

**Purpose of assessment:** To listen to and demonstrate knowledge of rhyme through written and spoken communication.

Knowledge and understanding (Receptive)	Creating texts (Productive)	Creating texts (Productive)	
<p><b>Uses appropriate interaction skills to listen and respond to others in a familiar environment. Listens for rhyme, letter patterns and sounds in words.</b></p>	<p><b>Communicates clearly in whole class setting.</b></p>	<p><b>Writes showing evidence of letter and sound knowledge and beginning writing behaviours. Identifies and uses rhyme, and orally blends sounds in words</b></p>	
<p>Sequences ideas when speaking about peers' rhymes. Identifies and discusses rhyming words by referencing the letter and sound patterns.</p>	<p>Varies articulation (intonation and pace) to enhance meaning. Emphasises the meaning of the rhyme through actions.</p>	<p>Uses appropriate vocabulary for context. <i>(understands the rhyme patterns and applies to their new rhyme)</i> Creates a new rhyme to engage peers <i>(more capable students may choose a two-syllable word by must be able to demonstrate rhyme with that word)</i></p>	Applying
<p>Exchanges ideas about peers' rhymes. Identifies rhyme, letter patterns and sounds in words.</p>	<p>Uses appropriate voice levels, body language, and gestures. Makes eye contact. Recites rhyme with appropriate actions.</p>	<p>Uses letter and sound knowledge, including onset and rime, to spell words. Generates rhyming words. <i>(manipulate onset/rime of words to create a least two more single syllable rhyming words)</i> Produces some lower case and upper case letters.</p>	Making connections
<p>Uses appropriate interaction skills to listen and respond to others in a familiar environment. Listens for rhyme, letter patterns and sounds in words.</p>	<p>Communicates clearly in whole class settings.</p>	<p>Writes showing evidence of letter and sound knowledge and beginning writing behaviours. Identifies and uses rhyme, and orally blends sounds in words.</p>	Working with
<p>Recalls words used in peers' rhymes. Uses words to convey feedback.</p>	<p>Speaks so that others can hear.</p>	<p>Uses letters in word-like clusters.</p>	Exploring
<p>Participates in listening situations.</p>	<p>Refers to topic of the rhyme.</p>	<p>Uses letters and letter-like symbols.</p>	Becoming aware

**Feedback:**

**Purpose of assessment:** To answer simple questions to collect information and make simple inferences. (ACMSP011)

Understanding and Fluency		Problem-solving and Reasoning	
Answer yes/no questions to collect information.		Make simple inferences.	
<ul style="list-style-type: none"> <li>Poses a question to gather specific information.</li> </ul>	<ul style="list-style-type: none"> <li>Provides a meaningful inference about data collected.</li> </ul>	Applying	
<ul style="list-style-type: none"> <li>Poses a question.</li> </ul>	<ul style="list-style-type: none"> <li>Makes a reasonable prediction about data to be collected.</li> </ul>	Making connections	
<ul style="list-style-type: none"> <li>Answers a simple question (yes/no). Collects information from four or five peers.</li> </ul>	<ul style="list-style-type: none"> <li>Makes simple inferences about data collected.</li> </ul>	Working with	
<ul style="list-style-type: none"> <li>Records information about the question.</li> </ul>	<ul style="list-style-type: none"> <li>States a prediction.</li> </ul>	Exploring	
<ul style="list-style-type: none"> <li>States a response.</li> </ul>	<ul style="list-style-type: none"> <li>Makes a comment.</li> </ul>	Becoming aware	

**Feedback:**

Year Prep Mathematics: Unit 3 — Explaining duration and event sequences

Name:  

**Purpose of assessment:** To connect events and days of the week, and explain the order and duration of events.

Understanding and Fluency	Problem-solving and Reasoning	
Connect events and days of the week. <b>Question 1</b>	Explain the order and duration of events. <b>Question 2</b>	
<p>◀ Identifies an <u>appropriate different</u> activity for every day of the week.</p>	<p>◀ Explains an activity that is longer in duration than those given.</p>	<b>Applying</b>
<p>◀ Identifies a <u>different</u> activity for most days of the week.</p>	<p>◀ Identifies when an event finishes.</p>	<b>Making connections</b>
<p>◀ Connects activities and days of the week.</p>	<p>◀ Explain the order and duration of events.</p>	<b>Working with</b>
<p>◀ Connects activities to some days of the week.</p>	<p>◀ Indicates the correct order of a series of pictures.</p>	<b>Exploring</b>
<p>◀ Identifies an activity in the week.</p>	<p>◀ With explicit support, indicates the correct order of a series of pictures.</p>	<b>Becoming aware</b>

**Feedback:**

**Purpose of assessment:** To represent, share and reflect on observations about the needs of living things and how an environment can affect them. To ask and respond to science questions. To suggest how the weather affects themselves and other living things. To share observations about the weather.

Science Understanding	Science Inquiry Skills		
Biological sciences Earth and space sciences	Questioning and predicting	Processing and analysing data and information Communicating	
Describe the behaviour of familiar objects. Suggest how the environment affects them and other living things.	Ask and respond to questions about familiar objects.	Share and reflect on observations.	
<ul style="list-style-type: none"> <li>◀ Explains how an environment can affect the needs of living things, including the impact of human actions.</li> <li>◀ Explains how a change in the weather affects them.</li> </ul>	<ul style="list-style-type: none"> <li>◀ Asks questions demonstrating science understanding.</li> </ul>	<ul style="list-style-type: none"> <li>◀ Engages in discussions about representations, observations, ideas and justifies thinking.</li> <li>◀ Shares accurate and detailed observations about the weather</li> </ul>	<b>Applying</b>
<ul style="list-style-type: none"> <li>◀ Describes a cause and effect relationship between a living thing and its environment.</li> <li>◀ Describes why clothes and activities are suited to a particular weather type.</li> </ul>	<ul style="list-style-type: none"> <li>◀ Responds to questions about the science knowledge in their representations.</li> </ul>	<ul style="list-style-type: none"> <li>◀ Explains why people make observations of the weather.</li> <li>◀ Reflects on how science impacts on an understanding of living things.</li> </ul>	<b>Making connections</b>
<ul style="list-style-type: none"> <li>◀ Describes the behaviour of a living thing in terms of their needs.</li> <li>◀ Suggests how an environment affects them and other living things.</li> </ul>	<ul style="list-style-type: none"> <li>◀ Asks and responds to questions about living things and their behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>◀ Shares observations through discussions and representations.</li> </ul>	<b>Working with</b>
<ul style="list-style-type: none"> <li>◀ Describes an environment.</li> <li>◀ Identifies features associated with a weather type.</li> </ul>	<ul style="list-style-type: none"> <li>◀ Responds to a question about an environment.</li> </ul>	<ul style="list-style-type: none"> <li>◀ Responds to questions in guided discussions about observations made.</li> <li>◀ Contributes to drawing an observation.</li> </ul>	<b>Exploring</b>
<ul style="list-style-type: none"> <li>◀ Identifies a living thing.</li> <li>◀ Identifies a feature of the weather.</li> </ul>	<ul style="list-style-type: none"> <li>◀ Responds to a question about a living thing.</li> </ul>	<ul style="list-style-type: none"> <li>◀ Makes observations of living things.</li> <li>◀ Makes a statement while observing.</li> </ul>	<b>Becoming aware</b>

**Feedback:** \_\_\_\_\_