Assessment Guide for Parents – Term 1 2015 (Year 6)

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.

Short stories
In this unit students listen to and read a range of short stories by different authors. They investigate and compare similarities and differences in the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read.

Writing a short story
In this unit students read and view short stories, and write a short story about a character that faces a conflict. Students will also reflect on the writing process when making and explaining editorial choices.

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

Assessment task 1: Short story
Assessment description - Students write a short story about a character that faces a conflict. Students will make and explain editorial choices.

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: Connecting fractions, decimals and percentages**

Number and Algebra  
Fractions and decimals  
- Make connections between equivalent fractions, decimals and percentages.

**Monitoring task 2: Find a fraction of them**

Number and Algebra  
Fractions and decimals  
- Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies.

**Assessment task 1: Data decoder**

Purpose: Students interpret, compare and analyse data displays to make reasoned decisions.

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<thead>
<tr>
<th>Learning Area</th>
<th>Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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</thead>
<tbody>
<tr>
<td>Understanding and Fluency</td>
<td>Interpreting data displays.</td>
<td>Consistently references evidence from displays to support and justify decisions.</td>
<td>Identifies the correct one-to-many relationship for a symbol on a picture graph to draw a key.</td>
<td>Identifies the second category on a side-by-side column graph. Correctly orders students’ mode of transport in ascending order of popularity from a pie graph.</td>
<td>Identifies the three most popular spots for girls on a side-by-side column graph or the most popular library resource on a picture graph.</td>
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<tr>
<td>Problem solving and reasoning</td>
<td>Analyses data to make reasoned decisions.</td>
<td>Determines the number of boxes of skipping ropes required.</td>
<td>Selects a graph to aid preparation of lunch order based on data and purpose.</td>
<td>Makes a valid recommendation based on accurate analysis of the most popular sporting area for combined genders.</td>
<td>Interprets information on a pie graph to make a valid agreement/disagreement with a statement.</td>
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<td>Selects a graph based on personal opinion.</td>
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**Assessment task 2: Rodeo round-up**

Purpose: Students interpret and use timetables and cost information to determine a travel schedule.

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<tr>
<th>Learning Area</th>
<th>Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and Fluency</td>
<td>Interprets and uses timetables. Calculates costs.</td>
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<td>Determines train arrival time (time and day), train travel time and wait time between rodeo events.</td>
<td>Identifies the last flight departure time on a Wednesday, which bus service runs overnight and bus travel time from Brisbane to Dalby. Calculates cost of travel.</td>
<td>Identifies the number of plane flights on a Friday, the dates on which the Expresses bus services run and when rodeo events occur.</td>
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<tr>
<td>Problem solving and reasoning</td>
<td>Selects and justifies a choice of schedule.</td>
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<td>Selects the mode of transport for the Richmond family.</td>
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**History**

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

**Australia as a nation - Investigating the development of the Australian nation**

In this unit students will investigate the following key inquiry questions:
- Why and how did Australia become a nation?
- How did Australian society change throughout the 20th century?
In this unit, students recognise key figures and events in the development of Australia as a nation. They examine sources to investigate Australia's path to Federation from the late 1800s to 1901. They will also examine British and American influences on Australia's system of law and government. Students will describe the experiences of Australian democracy and citizenship for a range of groups, including Aboriginal peoples and Torres Strait Islander peoples, migrants, women and children. They will investigate the changing status and rights of these groups throughout the 20th century.

**Assessment task 1: Collection of work - Australian nation**
This assessment provides opportunities to gather evidence of student learning in:
- **Historical Knowledge and Understanding**
  - Key figures and events that led to Australia's Federation.
  - Experiences of Australian democracy and citizenship, including the status and rights of women.

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

In this unit students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They identify where scientific understanding and discoveries related to the production and use of electricity has affected people's lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.

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

**Monitoring task 1:**
Student response to activity - Investigating electrical conductors and insulators
Students conduct an investigation to identify conductors and insulators using an electrical circuit of their own design and making.

**Monitoring task 2:**
Student response to activity - Researching energy sources
Students undertake research to develop an understanding of the benefits and drawbacks of different energy sources used for the production of electricity.

**Assessment task 1: Energy and electricity**
Assessment description: Students identify the requirements for the transfer of electricity in a circuit, describe energy transformations in the generation of electricity and use scientific knowledge to assess energy sources for a purpose.
Assessment task 2: Alternative Energy
Assessment description: Students identify the requirements for the transfer of electricity in a circuit, describe energy transformations in the generation of electricity and use scientific knowledge to assess energy sources for a purpose.