

# Rubrics – Year 1

## Topic 1 – Fairness

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 5 and 6	<b>English:</b> Students listen to others when taking part in conversations, using appropriate language features and interaction skills*	purposefully uses appropriate language features and interaction skills to listen to others when taking part in conversations	effectively uses appropriate language features and interaction skills to listen to others when taking part in conversations	uses appropriate language features and interaction skills to listen to others when taking part in conversations	uses some appropriate language features and interaction skills to listen to others when taking part in conversations	unevenly uses some appropriate language features and interaction skills to listen to others when taking part in conversations
	<b>HPE:</b> Students demonstrate positive ways to interact with others*	purposefully acts in positive ways to interact with peers when planning and performing a role play	effectively acts in positive ways to interact with peers when planning and performing a role play	acts in positive ways to interact with peers when planning and performing a role play	acts in positive ways with some teacher guidance to interact with peers when planning and performing a role play	with direction, acts in positive ways to interact with peers when planning and performing a role play
	<b>The Arts (Drama):</b> Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation	creates and performs a dramatic role play, with skilful and effective use of: <ul style="list-style-type: none"> <li>• role</li> <li>• situation</li> <li>• focus</li> </ul>	creates and performs a dramatic role play, with effective use of: <ul style="list-style-type: none"> <li>• role</li> <li>• situation</li> <li>• focus</li> </ul>	creates and performs a dramatic role play, with use of: <ul style="list-style-type: none"> <li>• role</li> <li>• situation</li> <li>• focus</li> </ul>	with guidance, creates and performs a dramatic role play using aspects of: <ul style="list-style-type: none"> <li>• role</li> <li>• situation</li> <li>• focus</li> </ul>	with direction, creates and performs a dramatic role play using aspects of: <ul style="list-style-type: none"> <li>• role</li> <li>• situation</li> <li>• focus</li> </ul>
Activity 6	<b>English:</b> Students create texts that show understanding of the connection between writing, speech and images	purposefully creates texts that connect writing, speech and images to explain characters' thoughts and feelings	effectively creates texts that connect writing, speech and images to explain characters' thoughts and feelings	creates texts that connect writing, speech and images to explain characters' thoughts and feelings	with guidance, creates texts that show developing understanding of the connection between writing, speech and images	with direction, creates texts that show emerging understanding of the connection between writing, speech and images

\*Denotes that observations of student performance may be required.

## Year 1 Rubric: Topic 2 – Sharing is a choice

Assessable activities	Achievement Standard	A	B	C	D	E
<b>Activity 4</b>	<b>English:</b> Students create texts that show understanding of the connection between writing and images	purposefully creates texts that connect writing and images to communicate their sharing preference	effectively creates texts that connect writing and images to communicate their sharing preference	creates texts that connect writing and images to communicate their sharing preference	with guidance, creates texts that show developing understanding of the connection between writing and images	with direction, creates texts that show emerging understanding of the connection between writing and images
	<b>English:</b> Students interact in pair, group and class discussions, taking turns when responding*	purposefully interacts in pair, group and class discussions and taking turns when responding	effectively interacts in pair, group and class discussions and taking turns when responding	interacts in pair, group and class discussions and taking turns when responding	with guidance, interacts in pair, group and class discussions and taking turns when responding	with direction, interacts in pair, group and class discussions and taking turns when responding
	<b>HPE:</b> Students demonstrate positive ways to interact with others*	purposefully acts in positive ways to interact with peers when sharing resources	effectively acts in positive ways to interact with peers when sharing resources	acts in positive ways to interact with peers when sharing resources	acts in positive ways with some teacher guidance to interact with peers when sharing resources	with direction, acts in positive ways to interact with peers when sharing resources
<b>Activity 5</b>	<b>Mathematics:</b> Students carry out simple additions and subtractions using counting strategies	carries out simple additions and subtractions using a range of efficient counting strategies (eg: skip counting, counting on, counting all, counting on from a larger number)	carries out simple additions and subtractions using efficient counting strategies	carries out simple additions or subtractions using counting strategies	carries out aspects of addition and subtraction	with teacher assistance, carries out aspects of additions or subtractions
	<b>Mathematics:</b> Students recognise Australian coins according to their value	immediately recognises Australian \$2 coins and \$5 notes and uses efficient strategies to find the total value of notes or coins	recognises Australian \$2 coins and \$5 notes and adds notes or coins to find the total value	recognises Australian \$2 coins and counts these to find the total value	with support, recognises Australian \$2 coins and counts coins to find the total value	with direction, recognises Australian \$2 coins and counts coins to find the total value

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## Year 1 Rubric: Topic 3 – A world with or without sharing

Assessable activities	Achievement Standard	A	B	C	D	E
<b>Activity 5</b>	<b>English:</b> Students create texts that show understanding of the connection between writing and images	creates a storyboard text that creatively and purposefully captions images with descriptive sentences	creates a storyboard that effectively captions images with descriptive sentences	creates a storyboard text that shows an understanding of matching writing with images	with guidance, creates a storyboard text that includes some matching sentences and images	with direction, creates a storyboard that includes some matching sentences and images
	<b>English:</b> When writing, students provide details about ideas or events	writes descriptive sentences to accompany images which purposefully elaborate on the feelings of characters in different scenarios	writes descriptive sentences to accompany images which effectively elaborate on the feelings of characters in different scenarios	writes descriptive sentences to accompany images which elaborate on the feelings of characters in different scenarios	with guidance, writes sentences that describe the feelings of characters in different scenarios	with direction, writes sentences that describe the feelings of characters in different scenarios
	<b>English:</b> Students accurately spell high-frequency words and words with regular spelling patterns	consistency and accurately spells high frequency words, words with irregular spelling patterns and unfamiliar words	consistency and accurately spells high frequency words and words with irregular spelling patterns	accurately spells high frequency words and words with irregular spelling patterns	with guidance, accurately spells high frequency words and words with irregular spelling patterns	with direction, accurately spells high frequency words and words with irregular spelling patterns
	<b>English:</b> Students use capital letters and full stops	purposefully and consistently uses capital letters and full stops	consistently uses capital letters and full stops	uses capital letters and full stops	with guidance, uses capital letters and full stops	with direction, uses capital letters and full stops
	<b>English:</b> Students correctly form all upper- and lower-case letters	purposefully uses correct forms of all upper- and lower-case letters	consistently uses correct forms of all upper- and lower-case letters	uses correct forms of all upper- and lower-case letters	uses correct forms of most upper- and lower-case letters	uses correct forms of some upper- and lower-case letters
	<b>HPE:</b> Students identify how emotional responses impact on others' feelings	identifies and clearly describes how emotional responses impact on others' feelings	identifies and describes how emotional responses impact on others' feelings	identifies how emotional responses impact on others' feelings	with guidance, identifies how emotional responses impact on others' feelings	with direction, identifies how emotional responses impact on others' feelings

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## Year 1 Rubric: Topic 4 – Rules and responsibilities in the classroom

Assessable activities	Achievement Standard	A	B	C	D	E
<b>Activity 2</b>	<b>English:</b> Students interact in pair, group and class discussions, taking turns when responding	purposefully interacts in pair, group and class discussions and taking turns when responding	effectively interacts in pair, group and class discussions and taking turns when responding	interacts in pair, group and class discussions and taking turns when responding	with guidance, interacts in pair, group and class discussions and taking turns when responding	with direction, interacts in pair, group and class discussions and taking turns when responding
	<b>The Arts (Visual arts):</b> Students describe artworks they make	provides a clear and detailed description of their artwork	provides a detailed description of their artwork	describes the artwork they made	with prompting, describes the artwork they made	responds to questions about the artwork they made
	<b>The Arts (Visual arts):</b> Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes	skilfully and effectively applies the elements and processes of art to make an artwork that clearly expresses an idea or observation	effectively applies the elements and processes of art to make an artwork that clearly expresses an idea or observation	applies the elements and processes of art to make an artwork that expresses an idea or observation	with support, applies aspects of the elements and processes of art to makes a simple artwork that expresses an idea or observation	with direction, applies some aspects of the elements and processes of art to makes a simple artwork that expresses an idea or observation
<b>Activity 2</b> <b>Activity 3</b>	<b>English:</b> Students create texts that show understanding of the connection between writing and images	creates a poster with text that purposefully and effectively connects writing with images	creates a poster with text that effectively connects writing with images	creates a poster with text that connects writing with images	with support, creates a poster that connects writing with images	with direction, creates a poster that connects writing with images
	<b>HPE:</b> Students describe how to keep themselves and others healthy and safe	describes in detail how rule following in a range of contexts keeps themselves and others healthy and safe	describes how rule following in different contexts keeps themselves and others healthy and safe	describes how rule following keeps themselves and others healthy and safe	with support, describes how following a rule keeps themselves and others healthy and safe	with direction, describes how following a rule keeps themselves and others healthy and safe
<b>Activity 3</b>	<b>English:</b> Students read aloud, with developing fluency They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images*	clearly and effectively reads short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images aloud with developing fluency	effectively reads short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images aloud with developing fluency	reads short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images aloud with developing fluency	with support, reads short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images aloud with developing fluency	with direction, reads short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images aloud with emerging fluency

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## Year 1 Rubric: Topic 5 – Spending and saving for needs and wants

Assessable activities	Achievement Standard	A	B	C	D	E
<b>Activity 7</b>	<b>Mathematics:</b> Students recognise Australian coins according to their value	immediately recognises Australian coins according to their value and uses efficient strategies to find the total value	recognises Australian coins according to their value and efficiently counts coins to find the total value	recognises Australian notes and coins according to their value and counts coins to find the total value	with support, recognises Australian coins according to their value and counts coins to find the total value	with direction, recognises Australian coins according to their value and counts coins to find the total value
	<b>Mathematics:</b> Students describe number sequences resulting from skip counting by 2s 5s and 10s	effectively describes number sequences resulting from skip counting by 2s 5s and 10s from any starting point	describes number sequences resulting from skip counting by 2s 5s and 10s from any starting point	describes number sequences resulting from skip counting by 2s 5s and 10s	with support, describes number sequences resulting from skip counting by 2s 5s and 10s	with direction, describes number sequences resulting from skip counting by 2s 5s and 10s
	<b>Mathematics:</b> Students collect data by asking questions, draw simple data displays and make simple inferences	collects and represents data and makes and justifies inferences	collects and represents data and makes and explains inferences	collects and represents data and makes simple inferences	with support, collects data and draws simple data displays and makes simple inferences	with direction collects data, makes draws simple data displays and makes inferences

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## Year 1 Rubric: Topic 6 – How I contribute to my community

Assessable activities	Achievement Standard	A	B	C	D	E
<b>Activity 2</b>	<b>English:</b> Students listen to others when taking part in conversations, using appropriate language features and interaction skills*	purposefully uses appropriate language features and interaction skills to listen to others when taking part in conversations	effectively uses appropriate language features and interaction skills to listen to others when taking part in conversations	uses appropriate language features and interaction skills to listen to others when taking part in conversations	uses some appropriate language features and interaction skills to listen to others when taking part in conversations	unevenly uses some appropriate language features and interaction skills to listen to others when taking part in conversations
	<b>HPE:</b> Students demonstrate positive ways to interact with others*	purposefully acts in positive ways to interact with peers when planning and performing a freeze frame	effectively acts in positive ways to interact with peers when planning and performing a freeze frame	acts in positive ways to interact with peers when planning and performing a freeze frame	acts in positive ways with some teacher guidance to interact with peers when planning and performing a freeze frame	with direction, acts in positive ways to interact with peers when planning and performing a freeze frame
	<b>The Arts (Drama):</b> Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation	creates and performs a dramatic role play, with skilful and effective use of: <ul style="list-style-type: none"> <li>• role</li> <li>• situation</li> <li>• focus</li> </ul>	creates and performs a dramatic role play, with effective use of: <ul style="list-style-type: none"> <li>• role</li> <li>• situation</li> <li>• focus</li> </ul>	creates and performs a dramatic role play, with use of: <ul style="list-style-type: none"> <li>• role</li> <li>• situation</li> <li>• focus</li> </ul>	with guidance, creates and performs a dramatic role play using aspects of: <ul style="list-style-type: none"> <li>• role</li> <li>• situation</li> <li>• focus</li> </ul>	with direction, creates and performs a dramatic role play using aspects of: <ul style="list-style-type: none"> <li>• role</li> <li>• situation</li> <li>• focus</li> </ul>
<b>Activity 3</b>	<b>English:</b> Students create texts that show understanding of the connection between writing, speech and images	purposefully creates texts that connect writing, speech and images to explain characters' thoughts and feelings	effectively creates texts that connect writing, speech and images to explain characters' thoughts and feelings	creates texts that connect writing, speech and images to explain characters' thoughts and feelings	with guidance, creates texts that show developing understanding of the connection between writing, speech and images	with direction, creates texts that show emerging understanding of the connection between writing, speech and images
	<b>English:</b> When writing, students provide details about ideas or events	writes descriptive sentences to accompany photos which purposefully elaborate on the actions, thoughts and feelings of characters in different scenarios	writes descriptive sentences to accompany photos which effectively elaborate on the actions, thoughts and feelings of characters in different scenarios	writes descriptive sentences to accompany photos which elaborate on the actions, thoughts and feelings of characters in different scenarios	with guidance, writes sentences that describe the actions, thoughts and feelings of characters in different scenarios	with direction, writes sentences that describe the actions, thoughts and feelings of characters in different scenarios
	<b>English:</b> Students accurately spell high frequency words and	consistency and accurately spells high	consistency and accurately spells high	accurately spells high frequency words and	with guidance, accurately spells high	with direction, accurately spells high

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Assessable activities	Achievement Standard	A	B	C	D	E
	words with regular spelling patterns	frequency words, words with irregular spelling patterns and unfamiliar words	frequency words and words with irregular spelling patterns	words with irregular spelling patterns	frequency words and words with irregular spelling patterns	frequency words and words with irregular spelling patterns
	<b>English:</b> Students use capital letters and full stops	purposefully uses capital letters and full stops	consistently uses capital letters and full stops	uses capital letters and full stops	with guidance, uses capital letters and full stops	with direction, uses capital letters and full stops
	<b>English:</b> Students correctly form all upper- and lower-case letters	purposefully uses correct forms of all upper- and lower-case letters	consistently uses correct forms of all upper- and lower-case letters	uses correct forms of all upper- and lower-case letters	uses correct forms of most upper- and lower-case letters	uses correct forms of some upper- and lower-case letters
	<b>HPE:</b> Students identify how emotional responses impact on others' feelings	identifies and clearly describes how emotional responses impact on others' feelings	identifies and describes how emotional responses impact on others' feelings	identifies how emotional responses impact on others' feelings	with guidance, identifies how emotional responses impact on others' feelings	with direction, identifies how emotional responses impact on others' feelings
<b>Activity 4</b>	<b>English:</b> Students make short presentations on familiar topics	makes a clear presentation on a valued behaviour with confidence	makes a clear presentation on a valued behaviour	makes a short presentation on a valued behaviour	with support, makes a short presentation on a valued behaviour	with direction, makes a short presentation on a valued behaviour

### Across the suite of topics

Topics	Achievement Standard	A	B	C	D	E
<b>Topic 1</b> <b>Topic 2</b> <b>Topic 3</b> <b>Topic 4</b> <b>Topic 6</b>	<b>English:</b> Students create short texts for a small range of purposes	Creates clear and effective texts for a range of purposes	Creates effective texts for a range of purposes	Creates short texts for a range of purposes	With support, creates short texts that partially suit their purpose	With direction, creates fragmented texts

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