

Rubrics – Year 5

Topic 1 – Community rights and responsibilities

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 3	English: Students view and comprehend texts created to inform audiences	actively views a video about democracy and correctly answers in detail a range of questions to demonstrate their deep understanding	actively views a video about democracy and correctly answers a range of questions to demonstrate their understanding	views a video about democracy and answers most questions accurately to show their understanding	views a video about democracy and answers some questions accurately to show their understanding	views a video about democracy and shows some understanding of its content
	HASS: Students explain the key values and features of Australia's democracy	comprehensively explains the key features of Australia's democracy, identifies key values and for each provides a detailed explanation of why they are important and how they protect human rights	explains in detail the key features of Australia's democracy, identifies key values and for each explains why they are important and how they protect human rights	explains the key features of Australia's democracy, identifies key values and for each explains why they are important	explains some features and key values of Australia's democracy	with support, explains some features and key values of Australia's democracy
Activity 3 Activity 4	HASS: Students organise information from secondary sources	effectively organises all information gleaned from secondary sources about Australia's democracy and associated rights and responsibilities using provided graphic organisers	effectively organises information gleaned from secondary sources about Australia's democracy and associated rights and responsibilities using provided graphic	organises information about Australia's democracy and associated rights and responsibilities using provided graphic organisers	with support, organises information about Australia's democracy and associated rights and responsibilities using provided graphic organisers	with direction, organises information about Australia's democracy and associated rights and responsibilities using provided graphic organisers

*Denotes that observations of student performance may be required

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
			organisers			
	English: Students interact with others	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: Students propose strategies to demonstrate respect, empathy and inclusion	develops a reasoned and comprehensive framework for an ideal community (e.g. values and Charter) underlined by respect, empathy and inclusion and provides a detailed and considered explanation of how celebrating diversity support community wellbeing and cultural understanding	develops a comprehensive framework for an ideal community (e.g. values and Charter) underlined by respect, empathy and inclusion and provides a detailed explanation of how celebrating diversity support community wellbeing and cultural understanding	develops a framework for an ideal community (e.g. values and Charter) underlined by respect, empathy and inclusion and provides an explanation of how celebrating diversity support community wellbeing and cultural understanding	with support, develops a framework for an ideal community (e.g. values and Charter) underlined by respect, empathy and/or inclusion and provides a brief explanation of how celebrating diversity support community wellbeing and cultural understanding	with direction, Develops a framework for an ideal community (e.g. values and Charter) underlined by respect, empathy and/or inclusion and provides a brief explanation of how celebrating diversity support community wellbeing and cultural understanding
	HASS: Students develop questions and locate and collect information and data from secondary sources	develops relevant questions about the demographic profile of their ideal community and applies appropriate technology to locate and collect useful information from a range of secondary sources	develops questions about the demographic profile of their ideal community and applies appropriate technology to locate and collect information from a range of secondary sources	develops questions about the demographic profile of their ideal community and locates and collects information online from secondary sources	with support, develops questions about the demographic profile of their ideal community and locates and collects information online from secondary sources	with direction, develops questions about the demographic profile of their ideal community and locates and collects information online from secondary sources
Activity 3 Activity 7	HASS: Students select ideas and findings from sources and use relevant terms and conventions, to present	presents detailed and well-written descriptions and explanations that draw ideas and findings from a range of sources,	presents well-written descriptions and explanations that draw ideas and findings from several sources,	presents descriptions and explanations that draw ideas and findings from sources, acknowledge sources	with support, presents descriptions and explanations that draw ideas from sources and use some subject-	with direction, presents descriptions and explanations that draw ideas from sources and use some subject-

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
	descriptions and explanations	acknowledge sources where appropriate and use a range of accurate and relevant subject-appropriate terms	acknowledge sources where appropriate and use accurate and relevant subject-appropriate terms	where appropriate and use subject-appropriate terms	appropriate terms	appropriate terms

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Year 5 Rubric: Topic 2 – Community support

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 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 explain how people achieve civic goals	identifies well-considered and realistic actions they could take to achieve civic goals, and effectively explains how these actions will promote quality of life in the community	identifies realistic actions they could take to achieve civic goals, and explains how these actions will promote quality of life in the community	identifies actions they could take to achieve civic goals and explains the difference these actions can make	identifies some simple actions they could take to achieve civic goals and with support, explains the difference these actions can make	with direction, identifies some simple actions they could take to achieve civic goals and explains the difference these actions can make
Activity 5 Activity 6	HASS: Students explain the nature of resources, and how they meet needs and wants	identifies the full range of private and public goods and services in their community and provides an insightful explanation of the how these resources meet needs and wants, including supporting community wellbeing	identifies a range of public goods and services in their community and provides a detailed explanation of how these resources meet needs and wants, including supporting community wellbeing	identifies public goods and services in their community and explains how these resources meet needs and wants, including support community wellbeing	with support, identifies public goods and services in their community and explains how these resources meet needs and wants, including support community wellbeing	with direction, identifies public goods and services in their community and explains how these resources meet needs and wants, including support community wellbeing
	HASS: Students locate and organise information and data from primary sources	uses primary sources (a map of the local area) to locate and record the full range of public and private goods and services in their local area	uses primary sources (a map of the local area) to locate and record a range of public and private goods and services in their local area	uses primary sources (a map of the local area) to locate and record public and private goods and services in their local area	with support, uses primary sources (a map of the local area) to locate and record public and private goods and services in their local area	with direction, uses primary sources (a map of the local area) to locate and record public and private goods and services in their local area

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
	HPE: Students analyse information to refine strategies to enhance their own and others' health and wellbeing	analyses a map of the local area to identify the full 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 health and wellbeing	analyses a map of the local area to identify a range of public goods and services that support physical activity and connecting to the environment and provides a detailed explanation of the connection between these resources and community health and wellbeing	analyses a map of the local area to identify a public goods and services that support physical activity and connecting to the environment and explains the connection between these resources and community health and wellbeing	with support, analyses a map of the local area to identify a public goods and services that support physical activity and connecting to the environment and explains the connection between these resources and community health and wellbeing	with direction, analyses a map of the local area to identify a public goods and services that support physical activity and connecting to the environment and explains the connection between these resources and community health and wellbeing

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Year 5 Rubric: Topic 3 – Collecting tax fairly

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 2	Mathematics: Students use place value to write and order decimals	fluently uses place value to correctly represent, order and compare decimals on a number line	uses place value to correctly represent, order and compare decimals on a number line	uses place value to represent, order and compare decimals on a number line	with support, uses place value to represent, order and compare decimals on a number line	with direction, uses place value to represent, order and compare decimals on a number line
	Mathematics: Students order and represent fractions with the same or related denominators	fluently and correctly orders and represents fractions with the same or related denominator on a number line	correctly orders and represents fractions with the same or related denominator on a number line	orders and represents fractions with the same or related denominator on a number line	with support, orders and represents fractions with the same or related denominator on a number line	with direction, orders and represents fractions with the same or related denominator on a number line
	Mathematics: Students represent common percentages and connect them to their fraction and decimal equivalents	fluently and correctly represents common percentages and connects them to their fraction and decimal equivalents	correctly represents common percentages and connects them to their fraction and decimal equivalents	represents common percentages and connects them to their fraction and decimal equivalents	with support, represents common percentages and connects them to their fraction and decimal equivalents	with direction, represents common percentages and connects them to their fraction and decimal equivalents
Activity 3	Mathematics: Students use mathematical modelling to solve financial problems, formulating and solving problems, choosing arithmetic operations and interpreting results in terms of the situation	models the problem of making tax contributions fairer by formulating and solving the problem with fluency, choosing appropriate and efficient arithmetic operations and evaluating their solution in relation to whether it resulted in fair outcomes using mathematical reasoning	models the problem of making tax contributions fairer by effectively formulating and solving the problem, choosing appropriate arithmetic operations and interpreting the results in terms of the situation using mathematical reasoning	models the problem of making tax contributions fairer by formulating and solving the problem, choosing arithmetic operations and interpreting the results in terms of the situation	with support, models the problem of making tax contributions fairer by formulating and solving the problem, choosing arithmetic operations and interpreting the results in terms of the situation	models the problem of making tax contributions fairer by formulating and solving the problem, choosing arithmetic operations and interpreting the results in terms of the situation as directed
Activity 4	Mathematics: Students use their proficiency with multiplication facts and efficient calculation	uses their advanced proficiency with multiplication facts and efficient calculation	uses their high proficiency with multiplication facts and efficient calculation	uses their proficiency with multiplication facts and efficient calculation strategies to multiply	uses emerging proficiency with multiplication facts and efficient calculation	with support, uses their emerging proficiency with multiplication facts and efficient calculation

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
	strategies to multiply large numbers by one- and two-digit numbers	strategies to fluently and correctly multiply large numbers by one- and two-digit numbers	strategies to correctly multiply large numbers by one- and two-digit numbers	large numbers by one- and two-digit numbers	strategies to fluently and correctly multiply large numbers by one- and two-digit numbers	strategies to fluently and correctly multiply large numbers by one- and two-digit numbers
Activity 5	HASS: Students consider criteria in proposing actions or responses and suggest conclusions based on evidence	uses the criterion of fairness to propose discriminating and appropriate tax models for different items in a hypothetical situation and effectively justifies these choices with evidence	uses the criterion of fairness to propose appropriate tax models for different items in a hypothetical situation and justifies these choices with evidence	uses the criterion of fairness to propose tax models for different items in a hypothetical situation and justifies these choices	with support, uses the criterion of fairness to propose tax models for different items in a hypothetical situation and partially justifies these choices	with direction, uses the criterion of fairness to propose tax models for different items in a hypothetical situation and provides fragmented justifications for these choices

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Year 5 Rubric: Topic 4 – Responsible government spending

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 3	<p>Mathematics: Students conduct statistical investigations that collect nominal and ordinal categorical and discrete numerical data using digital tools</p>	<p>identifies the best methods of representing provided data for nominal (gender) and ordinal categorical (income levels) and discrete numerical variables (number of people in each income category), uses mathematical reasoning to justify their choice, and uses appropriate digital tools to display data, including spreadsheets</p>	<p>identifies appropriate methods of representing provided data for nominal (gender) and ordinal categorical (income levels) and discrete numerical variables (number of people in each income category), justifies their choice, and uses digital tools to display data, including spreadsheets</p>	<p>represents provided data for nominal (gender) and ordinal categorical (income levels) and discrete numerical variables (number of people in each income category), using digital tools</p>	<p>with support, represents provided data for nominal (gender) and ordinal categorical (income levels) and discrete numerical variables (number of people in each income category), using digital tools</p>	<p>with direction, represents provided data for nominal (gender) and ordinal categorical (income levels) and discrete numerical variables (number of people in each income category), using digital tools</p>
	<p>Mathematics: Students identify the mode and interpret the shape of distributions of data in context</p>	<p>explains data distributions in terms of highest frequency (mode) and shape to draw reasoned conclusions about how wealth is shared</p>	<p>describes data distributions in terms of highest frequency (mode) and shape to draw informed conclusions about how wealth is shared</p>	<p>describes data distributions in terms of highest frequency (mode) to draw conclusions about how wealth is shared</p>	<p>with support, describes data distributions in terms of highest frequency (mode) to draw conclusions about how wealth is shared</p>	<p>with direction, describes data distributions in terms of highest frequency (mode) to draw conclusions about how wealth is shared</p>

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
	HASS: Students evaluate data to identify and describe patterns and suggest conclusions based on evidence	evaluates data to effectively explain patterns of distribution (wealth), and to infer relationships (gender and wealth), and suggests highly appropriate conclusions based on evidence	evaluates data to effectively identify and describe distributions (wealth and services), patterns (services), and to infer relationships (gender and wealth), and suggests appropriate conclusions based on evidence	evaluates data to identify and describe distributions (wealth and services), patterns (services), and to infer relationships (gender and wealth), and suggests conclusions based on evidence	with support, evaluates data to identify and describe distributions (wealth and services), patterns (services), and to infer relationships (gender and wealth), and suggests conclusions based on evidence	with direction evaluates data to identify and describe distributions (wealth and services), patterns (services), and to infer relationships (gender and wealth), and suggests conclusions based on evidence
Activity 5 (Part 4)	HASS: Students locate, collect and organise information and data from primary and secondary sources	locates, collects and organises relevant data and information from a range of reliable primary (e.g. maps) and secondary sources to decide how the spaces and places in communities can be designed to promote community safety, health and wellbeing	locates, collects and organises relevant data and information from a range of primary (e.g. maps) and secondary sources to decide how the spaces and places in communities can be designed to promote community safety, health and wellbeing	locates, collects and organises data and information from primary (e.g. maps) and secondary sources to decide how the spaces and places in communities can be designed to promote community safety, health and wellbeing	locates and collects and organises data and information from a few sources to decide how the spaces and places in communities can be designed to promote community safety, health and wellbeing	with support, locates and collects data and information to decide how the spaces and places in communities can be designed to promote community safety, health and wellbeing
	HASS: Students consider criteria in proposing actions or responses	effectively applies criteria (health, safety, wellbeing) to decide the goods and services that will be provided in their ideal community	applies criteria (health, safety, wellbeing) to propose the goods and services that will be provided in their ideal community	considers criteria (health, safety, wellbeing) when proposing the goods and services that will be provided in their ideal community	with support, considers criteria (health, safety, wellbeing) when proposing the goods and services that will be provided in their ideal community	with direction, considers criteria (health, safety, wellbeing) when proposing the goods and services that will be provided in their ideal community
	HPE: Students analyse information to refine strategies to enhance their own and others' health, safety, and wellbeing	analyses information to thoroughly identify features in their proposed community that will promote health,	analyses information to identify a range of features in their proposed community that will promote health,	analyses information to identify features in their proposed community that will promote health, safety and wellbeing and	analyses information to identify some features in their proposed community will promote health, safety and	with direction, analyses information to identify some features in their proposed community will promote health, safety

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
		safety and wellbeing and provides a detailed explanation of the significance of physical activity to health, wellbeing and happiness	safety and wellbeing and explains the significance of physical activity to health, wellbeing and happiness	describes the significance of physical activity to activity to health, wellbeing and happiness	wellbeing and describes how physical activity supports health, wellbeing and happiness	and wellbeing and describes with limited detail how physical activity supports health, wellbeing and happiness
	HPE: Students propose strategies to promote physical activity participation that enhance health, fitness and wellbeing	explains how physical activity contributes to health and wellbeing and proposes a plan for their ideal community that includes a range of facilities and initiatives to promote physical activity	describes how physical activity contributes to health and wellbeing and proposes a plan for their ideal community that includes a range of facilities and initiatives to promote physical activity	identifies how physical activity contributes to health and wellbeing and proposes a plan for their ideal community that includes facilities and initiatives to promote physical activity	with support, identifies how physical activity contributes to health and wellbeing and proposes a plan for their ideal community that includes facilities and initiatives to promote physical activity	with direction, identifies how physical activity contributes to health and wellbeing and proposes a plan for their ideal community that includes facilities and initiatives to promote physical activity
	HASS: Students explain the nature of resources, and how they meet needs and wants	provides an insightful explanation of scarcity and why choices need to be made when allocating limited resources and selects resources for their ideal community to meet needs and wants	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
Activity 5 (Part 5)	Mathematics: Students use mathematical modelling to solve financial problems	efficiently and effectively models financial situations by: <ul style="list-style-type: none"> developing a justified ranking of needs creating a budget to fund their ideal community using digital tools to tabulate, calculate and represent data 	efficiently models financial situations by: <ul style="list-style-type: none"> developing a justified ranking of needs creating a budget to fund their ideal community using digital tools to tabulate, calculate and represent data 	models financial situations by: <ul style="list-style-type: none"> developing a justified ranking of needs creating a budget to fund their ideal community using digital tools to tabulate, calculate and represent data 	with support, models financial situations by: <ul style="list-style-type: none"> developing a justified ranking of needs creating a budget to fund their ideal community using digital tools to tabulate, calculate and represent data 	with guidance, models financial situations by: <ul style="list-style-type: none"> developing a justified ranking of needs creating a budget to fund their ideal community using digital tools to tabulate, calculate and represent data

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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 (Part 6)	Mathematics: Students use grid coordinates to locate and move positions	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 direction (e.g. N, NE, NW)	creates a scaled map using the positive quadrant of a cartesian plane, uses coordinates to locate landmarks and uses mathematical language to describe direction (e.g. N, NE, NW)	creates a scaled grid map and uses a grid coordinates, 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
Activity 5 (Part 4 and 6)	HASS: Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations	purposefully and effectively presents their detailed ideas, findings and conclusions in a range of communication forms, including maps, using sophisticated discipline- specific terms and appropriate conventions	effectively presents their ideas, findings and conclusions in a range of communication forms, including maps, using appropriate discipline-specific terms and conventions	presents their ideas, findings and conclusions in a range of communication forms, including maps, 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 5 – Saving and superannuation

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 2	<p>Mathematics: Students use mathematical modelling to solve financial problems</p>	<p>efficiently and effectively models situations involving earning money and budgeting by:</p> <ul style="list-style-type: none"> • setting realistic savings goals • developing and refining budgets • choosing arithmetic operations • tracking progress making adjustments to ensure the goal is met 	<p>effectively models situations involving earning money and budgeting by:</p> <ul style="list-style-type: none"> • setting realistic savings goals • developing and refining budgets • choosing arithmetic operations • tracking progress making adjustments to ensure the goal is met 	<p>models situations involving earning money and budgeting by:</p> <ul style="list-style-type: none"> • setting realistic savings goals • developing and refining budgets • choosing arithmetic operations • tracking progress making adjustments to ensure the goal is met 	<p>with support, models situations involving earning money and budgeting by:</p> <ul style="list-style-type: none"> • setting realistic savings goals • developing and refining budgets • choosing arithmetic operations • tracking progress making adjustments to ensure the goal is met 	<p>with direction, models situations involving earning money and budgeting by:</p> <ul style="list-style-type: none"> • setting realistic savings goals • developing and refining budgets • choosing arithmetic operations • tracking progress making adjustments to ensure the goal is met
	<p>HASS: Students explain the nature of resources, and how they meet needs and wants</p>	<p>demonstrates a deep understanding of scarcity and the nature of resources by making and justifying choices about what to give up in order to reach financial goals, including discriminating between needs and wants, and providing a reasoned explanation of why these choices are necessary</p>	<p>demonstrates an understanding of scarcity and the nature of resources by making informed choices about what to give up in order to reach financial goals including discriminating between needs and wants, and explaining why these choices are necessary</p>	<p>demonstrates an understanding of scarcity and the nature of resources by making choices about what to give up in order to reach financial goals including discriminating between needs and wants and identifying why these choices are necessary</p>	<p>with support, recognises that resources are limited and choices need to be made in order to save</p>	<p>with direction, recognises that resources are limited and choices need to be made in order to save</p>

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 3	Mathematics: Students check the reasonableness of their calculations using estimation	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 4	Mathematics: Students represent common percentages and connect them to their fraction and decimal equivalents	fluently and correctly represents common percentages and connects them to their fraction and decimal equivalents	correctly represents common percentages and connects them to their fraction and decimal equivalents	represents common percentages and connects them to their fraction and decimal equivalents	with support, represents common percentages and connects them to their fraction and decimal equivalents	with direction, represents common percentages and connects them to their fraction and decimal equivalents
	Mathematics: Students use their proficiency with multiplication facts and efficient calculation strategies to multiply large numbers by one- and two-digit numbers	uses their advanced proficiency with multiplication facts and efficient calculation strategies to fluently and correctly multiply large numbers by one- and two-digit numbers	uses their high proficiency with multiplication facts and efficient calculation strategies to correctly multiply large numbers by one- and two-digit numbers	uses their proficiency with multiplication facts and efficient calculation strategies to multiply large numbers by one- and two-digit numbers	uses emerging proficiency with multiplication facts and efficient calculation strategies to fluently and correctly multiply large numbers by one- and two-digit numbers	with support, uses their emerging proficiency with multiplication facts and efficient calculation strategies to fluently and correctly multiply large numbers by one- and two-digit numbers
Activity 5	English: Students view and comprehend texts created to inform, influence and/or engage audiences	actively views an animation about taxation and superannuation and correctly answers in detail a range of questions to demonstrate their deep understanding	actively views animation about taxation and superannuation and correctly answers a range of questions to demonstrate their understanding	views an animation about taxation and superannuation and answers most questions accurately to show their understanding	views a video an animation about taxation and superannuation and answers some questions accurately to show their understanding	views a video an animation about taxation and superannuation and shows some understanding of its content
Activity 6	English: Students explain how language features including literary devices, contribute to the effect of the text*	in class discussions, students identify the full range of popular literary devices (slogans) in a persuasive text and effectively explain in	in class discussions, students identify a range of popular literary devices (slogans) in a persuasive text and explain in detail how they contribute to the	in class discussions, students identify popular literary devices (slogans) in persuasive texts and explain how they contribute to the effect of	with support, students identify popular literary devices (slogans) in persuasive texts and explain how they contribute to the effect of	with direction, identify popular literary devices (slogans) in persuasive texts and explain how they contribute to the

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
		detail how they contribute to the effect of the text	effect of the text	the text	the text	effect of the text
	English: Students listen to and create spoken texts	actively listens to a superannuation rap and collaboratively creates a highly effective jingle that promotes the importance of superannuation to members of the proposed ideal community	actively listens to a superannuation rap and collaboratively create an effective jingle that promotes the importance of superannuation to members of the proposed ideal community	listens to a superannuation rap and collaboratively creates a jingle that promotes the importance of superannuation to members of the proposed ideal community	listens to a superannuation rap and with support, contributes to the creation of a jingle that promotes the importance of superannuation to members of the proposed ideal community	listens to a superannuation rap and with considerable support, contributes to the creation of a jingle that promotes the importance of superannuation to members of the proposed ideal community
Activity 7	English: Students use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice	effectively makes engaging presentations using language features including: <ul style="list-style-type: none"> • specific vocabulary • literary devices • features of voice 	effectively makes presentations using language features including: <ul style="list-style-type: none"> • specific vocabulary • literary devices • features of voice 	makes presentations using language features including: <ul style="list-style-type: none"> • specific vocabulary • literary devices • features of voice 	makes presentations using one or two of the following language features: <ul style="list-style-type: none"> • specific vocabulary • literary devices • features of voice 	makes presentations using one or two of the following: language features: <ul style="list-style-type: none"> • specific vocabulary • literary devices • features of voice

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Year 5 Rubric: Topic 6– Our ideal community

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 3	English: Students create written and/or multimodal texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or text	creates a highly effective written pitch designed to persuade an audience to fund the development of their ideal community that develops and expands on ideas with supporting details	creates an effective written pitch designed to persuade an audience to fund the development of their ideal community that develops and expands on ideas with supporting details	creates a pitch designed to persuade an audience to fund development of their ideal community that develops and expands on ideas with supporting details	creates a pitch using some persuasive techniques	with support, creates a pitch using limited persuasive techniques
	English: Students use paragraphs to organise, develop and link ideas	uses paragraphs to purposefully and effectively organise, develop and link ideas	uses paragraphs to effectively organise, develop and link ideas	uses paragraphs to organise, develop and link ideas	with support, uses paragraphs to purposefully and effectively organise, develop and link ideas	with direction, uses paragraphs to purposefully and effectively organise, develop and link ideas
	English: Students use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features	judiciously selects and uses the following language features for effect: <ul style="list-style-type: none"> • complex sentences • tenses • topic-specific vocabulary • literary devices • multimodal features 	selects and uses appropriate language features for effect, including: <ul style="list-style-type: none"> • complex sentences • tenses • topic-specific vocabulary • literary devices • multimodal features 	uses the language features including: <ul style="list-style-type: none"> • complex sentences • tenses • topic-specific vocabulary • literary devices • multimodal features 	with support, uses some of the following language features: <ul style="list-style-type: none"> • complex sentences • tenses • topic-specific vocabulary • literary devices • multimodal features 	with considerable support, uses some of the following language features: <ul style="list-style-type: none"> • complex sentences • tenses • topic-specific vocabulary • literary devices • multimodal features
	English: Students spell using phonic, morphemic and grammatical knowledge	consistently and accurately spells words using morphemic and grammatical knowledge	accurately spells words using morphemic and grammatical knowledge	spells words using morphemic and grammatical knowledge	with support, spells words using morphemic and grammatical knowledge	with direction, spells words using morphemic and grammatical knowledge

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 4	English: Students interact others, and create spoken and/or multimodal texts*	effectively makes engaging multimodal presentations and thoroughly answers questions from the audience to clarify or expand meaning	effectively makes multimodal presentations and appropriately answers questions from the audience to clarify or expand meaning	makes multimodal or spoken presentations and answers questions from the audience	makes presentations and with prompting, answers questions from the audience	make presentations and with considerable prompting, answers questions from the audience
	English: Students share, develop and expand on ideas and opinions, using supporting details from topics or texts*	in their presentation, effectively shares and purposefully develops and expands on ideas and opinions using highly relevant supporting details	in their presentation, effectively shares and develops and expands on ideas and opinions using relevant supporting details	in their presentation, shares, develops, and expands on ideas and opinions using supporting details	with support, shares, develops, and expands on ideas and opinions using some supporting details	with direction, shares, develops, and expands on ideas and opinions using a few supporting details
	English: Students use different text structures to organise, develop and link ideas*	effectively and purposefully uses a range of different text structures (persuasive, explanation, discussion, informative) in their presentations to develop and link ideas	effectively uses a range of different text structures (persuasive, explanation, discussion, informative) in their presentations to develop and link ideas	uses different text structures to organise, develop and link ideas	with support, uses different text structures to organise, develop and link ideas	with direction, uses different text structures to organise, develop and link ideas
	English: Students use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice*	effectively makes engaging presentations using language features including: <ul style="list-style-type: none"> • specific vocabulary • literary devices • multimodal features • features of voice 	effectively makes presentations using language features including: <ul style="list-style-type: none"> • specific vocabulary • literary devices • multimodal features • features of voice 	makes presentations using language features including: <ul style="list-style-type: none"> • specific vocabulary • literary devices and/or • multimodal features • features of voice 	makes presentations using one or two of the following language features: <ul style="list-style-type: none"> • specific vocabulary • literary devices • multimodal features • features of voice 	makes presentations using one or two of the following: language features: <ul style="list-style-type: none"> • specific vocabulary • literary devices • multimodal features • features of voice

*Denotes that observations of student performance may be required

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 3 Activity 4	HASS: Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations*	purposefully and effectively presents their detailed ideas and findings gleaned from sources using sophisticated discipline-specific terms (e.g. financial, taxation types, income redistribution, democratic values governance, ethnicity) and appropriate conventions	effectively presents their ideas and findings gleaned from sources using appropriate discipline-specific terms and conventions	presents their ideas and findings gleaned from sources using discipline-specific terms and conventions	unevenly communicates their ideas and findings using some discipline-specific terms and conventions	with support, unevenly communicates their ideas and findings using some discipline-specific terms and conventions

*Denotes that observations of student performance may be required