

2017 Term 3 English and Science Assessment Task

Information Report (in class task)

Name

Class:

TASK:
This term we have been studying the Solar System and Earth's place in space, and how to write an effective and interesting information report. It is essential to have an in-depth understanding of our Solar System. To demonstrate your knowledge, you will complete an Information Report to be displayed in a format of your choice.

You need to research the key features in our solar system and provide some interesting, detailed and factual information on these key features. You will need to include at least the following:

1. Detailed and factual information on ONE PLANET in our Solar System (not Earth). Include information like:

- a) How did this planet get this name?
- b) How many kilometres from the sun is it?
- c) How big is it? (diameter and weight/mass)
- d) What is this planet made of?
- e) Describe the appearance of this planet (what does it look like?)
- f) What are the temperatures like on this planet?
- g) If it has moons, how many are there?
- h) How many Earth days/years does this planet take to orbit the sun?
- i) How long is one day on this planet (in Earth hours/days/years)?
- j) Any other interesting information about this planet.

2. Detailed and factual information about our SUN.

- a) Choose some interesting facts about our star (the Sun).

3. Detailed and factual information about at least ONE of the following topics:

- a) Asteroids
- b) Meteoroids
- c) Comets
- d) Dwarf Planets
- e) Black Holes
- f) Moons

Your information report needs to be presented in the format of your choice. You will need to include:

- Main Heading
- Opening paragraph about your overall report
- Sub headings for each of your new topics
- Opening Sentence for each new paragraph
- At least 5 sentences for each topic (paragraph)
- Closing sentence for each paragraph (of each topic)
- Factual information based on research
- Written in third person
- Present tense

You will be sufficient time to plan, research, write, proofread and complete your information report in class. You will also be given plenty of time to design and complete your final piece.

All of the planning, writing and editing must be done at school. It is not to go home at any stage.

Date Given: _____

Information Report (ENGLISH) Due: _____

Presentation Due: _____

Please read the attached criteria sheets carefully so that you know what you are being marked on.

Year 5 Term 3 Science Research and Poster Assessment Task

SCIENCE component

Criteria	A	B	C	D	E
Science Knowledge					
The Earth is part of a <u>system</u> of planets orbiting around a star (the sun) (<u>ACSSU078</u>)	Student has recognised and explained the relationship between the sun and the planets. They have demonstrated an advanced understanding of the structure of our solar system and provided an in depth explanation of the key features of the solar system.	Student has explained the relationship between the sun and the planets. They have demonstrated a clear understanding of the structure of our solar system and demonstrated more detailed knowledge of the key features of the solar system.	Student has explained the relationship between the sun and the planets. They have demonstrated a clear understanding of the structure and key features of our solar system.	Student has listed information about the sun and planets in our solar system. There is a superficial understanding of the key features of the solar system. Student required lots of support to complete this task.	Student has listed information about the sun and planets in the solar system. Student completed this task with full support from the teacher or teacher aide.
Comments:				Overall Grade	

Year 5 Term 3 Science Research and Poster Assessment Task

English Literacy POSTER component

Criteria	A	B	C	D	E
English LITERACY Skills					
<p>Student has planned, drafted and published an informative text (POSTER) and has chosen an appropriate text structure, images with captions, and overall layout to enhance the experience of the reader / viewer.</p> <p>ACELY1704</p>	<p>Student has produced an exceptionally informative poster that includes:</p> <p>a) title b) sub headings c) paragraphs of information d) pictures about your topics with a clear caption describing it e) good use of layout f) colourful and appealing to look at.</p> <p>The work is very neatly set out and was easy to navigate and read.</p>	<p>Student has produced a highly informative poster that includes:</p> <p>a) title b) sub headings c) paragraphs of information d) pictures about your topics with a clear caption describing it e) good use of layout f) colourful and appealing to look at.</p> <p>The work is neatly set out and was easy to navigate and read.</p>	<p>Student has produced an informative poster that includes:</p> <p>a) title b) sub headings c) paragraphs of information d) pictures about your topics with a clear caption describing it e) good use of layout f) colourful and appealing to look at.</p> <p>The work is mostly neatly set out. The layout may have needed some attention to make it easier to follow.</p>	<p>Student required lots of support to complete this task.</p> <p>OR</p> <p>Student has produced an informative poster that includes:</p> <p>a) title b) sub headings c) paragraphs of information d) pictures about your topics with a clear caption describing it e) good use of layout f) colourful and appealing to look at.</p> <p>The layout may have needed some attention to make it easier to follow.</p> <p>Some components listed above may have been missing.</p>	<p>Student completed this task with full support from the teacher or teacher aide.</p> <p>OR</p> <p>Many required parts were missing from the poster which made it hard to read and understand the topic.</p>
Comments:				Overall Grade	

Task Description: Students were asked to write an Information Report.

Assessable Elements		Task-Specific Descriptors				
		A (Extending)	B (Advancing)	C (Demonstrating)	D (Developing)	E (Emerging)
Writing Productive Mode - Knowledge and Understanding	Spelling & Vocab	Is independently using conventional and familiar spelling patterns and high frequency words consistently. Is applying complex vowel knowledge and suffixes and using the environment around to write accurate spelling. Great attempts at using more sophisticated vocabulary choices to enhance their writing.	Is independently using conventional and familiar spelling using simple patterns, applying simple vowel knowledge and basic suffixes to write words. Is using the environment around them to write words. Most attempts are accurate. Some attempt to include more sophisticated vocabulary.	Is beginning to use conventional and familiar patterns. Is applying simple vowel knowledge and some suffixes for most written words. Many attempts are accurate. Is beginning to choose vocabulary that enhances their written piece.	Is writing words with initial sounds, simple patterns and occasional use of vowel knowledge. Many attempts are inaccurate. Needs to include a greater variety of vocabulary to enhance their writing.	Is not aware of spelling patterns or has little vowel knowledge. Only uses initial sounds in their writing or inventive spelling. Student uses simple language and vocabulary in their writing. More creative choices are to be encouraged.
	Punctuation	Uses the following punctuation accurately and consistently (in correct context and purpose): Full stops Capital letters (inc. proper nouns) Direct speech Apostrophes (inc. contraction and possession) Exclamation marks Question marks Commas	Uses the following punctuation accurately and consistently: Full stops Capital letters (inc. proper nouns) Direct speech Apostrophes (inc. contraction and possession) Exclamation marks Question marks Commas	Accurately uses the following punctuation most of the time: Full stops Capital letters (inc. proper nouns) Direct speech Apostrophes (inc. contraction and possession) Exclamation marks Question marks Commas	With some support uses the following punctuation most of the time: Full stops Capital letters (inc. proper nouns) Direct speech Apostrophes (inc. contraction and possession) Exclamation marks Question marks Commas	Student had extensive support OR student was unable to use the following punctuation most of the time: Full stops Capital letters (inc. proper nouns) Direct speech Apostrophes (inc. contraction and possession) Exclamation marks Question marks Commas
	Editing	Clear evidence that they have used the agreed editing checklist to thoroughly make appropriate changes to significantly enhance their writing.	Clear evidence that they have used the agreed editing checklist to thoroughly make appropriate changes to enhance their writing.	Evidence that they have used the editing checklist to make appropriate changes to their writing.	With support student has used evidence that they have used the editing checklist to make appropriate changes to their writing. OR Student has not used the editing checklist and has made no effort to improve their work.	Student had extensive support OR student was unable to use the editing checklist to make appropriate changes to their writing.
	Use paragraphs to logically sequence the text	Clear evidence that the student has used well-formed and sequenced paragraphs to significantly enhance their writing.	Clear evidence that the student has used sequenced paragraphs to enhance their writing.	Evidence of using paragraphs but more attention to sequencing is needed to enhance their writing.	With support student has used paragraphs in their writing OR student is working towards using paragraphs correctly to enhance their writing.	Student had extensive support to write using paragraphs, OR there is no evidence of paragraphs in their writing.

		Task-Specific Descriptors				
		A (Extending)	B (Advancing)	C (Demonstrating)	D (Developing)	E (Emerging)
Information Report Features	Use of Headings and Sub Headings to organise your work in a logical manner. They also help the reader to predict content. (ACELA1797)	Your main heading is highly informative and clearly describes what your report will be about. Your subheadings are statements (not questions) and are highly informative.	Your main heading is informative and describes what your report will be about. Your subheadings are statements (not questions) and give a clear preview of the paragraph content.	Your main heading tells the reader what your report will be about. Your subheadings are statements (not questions) and give a clear preview of the paragraph content. Subheadings possibly needed some rewording to help the reader predict the paragraph content.	Support was needed to help form main heading or subheadings. Some headings were written as questions (not statements). Some headings were unclear, confusing or missing.	Your work does not contain any headings or sub headings.
	Opening paragraph to introduce the whole report.	You have introduced your report topics in a brief yet well sequenced introductory paragraph. No key information on specific topics has been included.	You have clearly yet briefly explained what your whole report is going to include. No key information on specific topics has been included.	You have included this brief paragraph which introduces the topics of your report. You tried hard not to include key facts about the key topics.	You needed support with this task. OR, You included too much detail in this introductory paragraph. OR – you forgot to include some of your topics that are in your report.	You forgot to include this paragraph or you wrote too much information that should have been written in the main paragraphs in your report.
	Opening and Closing Sentences have been used to introduce and summarise/ conclude each paragraph.	Opening sentence clearly and creatively introduces the topic of your paragraph without introducing key facts. Closing sentence clearly summarises your paragraph without introducing any new facts.	Opening sentence introduces the topic of your paragraph without introducing key facts. Closing sentence summarises your paragraph without introducing any new facts.	Opening sentences were used correctly in most of the paragraphs. Minimal errors may be present. Closing sentences were used correctly in most of the paragraphs. Minimal errors may be present.	Support was needed to complete this section. OR Too many facts were included in the opening and / or closing sentences.	Most / all paragraphs were missing opening and closing sentences. OR opening or closing sentences were not about the main topic of the paragraphs.
	Your information report contains relevant facts that is based on research.	Many detailed and well researched fact are evident for each topic.	Some detailed and well researched facts are evident for each topic.	Some facts and research are evident, although more were needed for most of the topics.	Support was needed to complete this section. OR Minimal facts, research or evidence is used to inform the reader.	Very few facts were given / minimal research is evident. Facts aren't based on the given topics.
	You have included a variety of sentence beginnings, use of third person, written in present tense and written well developed, cohesive sentences.	Very high usage of these grammar conventions. Writing is enhanced because of their inclusion.	High use of these grammar conventions. Writing is enhanced because of their inclusion.	Sound use of these grammar conventions. Writing is enhanced because of their inclusion.	These grammar conventions were over used, or not used enough.	These grammar conventions were missing from the information report.
Comments:					Overall Grade:	