**Generic Assessment Rubric based on main CDs and themes in the unit Year Two**

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| **Knowledge and understanding** | **A** | **B** | **C** | **D** | **E** |
| Students identify how texts across the curriculum are organised differently and use language features depending on purposes [AC9E2LA03](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-2/content-description?subject-identifier=ENGENGY2&content-description-code=AC9E2LA03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Student comprehensively describes and understands how texts across the curriculum are organised differently and insightfully uses language features depending on purposes.  | Student thoroughly describes and understands how texts across the curriculum use different language features and structures relevant to their purpose. | Student identifies how texts across the curriculum are organised differently and use language features depending on purposes.  | Student partially describes how texts across the curriculum use different language features and structures relevant to the purpose. | Student is yet to describe how texts across the curriculum use different language features and structures relevant to the purpose. |
| Students describe how people use science in their daily lives, including using patterns to make scientific predictions[AC9S2H01](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-2/content-description?subject-identifier=SCISCIY2&content-description-code=AC9S2H01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Student comprehensively examines how people use data to develop scientific explanations | Student thoroughly examines how people use data to develop scientific explanations. | Student examines how people use data to develop scientific explanations. | Student partially examines how people use data to develop scientific explanations. | Student is yet to examine how people use data to develop scientific explanations. |
| **Skills** | **A** | **B** | **C** | **D** | **E** |
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| Students pose questions to explore observed simple patterns and relationships and make predictions based on experiences.[AC9S2I01](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-2/content-description?subject-identifier=SCISCIY2&content-description-code=AC9S2I01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Student confidently and consistently poses thoughtful questions to explore observed patterns and relationships and make predictions based on observations. | Student consistently poses questions to explore observed patterns and relationships and make predictions based on observations. | Student poses questions to explore observed patterns and relationships and make predictions based on observations. | Student attempts to pose questions to explore observed patterns and relationships and make predictions based on observations. | Student is yet to pose questions to explore observed patterns and relationships and make predictions based on observations. |
| Students identify how places can be spatially represented in geographical divisions from local to regional to state /territory and how people and places are interconnected across those scales[AC9HS2K03](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/hass-f-6/year-2/content-description?subject-identifier=HASHASY2&content-description-code=AC9HS2K03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Student comprehensively and confidently identifies the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features. | Student thoroughly identifies the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features. | Student identifies the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features. | Student sometimes identifies the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features. | Student is yet to identify the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features. |
| **Literacy: Creating Texts**Students create and edit short imaginative, informative, and persuasive written or multimodal texts for familiar audiences, using text structure appropriate to purpose.[AC9E2LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-2/content-description?subject-identifier=ENGENGY2&content-description-code=AC9E2LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) |  |  |  |  |  |