

Purpose of assessment: To read, view or listen to a poem, identifying language features and vocabulary used in poetry and recognising literal and implied meaning.

Knowledge and understanding (Receptive)	Comprehending texts (Receptive)	
<p>Understands the different purposes of texts. Identifies that texts serve different purposes and that this affects how they are organised. Describes characters, settings and events in literature.</p>	<p>Recalls key ideas and recognises literal and implied meaning in texts.</p>	
<p>Explains the use of repetition.</p>	<p>Explains inferences with reference to the poem.</p>	A
<p>Identifies how the author uses vocabulary to enhance description of characters and events.</p>	<p>Comprehends vocabulary using context and language features.</p>	B
<p>Identifies the different purposes of a text. Identifies that texts serve different purposes and that this affects how they are organised. Describes characters, settings and events in literature.</p>	<p>Recalls key ideas and recognises literal (<i>Visualisation: too big to hide easily in picture, Labelling of picture</i>) and implied meaning in a text.</p>	C
<p>Identifies words related to characters and events.</p>	<p>Recalls ideas about the main character in a poem.</p>	D
<p>Identifies words.</p>	<p>Listens to a poem.</p>	E

Feedback:

Purpose of assessment: To perform a recitation or reading of a poem for a familiar audience.

Creating texts (Productive)

Makes short presentations.

◀ Uses gestures and facial expressions to emphasise ideas, express emotion and recreate the poem imaginatively.

A

◀ Adjusts volume and pace to enhance meaning; imitates sound patterns to engage the audience.

B

◀ Makes short presentations.

C

◀ Reads a poem.

D

◀ Chooses a favourite poem.

E

Feedback:

Year 1 English: Unit 5 — Retelling cultural stories: Retelling of a cultural story

Name: _____

Purpose of assessment: To create and present a retelling of a traditional or cultural story.

Knowledge and understanding (Productive)	Creating texts (Productive)	Creating texts (Productive)	
<p>When writing, provides details about ideas or events, and details about the participants in those events. Accurately spells high-frequency words and words with regular spelling patterns. Uses capital letters and full stops and forms all uppercase and lowercase letters correctly.</p> <p style="text-align: center;">Part A</p>	<p>Creates texts that show understanding of the connection between writing, speech and images. Gives reasons for personal preferences.</p> <p style="text-align: center;">Part B</p>	<p>Makes short presentations.</p> <p style="text-align: center;">Part D</p>	
<p>◀ Adds adjectives, adverbs and interesting verbs to create vivid sentences.</p>	<p>◀ Selects and uses appealing characteristic features of an imaginative text in a retelling.</p>	<p>◀ Uses formal vocabulary and terms of address with content-specific words. ◀ Uses appropriate volume and pace when addressing the audience.</p>	A
<p>◀ Selects sentence beginnings and specific details to engage the audience. Uses morphemes in word families accurately.</p>	<p>◀ Sequences events in a written and spoken retelling. ◀ Selects image for maximum impact.</p>	<p>◀ Organises the retelling presentation in a logical sequence.</p>	B
<p>◀ Provides details about ideas or events, and details about the participants in those events. ◀ Accurately spells high-frequency words and words with regular spelling patterns. ◀ Uses capital letters and full stops and forms all uppercase and lowercase letters correctly.</p>	<p>◀ Creates a text that shows understanding of the connection between writing, speech and images. ◀ Gives reasons for personal preferences.</p>	<p>◀ Makes a short presentation.</p>	C
<p>◀ Uses capital letters for names.</p>	<p>◀ Expresses a preference. ◀ Uses speaking to retell a story.</p>	<p>◀ Speaks clearly.</p>	D
<p>◀ Writes words.</p>	<p>◀ Draws an image.</p>	<p>◀ Acknowledges the audience.</p>	E

Feedback: _____

Purpose of assessment: To describe number sequences resulting from skip counting by twos, fives and tens, count to and from 100 and locate numbers on a number line.

Understanding and Fluency	Problem-solving and Reasoning	
Count to and from 100. Locate numbers on a number line. Use skip counting to count collections. Continue simple patterns involving numbers and objects.	Describe number sequences resulting from skip counting by twos, fives and tens.	
◀ Uses skip counting to count collections from any starting point	◀ Solves problems using counting sequences	A
◀ Continues number sequences resulting from skip counting by twos, fives and tens	◀ Solves a problem using a counting sequence	B
Locates numbers on a number line Uses skip counting to count collections (2's, 5's and 10's) Count to and from 100 Continues simple patterns involving numbers and objects	◀ Describes number sequences resulting from skip counting by twos, fives and tens	C
◀ Copies simple patterns involving numbers and objects. Recites counting sequences resulting from skip counting by twos, fives or tens.	◀ Number sequences resulting from skip counting, by twos or fives	D
◀ Copies a simple pattern involving objects.	◀ Identifies patterns	E

Feedback:

Purpose of assessment: Measure and compare the lengths of pairs of objects using uniform informal units (ACMMG019)

Understanding and Fluency	Problem solving and Reasoning	
Measure and order objects using uniform informal units.	Explain thinking about measuring and ordering objects based on length.	
<p>← Selects appropriate informal units and accurately measures using iteration. (Q12)</p> <p>← Makes reasonable predictions of length referring to uniform informal units. (Q4)</p> <p>← Measures accurately using uniform informal units. (Q5, 8, 9, 10 & 11) Orders objects based on their length using informal units. (Q6)</p> <p>← Exhibits some "C" descriptors in simple familiar situations</p> <p>←</p>	<p>← Explains that the use of different units will result in different measurements when measuring objects (Q3)</p> <p>← Explains the order of the objects based on the measured length of the objects (Q7)</p> <p>← Explains their choice of informal units to measure length. (Q1, 2)</p> <p>← Exhibits some "C" descriptors in simple familiar situations</p> <p>←</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">A</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">B</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">C</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">D</div> <div style="border: 1px solid black; padding: 5px;">E</div>

Feedback

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Purpose of assessment: To explain time durations and tell time to the half hour.

Understanding and Fluency	Problem-solving and Reasoning	
Tells time to the half hour.	Explains time durations.	
◀ Connects times to the hour and half hour with everyday activities.	◀ Compares the duration of familiar events and activities.	A
◀ Reads and writes time to the half hour on a digital clock and tells time to the half hour on an analog clock.	◀ Connects the duration of events with time units (week, day, half hour, hour, minute).	B
◀ Reads time to the half hour.	◀ Explains time durations of familiar events and activities.	C
◀ Reads and writes time to the hour.	◀ Uses everyday language to describe durations.	D
◀ Reads a time.	◀ Describes an event.	E

Feedback:

Purpose of assessment: To give and follow directions to familiar locations. (ACMMG023)

Understanding and fluency	Problem solving and reasoning	
Follows directions to a specific location.	Formulates a pathway to a specific location. Selects appropriate mathematical language to describe position and movement.	
<ul style="list-style-type: none"> ◀ Precisely follows position and movement directions to a given location. 	<ul style="list-style-type: none"> ◀ Compares pathways and justifies shortest pathway to a location. Accurately describes an alternate pathway to a location using positional language. 	A
<ul style="list-style-type: none"> ◀ Precisely follows position directions to a given location 	<ul style="list-style-type: none"> ◀ Draws an alternative pathway to a location using positional language. 	B
<ul style="list-style-type: none"> ◀ Follows directions to a location. 	<ul style="list-style-type: none"> ◀ Draws pathway to a given location. 	C
<ul style="list-style-type: none"> ◀ Follows some simple directions. 	<ul style="list-style-type: none"> ◀ Gives a direction using positional language. 	D
		E

Feedback:

Purpose of assessment: To describe changes in their local environment and how different places meet the needs of living things. To respond to questions, make predictions and share their observations with others.

Science Understanding	Science Inquiry Skills		
Biological sciences	Questioning and predicting	Communicating	
Describe changes in their local environment and how different places meet the needs of living things.	Respond to questions and make predictions.	Share observations with others.	
<ul style="list-style-type: none"> ◀ Explains how a change in a habitat affects living things. 	<ul style="list-style-type: none"> ◀ Responds to and poses questions and makes suitable predictions. 	<ul style="list-style-type: none"> ◀ Shares using appropriate scientific language. 	A
<ul style="list-style-type: none"> ◀ Identifies changes that can occur to habitats. 	<ul style="list-style-type: none"> ◀ Responds to and poses questions and makes predictions. 	<ul style="list-style-type: none"> ◀ Shares using some scientific language. 	B
<ul style="list-style-type: none"> ◀ Describes how different habitats meet the needs of living things. 	<ul style="list-style-type: none"> ◀ Responds to questions and makes predictions. 	<ul style="list-style-type: none"> ◀ Shares with others. 	C
<ul style="list-style-type: none"> ◀ Identifies that habitats meet the needs of living things. 	<ul style="list-style-type: none"> ◀ Makes a prediction with guidance. 	<ul style="list-style-type: none"> ◀ Contributes to making a shared observation. 	D
<ul style="list-style-type: none"> ◀ Identifies a habitat for a living thing. 	<ul style="list-style-type: none"> ◀ Makes a statement. 	<ul style="list-style-type: none"> ◀ Engages in observation when directed. 	E

Feedback: