

Purpose of assessment: To compare characters in two versions of the same story and express a preference for a character.

Knowledge and understanding (Receptive)	Creating texts (Productive)	
<p>Understands how similar texts share characteristics by identifying language features used to describe characters. Makes connections between texts by comparing content.</p>	<p>Explains preferences for aspects of texts using other texts as comparisons. Creates texts, drawing on own experiences and information learned. Accurately spells words with regular spelling patterns and with less common long vowel patterns. Uses punctuation accurately, and writes words and sentences legibly using unjoined upper- and lower-case letters.</p>	
<p>◀ Compares similarities and differences of characters of different texts.</p>	<p>Provides details about characters using coordinating conjunctions (FANBOYS) to make comparative statements. ◀ Makes conscious choices of vocabulary including evaluative language (adjectives, synonyms) to describe characters to explain a preference using examples from the texts. (Author- examples in the text.....)</p>	<p>A</p>
<p>Identifies language used to influence the reader's preference for a character. ◀ Uses language features and images to make inferences about characters.</p>	<p>◀ Give reasons for personal preferences by referring to aspects of the texts.</p>	<p>B</p>
<p>Understands how similar texts share characteristics by identifying language features used to describe characters. ◀ Makes connections between texts by comparing content.</p>	<p>Explains preferences for aspects of texts using other texts as comparisons. Creates texts, drawing on own experiences and information learned. Accurately spells words with regular spelling patterns and spells words with less common long vowel patterns. Uses punctuation accurately, and writes words and sentences legibly using unjoined upper- and lower-case letters. ◀</p>	<p>C</p>
<p>◀ Identifies characteristics of characters.</p>	<p>◀ States a preference for a character. Writes using simple sentences.</p>	<p>D</p>
<p>◀ Restates information from the text.</p>	<p>◀ Identifies characters.</p>	<p>E</p>

Feedback

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Purpose of assessment: To demonstrate reading accuracy and respond orally to comprehension questions.

Knowledge and understanding (Receptive)	Comprehending texts (Receptive)	
<p>Reads a text that contains varied sentence structures, some unfamiliar vocabulary and a significant number of high frequency sight words and images that provide extra information. Monitors meaning and self-corrects using knowledge of phonics, syntax, punctuation, semantics and context. Uses knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency.</p>	<p>Understands how similar texts share characteristics by identifying language features used to describe characters. Identifies literal and implied meaning, main ideas and supporting detail.</p>	
<p>◀ Uses grammar and meaning to read with fluency and intonation.</p>	<p>◀ Makes valid and reasoned inferences about characters using the language and images in the text and their own prior knowledge. Q5 (more detailed response) Provides and justifies a point of view. Q6</p>	<p>A</p>
<p>◀ Demonstrates phrasing and fluency.</p>	<p>◀ Uses inference to provide details about the setting and characters. Q2 (more detailed response), Q3, Q5</p>	<p>B</p>
<p>Reads a text that contains varied sentence structures, some unfamiliar vocabulary and a significant number of high frequency sight words and images that provide extra information. ◀ Monitors meaning and self-corrects using knowledge of phonics, syntax, punctuation, semantics and context. Uses knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency.</p>	<p>◀ Explains how similar texts share characteristics by identifying language used to describe characters. Q7 Identifies literal and implied meaning, main ideas and supporting detail. Q1, 2, 4</p>	<p>C</p>
<p>◀ Uses knowledge of sound-letter relationships and sight words to decode text.</p>	<p>◀ Makes statements about the characters.</p>	<p>D</p>
<p>◀ Refers to images to predict story.</p>	<p>◀ Identifies characters.</p>	<p>E</p>

Feedback : _____

Year 2 Mathematics: Unit 3 — Count, model and represent numbers

Name:

Purpose of assessment: To count, model and represent numbers to and from 1 000

Understanding and Fluency	
Counts to and from 1000.	
◀ Counts to and from 1000 <u>and models, represents and orders</u> these numbers Q5	A
◀ Counts to and from 1000 <u>and models and represents</u> these numbers Q2	B
◀ Counts to and from 1000 Q3, Q4	C
◀ Can state a number bigger or smaller than their three-digit number. Q4	D
◀ Writes a three-digit number. Q1	E

Feedback

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Purpose of assessment: To use a calendar to identify the date and to identify the months included in seasons.

Understanding	
<p>Uses a calendar to:</p> <ul style="list-style-type: none"> • identify the date • identify the months included in seasons 	
<p>Uses a calendar <u>in unfamiliar situations</u> to:</p> <ul style="list-style-type: none"> ◀ • identify the date <u>and locate specific information</u> Q8, Q9 	A
<p>Uses a calendar to:</p> <ul style="list-style-type: none"> ◀ • identify the date <u>and locate specific information</u> Q6, Q7 	B
<p>Uses a calendar to:</p> <ul style="list-style-type: none"> ◀ • identify the date Q2, Q3, Q4, Q5 • identify the months included in seasons Q1 	C
<p><u>Requires guidance</u> to use a calendar to:</p> <ul style="list-style-type: none"> ◀ • identify the date (can identify one of Q2, Q3, Q4, Q5) • identify the months included in seasons (can identify some of Q1) 	D
<p><u>Requires direction</u> to use a calendar to:</p> <ul style="list-style-type: none"> ◀ • identify the date • identify the months included in seasons 	E

Feedback
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Purpose of assessment: Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units. ([ACMMG037](#))

Understanding and Fluency	Problem-solving and Reasoning (Communicating)	
Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units.	Use informal measurements to make observations. (Science Unit 4)	
<p>Accurately compares and orders several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units. (Q7, Q3 Specific "How Many..." Statement e.g. Q3. Shape C is 6 blocks longer than shape B. Q7. The kite has a larger area that is 8 more blocks than the book</p>	<p>Explains what the measurement data shows. (Q3, Q7)</p>	A
<p>Compares and orders several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units. (Q3, Q6, Q7, Q10)</p>	<p>Makes accurate measurements. (Q1, Q4, Q8 & <u>all</u> correct)</p>	B
<p>Orders several shapes and objects based on length, area, volume and capacity using uniform informal units. (Q2, Q5, Q9)</p>	<p>Uses informal measurements to record data. (Q1, Q4, Q8)</p>	C
<p>With guidance, orders shapes and objects based on length, area, volume and capacity using uniform informal units.</p>	<p></p>	D
<p>With direction, compares shapes and objects based on length, area, volume and capacity using uniform informal units.</p>	<p>Makes an observation of size.</p>	E

Year 2 Mathematics: Unit 3 — Multiplying and dividing

Purpose of assessment: To represent multiplication and division by grouping into sets and solve simple problems.

Understanding and Fluency		Problem-solving and Reasoning	
Represent multiplication as groups and arrays and division by grouping equal-sized groups.		Solve simple problems using representations of division.	
◀		◀ Represents an open-ended multiplication problem using a drawing and a number sentence. Q4	A
◀	Writes a number sentence to match an array and pictorial representation of multiplication. Q2b	◀	B
◀	Represents multiplication by grouping into sets and arrays. Q2a, Q3a	◀	C
◀	Identifies a visual representation of multiplication (two groups of five). Q1	◀	D
◀		◀ Uses materials to show a collection.	E

Feedback

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Purpose of assessment: To divide collections and shapes into halves, quarter and eighths and solve simple problems.

Understanding and Fluency	Problem-solving and Reasoning	
Divide collections and shapes into halves, quarters and eighths.	Solve simple problems using representations of fractions.	
<p>◀ Explains fraction representations of a partitioned circle. Q2a, 2b</p>	<p>◀ Justifies why a divided collection represents eighths. Q4c</p>	A
<p>◀ Divides collections and shapes into halves, quarters and eighths. Q1d (quarters), Q3a (halves), Q3b (eighths), Q4a & 4b (eighths)</p>	<p>◀ Uses representations of halves and quarters to solve a multi-step problem. Q3c</p>	B
<p>◀ Uses the fraction name to identify the number of partitions in a shape. Q1a, 1b, 1c</p>	<p>◀</p>	C
<p>◀ Identifies a diagram to represent a fraction. one of Q1a,1b or 1c correct</p>	<p>◀</p>	D
<p>◀</p>	<p>◀</p>	E

Feedback

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Purpose of assessment: To identify different uses of one of Earth’s resources and describe ways to conserve it.

Science Understanding	Science as a Human Endeavour	Science Inquiry Skills	
Earth and space sciences	Use and influence of science	Planning and conducting Communicating	
Identify that certain resources have different uses.	Describe examples of where science is used in people’s daily lives.	Represent observations and communicate ideas.	
◀ Justifies the priority given to uses of resources. Q3	◀ Explains why their choice is the best conservation strategy. Q6	◀ Communicates ideas clearly, using scientific language. Q3, Q6 (scientific language)	A
◀ Identifies and prioritises relevant uses of resources. Q1 (4+ relevant uses), Q2	◀ Describes a range of effective conservation strategies. Q5 (4+ effective examples)	◀ Communicates ideas with some scientific language. Q3, Q6 (some scientific language)	B
◀ Identifies different uses of one of Earth’s resources. Q1 (2-3 uses), Q2	◀ Describes examples of where science is used in daily life to conserve one of Earth’s resources. Q5 (2-3 examples)	◀ Communicates ideas.	C
◀ Identifies a relevant use of a resource. Q1 (1 example)	◀ Identifies a way to conserve one of Earth’s resources. Q4 (1 example)	◀ Communicates ideas with guidance.	D
◀ Identifies a resource.	◀ States a strategy.	◀ Communicates ideas when directed.	E

Feedback :