

Rubrics – Year 4

Topic 1 – Belonging and inclusion

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 2	English: Students listen for and share key points in discussions*	actively and purposefully listens for and shares key points in discussion	effectively listens for and shares key points in discussion	listens for and shares key points in discussion	uses developing skills to listen for and share key points in discussion	uses emerging skills to listen for and share key points in discussion
	English: Students contribute actively to class and group discussions*	purposefully contributes to class and group discussions by: <ul style="list-style-type: none"> asking questions for clarification and to extend discussions providing useful feedback to add to discussions 	effectively contributes to class and group discussions by: <ul style="list-style-type: none"> asking thoughtful questions providing useful feedback 	actively contributes to class and group discussions by: <ul style="list-style-type: none"> asking questions providing useful feedback 	with support, actively contributes to class and group discussions by: <ul style="list-style-type: none"> answering questions providing feedback when asked 	responds to prompts to contribute to class and group discussions
	HASS: Students share their points of view, respecting the views of others*	shares considered points of view and shows respect for the views of others	shares informed points of view and shows respect for the views of others	shares points of view and shows respect for the views of others	with support, shares points of view and attempts to listen to the views of others	with guidance, shares points of view and listens to the views of others
Activity 4	HPE: Students describe the connections they have to their community	thoroughly describes the connections they have to groups and places in their community	effectively describes the connections they have to groups and places in their community	describes the connections they have to groups and places in their community	provides a partial description of the connections they have to groups and places in their community	provides a fragmented description of the connections they have to groups and places in their community

*Denotes that observations of student performance may be required.

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 2 Activity 4	HASS: Students describe factors that shape a person's identity and sense of belonging	thoroughly describes factors that shape their own identity and sense of belonging	effectively describes factors that shape their own identity and sense of belonging	describes factors that shape their own identity and sense of belonging	provides a partial description of the factors that shape their own identity and sense of belonging	provides a fragmented description of the factors that shape their own identity and sense of belonging
	HASS: Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms	effectively and coherently presents their ideas about identity, communities and places in a range of communication forms using relevant discipline-specific terms (eg: identity, belonging, place, connections, culture, religion, heritage)	effectively communicates their ideas about identity, communities and places in a range of communication forms using relevant discipline-specific terms	presents their ideas about identity, communities and places in a range of communication forms using discipline-specific terms (eg: groups, belonging, place, connections)	unevenly communicates their ideas in different communication forms using simple discipline-specific terms	with direction, unevenly communicates their ideas in different communication forms using simple discipline-specific terms
	HPE: Students identify influences that strengthen identities	identifies and explains several influences that strengthen identities	identifies several influences that strengthen identities	identifies influences that strengthen identities	identifies simple influences that strengthen identities	with support, identifies simple influences that strengthen identities

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Year 4 Rubric: Topic 2 – Fairness and equity

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 4	Mathematics: Students solve simple purchasing problems	Efficiently calculates a solution to a shared purchasing scenario and explains the process they used	Calculates a solution to a shared purchasing scenario and explains the process they used	Calculates a solution to a shared purchasing scenario	With support, calculates a solution to a shared purchasing scenario	With direction, calculates a solution to a shared purchasing scenario
		Efficiently labels various money values using decimal notation and correctly places these in order of value on a number line that shows the relative difference between these values	Efficiently labels money values using decimal notation and correctly places these in order of value on a number line	Labels money values using decimal notation and places these in order of value on a number line	With support, labels money values and places them in order of value	With direction, labels money values and places them in order of value
	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 4 and Activity 5	English: Students listen for and share key points in discussions*	Actively and purposefully listens for and shares key points in discussion	Effectively listens for and shares key points in discussion	listens for and shares key points in discussion	Uses developing skills to listen for and share key points in discussion	Uses emerging skills to listen for and share key points in discussion
	English: Students contribute actively to class and group discussions*	Purposefully contributes to class and group discussions by: <ul style="list-style-type: none"> • asking questions for clarification and to extend discussions • providing useful feedback to add to discussions 	Effectively contributes to class and group discussions by: <ul style="list-style-type: none"> • asking thoughtful questions • providing useful feedback 	Actively contributes to class and group discussions by: <ul style="list-style-type: none"> • asking questions • providing useful feedback 	With support, actively contributes to class and group discussions by: <ul style="list-style-type: none"> • answering questions • providing feedback when asked 	Responds to prompts to contribute to class and group discussions

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Assessable activities	Achievement Standard	A	B	C	D	E
	HASS: Students share their points of view, respecting the views of others*	Shares considered points of view and shows respect for the views of others	Shares informed points of view and shows respect for the views of others	Shares points of view and shows respect for the views of others	With support, shares points of view and attempts to listens to the views of others	With guidance, shares points of view and listens to the views of others
Activity 5 and 6	Mathematics: Students recognise common equivalent fractions in familiar contexts	Recognises and represents a range of equivalent fractions in different contexts and uses a range of strategies to express equivalence (eg combining and portioning)	Recognises and represents common equivalent fractions in different contexts and expresses equivalence through combining and partitioning	recognises common equivalent fractions in familiar contexts	Recognises simple common equivalent fractions in familiar contexts	With support, recognises equivalent common fractions in familiar contexts
	Mathematics: Students make connections between fraction and decimal notations up to two decimal places They locate familiar fractions on a number line	connects various number names and numerals in decimal and fraction notation and represents the same number in various ways, including locating fractions on a number line	connects number names and numerals in decimal and fraction notation and represents the same number in various ways, including locating familiar fractions on a number line	connects fraction and decimal notations up to two decimal places and locates familiar fractions on a number line	connects aspects of fraction and decimal notations and locates familiar unit fractions on a number line	With direction, connects aspects of fraction and decimal notations and locates familiar unit fractions on a number line
Activity 8	English: Students create texts that show understanding of how images and detail can be used to extend key ideas	Creates a highly effective text that extends ideas through the skillful use of images and detail	Creates an effective text that extends ideas through the appropriate use of images and detail	Creates a text that extends key ideas with images and detail	Creates a text shows partial understanding of how images and detail can be used to extend key ideas	Creates a text shows fragmented understanding of how images and detail can be used to extend key ideas
	English: Students demonstrate understanding of grammar	Applies deep understanding of grammar to write effectively and coherently	Applies understanding of grammar to write effectively	Demonstrates understanding of grammar	Demonstrates partial understanding of grammar	Demonstrates fragmented understanding of grammar

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Assessable activities	Achievement Standard	A	B	C	D	E
	English: Students select vocabulary from a range of resources	purposefully selects relevant and appropriate vocabulary from a wide range of resources	Effectively selects appropriate vocabulary from a range of resources	selects relevant and vocabulary from a range of resources	With support, selects vocabulary from different resources	With direction, selects vocabulary from resources
	English: Students use accurate spelling and punctuation	consistently uses accurate spelling and punctuation, selecting the latter for effect	consistently uses accurate spelling and punctuation	uses accurate spelling and punctuation	Variously uses accurate spelling and punctuation	Spells some words accurately and uses simple punctuation
	English Students demonstrate understanding of re-reading and editing their work to improve meaning	Purposefully re-reads and edits their writing to improve meaning	effectively re-reads and edits their writing to improve meaning	re-reads and edits their writing to improve meaning	partially re-reads and edits their writing for meaning	With support, partially re-reads and checks their writing for meaning

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Year 4 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	z	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 propose 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 protect rights and respond to an ethical dilemma	reflects on their learning to suggest individual action 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	HASS: Students share their points of view, respecting the views of others*	shares considered points of view and shows respect for the views of others	shares informed points of view and shows respect for the views of others	shares points of view and shows respect for the views of others	with support, shares points of view and attempts to listens to the views of others	with guidance, shares points of view and listens to the views of others
	English: Students listen for and share key points in discussions*	actively and purposefully listens for and shares key points in discussion	effectively listens for and shares key points in discussion	listens for and shares key points in discussion	uses developing skills to listen for and share key points in discussion	uses emerging skills to listen for and share key points in discussion
	English: Students contribute actively to class and group discussions*	purposefully contributes to class and group discussions by: <ul style="list-style-type: none"> asking questions for clarification and to extend discussions providing useful feedback to add to discussions 	effectively contributes to class and group discussions by: <ul style="list-style-type: none"> asking thoughtful questions providing useful feedback 	actively contributes to class and group discussions by: <ul style="list-style-type: none"> asking questions providing useful feedback 	with support, actively contributes to class and group discussions by: <ul style="list-style-type: none"> answering questions providing feedback when asked 	responds to prompts to contribute to class and group discussions

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Assessable activities	Achievement Standard	A	B	C	D	E
Activity 5 Activity 7	HASS: Students draw conclusions	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 recognise the importance of laws in society	recognises and effectively explains why laws are important to society	recognises and explains why laws are important to society	recognises why laws are important to society	with support, recognises why laws exist	with guidance, recognises why laws exist
Activity 3 Activity 5 Activity 7	HASS: Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms	effectively and coherently presents their conclusions and ideas about rights, laws and responsibilities in a range of communication forms using relevant discipline-specific terms (eg human rights, ethics, responsibilities, un, convention, common good)	effectively communicates their conclusions and ideas about rights, laws and responsibilities in a range of communication forms using relevant discipline-specific terms	presents their conclusions and ideas about rights, laws and responsibilities in a range of communication forms using discipline-specific terms (eg: laws, rights, responsibilities)	unevenly communicates their ideas and conclusions in different communication forms using simple discipline-specific terms	with direction, unevenly communicates their ideas and conclusions in different communication forms using simple discipline-specific terms

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

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 3	English: Students use language features to create coherence and add detail to their texts	uses a considered range of language features to create coherence and effectively add detail to their texts	effectively uses a range of language features to create coherence and add appropriate detail to their texts	uses language features to create coherence and add detail to their texts	uses some language features to create elements of coherence details to their texts	with direction, uses some language features to create elements of coherence details to their texts
	English: Students create texts that show understanding of how images and detail can be used to extend key ideas	creates a highly effective text that extends ideas through the skillful use of images and detail	creates an effective text that extends ideas through the appropriate use of images and detail	creates a text that extends key ideas with images and detail	creates a text shows partial understanding of how images and detail can be used to extend key ideas	creates a text shows fragmented understanding of how images and detail can be used to extend key ideas
	English: Students demonstrate understanding of grammar	applies deep understanding of grammar to write effectively and coherently	applies understanding of grammar to write effectively	demonstrates understanding of grammar	demonstrates partial understanding of grammar	demonstrates fragmented understanding of grammar
	English: Students select vocabulary from a range of resources	purposefully selects relevant and appropriate vocabulary from a wide range of resources	effectively selects appropriate vocabulary from a range of resources	selects relevant and vocabulary from a range of resources	with support, selects vocabulary from different resources	with direction, selects vocabulary from resources
	English: Students use accurate spelling and punctuation	consistently uses accurate spelling and punctuation, selecting the latter for effect	consistently uses accurate spelling and punctuation	uses accurate spelling and punctuation	variously uses accurate spelling and punctuation	spells some words accurately and uses simple punctuation
	English: Students demonstrate understanding of re-reading and editing their work to improve meaning	purposefully re-reads and edits their writing to improve meaning	effectively re-reads and edits their writing to improve meaning	re-reads and edits their writing to improve meaning	partially re-reads and edits their writing for meaning	with support, partially re-reads and checks their writing for meaning
Activity 4 Activity 5	Mathematics: Students interpret information contained in maps	interprets information contained in maps by locating a range of local government resources	interprets information contained in maps by locating a number of local government	interprets information contained in maps by locating local government resources	interprets information contained in maps by locating one or more	interprets information contained in maps by locating at least one

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Assessable activities	Achievement Standard	A	B	C	D	E
		and using the scale and north point to precisely determine the distance between and direction from one landmarks to several others	resources and using the scale and north point to correctly determine distance and direction	and using the scale and north point to determine distance and direction	local government resources and, with support, uses the features of the map to estimate distance and direction	local government resources and, with direction, uses the features of the map to estimate distance and direction
	HASS: Students identify structures that support their local community	identifies and correctly categorises a range of local government resources and services that support local communities, including their own	identifies and categorises a number of local government resources and services that support that support local communities, including their own	identifies and categorises local government resources and services that support their local community	identifies some local resources that support their community	with direction, identifies some local resources that support their community
	HASS: Students interpret data and information to identify and describe distributions and simple patterns	interprets data and information to identify and categorise several local government resources and provides an informed explanation of distributions and patterns	interprets data and information to identify local government resources and provides a detailed description of distributions and patterns	interprets date and information to identify local government resources and describes distributions and simple patterns	interprets aspects of data and information to identify some local government resources and describes in limited detail simple distributions and patterns	interprets aspects of data and information to identify some local government resources and describes in very limited detail simple distributions
	HASS: Students record and represent data in different formats, including large-scale maps	clearly records and effectively represents a range of data in different formats, including on large-scale maps	records and effectively represents data in different formats, including on large-scale maps	records and represents data in different formats, including on large-scale maps	records and represents aspects of data in different formats, including on large-scale maps	with support, records and represents aspects of data in different formats, including on large-scale 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 choose appropriate strategies for calculations involving multiplication and division	selects appropriate strategies for calculations involving multiplication and division and provides reasoned explanations of choices made	selects appropriate strategies for calculations involving multiplication and division and provides explanations of choices made	selects appropriate strategies for calculations involving multiplication and division	with support, uses simple strategies for calculations involving multiplication and division	with direction, uses simple strategies for calculations involving multiplication and division
	Mathematics: Students describe number patterns resulting from multiplication	Uses mathematical symbols to develop a rule that describes number patterns resulting from multiplication and can be readily applied to find larger terms	Develops a rule to describe number patterns resulting from multiplication and can be applied to find larger terms	describes number patterns resulting from multiplication	Describes the relationship between an additive number pattern relates to a multiplicative number pattern (the number added each time is the same number being multiplied)	With support, describes the relationship between an additive number pattern relates to a multiplicative number pattern (the number added each time is the same number being multiplied)
	Mathematics: Students continue number sequences involving multiples of single-digit numbers	efficiently continues number sequences involving multiples of single-digit numbers and develops rules to describe the sequence and applies these rules to make generalisations and find unknown quantities	efficiently continues number sequences involving multiples of single-digit numbers, develops a rule and applies this rule to find larger terms in the sequence	continues number sequences involving multiples of single-digit numbers	With support, continues number sequences involving multiples of single-digit numbers	continues number sequences involving multiples of single-digit numbers

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Year 4 Rubric: Topic 5 – Savings and budgets

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 6	Mathematics: Students choose appropriate strategies for calculations involving multiplication and division	selects the most efficient strategies for calculations involving multiplication and division and provides reasoned explanations for choices made	selects efficient strategies for calculations involving multiplication and division and provides r \explanations for choices made	selects appropriate strategies for calculations involving multiplication and division	with support, uses simple strategies for calculations involving multiplication and division	with direction, uses simple strategies for calculations involving multiplication and division
Activity 7	English: Students understand that texts have different text structures depending on purpose and context	provides a considered explanation of how the text structure of an advertisement depends on context and purpose	provides an informed explanation of how the text structure of an advertisement depends on context and purpose	provides an explanation of how the text structure of an advertisement depends on context and purpose	with support, connects the text structure of an advertisement with its context and purpose	with direction, connects the text structure of an advertisement with its context and purpose
	English: Students explain how language features, images and vocabulary are used to engage the interest of audiences	purposefully explains in detail how language features, images and vocabulary choices combine to engage and persuade an audience	effectively explains how language features, images and vocabulary choices combine to engage and persuade an audience	explains how language features, images and vocabulary choices combine to engage and persuade an audience	with support, provides a brief explanation of how images or vocabulary choices are used to engage and persuade an audience	with direction, provides a brief explanation of how images or vocabulary choices are used to engage and persuade an audience
	English: Students listen for and share key points in discussions*	actively and purposefully listens for and shares key points in discussion	effectively listens for and shares key points in discussion	listens for and shares key points in discussion	uses developing skills to listen for and share key points in discussion	uses emerging skills to listen for and share key points in discussion
	English: Students understand how to express an opinion	uses considered language to effectively express informed	uses language to effectively express informed opinions on a	uses language to express informed opinions on advertisements	uses language to express opinions on advertisements	with support, uses language to express opinions on advertisements

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Assessable activities	Achievement Standard	A	B	C	D	E
	based on information in a text	opinions on a range of advertisements	range of advertisements			
	English: Students create texts that show understanding of how images can be used to extend key ideas	skillfully uses images to create a highly effective and persuasive advertisement	uses images to create an effective persuasive advertisement	uses images to create a persuasive advertisement	uses images to create an advertisement	with support, uses writing and images to create an advertisement
	English: Student's make presentations and contribute actively to class and group discussions, varying language according to context	skillfully varies language according to context to effectively present ideas to peers and actively and purposefully contributes to class and group discussions	effectively varies language according to context to present ideas to peers and contributes actively and effectively to class and group discussions	varies language according to context to present ideas to peers and contributes actively to class and group discussions	partially varies language according to context to present ideas to peers and with prompting, contributes to class and group discussions	presents ideas to peers and responds to prompts to contribute to class and group discussions

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Year 4 Rubric: Topic 6 – Improving my community

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 1	Mathematics: Students describe different methods for data collection and representation, and evaluate their effectiveness	purposefully selects effective methods of data collection (questions, subjects, variables) and representation (tables and graphs) and evaluates their effectiveness to select and justify the most appropriate representation	selects effective methods of data collection and representation and evaluates their effectiveness to select the most appropriate representation	selects appropriate methods of data collection and representation and evaluates their effectiveness	selects methods of data collection and representation and provides a partial evaluation of their effectiveness	selects methods of data collection and representation and provides a fragmented evaluation of their effectiveness
	Mathematics: Students construct data displays from collected data	purposefully constructs a range of appropriate data displays from collected data	constructs a range of appropriate data displays from collected data	constructs data displays from collected data	with support, constructs data displays from collected data	with direction, constructs data displays from collected data
	HASS: Students develop questions to investigate	purposefully designs effective survey questions to identify preferred government services by different groups	designs effective survey questions to identify preferred government services by more than one group	designs survey questions to frame an investigation of preferences for different government	with support, poses questions to ask in a survey	with direction, poses questions to ask in a survey
	HASS: Students collect information and data from different sources, including observations to answer these questions	effectively collects data about the preferences of different groups for a range of government services	collects data about the preferences of different groups for a range of government services	collects data about the preferences of different people for a range of government services	with support, collects data about student preferences for government services	with direction, collects some data about student preferences for government services
	HASS: Students interpret data to identify and describe distributions and simple	interprets a range of data to identify preferences for government services across different	interprets different data sets to identify preferences for government services across different groups,	interprets data to identify identify preferences for government services, identifies simple	interprets aspects of data to identify preferences for government services and with support,	with directions, interprets aspects of data to identify some identify preferences for government services,

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Assessable activities	Achievement Standard	A	B	C	D	E
	patterns and draw conclusions	groups, explains patterns and draws and justifies conclusions with qualitative and quantitative evidence	identifies simple patterns and draws evidence-based conclusions	patterns and draws conclusions	identifies simple patterns and draws conclusions	partially identifies patterns and draws simple conclusions
	HASS: Students record and represent data in different formats, including large-scale maps using basic cartographic conventions	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	records and represents aspects of data in different formats	with support, records and represents aspects of data in different formats
Activity 3	English: Students create texts that show understanding of how images and detail can be used to extend key ideas	creates a highly effective text that extends ideas through the skillful use of images and detail	creates an effective text that extends ideas through the appropriate use of images and detail	creates a text that extends key ideas with images and detail	creates a text shows partial understanding of how images and detail can be used to extend key ideas	creates a text shows fragmented understanding of how images and detail can be used to extend key ideas
	English: Students demonstrate understanding of grammar	applies deep understanding of grammar to write effectively and coherently	applies understanding of grammar to write effectively	demonstrates understanding of grammar	demonstrates partial understanding of grammar	demonstrates fragmented understanding of grammar
	English: Students select vocabulary from a range of resources	purposefully selects relevant and appropriate vocabulary from a wide range of resources	effectively selects appropriate vocabulary from a range of resources	selects relevant and vocabulary from a range of resources	with support, selects vocabulary from different resources	with direction, selects vocabulary from resources
	English: Students use accurate spelling and punctuation	consistently uses accurate spelling and punctuation, selecting the latter for effect	consistently uses accurate spelling and punctuation	uses accurate spelling and punctuation	variously uses accurate spelling and punctuation	spells some words accurately and uses simple punctuation

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Assessable activities	Achievement Standard	A	B	C	D	E
	English Students demonstrate understanding of re-reading and editing their work to improve meaning	purposefully re-reads and edits their writing to improve meaning	effectively re-reads and edits their writing to improve meaning	re-reads and edits their writing to improve meaning	partially re-reads and edits their writing for meaning	with support, partially re-reads and checks their writing for meaning
	HASS: Students identify structures that support their local community	selects a local government resource or service needed by their community and provides appropriate and persuasive evidence to justify their selection	selects a local government resource or service that will support their community and provides appropriate evidence to justify their selection	selects a local government resource or service that will support their community and provides evidence to justify their selection	selects a local government resource or service that will support their community and provides partial evidence to support their selection	with direction, selects a local government resource or service that will support their community and provides fragmented evidence to justify their selection
	HASS: Students reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action	reflects on their learning to make reasoned suggestions of individual action they could take to contribute to their local community and predicts the immediate and long-term effects of their proposed actions	reflects on their learning to make informed suggestions of individual action they could take to contribute to their local community and identifies the possible immediate and long-term effects of their proposed action	reflects on their learning to suggest individual action they could take to contribute to their local community and identifies the possible effects of their proposed action	with support, reflects on their learning to suggest individual action they could take to contribute to their local community and identifies some possible effects of their proposed action	with direction, reflects on their learning to suggest individual action they could take to contribute to their local community and identifies some possible effects of their proposed action
Activity 6	English: Students make presentations and contribute actively to class and group discussions, varying language according to context*	skillfully varies language according to context to make engaging presentations and actively and purposefully contributes to class and group discussions	effectively varies language according to context to make presentations and contributes actively and effectively to class and group discussions	varies language according to context to make presentations and contributes actively to class and group discussions	partially varies language according to context to make presentations and with prompting, contributes to class and group discussions	makes presentations and responds to prompts to contribute to class and group discussions

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Assessable activities	Achievement Standard	A	B	C	D	E
Activity 1, Activity 3, Activity 6	HASS: Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms	effectively and coherently communicates their ideas, findings and conclusions in a range of communication forms using relevant discipline-specific terms (eg majority, community wellbeing, consensus, democracy)	effectively communicates their ideas, findings and conclusions in a range of communication forms using relevant discipline-specific terms	communicates their ideas, findings and conclusions in a range of communication forms using simple discipline-specific terms (eg: most, local community, mayor, ratepayers, citizens)	unevenly communicates ideas, findings and simple conclusions in different communication forms using some simple discipline-specific terms	with direction, unevenly communicates ideas, findings and simple conclusions in different communication forms using some simple discipline-specific terms

Across the suite of all topics

Achievement Standard	A	B	C	D	E
English: Students create structured texts to explain ideas for different audiences.	purposefully creates structured texts to effectively explain ideas for a range of different audiences	purposefully creates structured texts to explain ideas for a range of different audiences	creates structured texts to explain ideas for different audiences	creates simple texts with some structure to explain ideas	With support, creates texts to explain simple ideas

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