

Rubrics – Year 4

Year 4 Rubric: Topic 1 – Belonging and inclusion

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 2	English: Students interact with others*	purposefully uses interaction skills to actively listen to others' identity stories and respond appropriately	effectively uses interaction skills to actively listen to others' identity stories and respond appropriately	uses interaction skills to listen to others' identity stories and respond appropriately	with support, uses interaction skills to listen to others' identity stories and respond	with direction, uses interaction skills to listen to others' identity stories and respond
	English: Students listen to and create spoken and/or multimodal texts*	purposefully creates an effective multimodal text representing who they are, uses voice effectively to present it to peers and respectfully listens to others' presentations	creates an effective multimodal text representing who they are, confidently presents it to peers and listens to others' presentations	creates a multimodal text representing who they are, presents it to peers and listens to others' presentations	with support, creates a multimodal text representing who they are, presents it to peers and listens to others' presentations	with direction, creates a multimodal text representing who they are, presents it to peers and listens to others' presentations
	HPE: Students apply skills and strategies to interact respectfully with others	purposefully acts in positive ways to interact respectfully with peers when sharing their	effectively acts in positive ways to interact respectfully with peers when sharing their	acts in positive ways to interact respectfully with peers when sharing their completed 'My identity	with some teacher guidance, acts in positive ways to interact respectfully with peers when	with direction, acts in positive ways to interact respectfully with peers when sharing their

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
		completed 'My identity template', including listening actively and valuing diversity	completed 'My identity template', including listening actively and valuing diversity	template', including listening actively to others	sharing their completed 'My identity template'	completed 'My identity template'
Activity 2 Activity 4	HASS: Students describe the cultural and social factors that shape identity	describes in detail the cultural and social factors that shape their own and others' identity	describes with some detail the cultural and social factors that shape their own and others' identity	describes the cultural and social factors that shape their own identity	describes some cultural and social factors that shape their own identity	with support, describes some cultural and social factors that shape their own identity
	HASS: Students use relevant subject-specific terms to present descriptions and explanations	effectively and coherently communicates their explanations of identity, communities and places in written and visual forms using a range of relevant discipline-specific terms (e.g.: identity, belonging, place, connections, culture, religion)	effectively communicates their explanations of identity, communities and places in written and visual forms using a number of relevant discipline-specific terms	communicates their explanations of identity, communities and places in written and visual forms using relevant discipline-specific terms (e.g. groups, belonging, place, connections)	unevenly communicates their ideas in written and visual forms using some relevant discipline-specific terms	with direction, unevenly communicates their ideas in written and visual forms using some relevant discipline-specific terms
Activity 4	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 4 Rubric: Topic 2 – Fairness and equity

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 4	<p>Mathematics: Students use mathematical modelling to solve financial and other practical problems, formulating the problem using number sentences, solving the problem choosing efficient strategies and interpreting the results in terms of the situation</p>	uses mathematical modelling and a range of efficient strategies to solve financial and practical problems including formulating the problem using number sentences and other appropriate methods and evaluating the solution in relation to fairness	uses mathematical modelling and a number of efficient strategies to solve financial and practical problems including formulating the problem using number sentences and evaluating the solution in relation to fairness	uses mathematical modelling and efficient strategies to solve financial and practical problems including formulating the problem using number sentences and interpreting the solution in relation to fairness	with support, uses mathematical modelling and strategies to solve a practical problem and makes a decision on the fairness of the solution	with direction, uses mathematical modelling and strategies to solve a practical problem and makes a decision on the result fairness of the solution
	<p>HPE: Students apply skills and strategies to interact respectfully with others</p>	purposefully acts in positive ways to interact respectfully with peers when sharing their completed 'My identity template', including listening actively and valuing diversity	effectively acts in positive ways to interact respectfully with peers when sharing their completed 'My identity template', including listening actively and valuing diversity	acts in positive ways to interact respectfully with peers when sharing their completed 'My identity template', including listening actively to others	with some teacher guidance, acts in positive ways to interact respectfully with peers when sharing their completed 'My identity template'	with direction, acts in positive ways to interact respectfully with peers when sharing their completed 'My identity template'
Activity 5	<p>Mathematics: Students recognise equivalent fractions and make connections between fraction and decimal</p>	fluently recognises and makes equivalent fractions, uses a range of strategies to express equivalence (e.g. combining, partitioning), and	recognises and makes equivalent fractions, expresses equivalence through combining and partitioning, and converts fractions to	recognises equivalent fractions and makes connections between fraction and decimal notations	with support, recognises common equivalent fractions and makes connections between fraction and decimal	with direction, recognises common equivalent fractions and makes connections between fraction and decimal

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
	notations	converts fractions, to decimal notation	decimal notation		notations	notations
Activity 6	Mathematics: Students count and represent fractions on a number line	fluently counts and represents fractions in various ways, including on a number line	counts and represents fractions in various ways, including on a number line	counts and represents fractions on a number line	with support, counts and represents fractions on a number line	with direction, counts and represents fractions on a number line
Activity 8	English: Students create multimodal texts, including stories where they develop ideas using details from learnt topics	purposefully creates an effective multimodal text narrating an unfair situation and develops and elaborates ideas using relevant details from learnt topics to explain how the situation could be made fair	creates an effective multimodal text narrating an unfair situation and develops ideas using relevant details from learnt topics to explain how the situation could be made fair	creates a multimodal text narrating an unfair situation and develops ideas using details from learnt topics to explain how the situation could be made fair	creates a simple multimodal text narrating an unfair situation and uses some details from learnt topics to explain how the situation could be made fair	with support, creates a simple multimodal text narrating an unfair situation and uses some details from learnt topics to explain how the situation could be made fair
	English: Students write texts using clearly formed letters with developing fluency	fluently writes very legible texts using clearly formed letters	fluently writes legible texts using clearly formed letters	writes texts using clearly formed letters with developing fluency	writes texts using the correct letters some of which are not clearly formed	writes texts using the correct letters many of which are not clearly formed
	English: Students spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic,	consistently and accurately spells multisyllabic and multimorphemic words with irregular spelling patterns, using phonic,	accurately spells multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and	spells multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge	spells some: multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and	with support, spells some multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
	morphemic and grammatical knowledge	morphemic and grammatical knowledge	grammatical knowledge		grammatical knowledge	grammatical knowledge

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Year 4 Rubric: Topic 3 – Rights, rules and responsibilities

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 3	HPE: Students apply strategies to enhance their own and others' health and safety	chooses a range of appropriate actions they can take to stay healthy and safe and explains how these actions serve to protect their rights and those of others	chooses a number of appropriate actions they can take to stay healthy and safe and describes how these actions serve to protect their rights and those of others	chooses actions they can take to stay healthy and safe and identifies how these actions serve to protect their rights and those of others	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 propose considered actions or responses	makes reasoned suggestions of individual action they could take to protect rights and respond to an ethical dilemma	makes informed suggestions of individual action they could take to they could take to protect rights and respond to an ethical dilemma	makes considered suggestions of 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 interact with others*	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 share and extend ideas, opinions and information, using relevant details from learnt topics	when discussing ethical dilemmas with their peers, shares and extends ideas, opinions and information using several highly	when discussing ethical dilemmas with their peers, shares and extends ideas, opinions and information using highly relevant details	when discussing ethical dilemmas with their peers, shares and extends ideas, opinions and information using relevant details from	with support, shares and extends ideas, opinions and information using relevant details from what they have learnt	with direction, shares and extends ideas, opinions and information using relevant details from what they have learnt

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
		relevant details from what they have learnt	from what they have learnt	what they have learnt		
Activity 7	HASS: Students describe the importance and role of laws	provides a considered and evidence-based explanation of the role and importance of laws	draws on examples to effectively explain the importance and role of laws	describes the importance and role of laws	provides a partial description of the importance and role of laws	provides a fragmented description of the importance and role of laws
	HASS: Students use relevant subject-specific terms to present descriptions and explanations	effectively and coherently communicates their explanations of the importance and role of laws in written and visual forms using a range of highly relevant discipline-specific terms	effectively communicates their explanations of the importance and role of laws in written and visual forms using highly relevant discipline-specific terms	communicates their explanations of the importance and role of laws in written and visual forms using relevant discipline-specific terms	unevenly communicates their ideas in written and visual forms using some relevant discipline-specific terms	with direction, unevenly communicates their ideas in written and visual forms using some relevant discipline-specific terms
	English: Students create multimodal texts, where they develop ideas using details from learnt topics,	purposefully creates an effective multimodal text explaining the role and importance of laws using highly relevant details from learnt topics	creates an effective multimodal text explaining the role and importance of laws using relevant details from learnt topics	creates a multimodal text describing the role and importance of laws using details from learnt topics	creates a simple multimodal text describing the role and importance of laws using some details from learnt topics	with support, creates a simple multimodal text describing the role and importance of laws using some details from learnt topics
	English: Students write texts using clearly formed letters with developing	fluently writes very legible texts using clearly formed	fluently writes legible texts using clearly formed letters	writes texts using clearly formed letters with developing fluency	writes texts using the correct letters some of which are not clearly	writes texts using the correct letters many of which are not

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:				
	fluency	letters			formed	clearly formed

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

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 1	English: Students listen to and comprehend spoken and/or multimodal texts created to inform and/or engage audiences	actively listens to <i>A Week in the Life of Callington</i> being read aloud and identifies the full range of services mentioned and illustrated in the story	actively listens to <i>A Week in the Life of Callington</i> being read aloud and identifies most of the services mentioned and illustrated in the story	listens to <i>A Week in the Life of Callington</i> being read aloud and identifies many of the services mentioned and illustrated in the story	listens to <i>A Week in the Life of Callington</i> being read aloud and identifies some of the services mentioned and illustrated in the story	listens to <i>A Week in the Life of Callington</i> being read aloud and identifies a few of the services mentioned and illustrated in the story
Activity 3	English: Students create multimodal texts for purposes and audiences, where they develop ideas using details from learnt topics or texts	purposefully creates an effective digital multimodal text that tells the story of a typical school day in their life and explains the role that services play their storyboard develops ideas using highly relevant details from learnt topics and arfully draws from the text <i>A Week in the Life of Callington</i>	creates an effective digital multimodal text that tells the story of a typical school day in their life and explains the role that services play their storyboard i develops ideas using relevant details from learnt topics and the text <i>A Week in the Life of Callington</i>	creates a digital multimodal text that tells the story of a typical school day in their life and explains the role that services play their storyboard develops ideas using details from learnt topics and the text <i>A Week in the Life of Callington</i>	creates a multimodal text that tells the story of a typical school day in their life and explains the role that services play their storyboard includes some details from learnt topics	with support, creates a multimodal text that tells the story of a typical school day in their life and explains the role that services play their storyboard includes some details from learnt topics
	English: Students view and comprehend texts created to inform and/or influence audiences	views and comprehends student-produced videos developing a deep understanding of purpose and	views and comprehends student-produced videos developing an understanding of purpose and	views and comprehends student-produced videos and recognises purpose	views and comprehends student-produced videos and with support, recognises purpose and	views and comprehends student-produced videos and with direction, recognises purpose and

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
		audience and in turn effectively transfers this understanding to the creation of their own multimodal text	audience and in turn transfers this understanding to the creation of their own multimodal text	and audience	audience	audience
Activity 2 Activity 4 Activity 5	HASS: Students describe the importance and role of local government	identifies and accurately categorises the full range of services provided by local government and provides several relevant examples from the story <i>A Week in the Life of Callington</i> and from their local community and shows appreciation for the importance and role of local government by accurately predicting the consequences of these services not existing	identifies and accurately categorises services provided by local government and provides relevant examples from the story <i>A Week in the Life of Callington</i> and from their local community and reflects on the importance and role of local government by accurately predicting what would happen if these services did not exist	identifies and categorises services provided by local government and provides examples from the story <i>A Week in the Life of Callington</i> and from their local community and reflects on the importance and role of local government by imagining what would happen if these services did not exist	identifies and categorises some services provided by local government and provides a few examples from the story <i>A Week in the Life of Callington</i> and from their local community and, with support, thinks about the consequence of these services not existing	with direction, Identifies and categorises some services provided by local government and provides a few examples from the story <i>A Week in the Life of Callington</i> and from their local community
Activity 5	HASS: Students locate, collect and record information and data from a range of sources and formats	effectively locates and collects information about the full range of local government resources in their local community from a range of	locates and collects information about the range of local government resources in their local community from a range of sources and formats	locates and collects and records information about the local government resources from a range of sources and formats and records their location on a	with support, locates and collects and records information about the local government resources in their local community	with direction, locates and collects and records information about the local government resources in their local community

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
		appropriate sources and formats and accurately records their location on a map	and accurately records their location on a map	map	using a map	using a map
	HASS: Students interpret and analyse information and data to draw conclusions	interprets data to identify several local government resources and draws an evidence-based conclusion about the distribution of these resources, including patterns	interprets data to identify local government resources and draws a conclusion on the distribution of these resources	interprets data 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
Activity 7	Mathematics: Students create and interpret grid reference	creates a grid system and locates the precise position of a range of local government resources in their community using x then y grid references	creates a grid system and locates the position of a number of local government resources in their community using x then y grid references	creates a simple grid system and locates the region of given local government resources in their community using grid references	overlays a map with grids and locates the region of some local government resources in their community using positional language (2 down, 3 across)	with support, overlays a map with grids and locates the region of some local government resources in their community positional language (2 down, 3 across)
	Mathematics: Students find unknown values in numerical equations 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	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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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
		generalisations and find an unknown quantity				

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Year 4 Rubric: Topic 5 – Savings and budgets

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 6	Mathematics: Students make estimates and determine the reasonableness of financial and other calculations	uses a range of effective strategies to estimate budget expenses and mathematical language to explain how they determined the reasonableness of these financial calculations	uses effective strategies to estimate budget expenses and shows how they determined the reasonableness of these financial calculations	uses strategies, such as rounding to estimate budget expenses and determines the reasonableness of these financial calculations	with support, uses strategies, such as rounding to estimate budget expenses and determines the reasonableness of these financial calculations	with direction, uses strategies, such as rounding to estimate budget expenses and determines the reasonableness of these financial calculations
	Mathematics: Students use mathematical modelling to solve practical problems, formulating the problem using number sentences, solving the problem choosing efficient strategies	uses mathematical modelling and a range of efficient strategies to solve financial problems including formulating the problem using number sentences and other appropriate methods	uses mathematical modelling and a number of efficient strategies to solve financial problems including formulating the problem using number sentences	uses mathematical modelling and efficient strategies to solve financial problems including formulating the problem using number sentences	with support, uses mathematical modelling and strategies to solve financial problems	with direction, uses mathematical modelling and strategies to solve a financial problem
	Mathematics: Students use their proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently	uses high level of proficiency with addition and multiplication facts to fluently add and subtract, multiply and divide numbers efficiently	uses high level of proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently	uses their proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently	uses addition and multiplication facts to add and subtract, multiply and divide numbers	with direction, uses addition and multiplication facts to add and subtract, multiply and divide numbers
Activity 7	English: Students read, view and comprehend	reads, views and comprehends	reads, views and comprehends	reads, views and comprehends	with support, reads, views and	with direction, reads, views and

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
	texts created to influence audiences, describe the characteristic features of text structures	persuasive texts and analyses and evaluates the characteristic features of persuasive texts	persuasive texts and analyses the characteristic features of persuasive texts	persuasive texts, identifies purpose and audience and describes the characteristic features of persuasive texts	comprehends persuasive texts, and describes the characteristic features of persuasive texts	comprehends persuasive texts, and describes the characteristic features of persuasive texts
Activity 7	English: Students describe how language features including literary devices and visual features shape meaning	purposefully and effectively describes how language features of persuasive texts such as their use of literary devices and visual features shape meaning	effectively describes how language features of persuasive texts such as their use of literary devices and visual features shape meaning	describes how language features of persuasive texts such as their use of literary devices and visual features shape meaning	with support, describes how language features of persuasive texts such as their use of literary devices and visual features shape meaning	with direction, describes how language features of persuasive texts such as their use of literary devices and visual features shape meaning
	English: Students create multimodal texts using language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features	creates an effective advertisement promoting the benefits of saving using a range of appropriate language features including topic-specific vocabulary literary devices and visual features that enhance its appeal and persuasive qualities	creates an advertisement promoting the benefits of saving using appropriate language features such as topic-specific vocabulary, literary devices and visual features that enhance its effectiveness	creates an advertisement promoting the benefits of saving using language features such as topic-specific vocabulary, literary devices and visual features	with support, creates an advertisement promoting the benefits of saving some language features such as topic-specific vocabulary, literary devices and visual features	with direction, creates an advertisement promoting the benefits of saving some language features such as topic-specific vocabulary, literary devices and visual features

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Year 4 Rubric: Topic 6 – Improving my community

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 1	Mathematics: Students use surveys and digital tools to generate categorical or discrete numerical data in statistical investigations and communicate their findings in context	independently plans and conducts data investigations on the most popular government service in relation to more than two categorical variables (e.g. service, hobbies, age, gender) and effectively communicates their findings to peers	plans and conducts data investigations on the most popular government service in relation to more than one categorical variable (e.g. service, hobbies, age, gender) and communicates their findings to peers	conducts guided data investigations on the most popular government service among their peers or the school and communicates their findings to peers	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
	Mathematics: Students create many-to-one data displays, assess the suitability of displays for representing data	creates a range of many-to-one data displays using software and compares these and those of their peers to evaluate their relative suitability for displaying data	creates different many-to-one data displays using software and compares these and those of their peers to assess their relative suitability for displaying data	creates many-to-one data displays and assesses the suitability of displays for representing data	with support, creates many-to-one data displays and assesses the suitability of displays for representing data	with direction, creates many-to-one data displays and assesses the suitability of displays for representing data
	HASS: Students develop questions and locate, collect and record information and data from a range of sources and formats	effectively poses questions to inform a survey and collects and records data from well-designed surveys about student preferences for a range of	poses questions to inform a survey and collects and records data from well-designed surveys about student preferences for a range of government	poses questions, develops a survey and collects and records data about student preferences for government services	with support, poses questions, develops a survey and collects and records data about student preferences for government services	with direction, poses questions, develops a survey and collects and records data about student preferences for government services

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
		government services	services			
	HASS: Students interpret and analyse information and data to identify perspectives and draw conclusions	interprets and analyses data presented in different ways to identify a range of perspectives on government services in the local community and draws evidence-based conclusions about which services should be provided in order of priority	interprets and analyses data to identify a range of perspectives on government services in the local community and draws an evidence-based conclusion about which service should be provided	interprets data to identify perspectives on government services in the local community and draws a conclusion about which service should be provided	interprets and analyses aspects of data to identify perspectives on government services in the local community and states which service should be provided	interprets aspects of data to identify some government services in the local community and with support, states which service should be provided
Activity 3	English: Students create written texts for purposes and audiences, where they develop ideas using details from learnt topics	purposefully creates an effective written text to persuade the council to fund a service, developing ideas using highly relevant details and cogent information from learnt topics	creates an effective written text to persuade the council to fund a service, developing ideas using highly relevant details and cogent information from learnt topics	creates a written text to persuade the council to fund a service, developing ideas using details from learnt topics	creates a simple written text to persuade the council to fund a service using details from learnt topics	with support, creates a simple written text to persuade the council to fund a service using details from learnt topics
	English: Students use paragraphs to organise and link ideas and language features including complex sentences and topic-specific vocabulary	purposefully and effectively uses the following text structures and language features in their persuasive letters: <ul style="list-style-type: none"> Coherent 	effectively uses the following text structures and language features in their persuasive letters: <ul style="list-style-type: none"> Coherent paragraphs that 	uses the following text structures and language features in their persuasive letters: <ul style="list-style-type: none"> Paragraphs that organise and link ideas 	uses some of the following text structures and language features in their persuasive letters: <ul style="list-style-type: none"> Paragraphs Complex 	with support, uses some of the following text structures and language features in their persuasive letters: <ul style="list-style-type: none"> Paragraphs Complex

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
		paragraphs that organise and link ideas <ul style="list-style-type: none"> • Complex sentences • Topic-specific vocabulary 	organise and link ideas <ul style="list-style-type: none"> • Complex sentences • Topic-specific vocabulary 	<ul style="list-style-type: none"> • Complex sentences • Topic-specific vocabulary 	sentences <ul style="list-style-type: none"> • Topic-specific vocabulary 	sentences <ul style="list-style-type: none"> • Topic-specific vocabulary
	English: Students write texts using clearly formed letters with developing fluency	fluently writes very legible texts using clearly formed letters	fluently writes legible texts using clearly formed letters	writes texts using clearly formed letters with developing fluency	writes texts using the correct letters some of which are not clearly formed	writes texts using the correct letters many of which are not clearly formed
	English: Students spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words	consistently and accurately spells: <ul style="list-style-type: none"> • multisyllabic words using phonic and morphemic knowledge • high-frequency words 	accurately spells: <ul style="list-style-type: none"> • multisyllabic words using phonic and morphemic knowledge • high-frequency words 	spells words: <ul style="list-style-type: none"> • multisyllabic words using phonic and morphemic knowledge • high-frequency words 	spells some: <ul style="list-style-type: none"> • multisyllabic words using phonic and morphemic knowledge • high-frequency words 	with support, spells some: <ul style="list-style-type: none"> • multisyllabic words using phonic and morphemic knowledge • high-frequency words
Activity 4	HPE: Students describe the influences that inclusion have on choices and actions	uses the unique circumstances of individuals to demonstrate how inclusion influences the choices and actions of individuals and society and proposes appropriate and empathetic actions to address diversity	carefully considers how inclusion influences the choices and actions of individuals and society and proposes appropriate actions to address diversity	considers how inclusion influences the choices and actions of individuals and society and proposes actions to address diversity	with support, considers how inclusion influences the choices and actions of individuals and society and proposes actions to address diversity	with direction, considers how inclusion influences the choices and actions of individuals and society and proposes actions to address diversity

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 5	HASS: Students describe the importance and role of community members	recognises the role and importance of community members by providing a detailed and informed explanation of how and why they contribute to their community	recognises the role and importance of community members by providing an informed explanation of how and why they contribute to their community	recognises the role and importance of community members by describing how and why they contribute to their community	with support recognises the role and importance of community members by describing how and why they contribute to their community	with direction, recognises the role and importance of community members by describing how and why they contribute to their community
	HASS: Students propose considered actions or responses	makes reasoned suggestions of individual action they could take to contribute to their local community	makes informed suggestions of individual action they could take to contribute to their local community	suggests considered individual action they could take to contribute to their local community	with support, suggests considered individual action they could take to contribute to their local community	with direction, suggests considered individual action they could take to contribute to their local community
Activity 6	English: Students relate ideas; and include relevant details from learnt topics	presents their community action plan which includes highly relevant details from learnt topics to an audience in a clear, logical and convincing way	clearly presents their community action plan which includes highly relevant details from learnt topics to an audience	presents their community action plan which includes relevant details from learnt topics to an audience	presents their community action plan which includes details from learnt topics to an audience	presents their community action plan which includes some details from learnt topics to an audience
	English: Students use text structures to organise and link ideas	purposefully and effectively uses text structures to organise and link ideas when presenting their	effectively uses text structures to organise and link ideas when presenting their community action	uses text structures to organise and link ideas when presenting their community action plan	uses text structures to organise and link some ideas when presenting their community action plan	with support, uses text structures to organise and link some ideas when presenting their community action

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
		community action plan	plan			plan
	English: Students use language features including subjective and objective language, topic-specific vocabulary and/or visual features and features of voice	purposefully and effectively uses the following language features in their presentations: <ul style="list-style-type: none"> • Subjective and objective language • Topic-specific vocabulary • Visual features • Features of voice 	effectively uses the following language features in their presentations: <ul style="list-style-type: none"> • Subjective and objective language • Topic-specific vocabulary • Visual features • Features of voice 	uses the following language features in their presentations: <ul style="list-style-type: none"> • Subjective and objective language • Topic-specific vocabulary • Visual features • Features of voice 	uses some of the following language features in their presentations: <ul style="list-style-type: none"> • Subjective and objective language • Topic-specific vocabulary • Visual features • Features of voice 	variously uses some of the following language features in their presentations: <ul style="list-style-type: none"> • Subjective and objective language • Topic-specific vocabulary • Visual features • Features of voice

*Denotes that observations of student performance may be required