

Year 4 English: Term 3 – Character Profile and Letter from Rowan to his mother

Name: _____

Purpose of assessment: To create a character profile to explain how the author of a narrative represents the main character in an important event. To describe the events in a quest novel from the perspective of the main character. To deliver a spoken recount in role as the main character of a quest novel.

Knowledge and understanding (Receptive)	Creating texts (Productive)	Creating texts (Productive)	
<p>Explains how language features and vocabulary are used to engage the interest of the audience.</p> <p>Describes literal and implied meaning connecting ideas in different texts.</p> <p>Character Profile</p>	<p>Creates a structured text to explain ideas. Uses language features to create coherence and add detail.</p> <p>Demonstrates understanding of grammar and selects vocabulary from a range of resources. Uses accurate spelling and punctuation. Re-reads and edits work to improve meaning.</p> <p>Letter</p>	<p>Makes a presentation, varying language according to context.</p> <p>Presentation of letter</p>	
<p>Integrates and links ideas to show how the important event contributes to character development in the novel.</p>	<p>Expresses and connects ideas using a range of sentence structures.</p>	<p>Delivers a presentation, in role incorporating learned content, taking into account purpose and audience.</p>	A
<p>Uses metalanguage to explain how the author of the quest novel uses language to develop the character and the event and create plot tension.</p>	<p>Includes key information and supporting details. Uses quotation marks to signal quoted (direct) speech. Uses complex sentences. Adds, deletes and moves words and word groups in editing to create a cohesive written response.</p>	<p>Uses a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently. Uses body gestures and movements to enhance meaning.</p>	B
<p>Explains how language features and vocabulary are used to engage the interest of the audience. Describes literal and implied meaning connecting ideas in texts.</p>	<p>Creates a structured text to explain ideas. Uses language features to create coherence and add detail. Uses compound sentences. Uses grammar and selects vocabulary from a range of resources. Uses accurate spelling and punctuation. Re-reads and edits work to improve meaning.</p>	<p>Makes a presentation, varying language according to context.</p>	C
<p>Describes the main character and the event.</p>	<p>Includes simple sentences. Uses capital letters and full stops to punctuate sentences.</p>	<p>Tells a story as a character.</p>	D
<p>Identifies an important event in a quest novel.</p>	<p>Attempts to write simple sentences.</p>	<p>Speaks to an audience.</p>	E

Feedback: _____

Year 4 Mathematics: Unit 3 — Comparing areas and using measurements

Name:




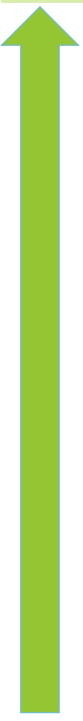
Purpose of assessment: To compare areas of regular and irregular shapes using informal units. To use scaled instruments to measure temperature, mass, capacity and length. To recall multiplication and division facts.

Understanding and Fluency	Problem-solving and Reasoning	
Compare the areas of regular and irregular shapes by informal means. Compare objects using familiar metric units of length and area. Use scaled instruments to record temperature and mass. Recall multiplication and division facts.	Compare measurements to solve problems. Explain thinking using mathematical reasoning.	
◀ Interprets a scaled instrument to fill in missing weight measurements.	◀ Draws an area to correctly meet specific criteria.	A
◀ Marks the scale to show and compare capacity measurements.	◀ Solves length and capacity problems using scaled instruments. Explains which jug has the greater capacity.	B
Measures and compares lengths using scaled instruments. Records temperature and mass on scaled instruments. ◀ Creates an irregular shape with a smaller area than another shape. Recalls 2s, 3s, 4s, 5s, 6s, 8s, 9s and 10s multiplication and division facts fluently.	◀ Compares two paddocks and chooses greater area. Explains thinking using mathematical reasoning.	C
◀ Orders areas from smallest to largest through visual comparison. Recalls some 2s, 3s, 4s, 5s, 6s, 8s, 9s and 10s multiplication and division facts.	◀ Chooses a paddock and explains thinking using everyday language.	D
◀ Lists an item that could be used to measure length informally. Recalls a 2s, 3s, 4s, 5s, 6s, 8s, 9s or 10s multiplication or division fact.	◀ Draws a shape to represent an area.	E

Feedback:

Purpose of assessment: To investigate and apply the observable properties of different materials to explain how it can be used in real-life situations and complete a report communicating their findings.

Science Understanding	Science Inquiry Skills		
Properties of materials	Questioning and predicting Planning and conducting	Processing and analysing data and information Evaluating	Communicating
<p>Applies the observable properties of materials to explain how objects and materials can be used.</p> <p>(Analysis Questions)</p>	<p>Identifies question and predicts likely outcome to investigation.</p> <p>Discusses ways to conduct investigations and safely use equipment to make and record observations.</p>	<p>Suggests explanations for observations and compares their findings with their predictions.</p> <p>Suggests reasons why the method was fair or not.</p>	<p>Completes a simple report to communicate their methods and findings</p>

 <ul style="list-style-type: none"> ◀ Explains why the observable properties of different materials affect the flight of the toy plane. ◀ Links the observable properties of toy plane materials to their distance travelled. ◀ Identifies observable properties of different materials to explain how they affected how far the planes flew. ◀ With support, was able to list properties of materials that affected the flight of a toy plane. ◀ Identifies a material that can be used for a purpose. 	 <ul style="list-style-type: none"> ◀ Links the question, prediction and chosen method to what is being measured and investigated. ◀ Predicts using science understanding. ◀ Identifies a question and makes a prediction. ◀ Discusses ways to conduct investigations. Records observations. ◀ Follows a selected method. ◀ Makes a prediction. Safely conducts investigation. 	 <ul style="list-style-type: none"> ◀ Links relationships to observations and explanations. Identifies changes that make the investigation fairer. ◀ Reasons for fairness linked to method or identified flaws in the investigation. ◀ Suggests explanations for observations. Compares observations with prediction. Suggests reasons why the investigation was fair or not. ◀ Identifies whether observations match prediction or not. ◀ Identifies an observation. 	 <ul style="list-style-type: none"> ◀ Coherently uses accurate scientific language to communicate findings. ◀ Uses relevant scientific terminology ◀ Completes a simple report to communicate methods and findings. ◀ Presents information using everyday language. ◀ Presents fragmented information. 	<div style="border: 1px solid black; padding: 5px; width: 20px; margin: 0 auto;">A</div> <div style="border: 1px solid black; padding: 5px; width: 20px; margin: 0 auto;">B</div> <div style="border: 1px solid black; padding: 5px; width: 20px; margin: 0 auto;">C</div> <div style="border: 1px solid black; padding: 5px; width: 20px; margin: 0 auto;">D</div> <div style="border: 1px solid black; padding: 5px; width: 20px; margin: 0 auto;">E</div>
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Feedback

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