

Year 5 Marking Guides Term 4



Learning area	ENGLISH	Subject	Informative Text: Written text
Technique	Extended Response		
Purpose			
Create a written text that includes an opinion (film vs novel) for peers.			

	A	B	C	D	E
Writing & Creating	Create written text that includes an opinion (preference film vs novel) for peers, developing and expanding on ideas such as characterisation, an event and an important issue with supporting details from texts (the film and the novel).	Create written text that includes an opinion (film vs novel) for peers, developing and expanding on ideas such as characterisation and an event with supporting details from texts (the film and the novel).	Create written text that includes an opinion (film vs novel) for peers, developing and expanding on ideas such as characterisation, with supporting details from texts (the film and the novel).	Creates a written text for an audience sharing an opinion (preference film vs novel). Explores ideas such as setting, characterisation or figurative language of the text.	Shares an opinion about a text.
	Uses a range of well-structured, sequenced paragraphs and simple cohesive devices to effectively organise, develop and link ideas. including a concluding statement.	Uses sequenced paragraphs and simple cohesive devices to organise, develop and link ideas.	Uses paragraphs to organise, develop and link ideas.	Uses paragraphs	
	Use language features including complex sentences that makes connections between ideas, tenses, topic-specific vocabulary to suit purpose and context, literary devices for effective descriptions.	Use language features including Appropriate verb tense and adverbs, complex and compound sentences, consistent tense, topic-specific vocabulary and literary devices.	Use language features including expanded noun group/phrases, complex sentences, tenses, topic-specific vocabulary including appropriate pronoun references and literary devices.	Use language features including compound sentences Uses topic specific vocabulary.	Uses simple sentences. Uses vocabulary such as words and phrases from the text.
	spell using phonic, morphemic and grammatical knowledge			Not Yet Demonstrating	

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Learning area	ENGLISH	Subject	Reading, viewing and comprehending imaginative texts
Technique	Imaginative Text		
Purpose To read, view and comprehend imaginative texts.			

	A	B	C	D	E
Reading & Viewing	Reads, views and comprehends texts created to engage audiences, building literal and inferred meaning to effectively evaluate ideas with supporting evidence.	Reads, views and comprehends texts created to engage audiences, building literal and inferred meaning to evaluate ideas.	Reads, views and comprehends texts created to engage audiences	Reads words, phrases or sentences and views an imaginative text, identifying literal or simple inferred information about characters, settings and events.	Attempts to read and view an imaginative text, making a simple statement about a character, setting or event. Identifies a text structure or language feature.
	Explains, with key details, how ideas are developed through characters, settings and events, and how texts reflect contexts, using supporting evidence from the text.	Explains how ideas are developed through characters, settings and events, using a range of supporting evidence from the text, and how texts reflect contexts.	Explains how ideas are developed including through characters, settings and events, and how texts reflect contexts.		
	Explains, with details, how a range of characteristic text structures support the purpose of an imaginative text, providing clear examples from the text.	Explains how a range of characteristic text structures support the purpose of an imaginative text, providing examples from the text.	Explains how characteristic text structures support the purpose of an imaginative text.	Identifies a text structure and language feature that supports the purpose.	
	Explains, using appropriate metalanguage, how a range of key language features, including literary devices, contribute to the effect and meaning of an imaginative text, providing examples from the text.	Explains how a range of language features, including literary devices, can be used to contribute to the effect and meaning of an imaginative text, providing examples from the text.	Explains how language features, including literary devices, contribute to the effect and meaning of an imaginative text.		

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Unit 4: Ordering decimals and using factors and multiples

Assessment task 4.1

Purpose: To write and order decimals and create and use algorithms to explain patterns in factors and multiples of numbers.

Student Name:

Teacher Name:

	A	B	C	D	E
Understanding, Fluency	Uses place value to write and order decimals with varying numbers of decimal places including decimals greater than one and applies knowledge of place value to compare and justify the position of a decimal.	Uses place value to write and order decimals with varying numbers of decimal places including decimals greater than one.	Uses place value to write and order decimals including decimals greater than one.	Uses place value to write and compare decimals.	Uses place value to write decimals.
	Uses their proficiency with multiplication facts and a range of efficient calculation strategies to multiply large numbers by one- and two-digit numbers and divide by single-digit numbers; interprets remainders according to the context including expressing results as whole numbers, decimals or fractions; and explains how different strategies work, identifying any limitations.	Uses their proficiency with multiplication facts and a range of efficient calculation strategies to multiply large numbers by one- and two-digit numbers and divide by single-digit numbers; and interprets remainders according to the context.	Uses their proficiency with multiplication facts and efficient calculation strategies to multiply large numbers by one- and two-digit numbers and divide by single-digit numbers.	Uses multiplication facts and efficient calculation strategies to multiply large numbers by one- or two-digit numbers and divide by single-digit numbers.	Uses multiplication facts and calculation strategies to multiply numbers by one- or two-digit numbers and divide by single-digit numbers.
	Applies knowledge of equivalence, properties of numbers and inverse operations to find unknown values in numerical equations involving multiplication and division; and explains the equivalence of equations using commutative and associative properties.	Applies properties of numbers and operations to find unknown values in numerical equations involving multiplication and division; and explains the equivalence of equations.	Applies properties of numbers and operations to find unknown values in numerical equations involving multiplication and division.	Finds unknown values in numerical equations involving multiplication or division	Finds an unknown value in a numerical equation involving multiplication or division.
Problem Solving	Creates and uses algorithms to identify and explain patterns in the factors and multiples of numbers including to experiment with divisibility and lowest common multiples.	Creates and uses algorithms to identify and explain patterns in the factors and multiples of numbers including to experiment with divisibility.	Creates and uses algorithms to identify and explain patterns in the factors and multiples of numbers.	Creates and uses an algorithm to identify patterns involving multiples.	Uses an algorithm to identify a pattern involving multiples.
Feedback:					

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Unit 4: Assessment task 4.2 — Conducting repeated chance experiments

Assessment task 4.1

Purpose: To conduct repeated chance experiments, estimate likelihoods and compare likely and unequally likely outcomes to solve a problem.

Student Name:

Teacher Name:

	A	B	C	D	E
Problem solving & reasoning	<p>Conducts repeated chance experiments, lists the possible outcomes, estimates likelihoods.</p> <p>Makes comparisons of likelihoods and frequencies between chance experiments of two spinners</p> <p>Uses the comparisons to communicate a reasoned solution to the problem.</p> <p>Q5, Q6</p>	<p>Conducts repeated chance experiments, lists the possible outcomes, estimates likelihoods</p> <p>Makes comparisons of likelihoods and frequencies between chance experiments of two spinners</p> <p>Communicates a solution to the problem.</p> <p>Q4</p>	<p>Conducts repeated chance experiments, lists the possible outcomes, estimates likelihoods</p> <p>Makes comparisons between chance experiments of two spinners.</p> <p>Q1, Q2, Q3</p>	<p>Conducts repeated chance experiments, lists possible outcomes and makes a comparison between experiments.</p>	<p>Conducts repeated chance experiments and lists possible outcomes. Identifies frequency of outcomes for repeated chance experiments.</p>
Feedback:					

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Learning area	SCIENCE	Subject	Information Report
Technique	Experimental Investigation- Investigating Evaporation		

Purpose

To relate the observable properties of solids, liquids and gases to particle motion and arrangement. To identify variables in an investigation method and construct representations to organise data and information and describe patterns, trends and relationships.

	A	B	C	D	E
Science Understanding and	Relate the particulate arrangement of solids, liquids and gases to their observable properties.	Relate the particulate arrangement of solids, liquids and gases to their observable properties	Relate the particulate arrangement of solids, liquids and gases to their observable properties.	Relate the particulate arrangement of solids, liquids or gases to their observable properties.	Identify solids, liquids and gases.
Skills	Plan safe investigations to identify patterns and relationships and make reasoned predictions.				
	Identify precise variables to be changed, measured and controlled in a scientific investigation.	Identify relevant variables to be changed, measured and controlled in a scientific investigation.	Identify variables to be changed and measured in a scientific investigation.	Recognise variables to be changed and measured in a scientific investigation.	Recognise variables in a scientific investigation.
	Use equipment to generate data with appropriate precision.				
	Construct representations to organise data and information and describe patterns, trends and relationships in a scientific investigation. <ul style="list-style-type: none"> Column graph that illustrates the relationship 	Construct representations to organise data and information and describe patterns trends and relationships in a scientific investigation. <ul style="list-style-type: none"> Column graph 	Construct representations to organise data and information and describe patterns, trends and relationships in a scientific investigation. <ul style="list-style-type: none"> Observational drawings / diagrams Tables 	Construct representations to organise data and information in a scientific investigation. <ul style="list-style-type: none"> Observational drawings / diagrams Tables 	Construct representations to organise data.
	Compare their methods and findings to those of others examining the difference between data (observations/measurements) and evidence (used to support scientific understanding). Identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions which piece of evidence would best justify this response?	Compare their methods and findings to those of others, discussing the difference between data (observations/measurements) and evidence (used to support scientific understanding). Identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions. <ul style="list-style-type: none"> Is it a fair test? Recognise error in measurement? 	Compare their methods and findings to those of others. Identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions. <ul style="list-style-type: none"> Changed too many variables? 	Identify their methods and findings and those of others. Recognise possible sources of error in their investigation, pose a question for further investigation	Identify their methods and findings. Recognise a source of error in their investigation. Part B

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Learning area	HASS	Subject	Description: Written
Technique	Test: Democracy Part A: Identifying values Part B: Identifying features Part C: Explain how citizens work together to achieve a civic goal Part D: Responding to an issue		
Purpose	To investigate democratic values and features of Australia's democracy. Consider criteria for proposing actions or responses when responding to an issue.		

	A	B	C	D	E
Knowledge and Understanding	Explain the key values and features of Australia's democracy and how people achieve civic goals. Exploring the secret ballot, compulsory voting and preferential as key features of Australian democracy. Recognising the role of the Australian Electoral Commission in administering elections that are open, free and fair. Part A Q3	Explain the key values and features of Australia's democracy and how people achieve civic goals. <ul style="list-style-type: none"> Identifying the characteristics that would make for a good representative. Part A Q2	Explain the key values and features of Australia's democracy and how people achieve civic goals. Explain the importance of the key values. Part A Q1 Part B Q1 Part C Q2	Identify a key value or feature of Australia's democracy and how people achieve civic goals.	Identify a key value or feature of Australia's democracy or how people achieve civic goals.
Skills	Consider criteria in proposing actions or responses to identified challenge or issue and consider potential effects. Consider the environmental factors that may influence the actions or outcomes. Part D Q4	Consider criteria in proposing actions or responses to identified challenge or issue and consider potential effects. Part D Q3	Consider criteria in proposing actions or responses to identified challenge or issue. <ul style="list-style-type: none"> students identify an issue that needs attention at Talara Primary College. Part D Q2	Identify criteria in proposing actions or responses to an identified issue.	Identify an action or response to an issue.

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Learning area	HPE: <i>Personal, social & community health</i>	Subject	Analysing Health Information
Technique	Short response		
Purpose	To analyse health information to propose improvements that enhance health, relationships and wellbeing.		

	A	B	C	D	E
Personal, social and community health	Analyses health information to refine strategies to enhance their own and others' health, relationships and wellbeing, providing reasons, and describes how refinements will support a sense of belonging and connection.	Analyses health information to refine strategies to enhance their own and others' health, relationships and wellbeing, providing reasons.	Analyses health information to refine strategies to enhance their own and others' health, relationships and wellbeing	Uses health information to refine strategies to enhance their own and others' health, relationships or wellbeing.	Uses health information to refine a strategy to enhance their own and others' health, relationships or wellbeing.
	Propose strategies to demonstrate respect, empathy and inclusion			Not yet demonstrating	