

Year 4 Marking Guides Term 4



Persuade Me

Year 4

		A	B	C	D	E
Speaking & Listening		Interacts with others, and listens to and creates spoken texts			Not yet demonstrating	
		Shares and extends ideas and opinions and information to present an organised persuasive presentation to an audience, using complex sentences to communicate relevant, descriptive details and elaborations from learnt topics or texts. <i>This engaging magnetic chess set allows for two players to enjoy a strategic game while travelling in the car, ensuring that all of the pieces stay on the playing board.</i>	Shares and extends ideas and opinions and information to present an organised persuasive presentation to an audience, using relevant and descriptive details from learnt topics or texts. <i>This engaging magnetic chess set allows for two players to play the game while travelling in the car.</i>	Shares and extends ideas and opinions and information to present a persuasive presentation to an audience, using relevant details from learnt topics or texts. <i>This fun magnetic chess set allows for two friends to play together.</i>	Shares opinions and ideas, using details from learnt topics or texts,	Shares opinions and ideas
		Uses persuasive text structures including text connectives, to cohesively organise and link ideas.	Uses persuasive text structures including text connectives, to organise and link ideas.	Uses persuasive text structures to organise and link ideas.	uses a text structure and simple sentences	Uses simple sentences
		Uses language features including appropriate subjective and objective language, topic-specific vocabulary, and rhetorical devices, to communicate meaning accurately. Controls tone, pace, pitch and volume to suit purpose and audience. I can include appropriate subjective and objective language	Uses language features including subjective and objective language, topic-specific vocabulary, and explores the effects of changing tone, pace, pitch and volume appropriate to the audience.	Uses language features including subjective and objective language, topic-specific vocabulary and features of voice.	Uses topic-specific vocabulary and/or features of voice.	

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Food Chains

Student		Teacher			
Learning area	SCIENCE	Subject	Assessment Booklets		
Technique	Assessment booklet including short responses and images				
Purpose					
To answer questions to identify the roles of organisms within a habitat. To pose questions, make predictions and draw conclusions about the effect on food chains when living things are removed from or die out in an area.					
	A	B	C	D	E
Science Understanding	Identify the roles of organisms in a habitat and construct food chains and represent feeding relationships of producers and compare food chains across different habitats. (Q3a)	Identify the roles of organisms in a habitat and construct food chains and represent feeding relationships through a food web. (Q2)	Identify the roles of organisms in a habitat and construct food chains (Q2)	Identify the roles of organisms in a habitat.	Recognise the role of organisms in a habitat.
	Observe living things in a local habitat and categorise them as producers, consumers or decomposers. Explain how the removal of a food source from within the Australian Rainforest affects other living things within that habitat. Eg: through an insect or rodent infestation	Observe living things in a local habitat and categorise them as producers, consumers or decomposers. Identify how the removal of a food source from within the Australian Rainforest affects other living things within that habitat.(Q3c)	Observe living things in a local habitat and categorise them as producers, consumers or decomposers. (Q1)	Observe living things in a local habitat and categorise them as producers, consumers or decomposers.	Observe living things in a local habitat and categorise them as producers, consumers or decomposers.
Science Inquiry	Pose questions to identify patterns and relationships based on observations of Australian Rainforest using their scientific knowledge of living things.	Pose questions to identify patterns and relationships based on observations of Australian Rainforest using their knowledge of living things	Pose questions to identify patterns and relationships based on observations of Australian Rainforest.	Pose a question to identify a pattern and make a prediction about Australian Rainforest.	Pose a question and make a prediction about the Australian Rainforest.
	Construct accurate graphs, with correct labels to organise data and information and identify patterns and relationships, including the significance for the ecosystem. (Q4b)	Construct accurate graphs to organise data and information and identify patterns and relationships.	Construct a simple graph to organise data and information and identify patterns and relationships. Give the students a grid with no labels (lines to indicated position).(Q4a)	Construct a simple graph.	Construct a simple table.
	Communicate ideas and findings about the roles of organisms in a habitat, including purposefully using accurate scientific vocabulary to explain the impact of introduced predators on food chains.(Q3b)	Communicate ideas and findings about the roles of organisms in a habitat, including purposefully using drawings, labels, images or models using scientific vocabulary.	Communicate ideas and findings about the roles of organisms in a habitat using drawings, labels, images or models.	Communicate ideas and findings, the roles of organisms in a habitat	Communicate ideas, the roles of organisms in a habitat.

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Comparing Australia, with South America and Africa

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	HASS	Subject	Short Answer Assessment
Technique	Investigation: Comparison of Environment- Australia and Africa		
Purpose	[Enter the task details.]		

	A	B	C	D	E
Knowledge and Understanding	Describe the importance of environments in Australia and Africa and how vegetation has an important role in sustaining the environment. 9	Describe the importance of environments, in Australia and Africa. 3b	Describe the importance of environments, in Australia. 1c	Describe the importance of an environment, in Australia, and management of resources.	Identify an Australian environment.
Skills	Interpret and analyse information from thematic maps about Australian and African environments to identify perspectives, draw conclusions and compare these environments. 8	Interpret and analyse information from thematic maps about Australian and African environments to identify perspectives, and draw conclusions 6, 7	Interpret and analyse information about Australian and African environments to identify perspectives, and draw conclusions 1a, 1b, 2, 3a 3c, 4, 5	Interpret information about Australian or African environments	
	Use ideas from sources and accurate relevant subject-specific terms to present descriptions and extend and elaborate on explanations.	Use ideas from sources and accurate relevant subject-specific terms to present descriptions and explanations.	Use ideas from sources and relevant subject-specific terms to present descriptions and explanations.	Use ideas from sources and limited subject-specific terms to present descriptions.	Use ideas from sources to present descriptions.

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Unit 4: Number

Assessment task 4.1 — Finding unknowns, creating algorithms and identifying emerging patterns¹

Purpose: To find unknowns in equations involving addition and subtraction. To follow and create algorithms and identify emerging patterns.

Student Name:

Teacher Name:

	A	B	C	D	E
Problem Solving and Reasoning	Finds single and multiple unknown values in numerical equations involving addition and subtraction and creates equivalence number sentences with unknowns. Follows and creates single-operation algorithms using addition and multiplication to generate sets of numbers, including checking results, and explains emerging patterns.	Finds single and multiple unknown values in numerical equations involving addition and subtraction. Follows and creates single-operation algorithms using addition and multiplication to generate sets of numbers and describes emerging patterns.	Finds unknown values in numerical equations involving addition and subtraction. Follows and creates single-operation algorithms that generate sets of numbers and identifies emerging patterns.	Finds unknown values in numerical equations involving addition or subtraction. Follows an algorithm that generates a set of numbers and identifies a pattern.	Uses equivalence and the commutative property of addition to find an unknown value in a numerical equation. Follows an algorithm that generates a set of numbers.
Feedback:					

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Unit 4: Probability

Assessment task 4.2 — Ordering likelihood of events and conducting chance experiments

Purpose: To order events in terms of likelihood, identify independent and dependent events and conduct repeated chance experiments, describing results.

Student Name:

Teacher Name:

	A	B	C	D	E
Problem Solving and Reasoning	Orders events or the outcomes of chance experiments in terms of likelihood and identifies and explains why own and given events are independent and dependent. Conducts repeated chance experiments, describes the variation in results, comments on the chance of outcomes for a further trial and uses probability knowledge to explain why results may differ from the expected results.	Orders events or the outcomes of chance experiments in terms of likelihood and identifies and explains why given events are independent and dependent. Conducts repeated chance experiments, describes the variation in results and comments on the chance of outcomes for a further trial.	Orders events or the outcomes of chance experiments in terms of likelihood and identifies whether events are independent or dependent. Conducts repeated chance experiments and describes the variation in results.	Identifies possible outcomes and likelihood of events. Conducts repeated chance experiments and identifies most/least outcomes in results.	Identifies possible outcomes or likelihood of events. Conducts repeated chance experiments.
Feedback:					