

## Connected Histories – Assessment Task Performance Rubric

	Not Shown	Working Below Standard	Working Towards Standard	Achieved Standard	Exceeded Expectation
<p><b>Knowledge and Understanding</b>                      The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Makassan and the Europeans, and the effects of these interactions on, for example, people and environments (ACHASSK086)                      Have you explained how the Makassan's, Cameleers and Pearlys came to Australia and the reasons why they came here?</p>		Acknowledgement of some of the key groups explored in the Connected Histories unit.	Reference to some knowledge and understanding of the contact between Aboriginal and Torres Strait Islander peoples and the first Muslims in Australia.	Sound knowledge and understanding of the contact between Aboriginal and Torres Strait Islander peoples and the first Muslims in Australia.	Detailed knowledge and understanding contact between Aboriginal and Torres Strait Islander peoples and the first Muslims in Australia.
<p><b>Knowledge and Understanding</b>                      The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)                      Have you included information about Islam and how it connects to the Makassan's, Cameleers and Pearlys?</p>		Limited demonstration of knowledge and understanding of Australian Muslim history.	Some demonstration of knowledge and understanding of Australian Muslim history.	Consistent demonstration of knowledge and understanding of Australian Muslim history.	Extensive demonstration of knowledge and understanding of Australian Muslim history.
<p><b>Evidence</b>                      Locate and collect information and data from different sources, including observations (ACHASSI074)                      Have you included evidence (including pictures, quotes, dates etc.) to show where you have got your information from?</p>		Limited examples given to show and acknowledgment of historical resources used to support ideas presented.	Some examples given to show and acknowledgment of historical resources used to support ideas presented.	Considered examples given to show and acknowledgment of historical resources used to support ideas presented.	Effective examples given to show and acknowledgment of historical resources used to support ideas presented.
<p><b>Communication</b>                      Sequence information about people's lives and events (ACHASSI076)                      Have you displayed your information in order? Is what you are saying making sense?</p>		Some effort taken in trying to create an appropriate sequence for information being presented.	Solid effort taken in trying to create an appropriate sequence for information being presented.	Information being presented is in appropriate sequence.	Information being presented in in appropriate sequence, with sub-headings and detail showing proficient understanding of sequential order.
<p><b>Communication</b>                      Interact with others with respect to share points of view (ACHASSI080)                      Can you confidently present your information to the class, and ask respectful questions to your classmates about their presentations?</p>		Emerging development of control of expression.	Some control and fluency of expression.	Generally fluent and accurate speaking, with attention to tone.	Mostly fluent and precise speaking, with attention to tone.