Prep Marking Guides Term 2

Fairy Tale Fun

Student		**Teacher**	
Learning area	English	**Subject**	Imaginative Narrative
Technique	Extended Response: Fairy Tale Narrative		
Purpose	To demonstrate understanding of a familiar fairytale story through retelling events and stating key ideas.		

	Applying	Connecting	Working with	Exploring	Beginning
Writing and Creating	Creates a short, written text with images where appropriate to retell a familiar fairytale/fable, making plausible choices to represent **most** sounds in topic words, demonstrating left-to-right directionality **and spaces between written words.** - 'wolf' but written as "wof" or "wf" - "house" but "hous" - "little" but "litl" - "built" but "bilt"	Creates a short, written text with images where appropriate to retell a familiar fairytale/fable, including making plausible choices to represent some sounds in topic words and demonstrating left-to-right directionality of written words.	Creates a short, written text to retell a familiar fairy tale/fable, using words and images where appropriate.	Creates a short, written text to retell a familiar fairy tale/fable, using some recognisable letters and images.	Creates a pictorial text about a familiar fairy tale/fable **using intentional letter-like strings.**
	Retells and states key ideas about a familiar fairytale/fable, using **a simple sentence/s** and includes vocabulary from learning and texts.	Retells and states key ideas about a familiar fairytale/fable, using sentence fragment/s or simple sentence/s and includes vocabulary from learning and texts.	Retells and states key ideas about a familiar fairy tale/fable. Uses words and phrases from learning and texts.		
	Forms letters, spells most consonant-vowel-consonant words and experiments with capital letters and full stops. **Monitoring Strategy**			Not yet demonstrating	

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Student		**Teacher**	
Learning area	ENGLISH	**Subject**	Reading Accuracy & Comprehension
Technique	Extended Response: Reading Accuracy & Comprehension		
Purpose	To read, view and comprehend a simple informative text.		

	Applying	Connecting	Working With	Exploring	Beginning
Reading and Viewing	Read, view and comprehend an informative text, making connections to personal experiences, relates key facts and **identifies the purpose of the text**. Q5, Q6 (level of the response)	Read, view and comprehend an informative text, making connections to personal experiences, and relates key facts from the text. Q1, Q2 (uses text words/vocab to form an answer), Q6	Read, view and comprehend an informative text, making connections to personal experiences. Q1, Q2 (relies on images), Q6	Read words in an informative text, and view supporting images, making a relevant statement about the topic or text.	Attempts to read words in an informative text, and views supporting images, making a comment about the topic or text.
	Identify and talk about **differences between** the language features of informative texts **and narrative texts,** including connections between print and images. Q7	Identify and talk about the language features of informative texts, including connections between print and images. Q4b	Identify the language features of informative texts, including connections between print and images. Q3, Q4a	Identify a language feature, including words and/or images.	
	~~Names the letters of the English alphabet and~~ Knows and uses the most common sounds (phonemes) represented by these letters (graphs). **Monitoring Strategy**			Not yet demonstrating	
	Reads words including consonant-vowel-consonant words and some high-frequency words. **Monitoring Strategy**			Not yet demonstrating	

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Unit 2: Number

Assessment task 2.1 — Partitioning and combining collections and representing practical situations

Purpose: To partition and combine collections up to 10 in different ways. To represent practical situations involving quantifying, adding to and taking away from collections to at least 10.

Student Name:

Teacher Name:

	Applying	Connecting	Working with	Exploring	Beginning
Understanding and Fluency	Partitions three or more parts and combines collections up to 10 in different ways, and represents these with numbers **and uses knowledge of part-part-whole relationships to identify and describe possible combinations.** Part A: Q3e/g	Partitions three or more parts and combines collections up to 10 in different ways, and represents these with numbers. Part A: Q2c	Partitions and combines collections up to 10 in different ways, representing these with numbers. Part A: Q1, Q2a/b, Q5b/c	Partitions and combines collections up to 10. Part A: Q1	Partitions or combines collections up to 10.
	Represents **and creates** practical situations that involve quantifying, adding to and taking away from collections to at least 10 and describes the effect and result of adding to and taking away. Part B: Q4, Q5	Represents practical situations that involve quantifying, adding to and taking away from collections to at least 10 and describes the effect of adding to and taking away. Part B: Q1 c/d, Q2 c/d, Q3 c/d	Represents practical situations that involve quantifying, adding to and taking away from collections to at least 10. Part B: Q1a/b, Q2a/b, Q3a/b	Represents practical situations that involve quantifying and adding to collections to 10. Part B: Q1a/b	Represents practical situations that involve quantifying.

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Science
Unit 2 – What's it made of?

By the end of Foundation, students:

Science Understanding	describe the observable properties of the materials that make up objects
Science Inquiry	make observations safely
	share questions, predictions, observations and ideas about their experiences with others

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