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

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 use to mark your child’s achievement and be used to offer feedback to your child about improvement.

English

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

Exploring emotion in picture books
In this unit students listen to, read, view and interpret written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They identify emotive content and justify their interpretations of the stories.

Explaining how a story works
In this unit students listen to, read and view a range of picture books in order to analyse and explain a familiar story.

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

Monitoring task - Spoken presentation about character emotions
Monitor students' ability to:
• identify the parts of a simple sentence that represent 'What's happening?' and 'Who or what is involved?' and the surrounding circumstances
• discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences
• use interaction skills including turn-taking, recognising contributions of others, speaking clearly and using appropriate volume and pace

Assessment task 1: Responses to picture books
Students comprehend and respond to picture books, demonstrating knowledge and understanding of text purpose, structure and elements of imaginative texts such as plot, character and setting.

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 1
Collect information about students' ability to:
• count to and from 100 Monitoring task - Spill and count
• compare objects using informal units - Longer and shorter

Assessment task 1: My favourite 'teen' number
Assessment Description: To recognise, model, write and order numbers to 20.

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<td>Understanding and Fluency</td>
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<td>Recognises models and writes 'teen' numbers</td>
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<td>Writes a number</td>
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History
At this moment in time
In this unit, students will investigate the following question: How do we describe the sequence of time?
In this unit, students will develop an understanding of terms indicating the passing of time which are frequently used in stories and conversations about the past and how these terms are used to describe dates and changes that have personal significance.

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: Time capsule box
Students collect sources representing key personal milestones and events to include in a time capsule box. They use the sources to create a timeline and relate a story using these sources.
Geography

How do people use places?
In this unit students will investigate the inquiry question: How can spaces within a place be rearranged to suit different purposes?
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
Part A - Identify and describe the natural, managed and constructed features of places at a local scale; identify and describe the natural, managed and constructed features of places at a local scale; use everyday language to describe direction and location.
Part B - Identify where features of places are located and recognise that spaces can be arranged for different purposes; represent the location of different places and their features on pictorial maps.
Science

Living adventure
In this unit, students make links between external features of living things and the environment where they are found. They explore a range of habitats and consider the differences between healthy and unhealthy habitats. Students predict how change to habitats can affect how the needs of living things are met. Students use science knowledge to recommend knowledge to improve habitats.

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

Assessment task 1: Presentation: A better place
Students identify a range of habitats, and examine an unhealthy local habitat to determine changes required to make it a better place for living things. They predict changes to a local habitat, sorting and recording observations.