

Year 2 Marking Guides Term 2

English Information Report

	Applying	Connecting	Working With	Exploring	Beginning
Writing and Creating	<p>Create and edit a written multimodal text to inform an audience about celestial objects in space, including images that add further information to the text.</p> <ul style="list-style-type: none"> Edit: adding, deleting or changing vocabulary to improve the text 	<p>Create and edit a written multimodal text to inform an audience about celestial objects in space, including images that add further information to the text.</p> <ul style="list-style-type: none"> Edit: <u>reviewing</u> sentences to fix errors 	<p>Create a written multimodal text to inform an audience about celestial objects in space.</p>	<p>Create a written multimodal text to for an audience about celestial objects in space.</p>	<p>Creates images and uses words about celestial objects in space.</p>
	<p>Use cohesive text structures including simple and compound sentences correctly and flexibly to organise related ideas into paragraphs using headings to write an information report about celestial objects in space.</p> <ul style="list-style-type: none"> Flexibly: a range of words and sentence types to express and combine ideas 	<p>Use text structures including simple and compound sentences correctly to organise ideas using headings to write an information report about celestial objects in space.</p> <ul style="list-style-type: none"> Coherent simple and compound sentences Headings eg. Sun, Moon, Stars 	<p>Use text structures to organise ideas to write an information report about celestial objects in space.</p> <ul style="list-style-type: none"> Simple sentences Compound sentences using common conjunctions 	<p>Use simple sentences to organise ideas about celestial objects in space.</p>	<p>Use words and phrases from learning to tell about celestial objects in space.</p>
	<p>Punctuate simple and compound sentences including commas for lists and regular singular possessives</p> <ul style="list-style-type: none"> Regular singular possessives = sun's rays, moon's surface 	<p>Punctuate simple and compound sentences including commas for lists.</p>	<p>Punctuate simple and compound sentences.</p> <ul style="list-style-type: none"> Capital letters for titles/headings 	<p>Punctuate sentences.</p> <ul style="list-style-type: none"> Capital letters for proper nouns Boundary punctuation 	
	<p>Use topic-specific vocabulary including informative extended noun groups and makes conscious choices of vocabulary appropriate to the text.</p>	<p>Use topic-specific vocabulary including informative extended noun groups.</p> <ul style="list-style-type: none"> Extended = quality and relevance of adjective (rocky surface vs bumpy surface/pretty surface) 	<p>Use topic-specific vocabulary.</p> <ul style="list-style-type: none"> Basic noun groups 	<p>Use everyday vocabulary.</p>	<p>Use words.</p>
	<p>Fluently writes words using consistently legible, clearly formed, unjoined letters with consistent size and spacing.</p>	<p>Write words using consistently legible unjoined letters with consistent size and spacing.</p>	<p>Write words using consistently legible unjoined letters.</p>	<p>Write words using unjoined letters.</p>	
	<p>Spell multisyllabic words with learnt long vowel phonemes and unfamiliar words phonetically with all phonemes represented. Uses phonic and morphemic knowledge to spell words with less common patterns (less common long vowel patterns).</p> <ul style="list-style-type: none"> Words whose spelling is not completely predictable from their sounds eg. enjin for engine 	<p>Spell multisyllabic words with learnt long vowel phonemes, and uses phonic and morphemic knowledge to attempt to spell words with less common patterns (less common long vowel patterns).</p> <ul style="list-style-type: none"> Morphemic knowledge : compound words (friendship, bedroom) Prefixes& suffixes Multisyllabic : pilot, diet 	<p>Spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns (less common long vowel patterns).</p> <ul style="list-style-type: none"> Attempt of spell using morphemic knowledge eg. driving vs driving runing vs running 	<p>Spell words with regular spelling patterns and familiar high frequency words.</p>	<p>Spell some words with regular spelling patterns.</p>

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English Reading Comprehension

	Applying	Connecting	Working With	Exploring	Beginning
Reading and Viewing	<p>Read, view and comprehend texts, identifying literal and inferred meaning by integrating information from print, images and prior knowledge to make supportable inferences. Identify how ideas are presented through characters and events and how images and graphics add ideas or information not included in the written text.</p> <p>8</p>	<p>Read, view and comprehend texts, identifying literal and inferred meaning, how ideas are presented through characters and events and how images and graphics add ideas or information not included in the written text.</p> <p>7</p>	<p>Read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events.</p> <p>6a, 6b</p>	<p>Read, view and comprehend texts, identifying literal meaning.</p>	<p>Listen to a text and identify literal meaning.</p>
	<p>Describe how similar topics are presented through the structure of narrative and informative texts, identify their language features, visual features, purpose and audience and make plausible interpretations of the meaning of unfamiliar words.</p> <p>5a 5b</p>	<p>Describe how similar topics are presented through the structure of narrative and informative texts, identify their language features, visual features, purpose and audience.</p> <p>1c 2c</p>	<p>Describe how similar topics are presented through the structure of narrative and informative texts, and identify their language features and visual features.</p> <p>1a 1b 2a 2b 3 4</p>	<p>Describe how similar topics are presented through the structure of narrative or informative texts, and identify their language features or visual features.</p>	<p>Identify a narrative or informative text.</p>
	<p>Use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words, most high-frequency words and words whose spelling is not completely predictable from their sounds, while monitoring meaning.</p> <ul style="list-style-type: none"> Use context to read the correct word when an unknown word has more than one plausible pronunciation eg. live, read 	<p>Use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words while monitoring meaning.</p> <ul style="list-style-type: none"> Re-reading, self-correcting 	<p>Use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words.</p>	<p>Use phonic knowledge to read unfamiliar words and some high-frequency words.</p>	<p>Use phonic knowledge to sound out unfamiliar words and some high-frequency words.</p>
	<p>Use punctuation for phrasing and fluency, adjusting pace, volume, pitch and pronunciation to enhance meaning and use expression that reflects the author's purpose.</p>	<p>Use punctuation for phrasing and fluency, adjusting pace, volume, pitch and pronunciation to enhance meaning.</p>	<p>Use punctuation for phrasing and fluency.</p>	<p>Attempt to use punctuation for phrasing and fluency.</p>	

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Science Earth and Space

		Applying	Connecting	Working With	Exploring	Beginning
Knowledge and understanding	Earth and Space Science	Identifies celestial objects and describes patterns they observe and irregular events that occur in the sky. Describe how shadow length changes with the changing position of the sun. <ul style="list-style-type: none"> position of sun dictates how long the shadow is 	Identifies celestial objects and describes patterns they observe and irregular events that occur in the sky. <ul style="list-style-type: none"> blood moon, super moon 	Identifies celestial objects and describes patterns they observe in the sky. <ul style="list-style-type: none"> Sunrise, midday, sunset, midnight 	Identifies some celestial objects and describes a pattern they observe in the sky.	Identifies objects they observe in the sky.
	Use and influence of science	Describes how First Nations people use science in their daily lives and how people use patterns, including the movement of celestial bodies in the sky, to make scientific predictions. <ul style="list-style-type: none"> Navigation and calendars 	Describes how people use science in their daily lives and how people use patterns, including the movement of celestial bodies in the sky, to make scientific predictions. <ul style="list-style-type: none"> Position of the Earth and sun 	Describes how people use science in their daily lives and how people use patterns to make scientific predictions. <ul style="list-style-type: none"> Day and night 	Describes how people use science in their daily lives	State how people use science in their daily lives
Science Inquiry	Planning and conducting	Suggest steps to be followed in an investigation of changing shadow length across the day and follows safe procedures to make observations using informal measurements and record observations using text and drawings or digital tools.	Suggest steps to be followed in an investigation of changing shadow length across the day and follows safe procedures to make and record observations using text and drawings or digital tool s.	Suggest steps to be followed in an investigation of changing shadow length across the day and follows safe procedures to make and record observations.	Follows safe procedures to make and record observations.	Follows safe procedures.
	Evaluating	With guidance, compares their observations of changing shadow length across the day with those of others and with their prediction. Identifies whether their investigation was fair and identifies further relevant questions.	With guidance, compares their observations of changing shadow length across the day with those of others and with their own prediction. Identifies whether their investigation was fair and identifies further questions.	With guidance, compares their observations of changing shadow length across the day with those of others. Identifies whether their investigation was fair and identifies further questions.	With guidance, compares their observations of changing shadow length across the day with those of others.	With guidance, compares observations.
	Communicating	Across multiple tasks, uses everyday vocabulary and a range of scientific vocabulary to communicate observations, findings and ideas.	Across multiple tasks, uses everyday and scientific vocabulary to communicate observations, findings and ideas.	Uses everyday and scientific vocabulary to communicate observations, findings and ideas.	Uses everyday vocabulary to communicate observations, findings and ideas.	Uses everyday vocabulary.

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Humanities and Social Sciences

	Applying	Connecting	Working With	Exploring	Beginning
Knowledge and Understanding	identify and give reasons for the social significance of a local person, group, place and/or building (Australia Zoo). Suggest reasons for the location of this place (Q4)	identify and give reasons for the social significance of a local person, group, place and/or building (Australia Zoo) (Q3)	identify the significance of a local person, group, place and/or building (Australia Zoo) (Q2)	identify the significance of a local person, or place (Australia Zoo) (Q2)	Recognise the significant local person or place (Australia Zoo) (Q1)
	identify that places can be spatially represented in different geographical divisions, investigate the places locally and at a broader scale and how places are interconnected across those scales (Q7)	identify that places can be spatially represented in different geographical divisions and investigate the places locally and at a broader scale (Q7)	identify that places can be spatially represented in different geographical divisions (local, state, national) (Q6)	Identify that a place can be spatially represented in a geographical division local (Q6)	Identify a local place (Q1)
	identify how people and places are interconnected both at local and broader scales and how First Nations Australians are connected with local the land of The Glasshouse Mountains and at a broader scale, Uluru (Q7 Q8)	identify how people and places are interconnected both at local and broader scales and how First Nations Australians are connected with local land of The Glasshouse Mountains (Q7, Q8)	identify how people and places are interconnected both at local and broader scales Q7 How are they connected?	identify how people and places are interconnected at a local scale (Q8)	Identify local people (Q8)
Skills	develop inquiry questions, to extend and elaborate ideas and collect, sort and record similarities and differences of related information and data from observations and provided sources (Q5, Q7)	develop inquiry questions, and collect, sort and record similarities or differences of related information and data from observations and provided sources (Q5, Q7)	develop questions, and collect, sort and record related information and data from observations and provided sources Q5 – Sentence start given- What animal__? Q7 connections to themselves	collect, sort and record related information and data from observations and provided sources Q7 connections to themselves	Collect and sort related information and data from observations and provided sources (Q7)
	interpret information and data, and identify and discuss perspectives and why some places are considered special or have significance to different groups for different reasons Q9 First Nations	interpret information and data, and identify and discuss perspectives and why some places are considered special Q9 Conservationist	Interpret information and data, and identify and discuss perspectives Q9 Tourist	Interpret information and data, and identify perspectives (Q9)	Identify perspectives (Q9)
	use sources, and precise subject-specific terms to present observations about the past, people and places at different scales and how access to and use of a place has changed over time (Q7)	use sources, and subject-specific terms to present observations about the past, people and places at different scales and how access to and use of a place has changed over time(Q7)	use sources, and subject-specific terms to present observations about the past, people and places at different scales Q7	Use a source to present an observation about the past, people or places (Q7)	present an observation about the past, people or places (Q7)

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Maths Mapping

Understanding and Fluency	
Interprets simple maps of familiar locations.	
Interprets maps and uses key features to follow and give the most efficient directions accurately (use accurate mathematical language). Q1 & Q2	A
Interprets simple maps and uses key features to follow and give directions accurately. Q1 & Q2	B
Interprets simple maps of familiar locations. Q1	C
Uses familiar maps.	D
Uses everyday language.	E

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Maths Money

Purpose of assessment: To associate collections of Australian notes and coins with their values.

Understanding and Fluency	Reasoning	
Associate collections of Australian coins with their values.		
<ul style="list-style-type: none"> Associate collections of Australian coins and notes with their value and order collections according to their value (2, 4a, 6a) 	<p>Accurately describes why an item is more/less expensive than another item by giving a clear comparison between the two prices (4b, 6b)</p> <ul style="list-style-type: none"> <i>E.g. The dinosaur toy costs \$15 and \$15 is worth more than a 75c sharpener. (75c is less than \$1. \$15 is 1500c)</i> <i>The hairclip is 35c and 35c is worth less than \$9. (35c is less than \$1. \$9 is 900c)</i> 	A
<ul style="list-style-type: none"> Associate collections of Australian coins and notes with their value (1b, 1c, 3b) 	<ul style="list-style-type: none"> Determines the fewest number of coins and notes needed to pay for the item (5b) 	B
<ul style="list-style-type: none"> Associate collections of Australian coins with their value (1a, 1d, 3a) 	<ul style="list-style-type: none"> Determines the fewest number of coins needed to pay for the item (5a) 	C
<ul style="list-style-type: none"> Associate aspects of collections of Australian coins with their value (some of 1a, 1d, 3a) 	<ul style="list-style-type: none"> 	D
<ul style="list-style-type: none"> With support, associates aspects of collections of Australian coins with their value 	<ul style="list-style-type: none"> 	E

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Maths Time

Understanding and Fluency	Problem-solving and Reasoning	
Tell time to the quarter hour.		
<p>Tells AND represents time to the quarter hour AND explain the relationship between units of time (4a, b, 5a, b)</p> <p>◀ Q4 E.g. <i>The hour hand is half way between the 12 and the 1 so it is half past 12. The minute hand points to the six for half past.</i></p> <p>Q5 E.g. <i>5a- 11 o'clock, 45 minutes. 5b- 2 o'clock, 15 minutes)</i></p>	<p>Reads an analogue clock to the quarter hour to solve a problem and explains reasoning (Q3b).</p> <p>◀ E.g. <i>The game starts at seven o'clock and we arrived at quarter to seven so we got there in time. We were 15 minutes early.</i></p>	A
<p>◀ <u>Accurate placement of hands</u> on the analogue clock for quarter hour time (2b, c, d, e)</p>	<p>◀ Reads an analogue clock to the quarter hour to solve a problem (Q3a).</p>	B
<p>◀ Tells time to the quarter hour (1a, c)</p> <p>◀ Represents time to the quarter hour (2b, c, d, e)</p>	<p>◀</p>	C
<p>◀ Tells or represents time (any question)</p>	<p>◀</p>	D
<p>◀ With support, tells or represents time (any question)</p>	<p>◀</p>	E

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Maths Number

Understanding	Problem-solving	
Recognises increasing and decreasing number sequences involving 2s, 3s and 5s	Identifies the missing element in a number sequence	
<p>◀ Recognises increasing and decreasing number sequences involving 2s, 3s, 5s, 10s and other sequences from any starting point</p>	<p>◀ identifies the missing element in a number sequence and describes and represents the pattern</p>	A
<p>◀ Recognises increasing and decreasing number sequences involving 2s, 3s, 5s and 10s from any starting point</p>	<p>◀ Identifies the missing element in a number sequence and describes the pattern</p>	B
<p>◀ Recognises increasing and decreasing number sequences involving 2s and 5s</p>	<p>◀ Identifies the missing element in a number sequence</p>	C
<p>◀ Recognises aspects of increasing and decreasing number sequences involving 2s and 5s</p>	<p>◀ Identifies the missing element in aspects of a number sequence</p>	D
<p>◀ Has fragmented recognition of aspects of increasing and decreasing number sequences involving 2s and 5s</p>	<p>◀ Continues aspects of a number sequence</p>	E