

# Rubrics – Year 3

## Year 3 Rubric: Topic 1 – Belonging and inclusion

Assessable activities	Achievement Standard	A	B	C	D	E
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
Activity 2	<b>English:</b> 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
	<b>English:</b> 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

\*Denotes that observations of student performance may be required

Assessable activities	Achievement Standard	A	B	C	D	E
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
	<b>HPE:</b> Students apply skills and strategies to interact respectfully with others	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'
<b>Activity 2</b> <b>Activity 4</b>	<b>HASS:</b> Students use 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 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 relevant discipline-specific terms	communicates their explanations of identity, communities and places in written and visual forms using simple discipline-specific terms (e.g. groups, belonging, place, connections)	unevenly communicates their ideas in written and visual forms using some simple discipline-specific terms	with direction, unevenly communicates their ideas in written and visual forms using some simple discipline-specific terms
<b>Activity 4</b>	<b>HASS:</b> Students identify connections of people to places	identifies and describes in detail the connections they have to the places and communities they belong to	identifies and describes the connections they have to the places and communities they belong to	identifies the connections they have to the places and communities they belong to	with support, identifies some of the connections they have to the places and communities they belong to	with direction, identifies some of the connections they have to the places and communities they belong to

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Assessable activities	Achievement Standard	A	B	C	D	E
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
	<b>HASS:</b> Students describe people's contributions to communities	provides a detailed and informed explanation of how and why they participate in groups in their community	provides an informed explanation of how and why they participate in groups in their community	explains how and why they participate in groups in their community	with support, explains how and why they participate in groups	with direction, provides a brief explanation of how why they participate in groups

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## Year 3 Rubric: Topic 2 – Fairness and equity

Assessable activities	Achievement Standard	A	B	C	D	E
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
<b>Activity 4</b>	<b>Mathematics:</b> Students represent money values in different ways	represents multiple money values (\$40, \$80, \$120 and \$180) in various ways and accurately labels notes and coins as values using decimal notation	represents different money values in various ways and labels notes and coins as values using decimal notation	represents money values (\$40) in various and uses decimal notation	with support, represents money values (\$40) in more than one way	with direction, represents money values in more than one way
	<b>Mathematics:</b> Students, use mathematical modelling to solve practical problems involving single-digit multiplication and division	uses mathematical modelling to efficiently solve a practical problem of how to use money to purchase resources so there are equitable outcomes and uses mathematical language to explain how they worked out their solution	uses mathematical modelling to solve a practical problem of how to use money to purchase resources so there are equitable outcomes and describes how they worked out their solution	uses mathematical modelling to solve a practical problem of how to use money to purchase resources so there are equitable outcomes	with support, uses mathematical modelling to solve a practical problem of how to use money to purchase resources so there are equitable outcomes	with direction, uses mathematical modelling to solve a practical problem of how to use money to purchase resources so there are equitable outcomes
	<b>HPE:</b> Students apply skills and strategies to interact respectfully with others	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'

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Assessable activities	Achievement Standard	A	B	C	D	E
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
<b>Activity 5</b> <b>Activity 6</b>	<b>Mathematics:</b> Students represent unit fractions and their multiples in different way	efficiently represents and models unit fractions and their multiples in different ways (fraction bars, draw it, write it, make it), and uses mathematical language to effectively describe equal and unequal proportions	represents and models unit fractions and their multiples in different ways (fraction bars, draw it, write it, make it), and uses mathematical language to describe equal and unequal proportions	represents and models unit fractions and their multiples in different ways (fraction bars, draw it, write it, make it)	with support, represents and models aspects of unit fractions	with direction, represents and models aspects of unit fractions
<b>Activity 8</b>	<b>English:</b> Students create multimodal texts, including stories, to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics	purposefully creates an effective multimodal text narrating an unfair situation 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 uses relevant details from learnt topics to explain how the situation could be made fair	creates a multimodal text narrating an unfair situation and uses relevant 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
	<b>English:</b> Students write texts using letters that are accurately formed and consistent in size	writes very legible texts using letters that are always accurately formed and consistent in size	writes legible texts using letters that are accurately formed and consistent in size	writes texts using letters that are accurately formed and consistent in size	writes texts using the correct letters that are either accurately formed or consistent in size but not both	writes texts using the correct letters but they are not always accurately formed and consistent in size

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Assessable activities	Achievement Standard	A	B	C	D	E
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
	<b>English:</b> Students spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words	consistently and accurately spells: <ul style="list-style-type: none"> <li>multisyllabic words using phonic and morphemic knowledge</li> <li>high-frequency words</li> </ul>	accurately spells: <ul style="list-style-type: none"> <li>multisyllabic words using phonic and morphemic knowledge</li> <li>high-frequency words</li> </ul>	spells words: <ul style="list-style-type: none"> <li>multisyllabic words using phonic and morphemic knowledge</li> <li>high-frequency words</li> </ul>	spells some: <ul style="list-style-type: none"> <li>multisyllabic words using phonic and morphemic knowledge</li> <li>high-frequency words</li> </ul>	with support, spells some: <ul style="list-style-type: none"> <li>multisyllabic words using phonic and morphemic knowledge</li> <li>high-frequency words</li> </ul>

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

Assessable activities	Achievement Standard	A	B	C	D	E
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
<b>Activity 3</b>	<b>HPE:</b> 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
<b>Activity 3</b> <b>Activity 5</b>	<b>HASS:</b> Students propose 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 protect rights and respond to an ethical dilemma	suggests individual action they could take to protect rights and respond to an ethical dilemma	with support, suggests individual action they could take to protect rights and respond to an ethical dilemma	with direction suggests individual action they could take to protect rights and respond to an ethical dilemma
<b>Activity 5</b>	<b>English:</b> 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
	<b>English:</b> Students relate ideas; express opinion, preferences; and include relevant details from learnt topics	includes several highly relevant details from what they have learnt about right and wrong to purposefully and effectively relate ideas and express their opinion and preferences about an ethical dilemma	includes highly relevant details from what they have learnt about right and wrong to effectively relate ideas and express their opinion and preferences about an ethical dilemma	includes relevant details from what they have learnt about right and wrong to relate ideas and express their opinion and preferences about an ethical dilemma	with support, includes some details from what they have learnt about right and wrong to relate ideas and express their opinion and preferences about an ethical dilemma	with direction, includes some details from what they have learnt about right and wrong to relate ideas and express their opinion and preferences about an ethical dilemma

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		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
<b>Activity 7</b>	<b>HASS:</b> Students describe the importance of rules	provides a considered and evidence-based explanation of the importance of rules in their community	draws on examples to effectively explain the importance of rules in their community	describes the importance of rules in their community	provides a partial description of the importance of rules in their community	provides a fragmented description of the importance of rules in their community
	<b>HASS:</b> Students use subject-specific terms to present descriptions and explanations	effectively and coherently communicates their explanations of the importance of rules in written and visual forms using relevant discipline-specific terms	effectively communicates their explanations of the importance of rules in written and visual forms using relevant discipline-specific terms	communicates their explanations of the importance of rules in written and visual forms using simple discipline-specific terms	unevenly communicates their ideas in written and visual forms using some simple discipline-specific terms	with direction, unevenly communicates their ideas in written and visual forms using some simple discipline-specific terms
	<b>English:</b> Students create multimodal texts to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics	purposefully creates an effective multimodal text explaining the importance of rules using highly relevant details from learnt topics	creates an effective multimodal text explaining the importance of rules using relevant details from learnt topics	creates a multimodal text describing the importance of rules using relevant details from learnt topics	creates a simple multimodal text describing the importance of rules using some relevant details from learnt topics	with support, creates a simple multimodal text describing the importance of rules using some relevant details from learnt topics
	<b>English:</b> Students use text structures including paragraphs, and language features including topic-specific vocabulary and/or visual features	purposefully and effectively uses the following text structures and language features when explaining the importance of rules: <ul style="list-style-type: none"> <li>coherent paragraphs</li> <li>compound sentences</li> </ul>	effectively uses the following text structures and language features when explaining the importance of rules: <ul style="list-style-type: none"> <li>coherent paragraphs</li> <li>compound sentences</li> </ul>	uses the following text structures and language features when describing the importance of rules: <ul style="list-style-type: none"> <li>paragraphs</li> <li>compound sentences</li> <li>topic-specific vocabulary</li> </ul>	uses some of the following text structures and language features when describing the importance of rules: <ul style="list-style-type: none"> <li>paragraphs</li> <li>compound sentences</li> <li>topic-specific vocabulary</li> </ul>	with support, uses some of the following text structures and language features when describing the importance of rules: <ul style="list-style-type: none"> <li>paragraphs</li> <li>compound sentences</li> </ul>

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		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
		<ul style="list-style-type: none"> <li>• topic-specific vocabulary</li> <li>• visual images</li> </ul>	<ul style="list-style-type: none"> <li>• topic-specific vocabulary</li> <li>• visual images</li> </ul>	<ul style="list-style-type: none"> <li>• visual images</li> </ul>	<ul style="list-style-type: none"> <li>• visual images</li> </ul>	<ul style="list-style-type: none"> <li>• topic-specific vocabulary</li> <li>• visual images</li> </ul>
	<b>English:</b> Students write texts using letters that are accurately formed and consistent in size	writes very legible texts using letters that are always accurately formed and consistent in size	writes legible texts using letters that are accurately formed and consistent in size	writes texts using letters that are accurately formed and consistent in size	writes texts using the correct letters that are either accurately formed or consistent in size but not both	writes texts using the correct letters but they are not always accurately formed and consistent in size

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

Assessable activities	Achievement Standard	A	B	C	D	E
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
<b>Activity 1</b>	<b>English:</b> Students listen to and comprehend spoken and/or multimodal texts including stories, and identify literal meaning*	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
<b>Activity 3</b>	<b>English:</b> Students create multimodal texts including stories to narrate, explain; relating ideas including relevant 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 includes highly relevant details from learnt topics and artfully 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 includes highly 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 includes relevant 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 relevant 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 relevant details from learnt topics

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Assessable activities	Achievement Standard	A	B	C	D	E
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
	<b>English:</b> Students view and comprehend texts, recognising their purpose and audience*	views and comprehends student-produced videos developing a deep understanding of purpose and audience and in turn effectively transfers this understanding to the creation of their own multimodal text	views and comprehends student-produced videos developing an understanding of purpose and audience and in turn transfers this understanding to the creation of their own multimodal text	views and comprehends student-produced videos and recognises purpose and audience	views and comprehends student-produced videos and with support, recognises purpose and audience	views and comprehends student-produced videos and with direction, recognises purpose and audience
<b>Activity 5</b>	<b>HASS:</b> Students locate, collect and record information and data from different sources	effectively locates and collects information about the local government resources in their local community from a range of sources and records their location on a map	locates and collects information about the local government resources in their local community from different sources and records their location on a map	locates and collects and records information about the local government resources in their local community using a map	with support, locates and collects and records information about the local government resources in their local community using a map	with direction, locates and collects and records information about the local government resources in their local community using a map
	<b>HASS:</b> 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

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		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
<b>Activity 7</b>	<b>Mathematics:</b> Students interpret and create two-dimensional representations of familiar environments	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)
	<b>Mathematics:</b> Students find unknown values in number sentences involving addition and subtraction	efficiently continues number patterns involving addition and subtraction, develops rules (mathematical equation) to describe the sequence and applies their rules to make generalisations and find an unknown quantity	efficiently continues number patterns involving addition and subtraction, develops rules and applies these to find larger terms in the sequence	continues number patterns involving addition and subtraction	with support, continues number patterns involving addition and subtraction	with direction, continues number patterns involving addition and subtraction

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## Year 3 Rubric: Topic 5 – Savings and budgets

Assessable activities	Achievement Standard	A	B	C	D	E
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
<b>Activity 6</b>	<p><b>Mathematics:</b> Students partition two- and three-digit numbers in different ways to assist in calculations</p>	fluently partitions two- and three-digit numbers in different ways to assist in calculations	fluently partitions two- and three-digit numbers using place value to assist in calculations	partitions two- and three-digit numbers using place value to assist in calculations	with support, partitions two- and three-digit numbers using place value to assist in calculations	with direction, partitions two- and three-digit numbers using place value to assist in calculations
	<p><b>Mathematics:</b> Students choose rounding and estimation strategies to determine whether results of calculations are reasonable</p>	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
	<p><b>Mathematics:</b> Students extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers</p>	uses a range of efficient written and mental strategies, such as addition and subtraction facts, to model and correctly solve financial problems involving two- and three-digit numbers	uses efficient written and mental strategies, such as addition and subtraction facts, to model and correctly solve financial problems involving two- and three-digit numbers	uses written and mental strategies, such as addition and subtraction facts, to model and solve financial problems involving two- and three-digit numbers	with support, uses written and mental strategies to solve financial problems involving two- and three-digit numbers	uses strategies as directed to solve addition and subtraction problems
	<p><b>Mathematics:</b> Students use mathematical modelling to solve practical problems involving single-digit</p>	uses mathematical modelling and a range of efficient written and mental strategies to correctly and efficiently solve	uses mathematical modelling and efficient written and mental strategies to correctly solve practical financial	uses mathematical modelling and written and mental strategies to solve practical financial problems involving single-digit	with support, uses written and mental strategies to solve financial problems involving single-digit multiplication and	uses strategies as directed to solve multiplication and division problems

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Assessable activities	Achievement Standard	A	B	C	D	E
	multiplication and division	practical financial problems involving single-digit multiplication and division	problems involving single-digit multiplication and division	multiplication and division	division	
	<b>English:</b> Students read, view and comprehend texts, recognise their purpose and audience, and describe how they are structured and presented*	reads, views and comprehends persuasive texts and analyses and evaluates their structure, presentation, audience and purpose	reads, views and comprehends persuasive texts and analyses their structure, presentation, audience and purpose	reads, views and comprehends persuasive texts, identifies purpose and audience and describes how they are structured and presented	with support, reads, views and comprehends persuasive texts, identifies purpose and audience and describes how they are structured and presented	with direction, reads, views and comprehends persuasive texts, identifies purpose and audience and describes how they are structured and presented
Activity 7	<b>English:</b> Students describe the language features of texts including literary devices, and how visual features extend meaning	purposefully and effectively describes the language features of persuasive texts such as their use of literary devices and visual features	effectively describes the language features of persuasive texts such as their use of literary devices and visual features	describes the language features of persuasive texts such as their use of literary devices and visual features	with support, describes the language features of persuasive texts such as their use of literary devices and visual features	with direction, describes the language features of persuasive texts such as their use of literary devices and visual features
	<b>English:</b> Students create multimodal texts that include relevant details from learnt topics and use language features including literary devices, and/or visual features	creates an effective advertisement promoting the benefits of saving using literary devices and visual features that enhance its appeal and persuasive qualities	creates an advertisement promoting the benefits of saving using literary devices and visual features that enhance its effectiveness	creates an advertisement promoting the benefits of saving using literary devices and visual features	with support, creates an advertisement promoting the benefits of saving using literary devices and visual features	with direction, creates an advertisement promoting the benefits of saving using literary devices and visual features

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## Year 3 Rubric: Topic 6 – Improving my community

Assessable activities	Achievement Standard	A	B	C	D	E
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
<b>Activity 1</b>	<p><b>Mathematics:</b> Students conduct guided statistical investigations involving categorical and discrete numerical data, and interpret their results in terms of the context</p>	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 interprets the data to draw reasoned conclusions on the most appropriate service the local government should provide	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 interprets the data to draw conclusions on the most appropriate service the local government should provide	conducts guided data investigations on the most popular government service among their peers or the school and interprets data displays to decide the most popular government service	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
	<p><b>Mathematics:</b> Students record, represent and compare data they have collected</p>	records data using the most effective methods such as frequency tables and spreadsheets, create a range of appropriate graphical representations of data sets, including using software, and compares a range of different displays to evaluate their effectiveness	records data using appropriate methods, creates different graphical representations of data sets, including using software, and compares different displays to select and justify the most effective display	records data, creates graphical representations of data sets and compares different displays to identify similarities and differences	with support, creates simple graphical representations of data sets and compares different displays to identify similarities and differences	with direction, creates simple graphical representations of data sets and compares different displays to identify similarities and differences

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		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
<b>Activity 1</b>	<b>HASS:</b> Students develop questions and locate, collect and record information and data from sources	effectively poses questions to inform a survey and collects and records data from well-designed surveys about student preferences for a range of government services	poses questions to inform a survey and collects and records data from well-designed surveys about student preferences for a range of government services	poses questions and collects and records data from surveys about student preferences for government services	with support, poses questions and collects and records data about student preferences for government services	with direction, poses questions and collects and records some data about student preferences for government services
	<b>HASS:</b> 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
<b>Activity 3</b>	<b>English:</b> Students create written texts to argue for audiences, relating ideas including relevant details from learnt topics	purposefully creates an effective written text to persuade the council to fund a service using highly relevant details and cogent information from learnt topics	creates an effective written text to persuade the council to fund a service using highly relevant details from learnt topics	creates a written text to persuade the council to fund a service using relevant 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

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Assessable activities	Achievement Standard	A	B	C	D	E
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
<b>Activity 3</b>	<b>English:</b> Students use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary	purposefully and effectively uses the following text structures and language features in their persuasive letters: <ul style="list-style-type: none"> <li>coherent paragraph</li> <li>compound sentences</li> <li>topic-specific</li> </ul>	effectively uses the following text structures and language features in their persuasive letters: <ul style="list-style-type: none"> <li>coherent paragraph</li> <li>compound sentences</li> <li>topic-specific</li> </ul>	uses the following text structures and language features in their persuasive letters: <ul style="list-style-type: none"> <li>coherent paragraph</li> <li>compound sentences</li> <li>topic-specific</li> </ul>	uses some of the following text structures and language features in their persuasive letters: <ul style="list-style-type: none"> <li>coherent paragraph</li> <li>compound sentences</li> <li>topic-specific</li> </ul>	with support, uses some of the following text structures and language features in their persuasive letters: <ul style="list-style-type: none"> <li>coherent paragraph</li> <li>compound sentences</li> <li>topic-specific</li> </ul>
	<b>English:</b> Students write texts using letters that are accurately formed and consistent in size	writes very legible texts using letters that are always accurately formed and consistent in size	writes legible texts using letters that are accurately formed and consistent in size	writes texts using letters that are accurately formed and consistent in size	writes texts using the correct letters that are either accurately formed or consistent in size but not both	writes texts using the correct letters but they are not always accurately formed and consistent in size
	<b>English:</b> Students spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words	consistently and accurately spells: <ul style="list-style-type: none"> <li>multisyllabic words using phonic and morphemic knowledge</li> <li>high-frequency words</li> </ul>	accurately spells: <ul style="list-style-type: none"> <li>multisyllabic words using phonic and morphemic knowledge</li> <li>high-frequency words</li> </ul>	spells words: <ul style="list-style-type: none"> <li>multisyllabic words using phonic and morphemic knowledge</li> <li>high-frequency words</li> </ul>	spells some: <ul style="list-style-type: none"> <li>multisyllabic words using phonic and morphemic knowledge</li> <li>high-frequency words</li> </ul>	with support, spells some: <ul style="list-style-type: none"> <li>multisyllabic words using phonic and morphemic knowledge</li> <li>high-frequency words</li> </ul>

\*Denotes that observations of student performance may be required

Assessable activities	Achievement Standard	A	B	C	D	E
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
<b>Activity 4</b>	<b>HPE:</b> 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
<b>Activity 5</b>	<b>HASS:</b> Students describe people's contributions to communities	provides a detailed and informed explanation of how and why they contribute to their community	provides an informed explanation of how and why they contribute to their community	describes how and why they contribute to their community	with support, describes how and why they contribute to their community	with direction, provides a brief description of how and why they contribute to their community
	<b>HASS:</b> Students propose 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 individual action they could take to contribute to their local community	with support, suggests individual action they could take to contribute to their local community	with direction, suggests individual action they could take to contribute to their local community
<b>Activity 6</b>	<b>English:</b> 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

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Assessable activities	Achievement Standard	A	B	C	D	E
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
<b>Activity 6</b>	<b>English:</b> Students group, logically sequence and link ideas	purposefully and effectively groups, logically sequences and links ideas when presenting their community action plan	effectively groups, logically sequences and links ideas when presenting their community action plan	groups, logically sequences and links ideas when presenting their community action plan	groups, sequences and links some ideas in their presentation	with support, groups, sequences and links some ideas in their presentation
	<b>English:</b> Students use language features including 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"> <li>• topic-specific vocabulary</li> <li>• visual feature</li> <li>• features of voice</li> </ul>	effectively uses the following language features in their presentations: <ul style="list-style-type: none"> <li>• topic-specific vocabulary</li> <li>• visual feature</li> <li>• features of voice</li> </ul>	uses the following language features in their presentations: <ul style="list-style-type: none"> <li>• topic-specific vocabulary</li> <li>• visual feature</li> <li>• features of voice</li> </ul>	uses some of the following language features in their presentations: <ul style="list-style-type: none"> <li>• topic-specific vocabulary</li> <li>• visual feature</li> <li>• features of voice</li> </ul>	variously uses some of the following language features in their presentations: <ul style="list-style-type: none"> <li>• topic-specific vocabulary</li> <li>• visual feature</li> <li>• features of voice</li> </ul>

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