

Rubrics – Year 6

Topic 1 – Community rights and responsibilities

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 3	HASS: Students explain the importance of people and processes to Australia's democracy	uses own words to accurately define democracy and draws on a range of sources to effectively explain in detail the importance of people and processes to Australia's democracy	uses own words to define democracy and draws on sources to effectively explain the importance of people and processes to Australia's democracy	defines democracy and explains the importance of people and processes to Australia's democracy	with support, provides a simple definition of democracy and explains why some processes are important to Australia's democracy	with direction, provides a simple definition of democracy and provides a limited explanation of why some processes are important to Australia's democracy
Activity 3 Activity 4	HASS: Students organise data in a range of formats	correctly organises detailed information about democracy and associated rights and responsibilities using different graphic organisers	correctly organises information about democracy and associated rights and responsibilities using different graphic organisers	organises information about democracy and associated rights and responsibilities using provided graphic organisers	with support, organises information about democracy and associated rights and responsibilities using provided graphic organisers	with direction, organises information about democracy and associated rights and responsibilities using provided graphic organisers
Activity 4	HASS: Students describe the rights and responsibilities of Australian citizens	describes a range of citizen rights and associated responsibilities that ensure rights are protected	describes a range of citizen rights and associated responsibilities	describes citizen rights and responsibilities	describes some citizen rights and responsibilities	with support, describes some citizen rights and responsibilities
Activity 3 Activity 4	English: Students listen to discussions, clarifying content	actively listens to discussions, clarifying content and thoughtfully	actively listens to discussions, clarifying content and respectfully	listens to discussions, clarifying content and	listens to discussions, asking questions for clarification	with prompting, listens and asks questions with prompting

Denotes that observations of student performance may be required.

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 7	and challenging others' ideas*	and respectfully challenging others'	challenging others' ideas	challenging others' ideas		
	English: Students contribute actively to class and group discussions, using a variety of strategies for effect*	purposefully uses a range of strategies for effect when actively contributing to class and group discussions	effectively uses a range of strategies for effect when actively contributing to class and group discussions	uses a variety of strategies for effect when actively contributing to class and group discussions	uses some strategies for effect when contributing to class and group discussions	with prompting, uses some strategies for effect when contributing to class and group discussions
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 celebrating diversity supports community wellbeing and cultural understanding
	HASS: Students locate and collect useful data and information from secondary sources	locates and collects useful data and information from a range of reliable secondary sources	locates and collects useful data and information from a range of secondary sources	locates and collects useful data and information from secondary sources	locates and collects data and information from a few secondary sources	with support, locates and collects data and information
	HASS: Students collaboratively generate alternative responses to an issue and reflect on their learning to propose action in response to an issue or challenge	contributes useful ideas to a collaboratively designed community profile and proposes a response based on well researched and comparative details about different communities	contributes ideas to a collaboratively designed community profile and proposes a response based on well researched details about different communities	contributes ideas to a collaboratively designed community profile and proposes a response based on researched details about different communities	contributes some ideas to a collaboratively designed community profile and proposes a simple response based on some research	with support, contributes some ideas to a collaboratively designed community profile and proposes a simple response based on some research
Activity 3 Activity 7	HASS: Students present ideas, findings, viewpoints and conclusions in a range of communication	purposefully and effectively presents their detailed ideas, findings, viewpoints and conclusions in a range of communication forms using sophisticated	effectively presents their ideas, findings, viewpoints and conclusions in a range of communication forms using appropriate	presents their ideas, findings, viewpoints and conclusions in a range of communication forms using discipline-specific	unevenly communicates their ideas, findings, viewpoints and simple conclusions using some	with support, unevenly communicates their ideas, findings, viewpoints and simple conclusions using some

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Assessable activities	Achievement Standard	A	B	C	D	E
	forms, communication conventions and discipline-specific terms	discipline-specific terms and appropriate conventions	discipline-specific terms and conventions	terms and appropriate conventions	discipline-specific terms and conventions	discipline-specific terms and conventions

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Year 6 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, using a variety of strategies for effect*	purposefully and effectively uses a range of strategies for effect when actively contributing to class and group discussions	effectively uses of a range of strategies for effect when actively contributing to class and group discussions	uses of a variety of strategies for effect when actively contributing to class and group discussions	uses some strategies for effect when contributing to class and group discussions	with prompting, uses some strategies for effect when contributing to class and group discussions
	HASS: Students reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal	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 probable 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 probable effects of these actions	reflects on their learning to propose actions they could take to support their community and describes the probable effects of these actions	with support, reflects on their learning to propose actions they could take to help others and describes some of the probable effects of these actions	with direction, reflects on their learning to propose actions they could take to help others and describes some of the probable effects of some of these actions
Activity 2 Activity 4	HASS: Students explain the importance of people, institutions, and processes to Australia's democracy	provides reasoned and logical explanations of the importance of people (volunteers), institutions (governments) and processes (taxation system) to Australia's democracy	effectively explains the importance of people (volunteers), institutions (governments) and processes (taxation system) to Australia's democracy	explains the importance of people (volunteers), institutions (governments) and processes (taxation system) to Australia's democracy	with support, provides a brief explanation of the importance of people (volunteers), institutions (governments) and processes (taxation system) to Australia's democracy	with direction, provides a brief explanation of the importance of people (volunteers), institutions (governments) and processes (taxation system) to Australia's democracy
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

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Year 6 Rubric: Topic 3 – Collecting tax fairly

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 2	Mathematics: Students connect fractions, decimals and percentages as different representations of the same number	connects fractions, decimals and percentages as different representations of the same number and effectively explains these various representations of the same amount	connects fractions, decimals and percentages as different representations of the same number and explains these various representations of the same amount	connects fractions, decimals and percentages as different representations of the same number	with support, connects fractions, decimals and percentages as different representations of the same number	with direction, connects fractions, decimals and percentages as different representations of the same number
	Mathematics: Students calculate a simple fraction of a quantity	uses a range of efficient strategies to correctly calculate a fraction of a quantity	efficiently calculates a fraction of a quantity	calculates a simple fraction of a quantity	with support, calculates a simple fraction of a quantity	with direction, calculates a simple fraction of a quantity
Activity 4	Mathematics: Students solve problems involving all four operations with whole numbers	correctly solves problems involving all four operations using a range of efficient strategies and explains and justifies strategies used	correctly solves problems involving all four operations using a range of efficient strategies and explains strategies used	solves simple problems involving all four operations using a range of strategies	with support, solves simple problems involving all four operations using one or more strategy	solves simple problems using strategies as direct00ED
Activity 5	HASS: Students use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others	uses a range of criteria and weighs up the advantages and disadvantages of different tax models to propose and justify the most appropriate model to use on different items	uses criteria and weighs up the advantages and disadvantages of different tax models to propose and justify an appropriate model to use on different items	identifies the advantages and disadvantages of different tax models and uses criteria to propose and justify models to use on different items	with support, identifies some advantages and disadvantages of different tax models and proposes and partially justifies models to use on different items	with direction, identifies some advantages and disadvantages of different tax models and proposes and partially justifies models to use on different items

Year 6 Rubric: Topic 4 – Responsible government spending

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 3 Activity 5	Mathematics: Students interpret and compare a variety of data displays including those displays for two categorical variables	effectively interprets and compares a variety of data displays and selects and justifies the most appropriate display to represent data	interprets and compares a variety of data displays and selects the most appropriate display to represent data	interprets and compares a variety of data displays	with support, interprets and compares simple data displays	with direction, interprets and compares simple data displays
	HASS: Students interpret data to identify, describe patterns and to infer relationships, and evaluate evidence to draw conclusions	interprets data in various forms to effectively explain distributions (wealth and services), patterns (services), and to infer relationships (gender and wealth), and effectively draws conclusions based on a thorough evaluation of evidence	interprets data in various forms to explain distributions (wealth and services), patterns (services), and to infer relationships (gender and wealth), and draws conclusions based on the evaluation of evidence	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	HASS: Students recognise why choices about the allocation of resources involve trade-offs	provides an insightful explanation of scarcity and why choices about the allocation of resources involve trade-offs	provides an explanation of why choices about the allocation of resources involve trade-offs	recognises why choices about the allocation of resources involve trade-offs	partially recognises why choices about the allocation of resources involve trade-offs	with direction, partially recognises why choices about the allocation of resources involve trade-offs
	Mathematics: Students locate an ordered pair in any one of the four quadrants on the Cartesian plane	creates a detailed scaled map using all quadrants of a Cartesian plane, uses coordinates to locate landmarks located in each of the four quadrants and describes how to get from one point to another using distance in units and direction (eg: N, NE, NW)	creates a scaled map using all quadrants of a Cartesian plane, uses coordinates to locate landmarks located in any two of the four quadrants and describes how to get from one point to another using distance in units and direction (eg: N, NE, NW)	creates a scaled map using one of the four quadrants of a Cartesian plane and uses coordinates to locate landmarks	creates a simple grid map using one of the four quadrants of a Cartesian plane and locates some landmarks using coordinates	with support, creates a simple grid map using one of the four quadrants of a Cartesian plane and locates some landmarks using coordinates

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Assessable activities	Achievement Standard	A	B	C	D	E
	HASS: Students locate and collect useful data and information from secondary sources	locates and collects useful data and information from a range of reliable secondary sources	locates and collects useful data and information from a range of secondary sources	locates and collects useful data and information from secondary sources	locates and collects data and information from a few secondary sources	with support, locates and collects data and information
	HASS: Students organise and represent data in a range of formats, including large-scale maps, using appropriate conventions	uses a range of appropriate formats to purposefully and effectively organise information and data and represents where community members live, work, learn, play and shop on a detailed large-scale map using all cartographic conventions	uses a range of appropriate formats to effectively organise 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 formats to organise information and data and represents where community members live, work, learn, play and shop on a large-scale map using appropriate conventions	with support, organises information in different formats and represents where community members live, work, play or shop on a large-scale map	with direction, organises information in different formats and represents where community members live, work, play or shop on a large-scale map
	HASS: Students present ideas, findings, viewpoints and conclusions in a range of communication forms, communication conventions and discipline-specific terms	purposefully and effectively presents their detailed ideas, findings, viewpoints and conclusions in a range of communication forms using sophisticated discipline-specific terms and appropriate conventions	effectively presents their ideas, findings, viewpoints and conclusions in a range of communication forms using appropriate discipline-specific terms and conventions	presents their ideas, findings, viewpoints and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions	unevenly communicates their ideas, findings, viewpoints and simple conclusions using some discipline-specific terms and conventions	with support, unevenly communicates their ideas, findings, viewpoints 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 describe how people, places, communities	explains how the location of community services and	describes in detail how the location of community services and	describes how the location of community services and	describes in limited detail how the location of community services	describes in very limited detail how the location of community services

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Assessable activities	Achievement Standard	A	B	C	D	E
	and environments are interconnected	environmental features in a proposed community facilitate interconnections between people, places communities and environments	environmental features in a proposed community facilitate interconnections between people, places communities and environments	environmental features in a proposed community facilitate interconnections between people, places communities and environments	and environmental features in a proposed community facilitate interconnections between people, places communities and environments	and environmental features in a proposed community facilitate interconnections between people, places communities and environments

Year 6 Rubric: Topic 5 – Saving and superannuation

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 2 Activity 4	Mathematics: Students solve problems involving all four operations with whole numbers	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 why choices about the allocation of resources involve trade-offs	provides an insightful explanation of scarcity and why choices about the allocation of resources involve trade-offs	provides an explanation of why choices about the allocation of resources involve trade-offs	recognises why choices about the allocation of resources involve trade-offs	partially recognises why choices about the allocation of resources involve trade-offs	with direction, partially recognises why choices about the allocation of resources involve trade-offs
Activity 3	Mathematics: Students write correct number sentences using brackets and order of operations	efficiently writes correct number sentences that involve multiple operations using brackets and the order of operations	writes correct number sentences that involve several operations using brackets and the order of operations	writes correct number sentences using brackets and the order of operations	writes simple number sentences using brackets and the order of operations	with support, writes simple number sentences using brackets and the order of operations
Activity 4	Mathematics: Students connect fractions, decimals and percentages as different representations of the same number	connects fractions, decimals and percentages as different representations of the same number and applies these different representations to various calculations	connects fractions, decimals and percentages as different representations of the same number and applies these different representations to various calculations	connects fractions, decimals and percentages as different representations of the same number	with support, connects fractions, decimals and percentages as different representations of the same number	with direction, connects fractions, decimals and percentages as different representations of the same number
Activity 6	English: Students make considered vocabulary choices to enhance cohesion and structure in their writing	purposefully makes highly considered and effective vocabulary choices to enhance cohesion and structure in their writing	makes considered and effective vocabulary choices to enhance cohesion and structure in their writing	makes considered vocabulary choices to enhance cohesion and structure in their writing	makes vocabulary choices to achieve some cohesion and structure in their writing	with direction, makes vocabulary choices to achieve some cohesion and structure in their writing

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Assessable activities	Achievement Standard	A	B	C	D	E
	HASS: Students explain why it is important to be informed when making financial decisions	provides a considered explanation of why it is important to be informed when making long-term financial decisions such as superannuation	provides an effective explanation of why it is important to be informed when making long-term financial decisions such as superannuation	explains why it is important to be informed when making long-term financial decisions such as superannuation	explains in limited detail why it is important to be informed when making long-term financial decisions such as superannuation	explains in very limited detail why it is important to be informed when making long-term financial decisions such as superannuation
Activity 7	English: Students make presentations using a variety of strategies for effect	makes engaging and effective presentations using a variety of strategies for effect	makes effective presentations using a variety of strategies for effect	makes presentations using a variety of strategies for effect	makes presentations which include some strategies for effect	with support, makes presentations using a limited number of strategies for effect

Year 6 Rubric: Topic 6– Our ideal community

Assessable activities	Achievement Standard and General Capability	A	B	C	D	E
Activity 3	English: Students create detailed texts elaborating on key ideas	creates a highly effective and detailed pitch that provides persuasive arguments to support their community design and uses a range of examples to elaborate on these arguments	creates an effective and detailed pitch that provides convincing arguments to support their community design and uses a number of examples to elaborate on these arguments	creates a detailed pitch that provides arguments to support their community design and uses examples to elaborate on these arguments	creates a pitch that uses some examples to elaborate on arguments	with support, creates a pitch that uses a limited number of examples to elaborate on arguments
	English: Students demonstrate an understanding of grammar	demonstrates a very deep understanding of grammar by carefully selecting sentences, clauses and word and word groups to purposefully and effectively explain, expand and sharpen ideas	demonstrates a deep understanding of grammar by selecting sentences, clauses and word and word groups to effectively explain, and expand ideas	demonstrates an understanding of grammar by selecting sentences, clauses and word and word groups to explain, expand and sharpen ideas	demonstrates a developing understanding of grammar by using simple sentences, clauses and word and word groups to explain ideas	demonstrates an emerging understanding of grammar by using simple sentences, clauses and words to explain ideas
	English: Students make considered vocabulary choices to enhance cohesion and structure in their writing	purposefully makes highly considered and effective vocabulary choices to enhance cohesion and structure in their writing	makes considered and effective vocabulary choices to enhance cohesion and structure in their writing	makes considered vocabulary choices to enhance cohesion and structure in their writing	makes considered vocabulary choices to achieve some cohesion and structure in their writing	with direction, makes vocabulary choices to achieve some cohesion and structure in their writing
	English: Students use accurate spelling and punctuation for clarity	judiciously selects specific vocabulary for effect and consistently uses accurate spelling and punctuation	selects 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 explain editorial choices	purposefully edits work and explains editorial choices	effectively edits work and explains editorial choices	edits work and explains editorial choices	with support, edits work and explains editorial choices	with considerable support, edits work and explains editorial choices

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Assessable activities	Achievement Standard and General Capability	A	B	C	D	E
Activity 4	English: Students make presentations using a variety of strategies for effect	makes engaging and effective presentations using a variety of strategies for effect	makes effective presentations using a variety of strategies for effect	makes presentations using a variety of strategies for effect	makes presentations which include some strategies for effect	with support, makes presentations using a limited number of strategies for effect
Activity 3 Activity 4	HASS: Students present ideas, findings, viewpoints and conclusions in a range of communication forms, communication conventions and discipline-specific terms	purposefully and effectively presents their detailed ideas, findings, viewpoints and conclusions in a range of communication forms using appropriate conventions and sophisticated discipline-specific terms (eg: financial, taxation types, income redistribution, democratic values governance, ethnicity)	effectively presents their ideas, findings, viewpoints and conclusions in a range of communication forms using appropriate conventions and discipline-specific terms (eg: government, taxation, community, citizens)	presents their ideas, findings, viewpoints and conclusions in a range of communication forms using appropriate conventions and discipline-specific terms	unevenly communicates their ideas, findings, viewpoints and simple conclusions using some discipline-specific terms and conventions	with support, unevenly communicates their ideas, findings, viewpoints and simple conclusions using some discipline-specific terms and 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

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