Year 6 English: Unit 6 — Comparing texts: Arguing a point of view

Name:

Purpose of assessment: To argue a point of view about the effectiveness of literary and informative texts in conveying their message.

Knowledge and understanding (Receptive)	Creating texts (Productive)	
Understands how the use of text structures can achieve particular effects. Analyses and explains how language features, images and vocabulary are used by different authors to represent ideas. Compares and analyses information in different and complex texts. Selects and uses evidence from a text to explain response to it.	Shows how specific details can be used to support a point of view. Creates detailed texts elaborating on key ideas for purposes and audiences. Demonstrates an understanding of grammar, and makes considered vocabulary choices to enhance cohesion and structure in writing. Uses accurate spelling and punctuation for clarity and makes editorial choices based on criteria.	
Explains how effectively modality or emphasis is used to influence reader response regarding a text's ability to communicate a message about a topic of importance.	Makes discerning choices in use of subjective and evaluative language to express opinion and convey a point of view appropriate for purpose and audience. Combines a range of complex sentences, with subordinating conjunctions and commas to separate clauses, to create variety and effect.	A
Explains key similarities and differences between different texts' uses of text structures, language and visual features on similar topics and themes.	Writes a coherent and well-structured formal text that argues a point of view within and across paragraphs. Includes relevant information at the starting points of sentences to emphasise key points and ideas and influence the reader.	B
Identifies how the use of text structures can achieve particular effects. Analyses and explains how language features, images and vocabulary are used by different authors to represent ideas. Compares and analyses information in different and complex texts. Selects and uses evidence from a text to explain response to it.	Shows how specific details can be used to support a point of view. Creates detailed texts elaborating on key ideas for a purpose and audience. Demonstrates an understanding of grammar, and makes considered vocabulary choices to enhance cohesion and structure in writing. Uses accurate spelling and punctuation for clarity and makes editorial choices based on criteria.	C
Identifies the main ideas in the texts. Identifies language features.	Describes the main ideas in the texts.	D
Identifies a literary text and an informative text.	Writes a response.	E

Feedback:

Year 6 English: Unit 5 — Debating the effectiveness of a text in conveying a message. (Adjusted June 2021)   Name:

Purpose of assessment: To participate in a debate to analyse and evaluate the effectiveness of a text in conveying its message.

Knowledge and understanding (Productive)	Comprehending texts (Receptive)	Creating texts (Productive)	
Understands how language features and text structure can be used for emphasis. Shows how specific details can be used to support a point of view. **Debate Content**	Selects and uses evidence from a text to explain response to it. Listens to discussions, clarifying content and challenging others' ideas. **Debate Questioning**	Makes presentations and contributes actively to group discussions, using a variety of strategies for effect. **Debate Speech**	
Provides detailed examples, evidence and explanation to support your Team's case. Uses debating vocabulary proficiently.	Questions others' ideas, opinions and arguments. Rebuttal points clearly linked to the topic and addressed key points.	Consistently maintains eye contact, uses gestures and speaks clearly, coherently and at appropriate length. Uses pausing, rephrasing and emphasis effectively.	A
Selects examples to support your Team's argument with explanation. Uses some specific debating vocabulary.	Acknowledges and extends the contributions of others, asking questions related to key points raised by opposition. Rebutting opposition's statements.	Uses interaction skills such as voice volume, tone, pace, formality of the debate style including gestures.	B
Includes examples of language features **or** visual features **or** text structure to support a particular argument. Uses some debating vocabulary.	Listens to arguments and challenges others' ideas. Asks questions relating to the points raised by opposition.	Makes presentations using palm cards with appropriate voice projection and reasonable eye contact.	C
Uses some formal vocabulary.	Asks a question.	Makes a presentation relying on palm cards with limited eye contact.	D
Uses description.	States opinion.	Provides information about the topic.	E

Feedback:

Purpose of assessment: To locate fractions on a number line, solve problems involving the addition and subtraction of related fractions, calculate a simple fraction of a quantity and describe rules for sequences involving fractions and decimals. To perform calculations on decimals including multiplying and dividing by powers of 10 and make connections between capacity and volume.

Understanding and Fluency	Problem-solving and Reasoning
Add and subtract related fractions. Calculate a simple fraction of a quantity. Locate fractions on a number line. Convert between metric units. Perform calculations on decimals.	Solve problems involving addition and subtraction of related fractions. Describe rules used in number sequences involving fractions and decimals. Make a connection between capacity and volume.

Understanding and Fluency	Problem-solving and Reasoning	
Calculates involving decimals and missing addends. (Q15) Estimates when converting metric units. (Q12A)	Explains the connection between capacity and volume. (Q13B) Solves multi-step problems involving addition and subtraction of related fractions. (Q4 Q6)	**A**
Calculates a simple fraction of a quantity involving a decimal. (Q3) Converts metric units to perform calculations. (Q12B)	Applies rules to continue number sequences. (Q9) Applies relevant strategies to solve problems involving addition and subtraction of fractions. (Q4 Q6)	**B**
Adds and subtracts related fractions. (Q5) Calculates a simple fraction of a quantity. (Q2) Locates fractions on a number line with related denominators. (Q1) Multiplies and divides decimals by powers of 10. (Q14A,B) Converts between metric units. (Q11) Performs calculations on decimals. (Q14C, E)	Solves problems involving addition and subtraction of related fractions. (Q8) Makes a connection between capacity and volume. (Q13A) Describes the pattern and continues a sequence involving fractions (Q7A, 7B) Describes rules used in number sequences involving fractions and decimals. (Q7C, Q9) Solves problems involving decimal calculations. (Q14D, F)	**C**
Locates a fraction on a number line where the denominator matches the intervals of the number line. Chooses appropriate units of measurement.	Uses diagrams to show addition of related fractions. Selects appropriate estimates for measurements. (Q10)	**D**
Writes a fraction on a number line. (Q1)	Uses a diagram to represent a fraction.	**E**

Feedback:

Year 6 Mathematics: Unit 3 — Identifying number properties and calculating percentage discounts   **Name:**

Purpose of assessment: To recognise the properties of prime, composite, square and triangular numbers, solve problems involving division and multiplication, calculate common percentage discounts on sale items and connect fractions, decimals and percentages as different representations of the same number.

Understanding and Fluency	Problem-solving and Reasoning	
Identify and describe properties of prime, composite, square and triangular numbers. Make connections between equivalent fractions, decimals and percentages. Calculate percentage discounts of 10%, 25% and 50% on sale items.	Use mathematical language and diagrams to explain properties of whole numbers. Convert and compare fractions, decimals and percentages to solve problems. Solve problems involving percentage discounts, multiplication and division with whole numbers.	
◄ Calculates sale price of items after discount. (Q11C) Locates fractions, decimals and percentages on a number line. (Q9)	◄ Solves multi-step problems involving percentage discounts, multiplication and division. (Q6, 7 & 11B) Correctly shows why all four numbers match their choices. (Q2A, B)	**A**
◄ Identifies two numbers with more than one property. (Q2) Lists all the prime factors of composite numbers. (Q3)	◄ Calculates percentage discounts as part of multi-step problems. (Q11A) Solves single step problems involving multiplication and division with working. (Q4,5)	**B**
◄ Identifies number sequences as prime, composite, square and triangular. (Q1) Makes connections between equivalent fractions, decimals and percentages. (Q8) Calculates percentage discounts of 10%, 25% and 50%. (Q10) Locates a fraction, decimal or percentage on a number line. (Q9)	◄ Explains the properties of numbers. (Q2B) Solves single-step problems involving multiplication and division. (Q4, 5)	**C**
◄ Identifies a number sequence as prime, composite, square or triangular.	◄ Shows why a number matches their choice of number property. (Q2A)	**D**
◄ Identifies a number sequence as even. Connects an equivalent fraction, decimal or percentage.	◄ Locates a fraction, a decimal or a percentage on a number line.	**E**

Feedback:

Year 6 Mathematics: Unit 3 — Locating integers and describing transformations

Name:

Purpose of assessment: To describe the use of integers in everyday contexts, locate integers on a number line, locate an ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations.

Understanding and Fluency	Problem-solving and Reasoning	
Identify everyday situations that use integers. Locate and represent integers on a number line. Locate ordered pairs in any one of the four quadrants of the Cartesian plane. Identify a transformation.	Solve problems involving ordered pairs on a Cartesian plane. Use mathematical language and diagrams to explain combinations of translations, reflections and rotations.	
Plots and labels ordered pairs in all four quadrants on a Cartesian plane to create a rectangle. (Q6A) Locates and represents integers on a number line which does not have a scale. (Q3)	Explains reasoning used to decide if a set of ordered pairs meets criteria. (Q6B) Justifies and explains combinations of transformations. (Q8A,B)	A
Locates and represents integers on a number line where the intervals are more than one. (Q2B)	Solves problems by plotting points in all four quadrants of the Cartesian plane. (Q5)	B
Writes an everyday context that uses integers. (Q1) Locates integers on a number line. (Q2A) Plots and labels ordered pairs in a quadrant of the Cartesian plane. (Q4A) Correctly writes ordered pairs. (Q4B)	Describes combinations of transformations. (Q7B)	C
Identifies a single transformation or writes a missing integer. (Q2A, Q7A)	Creates a shape on a Cartesian plane.	D
Writes an ordered pair. (Q4B)	Describes a transformation.	E

Feedback:

Year 6 Science: Unit 3 — Our changing world: Explaining changes to the surface of Earth (Sept 2021)   Name:

Purpose of assessment: To explain how natural events cause rapid changes to Earth's surface and identify contributions to the development of science by people from a range of cultures. To identify how research can improve data.

Science Understanding	Science as a Human Endeavour	Science Inquiry Skills		
Earth and space sciences	**Nature and development of science**	**Processing and analysing data and information**	**Communicating**	
Explain how natural events cause rapid change to Earth's surface.	Identify historical and cultural contributions.	Interpret data identifying where research could improve the data.	Communicate ideas and findings.	
Applies knowledge to make a reasoned prediction. Q4A,B,C	Identifies historical discoveries and inventions to minimise the impact of natural disasters and explains how they contribute to our understanding of natural events. Q6	Justifies how additional data from research provides a more accurate prediction. Q4 A,B,C	Communicates thorough short and long-term preparation ideas to comprehensively show how people prepare for a natural disaster. Q5	**A**
Explains how natural events cause rapid change to Earth's surface. Q3	Identifies some historical discoveries and inventions to minimise the impact of natural disasters. Q6	Accurately interprets data identifying examples of how research improves data. Q4A,B,C	Communicates several short and long-term preparation ideas to show how people prepare for a natural disaster. Q5 Produces a Glossary using scientific language. Glossary	**B**
Identifies several causes of extreme weather events. Q1	Identifies historical discoveries and inventions to minimise the impact of natural disasters. Q6	Locates data identifying recent natural disasters within Australia, including latitude, longitude and date. Q2 Table, Q7 Identifies community impact of natural disasters, including fatalities and cost. Q4 Table	Communicates some short and long-term preparation ideas to show how people prepare for a natural disaster. Q5 Produces a Glossary using everyday language. Glossary Lists all text and web addresses in an Attributions attachment. Attrib.	**C**
Identifies some causes of an extreme weather event. Q1	Identifies a problem that may result because of a natural disaster. Q6	Suggests additional possible data Q2	Uses everyday language. Q5	**D**
States a possible cause. Q1	States a contribution to science. Q6	States data. Q2	Uses fragmented language. Q5	**E**