

Purpose of assessment: To write a poetry analysis, explaining the topic, purpose and audience of the poem; the tone and mood of the poem; and a personal response to the poem.

Knowledge and understanding (Receptive)	Comprehending texts (Receptive)	Creating texts (Productive)	
Explains how text structures assist in understanding the text. Understands how language features and vocabulary influences interpretations of characters, settings and events.	Analyses and explains literal and implied information from texts. Describes how events, characters and settings in texts are depicted and explains own responses to them.	Creates informative texts. Demonstrates understanding of grammar using a variety of sentence types. Selects specific vocabulary and uses accurate spelling and punctuation. Edits work for cohesive structure and meaning.	
<p>◀ Uses precise language to examine how choice in text structure and poetic devices meet purpose.</p>	<p>◀ Explains how the poet uses sound devices, imagery and language features to present information, evoke emotion and convey a message.</p>	<p>◀ Makes concise and deliberate vocabulary choices to express greater precision of meaning. ◀ Gives prominence to the main idea at the start of sentences.</p>	A
<p>◀ Makes conscious choices in use of metalanguage to convey ideas and information to the audience.</p>	<p>◀ Interprets how language, ideas and choice of content create context and mood, providing examples from the poem.</p>	<p>◀ Constructs complex sentences with main and subordinate clauses and conjunctions to write a cohesive response.</p>	B
<p>Explains how text structures assist in understanding the text. ◀ Describes how language features and vocabulary influences interpretations of characters, settings and events.</p>	<p>Analyses and explains literal and implied information from texts. ◀ Describes how events, characters and settings in texts are depicted and explains own response to them.</p>	<p>Creates an informative text. Demonstrates understanding of grammar using a variety of sentence types. ◀ Selects specific vocabulary and uses accurate spelling and punctuation. Edits their work for cohesive structure and meaning.</p>	C
<p>◀ Identifies text structures and language features.</p>	<p>◀ Describes the context of the poem.</p>	<p>◀ Writes paragraphs.</p>	D
<p>◀ Identifies the purpose of the poem.</p>	<p>◀ States the topic of the poem.</p>	<p>◀ Writes statements.</p>	E

Feedback:

Purpose of assessment: To choose appropriate units of measurement for length, area, volume, capacity and mass. To calculate perimeter and area of rectangles.

Understanding and Fluency	Problem-solving and Reasoning	
Select and use appropriate units of measurement for length, area, volume, capacity and mass. Calculate perimeter and area of rectangles.	Explain thinking used to solve authentic measurement problems.	
<p>Calculates missing lengths. (Q12) Consistently expresses amounts with correct units. (Q2, Q3, Q7, Q8, Q9, Q10, Q11, Q12)</p>	<p>Solves a multi-step problem and explains thinking used to calculate how many more grams of flour are needed. (Q13)</p>	A
<p>Calculates perimeter and area of half a sheet of paper. (Q11a, Q11b)</p>	<p>Determines a valid length for a medium-sized paperclip. (Q10) Explains thinking and writes a number sentence. (Q10)</p>	B
<p>Calculates perimeter and area of a rectangular garden. (Q7a, Q7b) Expresses answers with correct units of measure. (Q7a, Q7b) Selects appropriate units of measurement for the volume of load of concrete and length of bean plants. (Q8a, Q9)</p>	<p>Shows appropriate thinking to solve an authentic measurement problem by showing a mass of seeds. (Q6) Explains thinking to justify chosen units of measurement for the volume of load of concrete (Q8b)</p>	C
<p>Calculates an appropriate measurement of area and mass. (Q2, Q3)</p>	<p>Reads a graduated scale of mass or volume. (Q4, Q5)</p>	D
<p>Chooses an instrument used to measure length. (Q1)</p>	<p>Writes a length, area, volume or mass.</p>	E

Feedback:

Purpose of assessment: To continue patterns by adding and subtracting fractions and decimals, and identify and explain strategies for finding unknown quantities in number sentences involving the four operations. To apply a range of computation strategies to solve problems and to plan and calculate simple budgets.

Understanding and Fluency	Problem-solving and Reasoning	
Continue addition and subtraction patterns with fractions and decimals. Identify elements of simple financial plans and perform calculations in context. Find unknown quantities in number sentences.	Solve simple authentic problems involving the four operations using a range of strategies. Explain plans for simple budgets. Describe and create addition and subtraction patterns with fractions and decimals.	
<p>◀ Infers a rule and uses it to create a new mixed-number pattern. Part A Q4b Performs multi-step calculations accurately.</p>	<p>◀ Justifies a reason to compare profits from different Market Stalls using the language of financial mathematics. Part B Q2</p>	A
<p>◀ Applies a rule to create a decimal number pattern. Part A Q3,b (both) Uses efficient computation strategies to calculate profit and expenditure.</p>	<p>◀ Proposes a reason to compare profits from different Market Stalls using the language of financial mathematics. Part B Q2</p>	B
<p>Continues addition and subtraction patterns with fractions and decimals. Part A Q3a Q4a</p> <p>◀ Performs accurate calculations involving the four operations. Part B Table 1, 2 Identifies income and expenditure in a simple financial plan. Part B Table 1, 2 Selects the rule used to create a pattern based on heights. Part A Q2</p>	<p>Solves simple problems involving the four operations using efficient strategies. ◀ Part B Table 1, 2 Creates a financial plan.</p>	C
<p>◀ Positions decimals on a number line. Part A Q1 ◀ Demonstrates some indicators in “C”.</p>	<p>◀ Shows working using some aspects of mathematical conventions and symbols. Demonstrates some indicators in “C”.</p>	D
<p>◀ Continues a pattern.</p>	<p>◀ Writes a number sentence.</p>	E

Feedback:

Purpose of assessment: To use simple strategies to reason and solve a measurement inquiry question.

Understanding and Fluency	Problem solving and Reasoning	
Perform calculations involving capacity and mass. Connect and apply measurement understanding to the inquiry question. Use mathematical language and symbols.	Interpret, model and investigate capacity and mass. Explain and justify conclusions using mathematical evidence.	
Accurately transfers knowledge of measurement to the inquiry question. Consistently and clearly uses appropriate mathematical language, materials and diagrams.	Develops and applies methods to gather relevant evidence for a conclusion. Represents and presents evidence logically. Clearly explains mathematical thinking including choices made, strategies used and conclusions reached.	A
Recalls and uses appropriate measurement understanding connected to the inquiry question. Consistently uses appropriate mathematical language, materials and diagrams.	Develops a method to gather evidence to support conclusion. Explains mathematical thinking including choices made, strategies used and conclusions reached.	B
Uses and applies measurement understanding to calculate capacity and mass. Uses appropriate mathematical language, materials and diagrams.	Chooses a known method to gather evidence to support a conclusion. Represents and presents evidence. Describes mathematical thinking including strategies used and conclusions reached.	C
Finds capacity and mass of backpacks. Uses aspects of mathematical language, materials or diagrams.	Follows a given method to gather evidence. Makes statements about choices or strategies used when prompted.	D
Recognises mass of a backpack. Uses everyday language.	Makes isolated statements.	E

Feedback:

Purpose of assessment: To plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. To describe how scientific developments have affected people’s lives and help us solve problems. To describe ways to improve the fairness of their investigation and communicate ideas and findings.

Science Understanding	Science as a Human Endeavour	Science Inquiry Skills			
Physical sciences	Use and influence of science	Questioning and predicting Planning and conducting	Evaluating	Communicating	
Explain everyday phenomena associated with the transfer of light.	Discuss how scientific developments have affected people’s lives and help us solve problems.	Pose a question for investigation and predict the effect of changing variables when planning an investigation.	Describe ways to improve the fairness of their investigation.	Communicate their ideas and findings using multimodal texts. All Questions	
<ul style="list-style-type: none"> ◀ Applies scientific knowledge about the behaviour of light with detailed explanations. ◀ Uses scientific ideas about the behaviour of light with detailed explanations. ◀ Describes how shadows are formed. ◀ Describes that light can be absorbed, reflected and refracted. ◀ Displays non-scientific ideas about the behaviour of light. ◀ States a fact about light. 	<ul style="list-style-type: none"> ◀ Describes in detail how a scientific development has affected people’s lives and helps solve a problem. ◀ Describes how a scientific development has affected people’s lives and helps solve a problem. ◀ Describes how a scientific development affects a person’s life and helps solve a problem. ◀ States how a scientific development affects a person’s life. ◀ Identifies a scientific development that provides light. 	<ul style="list-style-type: none"> ◀ Records a concise and logical sequence for the investigation. ◀ Poses a question and makes a prediction based on scientific understandings. ◀ Poses a question for investigation and predicts the effect of changing variables when planning an investigation. ◀ With guidance poses a question and makes a prediction. ◀ With guidance follows a given method. 	<ul style="list-style-type: none"> ◀ Justifies why the changes will improve their investigation. ◀ Describes effective ways to improve the fairness of their investigation. ◀ Describes ways to improve the fairness of their investigation. ◀ Identifies ways to improve their investigation. ◀ States a problem in the investigation. 	<ul style="list-style-type: none"> ◀ Communicates using accurate scientific language and appropriate representations comprehensively. ◀ Communicates ideas using scientific language and representations. ◀ Communicates their ideas and findings using a range of text types ◀ Uses everyday language. ◀ Uses fragmented language. 	A
					B
					C
					D
					E

Feedback:

