Rubrics – Year 3

Topic 1 – Belonging and inclusion

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 2	**English**: Students listen to others' views and respond appropriately using interaction skills*	purposefully uses interaction skills to actively listen to others' views and respond appropriately	effectively uses interaction skills to actively listen to others' views and respond appropriately	uses interaction skills to listen to others' views and respond appropriately	with support, uses interaction skills to listen to others' views and respond	with direction, uses interaction skills to listen to others' views and respond
	English: Students understand how language can be used to express feelings and opinions on topics	uses considered language to effectively express feelings and opinions on a range of topics	uses language to effectively express feelings and opinions on a range of topics	uses language to express feelings and opinions on topics	uses language to express some feelings and opinions on topics	with support, uses language to express some feelings and opinions on topics
	English: Students contribute actively to class and group discussions, asking questions, providing useful feedback*	purposefully contributes to class and group discussions by: • asking questions for clarification and to extend discussions • providing useful feedback to add to discussions	effectively contributes to class and group discussions by: • asking thoughtful questions • providing useful feedback	contributes to class and group discussions by: • asking questions • providing useful feedback	contributes to class and group discussions by: • answering questions • providing feedback when asked	responds to prompts to contribute to class and group discussions

*Denotes that observations of student performance may be required.

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Assessable activities	Achievement Standard	A	B	C	D	E
Activity 4	**HASS:** Students explain how and why people participate in their communities	provides a detailed and informed explanation of how and why they participate in groups in their community	provides an informed explanation of how and why they participate in groups in their community	explains how and why they participate in groups in their community	with support, explains how and why they participate in groups	with direction, provides a brief explanation of how and why they participate in groups
	HPE: Students describe the connections they have to their community	describes in detail the connections they have to their community and the groups and places they belong to	clearly describes the connections they have to their community and the groups and places they belong to	describes the connections they have to their community and the groups and places they belong to	with support, describes the connections they have to their community and some of the groups and places they belong to	with direction, describes some of the connections they have to their community and some of the groups and places they belong to
	HASS: Students identify connections between people and the characteristics of places	identifies and describes in detail the connections they have to the places and communities they belong to	identifies and describes the connections they have to the places and communities they belong to	identifies the connections they have to the places and communities they belong to	with support, identifies some of the connections they have to the places and communities they belong to	with direction, identifies some of the connections they have to the places and communities they belong to
Activity 2 and Activity 4	**HASS:** Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms	effectively and coherently communicates their ideas about identity, communities and places in written and visual forms using relevant discipline-specific terms (eg: identity, belonging, place, connections, culture, religion)	effectively communicates their ideas about identity, communities and places in written and visual forms using relevant discipline-specific terms	communicates their ideas about identity, communities and places in written and visual forms using simple discipline-specific terms (eg: groups, belonging, place, connections)	unevenly communicates their ideas in written and visual forms using some simple discipline-specific terms	with direction, unevenly communicates their ideas in written and visual forms using some simple discipline-specific terms
	HPE: Students identify influences that strengthen identities	identifies a range of relevant influences that strengthen identities and categorises or makes connections between these influences	identifies several relevant influences that strengthen identities	identifies influences that strengthen identities	identifies simple influences that strengthen identities	with support, identifies some simple influences that strengthen identities

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Year 3 Rubric: Topic 2 – Fairness and equity

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 4	**Mathematics:** Students represent money values in various ways	represents multiple money values ($40, $80, $120 and $180) in various ways and accurately labels notes and coins as values using decimal notation	represents different money values in various ways and labels notes and coins as values using decimal notation	represents money values ($40) in various and uses decimal notation	with support, represents money values ($40) in more than one way	with direction, represents money values in more than one way
	HPE: Students apply strategies for working cooperatively and apply rules fairly*	purposefully uses strategies for working cooperatively and consistently applies rules fairly	effectively uses strategies for working cooperatively and applies rules fairly	uses strategies for working cooperatively and applies rules fairly	with support, works cooperatively and applies rules fairly in most situations	with direction, works cooperatively and applies rules fairly to some situations
Activity 5 and 6	**Mathematics:** Students model and represent unit fractions	efficiently represents and models unit fractions and their multiples and uses mathematical language to effectively describe equal and unequal proportions	represents and models unit fractions and their multiples and uses mathematical language to describe equal and unequal proportions	represents and models unit fractions	with support, represents and models aspects of unit fractions	with direction, represents and models aspects of unit fractions
Activity 8	**English**: Students understand how language can be used to express feelings and opinions on topics	uses considered language to effectively express feelings and opinions on a range of topics	uses language to effectively express feelings and opinions on a range of topics	uses language to express feelings and opinions on topics	uses language to express some feelings and opinions on topics	with support, uses language to express some feelings and opinions on topics
	English: Student's texts include writing and images to express and develop, in some detail experiences and ideas	purposefully expresses and develops in detail experiences and ideas in texts, including writing and images	effectively expresses and develops in some detail experiences and ideas in texts, including writing and images	expresses and develops in some detail experiences and ideas in texts, including writing and images	expresses and develops some aspects of experiences and ideas in texts, including writing and images	use of some aspects of experiences, events, information, ideas and characters in texts including writing and images
	English: Students demonstrate	demonstrates deep understanding of	demonstrates understanding of	demonstrates understanding of	demonstrates partial understanding of	demonstrates fragmented

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Assessable activities	Achievement Standard	A	B	C	D	E
	understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing	grammar and purposefully selects vocabulary and punctuation appropriate for the purpose and context	grammar and effectively selects of vocabulary and punctuation appropriate for the purpose and context	grammar and selects vocabulary and punctuation appropriate for the purpose and context	grammar and with guidance, selects vocabulary and punctuation to suit purpose and context	understanding of grammar and with direction, selects vocabulary and punctuation to suit purpose and audience
	English: Students re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning	purposefully re-reads and checks their writing for appropriate vocabulary, structure and meaning	effectively re-reads and checks their writing for appropriate vocabulary, structure and meaning	re-reads and checks their writing for appropriate vocabulary, structure and meaning	with support, re-reads and checks their writing for appropriate vocabulary, structure and meaning	with direction, re-reads and checks their writing for appropriate vocabulary, structure and meaning

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Year 3 Rubric: Topic 3 – Rights, rules and responsibilities

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 3	**HPE:** Students select strategies that help them stay safe, healthy	Chooses a range of appropriate actions they can take to stay healthy and safe and explains how these actions serve to protect their own rights	Chooses a number of appropriate actions they can take to stay healthy and safe and describes how these actions serve to protect their own rights	Chooses actions they can take to stay healthy and safe and identifies how these actions protect their own rights	Chooses some actions they can take to stay healthy and safe	With support, chooses some actions they can take to stay healthy and safe
Activity 3 Activity 5	**HASS:** Students reflect on their learning to suggest individual action in response to an issue or challenge	reflects on their learning to make reasoned suggestions of individual action they could take to protect rights and respond to an ethical dilemma	reflects on their learning to make informed suggestions of individual action they could take to they could take to protect rights and respond to an ethical dilemma	reflects on their learning to suggest individual action they could take to they could take to protect rights and respond to an ethical dilemma	with support, reflects on their learning to suggest individual action they could take to protect rights and respond to an ethical dilemma	with direction, reflects learning to make reasoned suggestions of individual action they could take to they could take to protect rights and respond to an ethical dilemma
Activity 5	**English**: Students listen to others' views and respond appropriately using interaction skills*	purposefully uses interaction skills to actively listen to others' views and respond appropriately	effectively uses interaction skills to actively listen to others' views and respond appropriately	uses interaction skills to listen to others' views and respond appropriately	with support, uses interaction skills to listen to others' views and respond	with direction, uses interaction skills to listen to others' views and respond
	English: Students understand how language can be used to express feelings and opinions on topics	uses considered language to effectively express feelings and opinions on a range of topics	uses language to effectively express feelings and opinions on a range of topics	uses language to express feelings and opinions on topics	uses language to express some feelings and opinions on topics	with support, uses language to express some feelings and opinions on topics
	English: Students contribute actively to group discussions, asking questions, providing useful feedback	purposefully contributes to group discussions by: • asking questions for clarification and to extend discussions	effectively contributes to group discussions by: • asking thoughtful questions • providing useful feedback	contributes to group discussions by: • asking questions • providing useful feedback	contributes to group discussions by: • answering questions • providing feedback when asked	responds to prompts to contribute to group discussions

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Assessable activities	Achievement Standard	A	B	C	D	E
		• providing useful feedback to add to discussions				
Activity 5 Activity 7	**HASS:** Students draw simple conclusions and share their views on an issue	draws reasoned conclusions on the role of ethical actions and rules in society and shares their considered views with others	draws informed conclusions on the role of ethical actions and rules in society and shares their informed views with others	draws simple conclusions on the role of ethical actions and rules in society and shares their views with others	draws partial and simple conclusions and shares their view	draws fragmented and simple conclusions and shares their view
Activity 7	**HASS:** Students explain the role of rules in their community	provides a considered and evidence-based explanation of the role of rules in their community	draws on examples to effectively explain the role of rules in their community	explains the roles of rules in their community	provides a partial explanation of the role of rules in their community	provides a fragmented explanation of the role of rules in their community
Activity 3 Activity 5 Activity 7	**HASS:** Students communicate their ideas and conclusions in oral, visual and written forms using simple discipline-specific terms	effectively and coherently communicates their conclusions and ideas about rights, rules and responsibilities in written and visual forms using relevant discipline-specific terms (eg: human rights, ethics, responsibilities, un, convention, common good)	effectively communicates their conclusions and ideas about rights, rules and responsibilities in written and visual forms using relevant discipline-specific terms	communicates their conclusions and ideas about rights, rules and responsibilities in written and visual forms using simple discipline-specific terms (eg: rights, rules, responsibilities)	unevenly communicates their ideas in written and visual forms using some simple discipline-specific terms	with direction, unevenly communicates their ideas in written and visual forms using some simple discipline-specific terms

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Year 3 Rubric: Topic 4 – Government services in our community

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 3	**English**: Students understand how language features are used to link and sequence ideas	effectively uses a considered range of language features to link and sequence ideas and achieve coherence	effectively uses a range of language features to link and sequence ideas	uses language features to link and sequence ideas	uses some language features to link or sequence ideas	with direction, uses some language features to link and sequence ideas
	English: Students texts include writing and images to express and develop, in some detail experiences, events, information, ideas and characters	purposefully expresses and develops in detail experiences and ideas in texts, including writing and images	effectively expresses and develops in some detail experiences and ideas in texts, including writing and images	expresses and develops in some detail experiences and ideas in texts, including writing and images	expresses and develops some aspects of experiences and ideas in texts, including writing and images	use of some aspects of experiences, events, information, ideas and characters in texts including writing and images
	English: Students demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing	demonstrates deep understanding of grammar and purposefully selects vocabulary and punctuation appropriate for the purpose and context	demonstrates understanding of grammar and effectively selects of vocabulary and punctuation appropriate for the purpose and context	demonstrates understanding of grammar and selects vocabulary and punctuation appropriate for the purpose and context	demonstrates partial understanding of grammar and with guidance, selects vocabulary and punctuation to suit purpose and context	demonstrates fragmented understanding of grammar and with direction, selects vocabulary and punctuation to suit purpose and audience
	English: Students re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning	purposefully re-reads and checks their writing for appropriate vocabulary, structure and meaning	effectively re-reads and checks their writing for appropriate vocabulary, structure and meaning	re-reads and checks their writing for appropriate vocabulary, structure and meaning	with support, re-reads and checks their writing for appropriate vocabulary, structure and meaning	with direction, re-reads and checks their writing for appropriate vocabulary, structure and meaning
	English: Students write using joined letters that are accurately formed and consistent in size	purposefully uses joined letters that are accurately formed and consistent in size when writing	consistently uses joined letters that are accurately formed and consistent in size when writing	uses joined letters that are accurately formed and consistent in size when writing	unevenly uses joined letters that are accurately formed and consistent in size when writing	uses a combination of joined and unjoined letters with some accuracy

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Assessable activities	Achievement Standard	A	B	C	D	E
	HASS: Students sequence information about events and the lives of individuals in chronological order	effectively sequences relevant information about their daily lives in correct chronological order	sequences relevant information about their daily lives in correct chronological order	sequences information about their daily lives in chronological order	partially sequences events in their dail y lives	provides a fragmented sequence of events in their daily lives
Activity 5	**Mathematics:** Students match positions on maps with given information	creates a grid system and locates the precise position of a range of local government resources using x then y grid references	creates a grid system and locates the position of a number of local government resources using x then y grid references	creates a simple grid system and locates the region of given local government resources using grid references	overlays a map with grids and locates the region of some local government services positional language (2 down, 3 across)	with support, overlays a map with grids and locates the region of some local government services positional language (2 down, 3 across)
	HASS: Students interpret data to identify and describe simple distributions	interprets data to identify several local government resources and provides an informed explanation of the distribution of these resources, including patterns	interprets data to identify local government resources and provides a detailed description of the distribution of these resources	interprets date to identify local government resources and describes simple distributions	interprets aspects of data to identify some local government resources and describes in limited detail simple distributions	interprets aspects of data to identify some local government resources and describes in very limited detail simple distributions
	HASS: Students record and represent data in different formats, including labelled maps	clearly records and effectively represents a range of data in different formats, including on labelled maps	records and effectively represents data in different formats, including on labelled maps	records and represents data in different formats, including on labelled maps	records and represents aspects of data in different formats, including on labelled maps	with support, records and represents aspects of data in different formats, including on labelled maps
	HPE: Students identify local resources to support their health, wellbeing, safety and physical activity	comprehensively identifies local resources that support their health, wellbeing, safety and physical activity	identifies a range of local resources that support their health, wellbeing, safety and physical activity	identifies local resources that support their health, wellbeing, safety and physical activity	identifies a small number of local resources that support their health, wellbeing, safety and/or or physical activity	with support, identifies a small number of local resources that support their health, wellbeing, safety and/or or physical activity

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Assessable activities	Achievement Standard	A	B	C	D	E
Activity 6	**Mathematics:** Students continue number patterns involving addition and subtraction	efficiently continues number patterns involving addition and subtraction, develops rules (mathematical equation) to describe the sequence and applies their rules to make generalisations and find an unknown quantity	efficiently continues number patterns involving addition and subtraction, develops rules and applies these to find larger terms in the sequence	continues number patterns involving addition and subtraction	With support, continues number patterns involving addition and subtraction	With direction, continues number patterns involving addition and subtraction

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Year 3 Rubric: Topic 5 – Savings and budgets

Assessable activities	Achievement Standard and General Capability	A	B	C	D	E
Activity 6	**Mathematics**: Students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication	uses efficient written and mental strategies to correctly calculate and solve a range of addition, subtraction and multiplication problems and checks the reasonableness of their answers by estimating	uses efficient written and mental strategies to solve a range of addition, subtraction and multiplication problems and checks the reasonableness of their answers by estimating	uses efficient strategies solve addition, subtraction and multiplication problems	with support, uses strategies to solve addition, subtraction and multiplication problems	uses strategies as directed to solve addition, subtraction and multiplication problems
Activity 7	**English**: Students understand how content can be organised using different text structures depending on the purpose of the text	provides a considered explanation of how the text structure of an advertisement achieves its purpose to persuade	provides an informed explanation of how the text structure of an advertisement achieves its purpose to persuade	provides an explanation of how the text structure of an advertisement achieves its purpose to persuade	with support, connects the text structure of an advertisement with its purpose	with direction, connects the text structure of an advertisement with its purpose
	English: Students understand how language features, images and vocabulary choices are used for different effects	purposefully explains in detail how language features, images and vocabulary choices combine to persuade an audience	effectively explains how language features, images and vocabulary choices combine to persuade an audience	explains how language features, images and vocabulary choices combine to persuade an audience	with support, provides a brief explanation of how images or vocabulary choices are used to persuade and audience	with direction, provides a brief explanation of how images or vocabulary choices are used to persuade and audience
	English: Students listen to others' views and respond appropriately using interaction skills*	purposefully uses interaction skills to actively listen to others' views and respond appropriately	effectively uses interaction skills to actively listen to others' views and respond appropriately	uses interaction skills to listen to others' views and respond appropriately	with support, uses interaction skills to listen to others' views and respond	with direction, uses interaction skills to listen to others' views and respond
	English: Students understand how language can be used to express feelings and opinions on topics	uses considered language to effectively express feelings and opinions on a range of advertisements	uses language to effectively express feelings and opinions on a range of advertisements	uses language to express feelings and opinions on advertisements	uses language to express some feelings and opinions on advertisements	with support, uses language to express some feelings and opinions on advertisements

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Assessable activities	Achievement Standard and General Capability	A	B	C	D	E
	English: Student's texts include writing and images to express and develop ideas	skillfully combines writing and images to create a highly effective and persuasive advertisement	combines writing and images to create an effective persuasive advertisement	combines writing and images to create a persuasive advertisement	uses writing and images to create an advertisement	with support, uses writing and images to create an advertisement
	English: Students contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations*	purposefully contributes to group discussions by: • asking questions for clarification and to extend discussions • providing useful feedback to add to discussions • making effective presentations	effectively contributes to group discussions by: • asking thoughtful questions • providing useful feedback • making presentations	contributes to group discussions by: • asking questions • providing useful feedback • making presentations	contributes to group discussions by: • answering questions • providing feedback when asked • making presentations	responds to prompts to contribute to group discussions and makes short presentations

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Year 3 Rubric: Topic 6 – Improving my community

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 1	**Mathematics**: Students interpret and compare data displays	interprets data displays to draw reasoned conclusions about the most popular government service and compares a range of different displays to evaluate their effectiveness	interprets data displays to draw conclusions about the most popular government service and compares different displays to select and justify the most effective display	interprets data displays to decide the most popular government service and compares different displays to identify similarities and differences	with support interprets and compares simple data displays	with direction, interprets and compares simple data displays
	Mathematics: Students conduct simple data investigations for categorical variables	independently plans and conducts data investigations on the most popular government service in relation to more than two categorical variables (eg service, hobbies, age, gender)	plans and conducts data investigations on the most popular government service in relation to more than one categorical variables (eg service, hobbies, age, gender)	conducts simple data investigations on the most popular government service among their peers or the school	with support, conducts simple data investigations on the most popular government service among their peers or the school	with direction, conducts simple data investigations on the most popular government service among their peers or the school
	HASS: Students explain the importance of making decisions democratically	provides a considered explanation of the importance of making decisions democratically and identifies issues that arise from alternative ways to make decisions	provides an informed explanation of the importance of making decisions democratically	explains the importance of making decisions democratically	with support, explains the importance of making decisions democratically	with direction, explains the importance of making decisions democratically
	HASS: Students pose questions and collect information from sources, including observations	effectively poses questions to inform a survey and collects data from well-designed surveys about student preferences for a range of government services	poses questions to inform a survey and collects data from well-designed surveys about student preferences for a range of government services	poses questions and collects data from surveys about student preferences for government services	with support, poses questions and collects data about student preferences for government services	with direction, poses questions and collects some data about student preferences for government services

*Denotes that observations of student performance may be required.

Assessable activities	Achievement Standard	A	B	C	D	E
	HASS: Students record and represent data in different formats	clearly records and effectively represents a range of data in different formats	records and effectively represents data in different formats	records and represents data in different formats, including	records and represents aspects of data in different formats,	with support, records and represents aspects of data in different formats
	HASS: Students interpret data to identify and describe simple distributions	interprets a range of data to identify preferences for government services across different samples	interprets different data sets to identify preferences for government services across different samples	interprets date to identify identify preferences for government services	interprets aspects of data to identify preferences for government services	with directions, interprets aspects of data to identify some identify preferences for government services
	HASS: Students draw simple conclusions	draws and justifies with quantitative and qualitative evidence conclusions on which services the local government should provide	draws and justifies with evidence, conclusions on services the local government should provide	draws simple conclusions on services the local government should provide	with support, draws simple conclusions on services the local government should provide	with direction, draws simple conclusions on services the local government should provide
Activity 3	**English**: Students understand how language can be used to express feelings and opinions on topics	uses considered language to effectively express feelings and opinions on topics	uses language to effectively express feelings and opinions on topics	uses language to express feelings and opinions on topics	uses language to express some feelings and opinions on topics	with support, uses language to express some feelings and opinions on topics
	English: Students understand how language features are used to link and sequence ideas	effectively uses a considered range of language features to link and sequence ideas and achieve coherence	effectively uses a range of language features to link and sequence ideas	uses language features to link and sequence ideas	uses some language features to link or sequence ideas	with direction, uses some language features to link and sequence ideas
	English: Students demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing	demonstrates deep understanding of grammar and purposefully selects vocabulary and punctuation appropriate for the purpose and context	demonstrates understanding of grammar and effectively selects of vocabulary and punctuation appropriate for the purpose and context	demonstrates understanding of grammar and selects vocabulary and punctuation appropriate for the purpose and context	demonstrates partial understanding of grammar and with guidance, selects vocabulary and punctuation to suit purpose and context	demonstrates fragmented understanding of grammar and with direction, selects vocabulary and punctuation to suit purpose and audience

*Denotes that observations of student performance may be required.

Assessable activities	Achievement Standard	A	B	C	D	E
	English: Students use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately	consistently spells familiar and unfamiliar words accurately by purposefully applying their extensive knowledge of letter-sound relationships and a range of other strategies	Consistently spells words accurately by effectively applying their knowledge of letter-sound relationships and other strategies	use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately	use some knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell familiar words accurately	With support, spells high frequency words with some accuracy and approximates the spelling of other words
	English: Students re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning	purposefully re-reads and checks their writing for appropriate vocabulary, structure and meaning	effectively re-reads and checks their writing for appropriate vocabulary, structure and meaning	re-reads and checks their writing for appropriate vocabulary, structure and meaning	with support, re-reads and checks their writing for appropriate vocabulary, structure and meaning	with direction, re-reads and checks their writing for appropriate vocabulary, structure and meaning
Activity 5 and Activity 6	**HASS:** Students explain how and why people contribute to their communities	provides a detailed and informed explanation of how and why they contribute to their community	provides an informed explanation of how and why they contribute to their community	explains how and why they contribute to their community	with support, explains how and why they contribute to their community	with direction, provides a brief explanation of how and why they contribute to their community
	HASS: Students reflect on their learning to suggest individual action in response to an issue or challenge	reflects on their learning to make reasoned suggestions of individual action they could take to contribute to their local community	reflects on their learning to make informed suggestions of individual action they could take to contribute to their local community	reflects on their learning to suggest individual action they could take to they could take to contribute to their local community	with support, reflects on their learning to suggest individual action they could take they could take to contribute to their local community	with direction, reflects learning to make reasoned suggestions of individual action they could take to contribute to their local community
Activity 6	**English**: Students contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations*	purposefully contributes to group discussions by: • asking questions for clarification and to extend discussions • providing useful feedback to add to discussions	effectively contributes to group discussions by: • asking thoughtful questions • providing useful feedback • making presentations	contributes to group discussions by: • asking questions • providing useful feedback • making presentations	contributes to group discussions by: • answering questions • providing feedback when asked • making presentations	responds to prompts to contribute to group discussions and makes short presentations

*Denotes that observations of student performance may be required.

Assessable activities	Achievement Standard	A	B	C	D	E
		• making effective presentations				
Activity 1, Activity 3, Activity 6	**HASS:** Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms	effectively and coherently communicates their conclusions and ideas in written and visual forms using relevant discipline-specific terms (eg majority, community wellbeing, consensus, democracy)	effectively communicates their conclusions and ideas in written and visual forms using relevant discipline-specific terms	communicates their conclusions and ideas in written and visual forms using simple discipline-specific terms (eg: local community, mayor, ratepayers, citizens)	unevenly communicates their ideas in written and visual forms using some simple discipline-specific terms	with direction, unevenly communicates their ideas in written and visual forms using some simple discipline-specific terms

Across the suite of all topics

Achievement Standard	A	B	C	D	E
English: Students create a range of texts for familiar and unfamiliar audiences	Purposefully creates a range of effective texts for familiar and unfamiliar audiences	Creates a range of effective texts for familiar and unfamiliar audiences	Creates a range of texts for familiar and unfamiliar audiences	Creates texts for familiar and some unfamiliar audiences	With support, creates texts for familiar and some unfamiliar audiences

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