Year 3 Marking Guides Term 1

Friendship

Student		Teacher	
Learning area	English	Subject	Imaginative Narrative
Technique	Short Story (narrative)		
Purpose	To write an imaginative story (narrative) on a familiar theme of 'friendship'.		

	A	B	C	D	E
Writing and Creating	Creates a written imaginative story (narrative) including 2 or 3 ideas, about the theme *friendship* to narrate, having an impact on an audience, including creatively expanding on relevant details from learnt topics or texts, expressing a character's thoughts and feelings.	Creates a written imaginative story (narrative) including 2 ideas, about the theme *friendship* to narrate, including connecting relevant details from learnt topics or texts.	Creates a written story (narrative) about the theme *friendship* to narrate, including relevant details from learnt topics or texts.	Creates a written story about the theme *friendship*, including details: simple description of characters, setting and/or problem.	Creates ideas about a character, setting and/or events.
	Uses text structures including paragraphs, and edits to improve language features including compound sentences to express and combine ideas, topic-specific vocabulary, relevant to the type of text and purpose and literary devices. • Adverbials to give details such as time, place and manner (eg: "in the afternoon", "nearby", "quickly") • Edit and improves language features	Uses text structures including paragraphs, and edits punctuation, language features including compound sentences to express ideas, topic-specific vocabulary and literary devices. • Text Structure: pebble, rock, boulder • Groups related ideas in paragraphs • Uses verbs feeling and thinking • Coordinating conjunctions FANBOYS (for, and, nor, but, or, yet, so)	Uses text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices. • Text Structure: orientation, complication, resolution • Past tense = stay with tense • Language features: noun groups including adjectives, verbs: doing and saying • Articles used (eg: "a", "an", "the") • Literary devices: characterisation and setting • Common conjunctions: FANBOYS (and, but, so) • Capitalising proper nouns	Uses language features including simple sentences and topic-specific vocabulary.	Uses everyday language.
	Spells multisyllabic words using phonic and morphemic knowledge, and high-frequency words. Monitoring Strategy			Not yet demonstrating	

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Assessment task 1.1 — Interpreting and creating a map

Purpose: To interpret and create a map.

Student Name: **Teacher Name:**

	A	B	C	D	E
Understanding, Fluency	Interprets a two-dimensional representation, identifying key landmarks and objects, creates a two-dimensional representation of a familiar environment **from a top view perspective and describes directions using relative positions.**	Interprets and creates two-dimensional representations of familiar environments, identifying key landmarks and objects using relative positions.	Interprets and creates two-dimensional representations of familiar environments.	Interprets key landmarks on a two-dimensional representation of a zoo. Sketches shapes to represent objects within a room.	Locates key landmarks on a two-dimensional representation of a zoo. Sketches a shape to represent an object within a room.
Feedback:					

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Unit 1: Statistics Mathematics AC V9			Year 3	

Assessment task 1.3 — Conducting a guided statistical investigation[1]

Purpose: To conduct a statistical investigation and create, interpret and compare data displays.

Student Name: | **Teacher Name:**

	A	B	C	D	E
Understanding, Fluency, Problem-Solving, Reasoning	Conducts guided statistical investigations involving the most popular colour and number of boxes by collecting and recording and representing data, **including comparing data displays**, and interpreting results to answer **both** investigation questions.	Conducts guided statistical investigations involving the most popular colour and number of boxes by collecting and recording and representing data and interpreting results to answer an investigation question.	Conducts guided statistical investigations involving the most popular colour and number of boxes by collecting and recording data and interpreting results. Records, represents and compares data collected.	Conducts guided statistical investigations and records and represents data in data displays. Compares data to identify most and least frequent responses.	Conducts a guided statistical investigation and records data in a table. Compares data to identify most or least frequent response.
Feedback:					

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We Will Rock You!

Student		Teacher	
Learning area	SCIENCE	Subject	Earth and Space Science
Technique	Short Response & Experimental Investigation		
Purpose			

To describe the observable properties of soil, rocks and minerals and their importance as resources. To plan, conduct and test the permeability of different soil types. To collect, organise and communicate data findings using scientific vocabulary.

		A	B	C	D	E
Science Understanding and Science as a Human Endeavour		Describe the similarities and differences of the observable properties of soils, rocks and minerals and describe their importance as Earth's resources.	Describe the similarities and differences of the observable properties of soils, rocks and minerals and describe their importance as resources.	Describe the observable properties of soils, rocks and minerals and describe their importance as resources.	Describe the observable properties of soils, rocks or minerals and describe their importance as resources.	Describe the observable properties of soils, rocks or minerals or describe their importance as resources.
		Describe how people use data to develop scientific explanations and share their findings.	Describe how people use data to develop scientific explanations.	Describe how people use data to develop explanations.	Describe how people use data.	
Science Inquiry		Organises data and information using provided scaffolds, including a Venn Diagram, results table and identifies patterns and relationships.	Organises data and information using provided scaffolds, including a Venn Diagram, and identifies patterns and relationships.	Organise data and information using provided scaffolds to show the permeability of different soil types and identify patterns and relationships.	Organises information using a provided scaffold.	Organises information using a provided scaffold or picture.
		Use familiar classroom instruments to make measurements. (Measuring water level) Monitoring Strategy			Not yet demonstrating	
		Communicate ideas and findings about soils, rocks and minerals, including using scientific vocabulary sharing predictions, results and conclusions relevant to the similarities and differences of soil.	Communicate ideas and findings about soils, rocks and minerals, including using scientific vocabulary sharing predictions relevant to a similarity or difference of soil.	Communicate ideas and findings about soils, rocks and minerals, including using scientific vocabulary when appropriate.	Communicate ideas and findings about soils, rocks or minerals, including using scientific vocabulary when appropriate.	Communicate an idea or findings about soils, rocks or minerals, including using scientific vocabulary when appropriate.

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Rule Makers

Student		Teacher	
Learning area	HASS	Subject	Civics and Citizenship
Technique	Test		
Purpose			
Describe the importance of having rules in our lives.			

	A	B	C	D	E
Knowledge and Understanding	describe the importance of rules, the consequences of rules not being followed, who makes rules, and people's contributions to communities	describe the importance of rules, who makes rules, and people's contributions to communities	describe the importance of rules and people's contributions to communities	identify the importance of rules	Identify familiar rules
Skills	propose actions or responses for an issue relevant to their lives that consider possible effects of actions	propose actions or responses for an issue that consider possible effects of actions	propose actions or responses for an issue.	names actions for an issue.	Name an action for an issue.