

Year 5 Rubric – Shape and Measurement

	Uses standard units of measurement to measure length, perimeter and area	Understands the relationship between units of measurement	Analyses, classifies, creates and describes 2 dimensional shapes using geometric vocabulary	Analyses, classifies and describes 3 dimensional shapes using geometric vocabulary	Identifies, describes and draws angles and triangles
Advanced – Phase 4	<ul style="list-style-type: none"> Estimates and measures length of objects and distances with increasing accuracy (decimal notation) Investigates and calculates perimeter of various shapes including circles (circumference) Calculates the surface area of 3D shapes or objects Calculates the area of composite/irregular shapes 	<ul style="list-style-type: none"> Converts complex length units (e.g. Km to mm etc) 	<ul style="list-style-type: none"> Describes and accurately constructs different types of lines (parallel, perpendicular, diagonal, intersecting) Identifies and constructs symmetrical, congruent and similar shapes (reduce and enlarge to scale) Rotates, translates and reflects (or a combination of) shapes in 4 quadrants 	<ul style="list-style-type: none"> Describes, classifies and constructs polyhedra from a net and vice versa 	<ul style="list-style-type: none"> Describes, measures and constructs types of angles: obtuse, acute, straight, reflex, right Measures and constructs circles using a formula to calculate diameter, radius and circumference
Proficient Proficient - Phase 3	<ul style="list-style-type: none"> Estimates, measures, labels, compares and orders length of objects using appropriate tools and standard units (m, cm, mm) Estimates, constructs, measures, labels and compares perimeter of objects using standard units e.g. cm Estimates, constructs, measures, labels and compares area of objects using standard units e.g. cm² Explains using words, diagrams or symbols that perimeter can change while the area remains the same 	<ul style="list-style-type: none"> Converts length units (e.g. 200 cm is 2 m, 350 cm is 3.5 m) 	<ul style="list-style-type: none"> Identifies and describes lines (vertical, horizontal, parallel, perpendicular, diagonal, intersecting) Describes regular and irregular polygons in terms of lines and angles Identifies, describes, classifies, sorts and labels types of quadrilaterals (e.g. square, rectangle, rhombus, parallelogram, trapezium) Identifies lines of reflective symmetry Transforms shapes (slide, flip, turn) 	<ul style="list-style-type: none"> Names and describes 3D shapes (cube, cylinder, cone, sphere, prism, pyramid) using mathematical vocabulary (faces, edges, vertices, base, 2D shape relationships) Describes the difference between prisms and pyramids 	<ul style="list-style-type: none"> Explains that an angle is a measure of rotation Identifies, describes, classifies, sorts and labels types of angles and triangles using appropriate vocabulary (obtuse, acute and right)

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Consolidating – Phase 3	<p><i>With support:</i></p> <ul style="list-style-type: none"> Estimates, measures, labels, compares and orders length of objects using appropriate tools and standard units (m, cm, mm) Estimates, constructs, measures, labels and compares perimeter of objects using standard units e.g. cm Estimates, measures, and compares area of objects using standard units e.g. cm² 	<p><i>With support:</i></p> <ul style="list-style-type: none"> Converts length units (e.g. 200 cm is 2 m, 350 cm is 3.5 m) 	<p><i>With support:</i></p> <ul style="list-style-type: none"> Identifies and describes lines (vertical, horizontal, parallel, perpendicular, diagonal, intersecting) Describes regular and irregular polygons in terms of lines and angles Identifies, describes, classifies, sorts and labels types of quadrilaterals (e.g. square, rectangle, rhombus, parallelogram, trapezium) Identifies lines of reflective symmetry Transforms shapes (slide, flip, turn) 	<p><i>With support:</i></p> <ul style="list-style-type: none"> Names and describes 3D shapes (cube, cylinder, cone, sphere, prism, pyramid) using mathematical vocabulary (faces, edges, vertices, base, 2D shape relationships) Describes the difference between prisms and pyramids 	<p><i>With support:</i></p> <ul style="list-style-type: none"> Explains that an angle is a measure of rotation Identifies, describes, classifies, sorts and labels types of angles and triangles using appropriate vocabulary (obtuse, acute and right)
Beginning – Phase 2	<ul style="list-style-type: none"> Explains the difference between standard and non-standard units Estimates, compares and measures length of real objects using non-standard units Estimates, compares and measures length of real objects using centimeter Compares and orders the length of real objects using centimeters Compares the length of objects in relation to a m (more/less than a m, about a m) Explains what perimeter is 	<ul style="list-style-type: none"> Knows some common conversions (e.g. 10mm is 1 cm, 100 cm is 1m) 	<ul style="list-style-type: none"> Explains that straight and curved lines enclose space to create shapes Describes, compares, sorts and labels 2D shapes according to attributes using correct mathematical vocabulary (side, corner, rectangle, triangle, circle, oval, square, pentagon, hexagon, octagon) Finds and explains symmetry in their immediate environment Creates and explains simple symmetrical designs Combines 2D shapes to make other shapes 	<ul style="list-style-type: none"> Uses 2D shapes knowledge to identify and describe 3D shapes Describes, compares, sorts and labels 3D shapes according to attributes using correct mathematical vocabulary (faces, corners, edges, sphere, cube, cone, cylinder) Constructs 3D shapes using manipulatives 	<ul style="list-style-type: none"> Explains what an angle is May be able to identify some angles and triangles

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Beginning

In this unit the student:

- Has partially achieved the requirements and provided few quality work products and evidence in a limited way
- Provides evidence of learning that is limited in quality and quantity
- Is rarely able to discuss their learning in meaningful ways with others
- Has partially grasped the essential aspects and demonstrates limited knowledge, skills and understandings

Consolidating

In this unit the student:

- Has met the expected requirements and has provided average quality work products and evidence in a few ways
- Provides evidence of learning that is acceptable in quality and quantity
- Is able to discuss their learning with others

Proficient

In a unit the student:

- Has achieved the requirements and provided quality work products and evidence in a variety of ways
- Usually provides evidence of learning that is high in quality and quantity
- Is able to discuss their learning in meaningful ways to others
- Demonstrates and applies good knowledge, skills and understandings

Advanced

In a unit the student:

- Is well in advance of the expected requirements
- Has achieved the requirements and provided outstanding work products and evidence in a variety of ways
- Consistently provides evidence of learning that is high in quality and quantity
- Is confident and articulate about sharing their learning with others
- Demonstrates and applies higher level knowledge, skills