Assessment Guide for Parents – Term 1 2015 (Year 4)

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.

Investigating author’s language in a familiar narrative
In this unit, students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.

Examining humour in poetry
In this unit, students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry. They will use this knowledge to innovate on poems and evaluate the poems by expressing personal viewpoint using evidence from the poem.

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

Assessment task 1: Write a new chapter
Students create an imaginative new chapter for a book.

Assessment task 2: Interpret and evaluate a humorous poem for its characteristic features.
Students identify structural features and poetic language devices in a humorous poem. They analyse and evaluate how effective these are in creating a humorous poem.
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
Collect information about students' ability to demonstrate understanding of place value, operations and fractions.

Assessment task 1: Knowing numbers
Assessment Description: To describe and complete number patterns, find unknown quantities, recall multiplication and division facts and complete calculations.

Assessment task 2: What are the chances?
Assessment Description: To identify dependent and independent events and explain the chance of everyday events occurring.
History

Investigating European exploration and the movement of peoples.
In this unit students will investigate the following questions:
• Why did the great journeys of exploration occur?
• Why did the Europeans settle in Australia?
The following content is taught as part of an overview for the historical period from 1450 to 1800:
• recognise connections between world history events and the history of Australia
• appreciate the remains of the past can reveal aspects of what life was like then
• investigate the journeys of the great explorers from the 1400s to the late 1700s and how these resulted in colonisation and the building of empires around the globe
• pose questions about the ways in which colonisation affected Australia at the time
• use provided sources to examine the journeys that led to Australia’s colonisation by the English through the arrival of the First Fleet, the establishment of the first settlement in Sydney Cove and the early days of the colony
• sequence key events related to the colonisation of Australia
• describe the experiences of a convict who travelled on the First Fleet and identify how life changed.

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: Life of a convict
Students explain how and why the life changed for a convict of the First Fleet. Students create a timeline recording significant events of a convict’s life in chronological order, pose questions and locate information in sources to answer questions about a convict’s experiences before, during and after the arrival of the First Fleet to Sydney Cove. They then write an historical narrative from the point of view of a convict.
Science

Here today, gone tomorrow

In this unit students will explore natural processes and human activity which cause weathering and erosion of the Earth’s surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others’ actions. They suggest explanations for their observations and compare their findings with their predictions. Students discuss ways to conduct investigations and safely use equipment to make and record observations.

Monitoring student learning

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

Assessment task 1: Soil erosion investigation

Assessment description: Students describe the natural process and human activity that cause changes to the Earth’s surface. They plan, conduct and report on an investigation of the erosion process. They apply science understandings to formulate control strategies in real-life situations.
### Assessment Task 3 - Criteria Sheet

**Assessment Task Name:** Soil erosion investigation (Yr 04)  
**Type:** Assignment/Project  
**Date:** TBA

**Description:** To describe the natural processes and human activity that cause changes to the Earth’s surface. To plan, conduct and report on an investigation of the erosion process. To apply science understandings to formulate control strategies in real-life situations.

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>SCIENCE</th>
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<tbody>
<tr>
<td><strong>Science understanding</strong></td>
<td>A</td>
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<tr>
<td>Describes natural processes and human activity that cause changes to the Earth’s surface. Lists reasons for opinions.</td>
<td>Explains erosion process that caused the change to the Earth’s surface. Gives scientific reasons to support opinions.</td>
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<tr>
<td>Science as a human endevour</td>
<td>Applies science understanding of human impact about ways to solve erosion problems.</td>
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