

Assessment Rubric: History of St Stephen's School Research Project and Keynote Presentation

By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

LEVEL OF ACHIEVMENT

OUTCOME	Level 1	Level 2	Level 3	Level 4
Pose questions.	Pose factual and exploratory questions based on personal interest and experiences at St Stephen's.	Pose questions to identify and clarify issues, and compare information in their experience of St Stephen's.	Pose questions to expand their knowledge about the changes at St Stephen's school.	Pose questions to clarify and interpret information. Probe for cause and effect.
Identify and clarify information and ideas.	Identify and describe familiar information and ideas during a discussion or investigation.	Identify and explore information and ideas from source material.	Identify main ideas and select and clarify information from a range of sources.	Identify main ideas and prioritise which information is relevant.
Organise and process information.	Gather similar information or depictions from given sources.	Organise information based on similar or relevant ideas from several sources.	Collect, compare and categorise facts and opinions found in a widening range of sources.	Analyse, condense and combine relevant information from a variety of sources.
Reflecting on thinking	Identify the main elements of the steps in a thinking process.	Outline the details and sequence in a whole task and separate it into workable parts.	Identify pertinent information in an investigation and separate into smaller parts or ideas.	Identify and justify the thinking behind choices they have made.
Work collaboratively	Taking turns, sharing resources and following class routines.	Participating in guided group investigations.	Encouraging others to contribute in group investigations.	Including others in the group and respecting their opinions, working for a common goal.