

Rubrics – Year 5

Topic 1 – Community rights and responsibilities

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 3	English: Students listen and ask questions to clarify content*	actively listens to video to identify pertinent information and asks a range of thoughtful and clarifying question during class discussion	actively listens to video to identify information and asks a range of appropriate questions to clarify content during class discussions	listens to video to identify information and asks questions to clarify content during class discussions	listens to video to identify answers to some questions and with prompting, asks questions during class discussions	asks and answers questions with considerable prompting
Activity 3 Activity 4	HASS: Students sort, and record data in different formats	correctly sorts and records in detail information about democracy and associated rights and responsibilities using provided graphic organisers	correctly sorts and records information about democracy and associated rights and responsibilities using a range of different graphic organisers	sorts and records information about democracy and associated rights and responsibilities using provided graphic organisers	with support, sorts and records information about democracy and associated rights and responsibilities using provided graphic organisers	with direction, sorts and records information about democracy and associated rights and responsibilities using provided graphic organisers
Activity 3 Activity 4 Activity 7	HASS: Students identify the importance of values and processes to Australia's democracy	uses own words to accurately define democracy and draws on a range of sources to identify and explain the importance of values and processes to Australia's democracy, including the rights and responsibilities of citizens	uses own words to define democracy and draws on sources to identify and describe the importance of values and processes to Australia's democracy including the rights and responsibilities of citizens	defines democracy and identifies the importance of values and processes to Australia's democracy, including the rights and responsibilities of citizens	with support, provides a simple definition of democracy and identifies some values and processes which underpin Australia's democracy and the rights and responsibilities they may have as citizens	with direction, provides a simple definition of democracy and identifies some values and processes which underpin Australia's democracy and the rights and responsibilities they may have as citizens

Denotes that observations of student performance may be required.

Assessable activities	Achievement Standard	A	B	C	D	E
	English: Students contribute actively to class and group discussions, taking into account other perspectives*	purposefully contributes actively to class and group discussions, showing respect for and sensitivity to other perspectives	effectively contributes actively to class and group discussions, showing respect for and considering other perspectives	contributes actively to class and group discussions, considering other perspectives	contributes to class and group discussions and listens to the views of others	with prompting, contributes to class and group discussions and listens to the views of others
Activity 7	HPE: They examine how celebrating diversity supports community wellbeing and cultural understanding	investigates and explains in detail how celebrating diversity supports both community wellbeing and cultural understanding	investigates and explains how celebrating diversity supports community wellbeing and cultural understanding	examines how celebrating diversity supports community wellbeing and cultural understanding	with support, examines how celebrating diversity supports community wellbeing and cultural understanding	with direction, examines how celebrating diversity supports community wellbeing and cultural understanding
	HASS: Students locate and collect data and information from a range of sources	locates and collects relevant data and information from a range of reliable sources	locates and collects relevant data and information from a range of sources	locates and collects data and information from a range of sources	locates and collects data and information from a few sources	with support, locates and collects data and information
	HASS: Students work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action	contributes useful ideas to a collaboratively designed community profile based on well researched and comparative details about different communities	contributes ideas to a collaboratively designed community profile based on well researched details about different communities	contributes ideas to a collaboratively designed community profile based on researched details about different communities	contributes some ideas to a collaboratively designed community profile based on some research	with support, contributes some ideas to a collaboratively designed community profile based on some research
Activity 3 Activity 7	HASS: Students present their ideas, findings and conclusions in a range of appropriate communication forms using discipline-specific terms and appropriate conventions	purposefully and effectively presents their detailed ideas, findings and conclusions in a range of communication forms using sophisticated discipline-specific terms and appropriate conventions	effectively presents their ideas, findings and conclusions in a range of communication forms using appropriate discipline-specific terms and conventions	presents their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions	unevenly communicates their ideas, findings and simple conclusions using some discipline-specific terms and conventions	with support, unevenly communicates their ideas, findings and simple conclusions using some discipline-specific terms and conventions

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Year 5 Rubric: Topic 2 – Community support

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 2	English: Students contribute actively to class and group discussions, taking into account other perspectives*	purposefully contributes actively to class and group discussions, showing respect for and sensitivity to other perspectives	effectively contributes actively to class and group discussions, showing respect for and considering other perspectives	contributes actively to class and group discussions, considering other perspectives	contributes to class and group discussions and listens to the views of others	with prompting, contributes to class and group discussions and listens to the views of others
	HASS: Students reflect on their learning to independently propose action, describing the possible effects of their proposed action	reflects deeply on their learning and experiences to propose a range of reasonable actions they could take to support their community and provides a comprehensive description of the possible effects of these actions	reflects on their learning and experiences to propose reasonable actions they could take to support their community and provides a detailed description of the possible effects of these actions	reflects on their learning to propose actions they could take to support their community and describes the possible effects of these actions	with support, reflects on their learning to propose actions they could take to help others and describes some of the possible effects of these actions	with direction, reflects on their learning to propose actions they could take to help others and describes some of the possible effects of some of these actions
Activity 4	HASS: Students identify the importance of processes to Australia’s democracy	creates a purposeful and effective representation of taxation as a system and identifies its importance to Australia’s democracy by predicting and describing the chain of consequences caused by changes to parts of the system	creates an effective representation of taxation as a system and identifies its importance to Australia’s democracy by predicting the chain of consequences caused by changes to parts of the system	represents taxation as a system and identifies its importance to Australia’s democracy by predicting the consequences caused by changes to the system	represents taxation as a system and identifies its importance to Australia’s democracy by predicting the consequences caused by changes to the system	represents taxation as a system and identifies its importance to Australia’s democracy by predicting the consequences caused by changes to the system
Activity 6	HPE: Students examine how physical activity, and connecting to the environment support community wellbeing	identifies a range of public goods and services that support physical activity and connecting to the environment and provides an insightful explanation of the connection between these resources and community wellbeing	identifies public goods and services that support physical activity and connecting to the environment and provides a detailed explanation of how these resources support community wellbeing	identifies public goods and services that support physical activity and connecting to the environment and explains how these resources support community wellbeing	with support, identifies some public goods or services that support physical activity and connecting to the environment and provides a limited explanation of how these resources support community wellbeing	with direction, identifies public goods and services that support physical activity and connecting to the environment and provides a very limited explanation of how these resources support community wellbeing

Year 5 Rubric: Topic 3 – Collecting tax fairly

Denotes that observations of student performance may be required.

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 2	Mathematics: Students order decimals and unit fractions and locate them on number lines	correctly represents, orders and compares decimals and unit fractions, locates them on number lines and uses mathematical language to justify conclusions about relative fairness of tax contributions	correctly represents, orders and compares unit fractions, locates them on number lines and compares numbers to draw conclusions about the relative fairness of tax contributions	represents and orders decimals and unit fractions and locates them on a number line	with support, represents and orders decimals and unit fractions and locates them on a number line	with direction, represents and orders decimals and unit fractions and locates them on a number line
Activity 4	Mathematics: Students solve simple problems involving the four operations using a range of strategies	correctly solves problems involving the four operations using a range of efficient strategies and explains and justifies strategies used	correctly solves problems involving the four operations using a range of efficient strategies and explains strategies used	solves simple problems involving the four operations using a range of strategies	with support, solves simple problems involving the four operations using one or more strategy	solves simple problems using strategies as directed
Activity 5	HASS: Students reflect on their learning to independently propose action, describing the possible effects of their proposed action Students suggest conclusions based on evidence	uses criteria and evidence to propose appropriate tax models for different items in a hypothetical situation and effectively justifies these choices in detail and with evidence	uses criteria and evidence to propose appropriate tax models for different items in a hypothetical situation and justifies these choices with evidence	uses evidence to propose tax models for different items in a hypothetical situation and justifies these choices	with support, uses evidence to propose tax models for different items in a hypothetical situation and partially justifies these choices	with direction, uses evidence to propose tax models for different items in a hypothetical situation and provides fragmented justifications for these choices

Denotes that observations of student performance may be required.

Year 5 Rubric: Topic 4 – Responsible government spending

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 3 Activity 5	Mathematics: Students gather data, and construct data displays appropriate for the data	gathers data on a range of variables, constructs effective and highly appropriate displays for the data and justifies their choice	gathers data on different variables, constructs data displays appropriate for the data and explains their choice	gathers data, and constructs data displays appropriate for the data	gathers data and constructs data displays	with direction, gathers data and constructs data displays
	HASS: Students interpret data to identify and describe distributions, simple patterns and to infer relationships, and suggest conclusions based on evidence	interprets data in various forms to effectively explain distributions (wealth and services), patterns (services), and to infer relationships (gender and wealth), and effectively draws evidence-based conclusions	interprets data in various forms to explain distributions (wealth and services), patterns (services), and to infer relationships (gender and wealth), and draws evidence-based conclusions	interprets data to explain distributions (wealth and services), patterns (services), and to infer relationships (gender and wealth), and draws evidence-based conclusions	With support, interprets data to identify and distributions and patterns and draws simple conclusions	With direction interprets data to identify and distributions and patterns and draws simple conclusions
Activity 5	Mathematics: Students explain plans for simple budgets	creates and thoroughly explains and justifies plans for the allocation of funds in a budget	creates and effectively explains plans for the allocation of funds in a budget	explains plans for the allocation of funds in a budget	with support, provides a partial explanation of plans for the allocation of funds in a budget	with guidance, provides a fragmented explanation for the allocation of funds in a budget
	HASS: Students recognise that choices need to be made when allocating resources	provides an insightful explanation of scarcity and why choices need to be made when allocating limited resources	provides an explanation of the need to make choices when allocating limited resources	recognises that choices need to be made when allocating resources	partially recognises that choices need to be made when allocating resources	with direction, partially recognises that choices need to be made when allocating resources
	Mathematics: Students use a grid reference system to locate landmarks	creates a detailed scaled map using the positive quadrant of a cartesian plane, uses coordinates to locate landmarks and describes how to get from one point to another using direction and distance in units and	creates a scaled map using the positive quadrant of a cartesian plane, uses coordinates to locate landmarks and uses mathematical language to describe direction (eg: N, NE, NW)	creates a scaled grid map and uses a grid reference system, such as alphanumeric system to locate landmarks	creates a simple grid map and uses a simple grid reference system to locate some landmarks	creates a simple grid map and locates some landmarks

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Assessable activities	Achievement Standard	A	B	C	D	E
		direction (eg: N, NE, NW)				
	HASS: Students locate and collect data and information from a range of sources	locates and collects relevant data and information from a range of reliable sources	locates and collects relevant data and information from a range of sources	locates and collects data and information from a range of sources	locates and collects data and information from a few sources	with support, locates and collects data and information
	HASS: Students sort, record and represent data in different formats, including large-scale maps, using basic conventions	uses a range of appropriate formats to purposefully and effectively sort and record collected information and data and represents where community members live, work, learn, play and shop on a detailed large-scale map using appropriate conventions	uses a range of appropriate formats to effectively sort and record collected information and data and represents where community members live, work, learn, play and shop on a detailed large-scale map using appropriate conventions	uses different formats to sort and record collected information and data and represents where community members live, work, learn, play and shop on a large-scale map using basic conventions	with support, sorts and records information and represents where community members live, work, play or shop on a large-scale map	with direction, sorts and records information and represents where community members live, work, play or shop on a large-scale map
	HASS: Students present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions	purposefully and effectively presents their detailed ideas, findings and conclusions in a range of communication forms using sophisticated discipline-specific terms and appropriate conventions	effectively presents their ideas, findings and conclusions in a range of communication forms using appropriate discipline-specific terms and conventions	presents their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions	unevenly communicates their ideas, findings and simple conclusions using some discipline-specific terms and conventions	with support, unevenly communicates their ideas, findings and simple conclusions using some discipline-specific terms and conventions
	HPE: Students describe the significance of physical activity participation to health and wellbeing	thoroughly identifies features in their proposed community that promote physical activity and explains the significance of physical activity to health and wellbeing	identifies a range of features in their proposed community that promote physical activity and describes in detail the significance of physical activity to health and wellbeing	identifies features in their proposed community that promote physical activity and describes the significance of physical activity to health and wellbeing	identifies some features in their proposed community that promote physical activity and describes how physical activity supports health and wellbeing	with direction, identifies some features in their proposed community that promote physical activity and describes in limited detail how physical activity supports health and wellbeing
Activity 5	HASS: Students identify and describe the interconnections	identifies and explains how the location of community services and	identifies and describes in detail how the location of community services	identifies and describes how the location of community services and	identifies and describes in limited detail how the location of community	identifies and describes in very limited detail how the location of

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Assessable activities	Achievement Standard	A	B	C	D	E
	between people and the human and environmental characteristics of places	environmental features in a proposed community facilitate interconnections between people and places	and environmental features in a proposed community facilitate interconnections between people and places	environmental features in a proposed community facilitate interconnections between people and places	services and environmental features in a proposed community facilitate interconnections between people and places	community services and environmental features in a proposed community facilitate interconnections between people and places

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Year 5 Rubric: Topic 5 – Saving and superannuation

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 2	Mathematics: Students explain plans for simple budgets	plans a range of simple budgets and thoroughly explains how the same goal can be achieved by varying income and/or expenses	plans a range of simple budgets and explains how the same goal can be achieved by varying income and/or expenses	plans a simple budget and explains the plan	plans a budget and partially explains the plan	with guidance, plans a budget and partially explains the plan
Activity 2 Activity 4	Mathematics: Students solve simple problems using a range of strategies	correctly solves problems using a range of efficient strategies, and explains and justifies strategies used	correctly solves problems using a range of efficient strategies and explains strategies used	solves simple problems using a range of strategies	with support, solves simple problems using one or more strategy	solves simple problems using strategies as directed
	HASS: Students recognise that choices need to be made when allocating resources	demonstrates a deep understanding of scarcity by making and justifying choices about what to give up in order to reach financial goals and providing a reasoned explanation of why these choices are necessary	demonstrates an understanding of scarcity by making informed choices about what to give up in order to reach financial goals and explaining why these choices are necessary	demonstrates an understanding of scarcity by making choices about what to give up in order to reach financial goals	with support, recognises that choices need to be made in order to save	with direction, recognises that choices need to be made in order to save
Activity 3	Mathematics: Students check the reasonableness of answers using estimation and rounding	uses efficient strategies to estimate answers, checks the reasonableness of estimates and explains the strategies they used	uses effective strategies to estimate answers, checks the reasonableness of estimates and describes the strategies they used	uses strategies to estimate answers, checks the reasonableness of estimates and identifies the strategies they used	uses simple strategies to estimate answers and checks the reasonableness of estimates	with support, estimates answers and checks the reasonableness of estimates
Activity 6	English: Students create persuasive texts for different purposes and audiences	shows leadership to collaboratively create a highly effective jingle that promotes the importance of superannuation to members of the	shows some leadership to collaboratively create an effective jingle that promotes the importance of superannuation to members of the	collaboratively creates a jingle that promotes the importance of superannuation to members of the proposed ideal community	with support, contributes to the creation of a jingle that promotes the importance of superannuation to members of the	with considerable support, contributes to the creation of a jingle that promotes the importance of superannuation to members of the

Denotes that observations of student performance may be required.

Assessable activities	Achievement Standard	A	B	C	D	E
		proposed ideal community	proposed ideal community		proposed ideal community	proposed ideal community
	English: Students select specific vocabulary	judiciously selects specific vocabulary for effect	selects specific vocabulary for effect	selects specific vocabulary	with support, selects specific vocabulary	with considerable support, selects specific vocabulary
Activity 7	English: Students make presentations which include multimodal elements for defined purposes	effectively makes engaging presentations which include a range of considered and effective multimodal elements selected for audience and purpose	effectively makes presentations which include a range of effective multimodal elements selected for audience and purpose	makes presentations which multimodal elements for defined purposes	makes presentations which include some multimodal elements that vary in suitability	make presentations that include fragmented multimodal elements

Denotes that observations of student performance may be required.

Year 5 Rubric: Topic 6– Our ideal community

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 3	English: Students create persuasive texts	creates a highly effective pitch designed to persuade an audience to fund development of their ideal community	creates an effective pitch designed to persuade an audience to fund development of their ideal community	creates a pitch designed to persuade an audience to fund development of their ideal community	creates a pitch using some persuasive techniques	with support, creates a pitch using limited persuasive techniques
	English: When writing, they demonstrate understanding of grammar using a variety of sentence types	purposefully uses a variety of sentence types for effect	uses a variety of sentence types for effect	uses a variety of sentence types	uses different sentence types	with direction, uses different sentence types
	English: Students select specific vocabulary and use accurate spelling and punctuation	judiciously selects rich specific vocabulary for effect and consistently uses accurate spelling and punctuation	selects appropriate and specific vocabulary for effect and consistently uses accurate spelling and punctuation	selects specific vocabulary and uses accurate spelling and punctuation	with support, selects specific vocabulary and uses accurate spelling and punctuation	with considerable support, selects specific vocabulary and uses accurate spelling and punctuation
	English: Students edit their work for cohesive structure and meaning	purposefully edits work for cohesive structure and meaning	effectively edits work for cohesive structure and meaning	edits work for cohesive structure and meaning	with support, edits work for cohesive structure and meaning	with considerable support, edits work for cohesive structure and meaning
Activity 4	English: Students make presentations which include multimodal elements for defined purposes	effectively makes engaging presentations which include a range of considered and effective multimodal elements selected for audience and purpose	effectively makes presentations which include a range of effective multimodal elements selected for audience and purpose	makes presentations which multimodal elements for defined purposes	makes presentations which include some multimodal elements that vary in suitability	make presentations that include fragmented multimodal elements
Activity 3 Activity 4	HASS: Students present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions	purposefully and effectively presents their detailed ideas, findings and conclusions in a range of communication forms using sophisticated discipline-specific terms (eg: financial, taxation)	effectively presents their ideas, findings and conclusions in a range of communication forms using appropriate discipline-specific terms and conventions	presents their ideas, findings and conclusions in a range of communication forms using discipline-specific terms (eg: government, taxation, community,	unevenly communicates their ideas, findings and simple conclusions using some discipline-specific terms and conventions	with support, unevenly communicates their ideas, findings and simple conclusions using some discipline-specific terms and conventions

Denotes that observations of student performance may be required.

Assessable activities	Achievement Standard	A	B	C	D	E
		types, income redistribution, democratic values (governance, ethnicity) and appropriate conventions		citizens) and appropriate conventions		

Across all topics

Achievement Standard	A	B	C	D	E
HPE: Students demonstrate skills to work collaboratively*	Demonstrates and describes the range of skills needed to effectively work collaboratively	Demonstrates and identifies the skills needed to work collaboratively	Demonstrates skills to work collaboratively	With support, works collaboratively	With direction, works collaboratively

* Denotes that observations of student performance may be required.