Year 3 English: Unit 4 — Examining stories from different perspectives: Retelling a narrative from a different perspective

Name:

Purpose of assessment: To prepare and present a spoken retelling of a familiar narrative from the perspective of another character in the text.

Knowledge and understanding (Productive)	Creating texts (Productive)	
Understands how language features are used to link and sequence ideas. **Understands how language can be used to express feelings and opinions on topics.**	**Contributes actively to discussions, providing useful feedback.** **Makes presentations.**	
Makes deliberate language choices, including adverbs and extended vocabulary, to describe a setting and influence the mood of a narrative. Enhanced text structure with accurate paragraphing.	Selects vocal techniques, such as tone, pace, pitch and volume, to engage the audience.	**A**
Selects doing, thinking, saying and relating verbs to develop characters. Regularly uses evaluative language to express a character's point of view. Well developed text structure with some paragraphing.	Presents retelling in a logical and coherent manner. Selects vocabulary to suit context and purpose of presentation.	**B**
Uses language features, including noun and verb groups, to link and sequence ideas. Uses language to express feelings and opinions on topics using evaluative words. Consistently uses tense to indicate time. Includes orientation, compliction and a resolution.	Contributes actively to discussions, providing useful feedback. Makes presentations.	**C**
Writes in first person. Uses tense to indicate time.	Retells a story.	**D**
Uses everyday language.	Speaks to an audience.	**E**

Feedback:

English Year 3 Unit 6 — Writing and presenting poetry

Name:

Purpose of assessment: To write and present an adaptation of a poem.

Knowledge and understanding (Receptive)	Creating texts (Productive)	Creating texts (Productive)	
Understands how language features and vocabulary choices are used for different effects.	**Uses language to express feelings on topics.** **Uses knowledge of sounds and high frequency sight words to spell words accurately.** **Writes using joined letters that are accurately formed and consistent in size.**	**Creates a text for a familiar audience.** **Makes a presentation.**	
Describes detailed images and explains how the mood is created by the vocabulary choices of the author.	Creates imagery using extended vocabulary to describe the setting to influence the mood of the poem.	Engages the audience with a variety of interaction skills such as tone, pace, pitch, volume, gesture and eye contact.	**A**
Identifies all language features (adjectives, alliteration and onomatopoeia) used for different effects.	Adapts language features and patterns to engage readers.	Emphasises relevant aspects of the poem by presenting with a regular rhythm to keep the audience engaged.	**B**
Identifies adjectives to describe nouns. Describes basic images visualised when reading poem lines and describes how the images made them feel.	Uses language to express feelings on topics. Uses knowledge of sounds and high frequency sight words to spell words accurately. Writes using joined letters that are accurately formed and consistent in size.	Creates a text for a familiar audience. Makes a presentation.	**C**
Identifies words used in the text.	Uses language to develop a poem.	Organises and structures the presentation in a logical sequence.	**D**
	Chooses a setting.	***Reads aloud.***	**E**

Feedback .....

Year 3 Mathematics: Unit 3 — Patterning and connecting addition and subtraction

Name:

Purpose of assessment: To classify numbers as either odd or even, continue number patterns, *recall addition facts for single-digit numbers* and recognise the connection between addition and subtraction.

Understanding and Fluency	Problem-solving and Reasoning	
Classify odd and even numbers. **Recall addition facts and related subtraction facts.** **Continue number patterns involving addition and subtraction.** **Connect addition and subtraction.**	**Demonstrate why a number is either odd or even.** **Create and describe number patterns involving addition and subtraction.** **Explain the connection between addition and subtraction.** **Solve problems involving addition and subtraction.**	
Continues a number pattern involving a combination of operations. Solves a complex problem with an additive pattern	Solves a problem by using addition and subtraction to find a missing score. Describes a number pattern involving a combination of operations.	A
Identifies, describes and continues a number pattern involving two addition steps.	Explains why 20 is an even number. Describes single-step number patterns.	B
Classifies odd and even numbers correctly. Continues number patterns involving addition and subtraction. Connects addition and subtraction by writing number sentences using given numbers.	Solves problems by calculating the total score. Creates and describes a number pattern with 15 as the starting number. Draws a diagram to show 20 is an even number.	C
Continues a one-step addition number pattern. Identifies an odd number and an even number.	Writes a number sentence.	D
Identifies an odd or an even number.	Draws a diagram.	E

Feedback:

Year 3 Mathematics: Unit 3 — Telling time to the nearest minute

Name:

Purpose of assessment: To tell time to the nearest minute and solve problems involving time.

Understanding and Fluency	Problem-solving and Reasoning	
Make connections between time representations. Recall relationships between units of time.	**Calculate time to the nearest minute to solve problems.**	
Records analogue clock representations using an accurate scale, showing the relationship between the minute and hour hands.	Explains an answer to a problem involving analogue time and a timetable.	A
Records analogue clock representations using standard digital notation.	Solves problems involving analogue time to the nearest minute and a timetable.	B
Makes connections between representations of time to the nearest minute. Recalls relationships between seconds, minutes and hours.	Calculates duration of the video presentation to write the correct finish time	C
Identifies and matches representations of time (half past, quarter to).	Interprets a timetable to identify opening time.	D
Identifies and matches a representation of time.	Writes a time using an analogue or digital representation.	E

Feedback:

Year 3 Mathematics AT9: Unit 3 — Measuring length, mass and capacity using metric units

Name:

Purpose of assessment: To use metric units to measure and compare length, mass and capacity.

Understanding and Fluency	Problem-solving and Reasoning	
Use metric units to order and compare objects. **Write equivalent measurements using different units.** **Measure and record using metric units.**	**Estimate using metric units.**	
Represents capacity in jugs with no labelled scale.	Explains thinking and reasoning used to represent capacity in jugs with no labelled scale.	A
Identifies capacity using a simple scale. Shows measurement of mass using a simple scale.	Adds length measurements of blocks to solve a problem using an appropriate metric unit.	B
Uses metric units to order and compare objects. Writes equivalent measurements using different units. Measures and records using metric units.	Estimates the capacities of containers using appropriate metric units.	C
Matches measurement instruments to measurement types.	Estimates the capacity of a container.	D
	Writes an estimate.	E

Feedback:

Year 3 Mathematics AT10: Unit 3 — Money

Name:

Purpose of assessment: To represent money values in various ways and correctly count out change from financial transactions.

Understanding and Fluency	Problem Solving and Reasoning	
Identify and represent money values using words and symbols. Compare and order Australian notes and coins based on their value.	Represent monetary value using a combination of notes and coins. Calculate change using efficient additive thinking strategies.	
	Correctly calculates the cost and change of a common financial transaction using efficient additive thinking strategies and suitable computational processes.	A
Compares and identifies a combination of notes and coins to determine if a value is less than, greater than or the same as another value.	Uses efficient additive thinking strategies to combine notes and coins to correctly represent exact monetary values. Calculate the required change of financial transactions.	B
Recognises and orders notes and coins based on their value. Represents monetary values using standard symbolic representations. Compares and identifies values that are less than, greater than or the same as another value.	Calculates the correct change for a whole dollar transaction $10 – $2 = $8. Calculates the correct change for simple financial transactions.	C
Recognises and matches notes and coins to their appropriate value.		D
		E

Feedback:

Year 3 Science: Unit 3 — Heating Up

Name:

Purpose of assessment: To conduct an investigation into the behaviour of heat to explain everyday observations. To describe how science investigations can be used to respond to questions. To describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.

Science Understanding	Science Inquiry Skills		
Physical sciences	**Planning and conducting**	**Processing and analysing data and information Evaluating**	**Communicating**
Use understanding of the behaviour of heat to suggest explanations for everyday observations.	Use experiences to identify questions and make predictions about scientific investigations. Follow procedures to record observations.	Suggest possible reasons for findings, based on patterns in data. Describe how safety and fairness were considered.	Use diagrams and other representations to communicate their ideas.
Explains heat transfer and its effects in familiar and unfamiliar situations, using science understanding	Gives scientific reasons for a prediction. Systematically records accurate observations.	Uses data to explain a pattern. Describes how and why fairness was considered and managed.	Communicates using accurate scientific language and representations.	**A**
Explains heat transfer based on if a material is a conductor or insulator.	Systematically records observations. Q6	Describes a pattern in the data.	Communicates using scientific language and representations.	**B**
Uses understanding of the behaviour of heat to explain observations.	Poses an accurate science question and makes a prediction about the investigation. Follows procedures to record observations.	Suggests reasons for findings based on patterns in data. Describes how safety and fairness were considered.	Uses diagrams and other representations to communicate their ideas.	**C**
Identifies that heat transfers. labelled diagram	Makes a prediction. Records observations.	Identifies fairness considerations.	Uses drawings and everyday language.	**D**
Identifies a source of heat.	Identifies a question. Makes observations with guidance.	States whether the investigation was fair or not. Follows instructions safely.	Uses fragmented language.	**E**

Feedback: