

Name:

Date:

**Assessment Rubric – Indigenous People – Then and Now**  
The world’s indigenous people have changed over time.

<p align="center">4 Advanced</p>	<p>Explains in detail what it means to be indigenous by describing the following:</p> <ul style="list-style-type: none"> <li>- Identity</li> <li>- Traditions</li> <li>- Community structures</li> <li>- Family organisation</li> </ul> <p>Draws on examples from various indigenous communities</p>	<p>Compares and contrasts changes to indigenous communities in the past and present drawing on experiences of several communities</p> <p>Explains in detail most reasons for changes that have occurred using examples as evidence</p>	<p>Creates and uses a range of thinking tools effectively to organise knowledge, conceptual understandings and ideas</p> <p>Thinking tools show a high level of organisation appropriate to the situation</p>	<p><b>Content ideas:</b> Writing includes all elements of a story, developed in detail (problem, solution, setting and character development)</p> <p><b>Audience Awareness:</b> Writer shows awareness of purpose and audience through choice of content, language and writing style.</p> <p>Gives audience all information needed to entertain them e.g. sufficient description of setting, character and solution</p> <p><b>Structure:</b> Story includes beginning, middle and end and may experiment with story structures e.g. moving beyond the moment to past and future times</p>
<p align="center">3 Proficient</p>	<p>Explains in detail what it means to be indigenous by describing most of the following:</p> <ul style="list-style-type: none"> <li>- Identity</li> <li>- Traditions</li> <li>- Community structures</li> <li>- Family organisation</li> </ul>	<p>Compares and contrasts changes to indigenous communities in the past and present</p> <p>Explains in detail several reasons for changes that have occurred, such as:</p> <ul style="list-style-type: none"> <li>- Development of technology</li> <li>- Colonisation (European settlement)</li> <li>- Disease</li> <li>- Migration</li> <li>- Opportunities (food, money, land, jobs, education)</li> <li>- Rights</li> </ul>	<p>Creates and uses thinking tools effectively to organise knowledge and ideas</p> <p>Thinking tools are organised appropriately, legible and include all necessary components</p>	<p><b>Content ideas:</b> Writing includes all elements of a story (problem, solution, setting and character development)</p> <p><b>Audience Awareness:</b> Story is written for an audience and is easy to understand</p> <p><b>Structure:</b> Story includes beginning, middle and end (sequential order). Beginning and ending are clearly linked.</p>
<p align="center">2 Consolidating</p>	<p>Explains what its means to be indigenous by describing some of the following:</p> <ul style="list-style-type: none"> <li>- Identity</li> <li>- Traditions</li> <li>- Community structures</li> <li>- Family organisation</li> </ul> <p>Detail may not have been given</p>	<p>Compares and contrasts changes to indigenous communities in the past and present</p> <p>Explains some reasons for changes that have occurred such as:</p> <ul style="list-style-type: none"> <li>- Development of technology</li> <li>- Colonisation (European settlement)</li> <li>- Disease</li> <li>- Migration</li> <li>- Opportunities (food, money, land, jobs, education)</li> <li>- Rights</li> </ul>	<p>Creates and uses thinking tools to organise knowledge and ideas</p> <p>Thinking tools are organised appropriately, legible and include all necessary components</p> <p>May need some assistance when creating or using the tools</p>	<p><b>Content ideas:</b> Writing includes most elements of a story (problem, solution, setting and character development)</p> <p><b>Audience Awareness:</b> Story is written for an audience and is easy to understand. May assume shared knowledge of context with the audience</p> <p><b>Structure:</b> Story includes beginning, middle and end (sequential order)</p>
<p align="center">1 Beginning</p>	<p>Defines what it means to be indigenous</p>	<p>List some changes that have taken place in indigenous communities over time</p> <p>Identifies some of the reasons for change</p> <p>Some detail may have been included</p>	<p>Uses some thinking tools with assistance</p> <p>Thinking tools may show some organisation and some of the necessary components may have been included</p>	<p><b>Content ideas:</b> Writing includes most elements of a story (problem, solution, setting and character development)</p> <p><b>Audience Awareness:</b> Story is written for own self to understand. Assumes shared knowledge of context with the audience (story may not make sense in parts)</p> <p><b>Structure:</b> Some organisation is evident in the story</p>
	<p>Explains what it means to be indigenous</p>	<p>Identifies the causes and effects of changes to indigenous communities</p>	<p>Organises information using a range of thinking tools (e.g. Mind Maps and concept maps)</p>	<p>Uses the structure and features of narrative writing to compose a myth or legend</p>
	<p align="center"><b>Form</b></p>	<p align="center"><b>Change and Causation</b></p>	<p align="center"><b>Thinking Skills</b></p>	<p align="center"><b>Communication Skills - Writing</b></p>