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

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| **Knowledge and understanding** | **A** | **B** | **C** | **D** | **E** |
| Students describe how texts across the curriculum use different language features and structures relevant to their purpose[AC9E3LA03](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-3/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LA03&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 use different language features and structures relevant to their purpose. | Student thoroughly describes and understands how texts across the curriculum use different language features and structures relevant to their purpose. | Student describes how texts across the curriculum are organised differently and use language features relevant to the purpose.  | 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 identify the audience and purpose of imaginative, informative, and persuasive texts through their use of language features and/or images [AC9E3LY03](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-3/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LY03&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 identifies the audience and purpose of texts through their insightful use of language features and/or images. | Student thoroughly identifies the audience and purpose of texts through their regular use of language features and/or images. | Student identifies the audience and purpose of texts l use of language features and/or images. | Student sometimes identifies the audience and purpose of texts through a limited use of language features and/or images. | Student is yet to identify the audience and purpose of texts through use of language features and/or images. |
| Students compare characteristics of living things and non-living things and examine the differences between the life cycles of plants and animals.[*AC9S3U01*](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3U01&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 compares characteristics of living things and non-living things and examine the differences between the life cycles of plants and animals. | Student thoroughly compares characteristics of living things and non-living things and examine the differences between the life cycles of plants and animals. | Student compares characteristics of living things and non-living things and examine the differences between the life cycles of plants and animals. | Student partially compares characteristics of living things and non-living things and examine the differences between the life cycles of plants and animals. | Student is yet to compare characteristics of living things and non-living things and examine the differences between the life cycles of plants and animals. |
| Students compare the observable properties of soils, rocks and minerals and investigate why they are important Earth resources.[AS9S3U02](https://v9.australiancurriculum.edu.au/search?TTN=q%3DAS9S3U02&on=AC&AC=q%3DAS9S3U02%26pageOffset%3D0) | Student comprehensively compares the observable properties of soils, rocks and minerals and investigate why they are important Earth resources. | Student thoroughly compares the observable properties of soils, rocks and minerals and investigate why they are important Earth resources. | Student compares the observable properties of soils, rocks and minerals and investigate why they are important Earth resources. | Student partially compares the observable properties of soils, rocks and minerals and investigate why they are important Earth resources. | Student is yet to compare the observable properties of soils, rocks and minerals and investigate why they are important Earth resources |
| Students examine how people use data to develop scientific explanations.[*AC9S3H01*](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3H01&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. |
| Students identify the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features.[AC9HS3K05](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/hass-f-6/year-3/content-description?subject-identifier=HASHASY3&content-description-code=AC9HS3K05&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 identifies the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features with a number of examples. | Student thoroughly identifies the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features with a few examples. | Student identifies the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features. | Student partially 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 |
| **Skills** | **A** | **B** | **C** | **D** | **E** |
| Students pose questions to explore observed patterns and relationships and make predictions based on observations[AC9S3I01](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3I01&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 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, with a number of examples. | Student thoroughly identifies 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 with some examples. | Student identifies 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. | Student sometimes identifies 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.. | Student is yet to 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 features. |
| Students identify the purpose of layout features in print and digital texts and the words used for navigation.[AC9E3LA05](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-3/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LA05&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 purpose of layout features in print and digital texts and the words used for navigation, with a number of examples. | Student thoroughly identifies the purpose of layout features in print and digital texts and the words used for navigation, with some examples. | Student identifies the purpose of layout features in print and digital texts and the words used for navigation. | Student partially identifies the purpose of layout features in print and digital texts and the words used for navigation. | Student is yet to identify the purpose of layout features in print and digital texts and the words used |