Assessment Guide for Parents – Term 1 2015 (Prep)

To help Parents better understand the expectations on students around assessment for Term 1, here is an outline of what is being looked at and the assessment in the different subject areas. We have structured this to work on our webpage (for convenience and ease of viewing online) but large copies will also be available in classrooms – on walls or windows – where children can see them every day and refer to them. Feel free to talk to your child’s teacher about these guides as they will be used to mark your child’s achievement and to offer feedback to your child about improvement.

What is the difference between Assessment Tasks and Monitoring Tasks? Assessment Tasks are activities that students will complete and the teacher will mark and allocate a rating (Applying, Making Connections, Working With, Exploring, Becoming Aware) based on specific criteria. Monitoring Tasks are activities the students do in class while the teacher makes observations but will not rate them.

English

During Term 1, Student will be working on developing some basic language skills by participating in a Prep Metalinguistic Awareness Program (PMAP). Students will also be engaged in a Synthetic Phonics program developing their understanding of single and group sounds that go together to make words. Students will work on beginning to recognise the Magic 100 Words.

Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning – focused teaching and learning, play, real-life situations, investigations and routines and transitions.

Monitor student learning
Student learning will be monitored throughout the teaching and learning process to determine student progress and learning needs.

There is no formal assessment but students will be monitored throughout the term.

Maths

In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Monitor student learning
Student learning will be monitored throughout the teaching and learning process to determine student progress and learning needs.

Monitoring task 1: Number watch
• Students count to and from twenty.
• Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point. Subitise small collections of objects.

Monitoring task 2: Life in prep
• Students compare and order events using the everyday language of time.
• Compare and order the duration of events using the everyday language of time.

Monitoring task 3: Questions
• Students pose and answer simple questions to gather information.
• Answer yes/no questions to collect information.

Assessment task 1: Bag Sort
Purpose: To sort and classify a collection of objects.
History

Personal and Family Histories - Exploring families
In this unit students will investigate the following question: What is my history and how do I know?
In this unit, students will investigate their own personal story, including their family background and relationships within their family. Through an appreciation of family stories, students will develop an understanding of their own history. They will also examine family structures and appreciate that diverse family groups today have commonalities as well as differences.

Science

Our living world
In this unit, students use their senses to observe the needs of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met and there are consequences when needs are not met. They analyse different types of environments and how each provides for needs of living things.
Students consider the impact of human activity and natural events on basic needs. They share ideas about some sustainable practices that they could implement to support and protect their local living things.

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<th>Science understanding</th>
<th>Science as a human endeavour</th>
<th>Science inquiry skills</th>
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<tbody>
<tr>
<td>Describes the needs of a living thing. Suggests how an environment affects living things.</td>
<td>Responds to questions about the importance of scientific observations.</td>
<td>Responds to questions about living things and their needs.</td>
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<td>Describes representations, observations and ideas.</td>
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<td>Communicates using scientific and everyday language.</td>
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<td>Makes a statement about a living thing.</td>
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<td>Makes observations of living things. Communicates using everyday language.</td>
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