Year 1 Marking Guides Term 2

Changing Characters

Student		**Teacher**	
Learning area	English	**Subject**	Imaginative Text
Technique	Extended Response: Character Description		
Purpose	To create a character description using writing and images.		

	Applying	Connecting	Working With	Exploring	Beginning
Writing and Creatin	Creates a short written character description to recount parts of the story Rose Meets Mr Wintergarden by including events and description of the character Mr Wintergarten, **using images chosen to suit purpose and contribute to meaning**. • Visual of Mr Wintergarten grumpy at the start and happy at the end = needs to contribute to meaning of the text	Creates a short written character description to recount parts of the story Rose Meets Mr Wintergarden by including events and description of the character Mr Wintergarten, combing visuals with text to suit the purpose. • Including: appearance, actions, characteristics • Visual of Mr Wintergarten grumpy at the start and happy at the end	Creates a short written character description to recount parts of the story Rose Meets Mr Wintergarden by including events and description of the character Mr Wintergarten. • Description: appearance, actions, characteristics • Events: Where Mr Wintergartens traits change	Creates a short written text which recounts some parts of the story Rose Meets Mr Wintergarten. Including: appearance, actions, characteristics	Creates a short written text on a familiar topic. Labels an image
	Ideas in their texts are imaginative and include relevent details from Rose Meets Mr Wintergarten. • Mr Wintergarten is unhealthy because he eats mosquito larvae	Ideas in their texts are imaginative and include a number of details from Rose Meets Mr Wintergarten. • Removed small = details need to be varied • Eg: Mr Wintergarten is blue (image shows he is blue) because he hasn't been outside in years	Ideas in their texts are imaginative and include a small number of details from Rose Meets Mr Wintergarten. • Details directly located from text e.g. "he pushed back is chair"	Ideas in their text include a small number of details from Rose Meets Mr Wintergarten.	
	Writes simple sentences including a small range of adjectives **and** previse verbs to add detail, with sentence boundary punctuation and capital letters for proper nouns. • Adjectives: eg: • Precise verbs: eg: • Makes writing more specific and adds meaning by adding a small range of adjectives, and precise verbs.	Writes simple sentences including a small range of adjectives or previse verbs to add detail, with sentence boundary punctuation and capital letters for proper nouns. • Adjectives: eg: • Or Precise verbs: eg: • A small range of adjectives to build description • Common cohesive devices such as: simple pronoun reference when the referent is close to the pronoun example: Mr Wintergarten is angry. He always yells at kids. Varying text connectives • Pronouns: uses pronouns to represent participants: Mr Wintergarten, he, him	Writes simple sentences with sentence boundary punctuation and capital letters for proper nouns. • Simple sentences can have some misuse of prepositions and varying accuracy with articles a apple... an apple..., using basic text connectives repetitively and/then.	Writes simple sentences and/or sentence fragements, with sentence boundary punctuation.	
	Uses topic-specific vocabulary when writing a character description by connecting and creatively expanding on ideas. • Creatively: e.g. WOW words	Uses topic-specific vocabulary when writing a character description by connecting and expanding on ideas.	Uses topic-specific vocabulary when writing a character description.	Uses simple familiar words and taught high frequency words.	Uses words and/or pictures.
	Writes words using unjoined upper-case and lower-case letters. **Monitoring Strategy**			Not yet demonstrating	
	Spells most one- and two-syllable words with common letter patterns, (@ Yr Level PLD: Stage 2: ir/ur/er, ea/ee, aw, oa/ow, ou/ow + Term 1 Stage 1: ay/ai, or, ar, all, er, oy/oi) and common grammatical morphemes (plurals), and an increasing number of high-frequency words. **Monitoring Strategy** • uses 'sounding out' to spell words (example: 'p-a-t') • writes correctly some common high frequency words with uncommon phoneme/grapheme correspondences			Not yet demonstrating	

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Changing Characters

Student		**Teacher**	
Learning area	English	**Subject**	Decodable Imaginative Text (Ben and Gus)
Technique	Test: Reading and Comprehension		
Purpose	To read a decodable imaginative narrative with developing fluency (Part A). To comprehend a decodable imaginative narrative (Part B).		

	Applying	Connecting	Working With	Exploring	Beginning
Reading and Viewing	Reads, views and comprehends a simple imaginative text, monitoring meaning, and discussing connections between the depiction of characters, settings and events, and elaborating on connections to personal experiences. Q1-4 Q5 Personal Connections	Reads, views and comprehends a simple imaginative text, monitoring meaning and discussing connections between the depiction of characters, settings and events, and to personal experiences. Q1-4 Q5 Personal Connections	Reads, views and comprehends a simple imaginative text, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. Q1-4 Q5 Personal Connections	Reads words, phrases or sentences in a simple imaginative text, and views supporting images, making a relevant statement about the story.	Attempts to read a simple imaginative text, and views supporting images, making a simple statement about the story or picture.
	Discusses the text structures of a simple imaginative text, and its language features and visual features, linking these features to the purpose of the text. Q6	Identifies the text structures of a simple imaginative text, and its language features and visual features, linking these features to the purpose of the text. Q6	Identifies the text structures of a simple imaginative text, and its language features and visual features. Q6	Identifies and makes a statement about a text structure, language feature or visual feature in the text.	Identifies a feature in the text.
	Blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. **Monitoring Strategy**			Not yet demonstrated	
	Read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. **Monitoring Strategy**			Not yet demonstrated	
	Use sentence boundary punctuation to read with developing phrasing and fluency. **Monitoring Strategy**			Not yet demonstrated	

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Unit 2: Number

Assessment task 2.1 — Partitioning one- and two-digit numbers and solving addition and subtraction problems to 20

Purpose: To partition one- and two-digit numbers in different ways and solve addition and subtraction problems to 20 using calculation strategies.

Student Name: **Teacher Name:**

	Applying	Connecting	Working with	Exploring	Beginning
Understanding, Fluency	Demonstrates how one- and two-digit numbers can be partitioned into two and more parts in different ways, and partitions **and renames** two-digit numbers **into different tens and ones.** Part A: - 2b, c, d	Demonstrates how one- and two-digit numbers can be partitioned into two and more parts in different ways and partitions two-digit numbers into tens and ones. Part A: - 1c (three parts) - 2b - 3a	Demonstrates how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones. Part A: - 1c (two parts) - 2a - 3a ???	Demonstrates how one- and two-digit numbers can be partitioned in different ways. Part A: 1b	Demonstrates how one- and two-digit numbers can be partitioned. Part A: 1a
	Solves problems involving addition and subtraction of numbers to 20, using **a variety of strategies (part-part-whole knowledge, partitioning, count back, count on)** and represents thinking as number sentences using symbols. Part B: 1c, 1d, 1e, 1f + variety of strategies	Solves problems involving addition and subtraction of numbers to 20 using calculation strategies and represents thinking as number sentences using symbols. Part B: 1c, 1d, 1e + number sentences	Solves problems involving addition and subtraction of numbers to 20 using calculation strategies. Part B: 1c, 1d, 1e = uses strategies across all answers (ie: uses more than one strategy across the answers. They could use one strategy for answer but as long as they use a different one somewhere else)	Solves problems involving addition and subtraction of numbers to 20 using a given calculation strategy. Part B: 1a, 1b	Solves a problem involving addition or subtraction of numbers to 20 using a given calculation strategy. Part B: 1a or 1b

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Weather Watchers

Student		**Teacher**	
Learning area	SCIENCE	**Subject**	Earth and Space
Technique	Weather Journal and Short Response		
Purpose	To identify daily and seasonal changes and describe ways these changes affect humans, animals and plants.		

		Applying	Connecting	Working With	Exploring	Beginning
Knowledge and Understanding	**Earth and Space**	Identifies **in detail**, daily weather and seasonal changes in the environment, **including describing patterns** and ways these changes affect **plants and animals.** Clarification: Animals (hibernation and/or migration)	Identifies, daily weather and seasonal changes in the environment and describes ways these changes affect humans in some detail.	Identifies, daily weather and seasonal changes in the environment and describes ways these changes affect their everyday life.	Identifies a daily weather or seasonal change and describes a way these changes affect their everyday life.	Identifies a daily weather or seasonal change.
	Use and influence of science	Describes situations where people use science, **including using observations and/or patterns** to make scientific predictions about the weather.	Describes situations where people use science to make scientific predictions about the weather.	Describes situations where they use science in their daily lives and identifies examples of people making scientific predictions.	Identifies situations where science in is used in daily lives and makes a prediction.	Identifies a situation where science is used.
Science Inquiry	**Processing, modelling and analysing**	Uses pictographs and provided tables and organisers to sort and order data and information, about daily and seasonal changes and, with guidance, represent patterns **and describe how this information relates to each other.**	Uses pictographs and provided tables and organisers to sort and order data and information, about daily and seasonal changes and, with guidance, represent patterns.	Uses provided tables and organisers to sort and order data and information, about daily and seasonal changes and, with guidance, represent patterns.	Uses provided tables and organisers to display information about daily weather and seasonal changes.	Uses a provided table or organiser to display information or identify daily weather indicators.
	Communicating	Uses everyday **and scientific** vocabulary combined with visuals to communicate observations, findings and ideas about the weather and seasons.	Uses everyday vocabulary combined with visuals to communicate observations, findings and ideas about the weather and seasons.	Uses everyday vocabulary to communicate observations, findings and ideas about the weather and seasons.	Uses everyday vocabulary to communicate observations and ideas about the weather.	Uses everyday vocabulary to communicate ideas or observations about weather.

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Looking After Where We Live

Student		Teacher	
Learning area	HASS	Subject	Local Places
Purpose			
Students will describe the features (natural, managed and constructed) of local places, the way they change, and how they are able to care for them.			

	Applying	Connecting	Working With	Exploring	Beginning
Knowledge and Understanding	Identifies the location on a map by drawing directions to be followed when moving from one place to another (Task A and throughout semester) and a variety of natural, managed and constructed features of a local place (Task A and throughout semester), the ways places change, and how they can be cared for by a variety of people, including First Nations Australians (Task B and throughout semester).	Identifies the location on a map and a variety of natural, managed and constructed features of a local place.(Task A and throughout semester), the ways places change, and how they can be cared for by different groups of people (Task B and throughout semester).	Identifies the location and nature of the natural, managed and constructed features of local places (Task A and throughout semester), the ways places change, and how they can be cared for by people (Task B and throughout semester).	Identifies the location and features of a local place, a way it has changed and how I can care for it.	Identifies the location and a feature of a local place and how I can care for it.
Skills	Daws conclusions about how places change and make proposals about an action that could be taken to improve a place or influence a positive future of a local place (i.e. suggests ways to take care of a local place) (Task B).	Draws conclusions about how places change (example development + weather) and make proposals about a local place (Task B and throughout semester).	Draws conclusions and make proposals about a local place (Task B and throughout semester).	Draws a conclusion and makes a proposal about a local place.	With support, draws a conclusion about a local place.
	Collects, sorts and records information about local places from observations and provided sources. Monitoring Strategy			Not yet demonstrating	
	Shares observations about local places, drawing on sources and incorporating subject-specific terms (natural, managed and constructed). Monitoring Strategy			Not yet demonstrating	