

Prep Marking Guides Term 1



Aspects of English Year Prep Achievement standard		Not evident	Emerging	Satisfactory	Competent	Comments
Speaking and Listening	Listens to texts, interacts with others and creates short spoken texts, including retelling stories.					
	They engage in tasks with peers respectfully, demonstrating turn taking and showing TPC expected learning behaviours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	They share thoughts and preferences, retell events and key ideas to an audience.					
	Expressing preferences — Feelings and thoughts about events, characters, topics in the text, events in the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Uses language features including words and phrases from learning and texts.					
	Text Structure — Title, events/information in the story, words from learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Linked Content Descriptors:

Language	Literature	Literacy
Language for interacting with others AC9EFLA01 explore how language is used differently at home and school depending on the relationships between people	Literature in contexts AC9EFLE01 share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators	Interacting with others AC9EFLY02 interact in informal and structured situations by listening while others speak and using features of voice including volume levels
Language for interacting with others AC9EFLA02 explore different ways of using language to express preferences, likes and dislikes	Creating Literature AC9EFLE02 respond to stories and share feelings and thoughts about their events and characters	Creating Texts AC9EFLY07 create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume

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Maths Unit 1: Location

Maths Unit 1: Collecting, sorting and comparing data

By the end of Foundation, students:	
Locate the position of an object	<p>Show the students a box and a ball.</p> <p>Tell the student to:</p> <ul style="list-style-type: none"> - Put the ____ next to the box. - Put the ____ inside the box. - Put the ____ in front of box. <p>Or use a blackline master for students to colour / draw / glue onto specified location</p>
Describe the position of an object	<p>Teachers turn.</p> <p>Put the ball: for example:</p> <ul style="list-style-type: none"> - Behind your back. Ask: <i>where is the ball?</i> - Next to your foot. Ask: <i>where is the ball?</i> - On top of a chair. Ask: <i>where is the ball?</i>
Describe the position and location compared to another person and an object	<p>Play a game.</p> <p>We will play a game. I will shut my <u>eyes</u> and you will move your body to a new position near me.</p> <p>Say:</p> <ul style="list-style-type: none"> - Where are you? - Student describes where they are compared to their teacher and an object. - Check they are correct.

AC V9 Mathematics

Name:

Assessment task 1.1 — Collecting, sorting and comparing data^o

Purpose: To collect, sort and compare data.

	Applying	Connecting	Working with	Exploring	Beginning
Problem Solving Reasoning	Collects, sorts and compares data about fruit and uses data to explain most liked fruit and interprets data to decide which fruit to buy.	Collects, sorts and compares data about fruit and uses data to explain which fruit is liked most.	Collects, sorts and compares data in response to questions about fruit.	Collects, sorts and counts data in response to questions about fruit.	Responds to a given question about fruit.
Feedback:					

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Science

Unit 1 – Move it, Move it!

By the end of Foundation, students:	
Science Understanding	identify factors that influence the movement of objects
Science Inquiry	pose questions based on their experiences
	make predictions based on their experiences
	with guidance, compare their observations with their predictions

HASS

Unit 1 – My World is Special

By the end of Foundation, students:	
HASS Knowledge & Understanding	identify significant people in their own lives
	identify significant events in their own lives
	identify how significant events are celebrated or commemorated
HASS Skills	pose questions
	sort and record information from observations and provided sources
	share a perspective
	draw conclusions
	use sources and terms to share observations about places and the past