Assessment Guide for Parents – Term 1 2015 (Year 5)

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 be used 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 (A, B, C, D, E) 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, students will complete two 5 week Units.

Examining literary texts (fantasy novel)
In this unit, students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response.

Creating fantasy characters
In this unit, students continue to read and interpret a novel from the fantasy genre showing understanding of character development. They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot.

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

Monitoring task 1: Analysing a main character from The Forests of Silence
Use the Monitoring checklist to monitor students' ability to:
• write a short text to explain how a character is represented in a fantasy novel
• explain their point of view about character actions and motivations when dealing with moral and ethical dilemmas.

Assessment task 1 - Written imaginative text
Students plan and draft a written imaginative text. They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot.

Maths

During Term 1, students will complete two 5 week Units.

In these units students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.
Monitoring student learning
Student learning will be monitored throughout the teaching and learning process to determine student progress and learning needs.

Monitoring task
Students will consolidate learning and demonstrate understanding of place value, operations and fractions.

Monitoring task 1: Accent on area
Students will be required to choose appropriate units and find the area of rectangles.
Measurement and Geometry - Using units of measurement
- Choose appropriate units of measurement for length, area, volume, capacity and mass.
- Calculate the perimeter and area of rectangles using familiar metric units.

Monitoring task 2: Perfecting perimeter
- Students will be required to choose appropriate units and find the perimeter of rectangles.
Measurement and Geometry - Using units of measurement
- Choose appropriate units of measurement for length, area, volume, capacity and mass.
- Calculate the perimeter and area of rectangles using familiar metric units.

Monitoring task 3: Ticking away time
Students will be required to convert between 12 and 24 hour time.
Measurement and Geometry - Using units of measurement
- Compare 12- and 24-hour time systems and convert between them.

Monitoring task 4: Conducting a chance experiment
Students will be required to apply understandings of probability and data collection to conduct a Mathematical guided inquiry to investigate the fairness of the game.
Statistics and Probability - Chance
- List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions.

Assessment task 1: Digging into data
Students will classify and interpret data and pose questions to gather data.

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<thead>
<tr>
<th>Unit Plan</th>
<th>Plan Name: Unit 1 - Mathematics Year 5 (V3.0)</th>
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<tbody>
<tr>
<td>Year: 5</td>
<td>Status: Master</td>
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<td>Duration: 5 Weeks</td>
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<table>
<thead>
<tr>
<th>Assessment Area: MATHEMATICS</th>
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<tbody>
<tr>
<td>Assessment Task Name: Digging into data (Yr 05)</td>
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<tr>
<td>Description: To classify and interpret data and pose questions to gather data.</td>
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<td>Type: Written</td>
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<td>Date: TBA</td>
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<thead>
<tr>
<th>Criteria</th>
<th>A</th>
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<tbody>
<tr>
<td>Understanding and Fluency</td>
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<tr>
<td>Classifies and interprets data</td>
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<td>Writes a statement that compares data collected in a dot plot</td>
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<td>Problem solving and reasoning</td>
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<td>Poses questions about data in context</td>
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<td>Poses questions to gather categorical data and numerical data for groups of people</td>
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<tr>
<td>Poses questions to gather data that is numerical data and categorical data</td>
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<td>Poses questions to collect information about groups of people</td>
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<tr>
<td>Poses a question that asks information about the student</td>
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Assessment task 2: Number Crunch
Assessment Description: to solve problems involving multiplication by one-digit numbers, using efficient mental and written strategies and checking for reasonableness of answers; to compare and order common unit fractions and locate and represent them on a number line.
History

During Term 1, students will complete one 10 week Unit.

**Exploring the development of British colonies in Australia**

In this unit students will investigate the following questions:

- What do we know about the lives of people in Australia’s colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?

The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment and scale.

**Monitoring student learning**

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

**Assessment task 1: Collection of work**

Students will be able to identify the cause and effect of changes and continuities in a colony and develop an historical narrative in role as a free settler. They will also describe their experiences.

Science

During Term 1, students will complete one 10 week Unit.
Survival in the Australian environment

In this unit students will examine the structural features and behavioural adaptations that assist living things to survive in their environment. Students will understand that science involves using evidence and data to develop explanations. Students will investigate factors that influence how plants and animals survive in extreme environments. This knowledge will be used to create a creature with adaptations that are suitable for survival in a prescribed environment.

Monitoring student learning

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

Assessment name: Create a creature

Assessment description: Students will create a fictional creature and describe the relationship between structural and behavioural adaptations needed to survive in an environment. They will use data to suggest explanations consistent with environmental data.