

Year 3 Marking Guides Term 2



Living vs Non-Living

Student		Teacher	
Learning area	English	Subject	Informative Texts
Technique	Extended Response: Informative Text		
Purpose	To relate ideas and express opinions about an informative text.		

	A	B	C	D	E	
Speaking and Listening	Interacts with <u>others</u> , and listens to and creates spoke and or/multimodal texts. Monitoring Strategy Multimodal means (a combination of two or more communication modes, print image, spoken text, film and computer presentation)			Not yet demonstrating		
	Relates details and elaborations to expand ideas, expresses opinion, preference and appreciation of an informative text, providing detailed supporting reasons and includes a range of relevant details from the text. - Using their own ideas combined with ideas and details from the text	Relates details to expand ideas, expresses opinion, preference and appreciation of an informative text, providing supporting reasons and includes relevant details from the text. - Using details from the text with reference to the text	Relates ideas, expresses opinion, preference and appreciation of an informative text, and includes relevant details from the text. - Example: o I think..., o Opinion about how they used the text	Relates ideas, expresses opinion, preference or appreciation of an informative text.	Relates ideas and expresses an opinion about an informative text.	
	Groups, logically sequences and links ideas using a clear structure, to suit the purpose. - Grouping like ideas together to provide a clear structure	Groups, logically sequences and links ideas to suit the purpose. - Purpose: relate ideas + express opinions - Audience: peers	Groups, logically sequences and links ideas	Sequences ideas.		
	Uses a broader range of language features including topic-specific vocabulary, and visual features and varies features of voice to enhance spoken text and engage the audience. - Example: Rhetorical questions – use features of voice to enhance the spoken text	Uses a range of language features including topic-specific vocabulary, and visual features and features of voice to enhance spoken text. - Example: Rhetorical questions – said the statement = not as engaging	Uses language features, including topic-specific vocabulary and visual features and features of voice. - Language features: o Noun groups / verb groups o Topic specific vocab	Includes languages features, visual features and/or features of voice.	Uses simple sentences, appropriate vocabulary, visual features or features of voice.	

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Living vs Non-Living

Student		Teacher	
Learning area	English	Subject	Informative Texts
Technique	Test: Reading Comprehension		
Purpose			
To read an informative text and answer comprehension questions identifying how texts are structured using topic specific vocabulary and how visual features extend meaning.			

	A	B	C	D	E
Reading and Viewing	<p>Read, view and comprehend an informative text by examining models of well-constructed paragraphs and identifying their features, determining important ideas, events or details, recognising their purpose and audience</p> <p>Q14</p>	<p>Read, view and comprehend an informative text by determining important ideas, events or details, recognising their purpose and audience</p> <p>Q3</p>	<p>Read, view and comprehend an informative text, recognising its purpose and audience</p> <p>Q2</p>	<p>View texts, recognising their purpose</p> <p>Q1</p>	<p>View texts</p>
	<p>Identify literal meaning using evidence from the text determining important ideas and explain inferred meaning using prior knowledge and making predictions</p> <p>Q8 (evidence from the text)</p>	<p>Identify literal meaning using evidence from the text and explain inferred meaning using prior knowledge and making predictions</p> <p>Q7 (inferred + evidence from the text)</p>	<p>Identify literal meaning and explain inferred meaning</p> <p>Q6 (literal) Q7 (inferential)</p>	<p>Identify literal meaning and inferred meaning.</p> <p>Q5 (literal)</p>	<p>Identify literal meaning</p>
	<p>Describe how informative texts are structured and presented into longer informative texts organised in paragraphs which begin with a topic sentence that predicts how the paragraph will develop.</p> <p>Q10 / Q11 (more developed answer, discussing paragraphs)</p>	<p>Describe how informative texts are structured and presented in paragraphs which begin with a topic sentence that predicts how the paragraph will develop.</p> <p>Q11</p>	<p>Describe how informative texts are structured and presented</p> <p>Q10 (simple response)</p>	<p>Describe how informative texts are presented.</p> <p>Q9</p>	<p>Describe an informative text.</p>
	<p>Describe the language features of texts including how choice of adverbs, noun groups and verbs present different evaluations of animals in texts linking purpose and audience, and describes how topic-specific vocabulary and visual features extend meaning.</p> <p>Q13 (adverbs)</p>	<p>Describe the language features of texts including how choice of noun groups and verbs present different evaluations of animals in texts and describes how topic-specific vocabulary and visual features extend meaning.</p> <p>Q12 (noun groups)</p>	<p>Describe the language features of texts including topic-specific vocabulary and how visual features extend meaning</p> <p>Q4 (language features / visual features)</p>	<p>Describe topic-specific vocabulary, and how visual features extend meaning</p>	<p>Describe topic-specific vocabulary and visual features</p>
	<p>Read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.</p> <p>Monitoring Strategy</p>				<p>Not yet demonstrating</p>

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Living vs Non-Living

Student		Teacher	
Learning area	English	Subject	Informative Texts
Technique	Extended Response: Informative Text		
Purpose			
To write an information report about an animal.			

	A	B	C	D	E	
Writing and Creating	<p>Creates a clear and sequenced multimodal informative text appropriate to an audience, including paragraphs that begin with a topic sentence and related ideas and details drawn from sources.</p> <ul style="list-style-type: none"> - Topic sentences for paragraphs + supporting sentences - Text connectives to link ideas (within a paragraph) – the writing flow inside the paragraphs 	<p>Creates a multimodal informative text, using appropriate form and layout, including paragraphs that relate ideas and relevant details suited to an audience.</p> <ul style="list-style-type: none"> - Appropriate: title, subheadings, - Introduction, diet, habitat, physical characteristics, conclusion (interesting fact) - Audience: peers 	<p>Creates a multimodal informative text for an audience, relating ideas including relevant details from the topic.</p>	<p>Creates a multimodal informative text with relevant details on the topic.</p>	<p>Creates a multimodal informative text using simple sentences to give details on the topic.</p>	
	<p>Uses language features including compound sentences with adjectives in noun groups, mostly correct tense, topic-specific vocabulary and visual features that extend the meaning of the text.</p> <ul style="list-style-type: none"> - Tense: present (current tense) 	<p>Uses language features including compound sentences with adjectives in noun groups, topic-specific vocabulary and visual features that extend the meaning of their text.</p> <ul style="list-style-type: none"> - Image needs to match their writing and extend the meaning (could do labels) 	<p>Uses an informative text structure including paragraphs, and language features including compound sentences, topic-specific vocabulary, and visual features.</p>	<p>Uses a text structure and language features including simple and/or compound sentences and topic-specific vocabulary, and/or a visual feature.</p>		
	<p>Write texts using letters that are accurately formed and consistent in size</p> <p>Monitoring Strategy</p>				<p>Not yet demonstrating</p>	
	<p>Spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words</p> <p>Monitoring Strategy</p>				<p>Not yet demonstrating</p>	

Year 3 Marking Guides Term 2



Unit 2: Number
Mathematics AC V9

Year 3

Assessment task 2.1 — Use addition, subtracting and multiplication to solve problems

Purpose: To partition, rearrange and regroup numbers to help with solving addition, subtraction and multiplication problems involving two- and three-digit numbers and use mathematical modelling to solve practical problems involving twos, fives and tens multiplication facts.

Student Name:

Teacher Name:

	A	B	C	D	E
Understanding, Fluency,	Partitions, rearranges and regroups two- and three-digit numbers in different ways to assist in calculations, justifies choices and solves problems efficiently. Part A: Q7	Partitions, rearranges and regroups two- and three-digit numbers in different ways to assist in calculations and solves problems efficiently. Part A: Q4	Partitions, rearranges and regroups two- and three-digit numbers in different ways to assist in calculations. Part A: Q4	Partitions, rearranges and regroups two- and three-digit numbers in different ways. Part A: Q3	Partitions, rearranges and regroups two- and three-digit numbers in a different way. Part A: Q2
	Extends and uses single-digit addition and related subtraction facts, applies efficient additive strategies to model and solve problems including word problems involving two- and three-digit numbers, and explains a more efficient way to solve a problem. Part A: Q6	Extends and uses single-digit addition and related subtraction facts and applies efficient additive strategies to model and solve problems including word problems involving two- and three-digit numbers. Part A: Q5a, Q5, Q5c	Extends and uses single-digit addition and related subtraction facts and applies additive strategies to model and solve problems involving two- and three-digit numbers. Part A: Q1	Extends and uses single-digit addition and related subtraction facts and applies additive strategies to model and solve problems involving two- or three-digit numbers. Part A: Q1	Extends and uses single-digit addition and applies additive strategies to model problems involving two- or three-digit numbers. Part A: Q1
	Makes estimates and determines the reasonableness of financial and other calculations and chooses which place value to estimate depending on the situation and explains why. Part B: Q2b	Makes estimates and determines the reasonableness of financial and other calculations and chooses which place value to estimate depending on the situation. Part B: Q2a	Makes estimates and determines the reasonableness of financial and other calculations. Part B: Q1	Makes estimations by rounding numbers to the nearest 10 and 100. Part B: Q1	Makes an estimation by rounding numbers to the nearest 10 or 100. Part B: Q1
Problem-Solving	Uses mathematical modelling to solve and communicate a flower garden problem involving single-digit multiplication, recalling multiplication facts for twos, fives and tens. Formulates the problem with a garden design that meets the requirements, uses number sentences that show multiplicative thinking, and uses a range of calculation strategies. Part C	Uses mathematical modelling to solve and communicate a flower garden problem involving single-digit multiplication, recalling multiplication facts for twos, fives and tens. Formulates the problem with a garden design, uses number sentences and uses a range of calculation strategies. Part C	Uses mathematical modelling to solve a flower garden problem involving single-digit multiplication, recalling multiplication facts for twos, fives and tens, and using a range of strategies. Part C	Uses mathematical modelling to make planning decisions, represents a practical problem using arrays and uses multiplication facts to solve aspects of the problem. Part C	Uses mathematical modelling to represent a practical problem using arrays and makes a calculation to solve an aspect of the problem. Part C
Feedback:					

Year 3 Marking Guides Term 2



Unit 2: Measurement (Time)
Mathematics AC V9

Year 3

Assessment task 2.2 — Estimating, measuring and comparing duration of events

Purpose: To estimate, compare and measure the duration of events using formal units of time.

Student Name:

Teacher Name:

	A	B	C	D	E
Understanding, Fluency	<p>Uses formal units of time when estimating, comparing and measuring the duration of events and compares the duration of an activity with estimation. Reads, represents and connects analog and digital time to the nearest minute for the start and finish of an event.</p>	<p>Uses formal units of time when estimating, comparing and measuring the duration of events and reads and represents time to the nearest minute on digital or analog clocks for the start and finish of an event.</p>	<p>Uses formal units of time when estimating, comparing and measuring the duration of events.</p> <p>Estimates and compares measures of duration using formal units of time.</p>	<p>Uses formal units of time to measure the duration of events.</p> <p>Estimates measures of duration using formal units of time.</p>	<p>Identifies a formal unit of time appropriate for measuring the duration of an event.</p> <p>Estimates a measure of duration using formal units of time.</p>
Feedback:					

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Living vs Non-Living

Student		Teacher	
Learning area	Science	Subject	Biological Sciences
Technique	Short Response		
Purpose			
To answer short response questions about living and non-living things.			

		A	B	C	D	E
Knowledge and Understanding	Understanding	Classify and compare the physical characteristics of living and non-living things and different stages of its life cycle	Classify and compare the physical characteristics of living and non-living things and different life cycles	Classify and compare living and non-living things and different life cycles	Classify living and non-living things and different life cycles	Classify a living and/or a non-living thing
	Processing, modelling and analysing	Organises information using provided scaffolds, including a Venn diagram, constructs a life cycle and identifies patterns and relationships.	Organises information using provided scaffolds, including a Venn Diagram, and identifies patterns and relationships.	Organises information using provided scaffolds and identifies patterns and relationships.	Organises information using a provided scaffold and a life cycle to show a relationship.	Organises information using a provided scaffold or life cycle to show a relationship.
Science Inquiry	Communicating	Communicates ideas and findings about living and non-living things and life cycles, including a life cycle story, using images, labels, facts about life stages and scientific vocabulary when appropriate.	Communicates ideas and findings about living and non-living things and life cycles, using images, labels, facts about life stages and scientific vocabulary when appropriate.	Communicates ideas and findings about living and non-living things and life cycles, using images, labels and scientific vocabulary when appropriate.	Communicates ideas and findings about living and non-living things or life cycles, using images and scientific vocabulary when appropriate.	Communicates ideas about living things or life cycles, using images and scientific vocabulary when appropriate.

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Event Celebrators and Change Agents

Student		Teacher	
Learning area	HASS	Subject	History
Technique	Multimodal		
Purpose			
Students to complete a short investigation about commemorations and celebrations that are significant to Australia's identity. They look at timelines and patterns to identify how these events have changed over time from different perspectives.			

	A	B	C	D	E
Knowledge and Understanding	<p>describe the causes, effects and contributions of people and events to change in Australia and the reasons why the change occurred</p> <p>Q2 (Invasion Day/Protesting the date/Lucky Country/Sharing cultural traditions)</p>	<p>describe the causes, effects and contributions of people and events to change in Australia</p> <p>Q2 (Both - arrival of the first fleet)</p>	<p>describe the causes, effects and contributions of people to change in Australia</p> <p>Q2 (Celebration/Commemoration)</p>	<p>describe the causes of a change in Australia</p>	
	<p>identify the significance of cultural and historical origins of events, symbols and emblems important to Australia's identity and diversity</p> <p>Q1b (Image A)</p>	<p>identify the significance of historical origins of events, symbols and emblems important to Australia's identity and diversity</p> <p>Q1b (Image B)</p>	<p>identify the significance of events, symbols and emblems to Australia's identity and diversity</p> <p>Q1a</p>	<p>identify a significant event or symbol to Australia.</p>	<p>identify a personal significant event or symbol.</p>
Skills	<p>develop questions and locate, collect and record information and data from different sources</p> <p>Monitoring Strategy Q3 (what question), Q4 (questions)</p>			<p>Not yet demonstrating</p>	
	<p>analyse information from different sources to identify perspectives and draw conclusions about information related to historical events or cultural celebrations</p> <p>Q4</p>	<p>analyse information from different sources to identify perspectives and draw conclusions</p> <p>Q4d (using different sources)</p>	<p>analyse information to identify perspectives and draw conclusions</p> <p>Q4b, 5c</p>	<p>identify perspectives and draw a conclusion</p>	<p>identify perspectives</p>
	<p>use ideas from sources, and subject-specific terms to present descriptions and explanations</p> <p>Monitoring Strategy Q4</p>			<p>Not yet demonstrating</p>	