scientific vocabulary when appropriate.	Communicates an idea for a local council about a grassland habitat using scientific vocabulary when appropriate.

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Learning area	HASS	**Subject**	Short Answer Assessment
Technique	Investigation: Comparison of Environment- Australia and Africa		
Purpose			
[Enter the task details.]			

	A	B	C	D	E
Knowledge and Understanding	**Describe** the importance of environments in Australia and Africa and how vegetation has an important role in sustaining the environment. 9	**Describe** the importance of environments, in Australia and Africa. 3b	**Describe** the importance of environments, in Australia. 1c	**Describe** the importance of an environment, in Australia, and management of resources.	Identify an Australian environment.
Skills	Interpret and analyse information from thematic maps about Australian and African environments to identify perspectives, draw conclusions and compare these environments. 8	Interpret and analyse information from thematic maps about Australian and African environments to identify perspectives, and draw conclusions 6, 7	Interpret and analyse information about Australian and African environments to identify perspectives, and draw conclusions 1a, 1b, 2, 3a 3c, 4, 5	Interpret information about Australian or African environments	
	Use ideas from sources and accurate relevant subject-specific terms to present descriptions and extend and elaborate on explanations.	Use ideas from sources and accurate relevant subject-specific terms to present descriptions and explanations.	Use ideas from sources and relevant subject-specific terms to present descriptions and explanations.	Use ideas from sources and limited subject-specific terms to present descriptions.	Use ideas from sources to present descriptions.

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Learning area	HPE: *Personal, social & community health*	**Subject**	
Technique	Project and Performance/Presentation		
Purpose: To interpret health information to help people stay safe around water and support their relationships and wellbeing by managing screen time use. To examine factors that influence participation in physical activity.			

	A	B	C	D	E
Personal, social and community health	Interprets health information to apply strategies to enhance their own and others' health, safety, relationships and wellbeing including how people can be safe around water environments and describes the benefits of balancing screen time usage.	Interprets health information to apply strategies to enhance their own and others' health, safety, relationships and wellbeing including how people can be safe around water environments.	Interprets health information to apply strategies to enhance their own and others', health, safety, relationships and wellbeing.	Interprets health information to apply a strategy to enhance their own and others' health, safety, relationships and wellbeing.	Interprets health information to identify a strategy for water safety or healthy screen time.
	Apply skills and strategies to interact respectfully with others			Not yet demonstrating	
Movement and physical activity	Examines factors that influence participation and proposes strategies to incorporate physical activity into their own and others' lives; describes how regular physical activity helps our bodies stay healthy and well and describes ways to encourage people to be more active.	Examines factors that influence participation and proposes strategies to incorporate physical activity into their own and others' lives and describes how regular physical activity helps our bodies stay healthy and well.	Examines factors that influence participation and proposes strategies to incorporate regular physical activity into their own and others' lives.	Examines a factor that influences participation and proposes strategies to incorporate regular physical activity into their own and others' lives.	Identifies a factor that influences participation and proposes strategies to incorporate regular physical activity into their own and others' lives.