

Guide to making judgments — Year 4 English

Name

Focus: Plan and construct a story based on a stimulus text.

Knowledge and understanding Interpreting texts	Knowledge and understanding Constructing texts	Knowledge and understanding Constructing texts	
Interprets text through an understanding of purpose, sequence, inference, grammar and representation of people and place. Questions 1–9	Plans a story, demonstrating an understanding of narrative structural features, language elements and publishing processes. Questions 10–13, 20	Writes, edits and proofreads a story that shows planning, maintains purpose, builds from the orientation and uses language elements (paragraphs, grammar, punctuation, simple and compound sentences). Questions 14–19	
◀ Correctly identifies a noun, adjective and verb and adds an appropriate adverb. Identifies two appropriate word groups. Clearly explains inferences in both Q3 and Q4 using clues from the text. Sequence correct.	◀ Words/word groups are original and related to context. Resolution is detailed and gives a solution to the problem.	◀ Resolution is insightful.	A
◀ Clearly explains one inference using clues from the text. Identifies one appropriate word group.	◀ Ideas in plan, including setting, are coherent and detailed. One word/word group is original.	◀ Story matches purpose, and has realistic, structured complication with a problem for characters. Targeted language elements are applied consistently with minor errors only. Evidence of sentences purposefully crafted.	B
◀ Identifies three characters and an aspect of the setting. Identifies two from noun, adjective, verb or adverb. Purpose statement has relevance to writing a story.	◀ Identifies two appropriate publishing processes.	◀ Story continues seamlessly from orientation. Most language elements show development. Paragraphs mostly reflect new ideas. Shows an understanding of compound sentences.	C
◀ Sequencing of actions mostly correct. Identifies a noun, adjective, verb or adverb.	◀ Ideas in plan link to the orientation. Identifies a logical next step in publishing.	◀ Story links to purpose. Complication has strong link to orientation. Paragraphing evident. Identifies most types of punctuation and applies with some success.	D
◀ Identifies two characters.	◀ Suggests new words.	◀ Complication within story is evident. Most writing in sentences. Identifies a simple sentence. Identifies basic punctuation. Shows evidence of editing.	E
	◀ Plan has ideas.	◀ Evidence of planning in story.	

Feedback

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