

Key Inquiry Questions

How are decisions made democratically? Why do we make rules? How can I participate in my community?

These criteria can be used in making judgements on a student's achievement with the following assessable items:

- Inquisitive **Communities** Assessment
- Lesson 1
- Lesson 3 Question 5
- Folio of Student's Work.

Name: _____

Date: _____

	A Extending with depth beyond the achievement standard	B Working beyond the achievement standard	C Achieving and demonstrating the achievement standard	D Working towards the achievement standard	E Beginning to work towards the achievement standard
KNOWLEDGE	Comprehensively understands the importance of making decisions democratically.	Thoroughly understands the importance of making decisions democratically.	Understands the importance of making decisions democratically.	With guidance , understands the importance of making decisions democratically.	With detailed guidance , is beginning to understand the importance of making decisions democratically.
	Explicitly identifies the importance of rules providing a number of detailed reasons .	Confidently identifies the importance of rules providing several informed reasons.	Identifies the importance of rules and provides reasons.	With guidance , identifies the importance of rules and can provide reasons for a few .	With detailed guidance , partially identifies the importance of rules.
	Extensively explores a wide range of community groups and discerningly identifies how they can participate in a community.	Effectively explores a range of community groups and clearly identifies how they can participate in a community.	Explores community groups and identifies how they can participate in a community.	With guidance , explores a few community groups and identifies several ways of how they can participate in a community.	With detailed guidance , can explore a community group and partially identify how they can participate in a community.
SKILLS	Insightfully draws a range of simple conclusions based on considered analysis and data.	Carefully draws a number of simple conclusions based on informed analysis and data.	Draws simple conclusions based on analysis and data.	With guidance , draws basic conclusions based on analysis and data.	With detailed guidance , is beginning to draw very basic conclusions based on analysis and data.
FEEDBACK				<p>Australian Curriculum ACHASSI052, ACHASSI053, ACHASSI054, ACHASSI056, ACHASSI058, ACHASSI059, ACHASSI060, ACHASSI061, ACHASSK070, ACHASSK071, ACHASSK072</p> <p>NSW Syllabus</p> <p>WA & AUS Curriculum WAHASS26, WAHASS28, WAHASS29, WAHASS31, WAHASS32, WAHASS33, WAHASS36</p>	