

# Year 3 Marking Guides Term 2

## English Information Report

	A	B	C	D	E
Speaking and Listening	Interacts with others, shares information and listens actively to multimodal texts to build on specific information	Interacts with others, shares information and listens actively to multimodal texts	Interacts with others and listens to multimodal texts Multimodal means (a combination of two or more communication modes, print image, spoken text, film and computer presentation)	Listens to multimodal texts	
Writing and Creating	Create multimodal texts including stories to inform, relating ideas, sequencing content for clarity, including relevant details from learnt topics or texts to have an impact on an audience	Create multimodal texts including stories to inform, relating ideas, sequencing content for clarity, including relevant details from learnt topics or texts	Create multimodal texts including stories to inform, relating ideas including relevant details from learnt topics or texts	Create texts to inform from learnt topics	Create text
	Use text structures including paragraphs with headings and subheadings, beginning with a topic sentence and, language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features	Use text structures including paragraphs with headings and subheadings and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features	Use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features	Use text structures, topic-specific vocabulary, and/or visual features	Use text structures and/or visual features
	Write texts using letters that are accurately formed and consistent in size Task 5			Write texts using letters that are accurately formed	Write letters
	Spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words with more complex letter patterns including words with consonant digraphs and consonant blends	Spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words with more complex letter patterns	Spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words	Spell words using phonic and morphemic knowledge, and high-frequency words	Spell words using phonic knowledge, and high-frequency words

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## English Reading Comprehension

	A	B	C	D	E
Reading and Viewing	Read, view and comprehend texts by examining models of well-constructed paragraphs and identifying their features, determining important ideas, events or details, recognising their purpose and audience	Read, view and comprehend texts by determining important ideas, events or details, recognising their purpose and audience	Read, view and comprehend texts, recognising their purpose and audience	View texts, recognising their purpose	View texts
	Identify literal meaning using evidence from the text determining important ideas and explain inferred meaning using prior knowledge and making predictions	Identify literal meaning using evidence from the text and explain inferred meaning using prior knowledge and making predictions	Identify literal meaning and explain inferred meaning	Identify literal meaning and inferred meaning (what was he doing)	Identify literal meaning
	Describe how texts are structured and presented into longer informative texts organised in paragraphs which begin with a topic sentence that predicts how the paragraph will develop	Describe how texts are structured and presented in paragraphs which begin with a topic sentence that predicts how the paragraph will develop	Describe how texts are structured and presented	Describe how texts are presented	Describe a text
	Describe the language features of texts including recognising how choice of adverbs, nouns and verbs present different evaluations of animals in texts, topic-specific vocabulary and literary devices, and how visual features extend meaning	Describe the language features of texts including recognising how choice of nouns and verbs present different evaluations of animals in texts, topic-specific vocabulary and literary devices, and how visual features extend meaning	describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning	Describe topic-specific vocabulary, and how visual features extend meaning Question 4.0	Describe topic-specific vocabulary and visual features
	Read fluently, using consonant digraphs representing different sounds, their knowledge of prefixes and suffixes to change the meaning of a base word, phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns	Read fluently, using consonant digraphs representing different sounds, phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns	Read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns	Read, using phonic and grammatical knowledge to read multisyllabic words	Read, using phonic knowledge to read words

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## Science Living or Non-living

		A	B	C	D	E
Knowledge and Understanding	Understanding	<b>Classify and compare</b> the physical characteristics of living and non-living things and different stages of its life cycle	<b>Classify and compare</b> the physical characteristics of living and non-living things and different life cycles	<b>Classify and compare</b> living and non-living things and different life cycles	<b>Classify</b> living and non-living things and different life cycles	<b>Classify</b> a living and/or a non-living thing
	Communicating	<b>Communicate</b> ideas and findings for an identified purpose by sharing their predictions, results and conclusions with their peers, including using scientific vocabulary when appropriate	<b>Communicate</b> ideas and findings for an identified purpose by sharing their predictions with their peer, including using scientific vocabulary when appropriate	<b>Communicate</b> ideas and findings for an identified purpose, including using scientific vocabulary when appropriate	<b>Communicate</b> ideas and findings for an identified purpose, when appropriate	<b>Communicate</b> ideas

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## Humanities and Social Sciences

	A	B	C	D	E
Knowledge and Understanding	describe the causes, effects and contributions of people and events to change in Australia and the reasons why the change occurred	describe the causes, effects and contributions of people and events to change in Australia	describe the causes, effects and contributions of people to change in Australia	describe the causes of a change in Australia	
	identify the significance of cultural and historical origins of events, symbols and emblems important to Australia's identity and diversity	identify the significance of historical origins of events, symbols and emblems important to Australia's identity and diversity	identify the significance of events, symbols and emblems to Australia's identity and diversity	identify a significant event or symbol to Australia.	identify a personal significant event or symbol.
	develop inquiring questions about future consequences, and locate, collect and record information and data from different sources	develop inquiring questions and locate, collect and record information and data from different sources	develop questions and locate, collect and record information and data from different sources	develop a question. Records information.	Develop a question
Skills	analyse information from different sources to identify perspectives and draw conclusions about information related to historical events or cultural celebrations	analyse information from different sources to identify perspectives and draw conclusions	analyse information to identify perspectives and draw conclusions	identify perspectives and draw a conclusion	identify perspectives
			use ideas from sources, and subject-specific terms to present descriptions and explanations		

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## Maths Number

Understanding and Fluency	Problem Solving and Reasoning	
<p>Recognises and represents place value structure. Recognises equivalent representations for the same number.</p>	<p>Partitions, regroups and rearranges numbers to solve problems.</p>	
<p>Uses non-standard place value partitioning flexibly with 3-digit numbers, including situations that are both complex and unfamiliar. (Q7e)</p>	<p>Applies appropriate and efficient strategies to solve problems that are increasingly complex and unfamiliar. (Q9)</p>	A
<p>Completes complex familiar addition and subtraction facts (Q1d,e,f,g) Uses non-standard place value partitioning flexibly with 3-digit numbers, including situations that are both complex and unfamiliar (Q5b, Q7 a, b, c &amp; d)</p>	<p>Applies appropriate and efficient strategies to solve problems that are complex and familiar. (Q3 extended facts) (Q4b) (Q8)</p>	B
<p>Completes simple familiar addition and subtraction facts (Q1 a,b,c) (Q3 – addition, subtraction) (Q4a) Uses standard place value partitioning with 3-digit numbers. (Q5a) Renames 3-digit numbers, using standard place value partitioning. (Q6a,b,c))</p>	<p>Applies a strategy to solve a simple, familiar problem. (Q2 a,b,c) (Q3 number story)</p>	C
<p>Exhibits some “C” descriptors of models and representations in simple familiar situations</p>	<p>Some selection and application of problem solving approaches in simple familiar situations</p>	D
<p></p>	<p></p>	E