Assessment Guide for Parents – Term 1 2015 (Year 2)

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 (Very High, High, Sound, Developing, Support Required) 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.

**Reading, writing and performing poetry**
In this unit, students read and listen to a range of poems to create an imaginative poetry reconstruction. Students present their poem or rhyme to a familiar audience.

**Stories of families and friends**
In this unit, students will explore texts to analyse how stories convey a message about issues that relate to families and friends. Students will write an imaginative retell about a character from a book.

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

**Assessment task 1 - Playing with verse**
Students create and present and reconstruction of a poem to a familiar audience.

<table>
<thead>
<tr>
<th>Assessment Task 1 - Criteria Sheet</th>
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<tbody>
<tr>
<td><strong>Assessment Task Name:</strong> Playing with verse (Yr 02)</td>
</tr>
<tr>
<td><strong>Date:</strong> TBA</td>
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<tr>
<td><strong>Description:</strong> To create, present and explain an imaginative reconstruction of a poem</td>
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<tr>
<td><strong>Learning Area:</strong> English</td>
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<tr>
<td><strong>Knowledge and understanding</strong></td>
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<tr>
<td>Maintains patterns of original poem to create an entertaining reconstruction</td>
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<tr>
<td>Exhibits and replicates words that rhyme</td>
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<tr>
<td>Manipulates rhythm, sound and word patterns to reconstruct a poem</td>
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<tr>
<td>Identifies and changes the rhythm and rhyme of a poem</td>
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<tr>
<td>Changes the words of a poem</td>
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<tr>
<td><strong>Creating texts (Productive)</strong></td>
</tr>
<tr>
<td>Presents an imaginative reconstruction of a poem to a familiar audience and explains the features of a reconstructed poem and how it will appeal to an audience. Uses everyday and topic-specific vocabulary</td>
</tr>
<tr>
<td>Recites poems with clear rhythm, volume and intonation and provides details about the events and ideas used in the reconstruction that will appeal to a familiar audience</td>
</tr>
<tr>
<td>Provides an imaginative reconstruction of a poem to a familiar audience and explains the features of a reconstructed poem and how it will appeal to an audience. Uses everyday and topic-specific vocabulary</td>
</tr>
<tr>
<td>Discusses the features of the poem that were changed</td>
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<tr>
<td>Reads a poem that describes favourite features of a poem</td>
</tr>
</tbody>
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**Assessment task 2 - Listening comprehension assessment**
Students respond to an oral reading of a story.
Assessment task 3 - Writing an imaginative retell
Students create an imaginative retell about a character from a familiar picture book.

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: Counting capers
Collect information about students’ ability to recall the ones, twos, fives and tens counting sequences; count in 1s, 2s, 5s and 10s to quantify a collection and identify the missing element in a familiar counting pattern.

Monitoring task 2: Measure and compare objects based on length
Observe and consult with students as they:
- select and use non-standard units to measure the length of objects
- indirectly compare objects based on length.

Monitoring task 3: Describing the outcomes of everyday events
Students identify events that involve chance and describe the outcomes of chance events.

Assessment task 1: Adding and subtracting numbers
Assessment Description: To describe, represent and use additive concepts in different situations.
**Assessment Task 2: In the toyshop window**

Assessment Description: Students collect, represent and describe simple, single-variant data.

**Geography**

**What is the story of my place?**
In this unit, students will investigate the inquiry question: What is a place?
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 (Parts A and B)**
The purpose of this assessment is for students to identify, locate and represent key observable features of a place.
Science
Mix, make and use
In this unit students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about and describing changes to familiar objects and materials. They will describe changes made to materials when combining them to make an object which has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.

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

Assessment task 1: Investigation and scientific report: Combining materials for a purpose.
Students investigate the combination of materials used to make an object for a particular purpose.