

Rubrics – Year 2

Topic 1 – Fairness

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 5 and 6	English: When discussing their ideas, students use topic-specific vocabulary*	clearly and effectively uses of everyday language features and topic-specific vocabulary when discussing own ideas and experiences	effectively uses of everyday language features and topic-specific vocabulary when discussing own ideas and experiences	uses of everyday language features and topic-specific vocabulary when discussing own ideas and experiences	uses some everyday language features and topic-specific vocabulary when discussing own ideas and experiences	unevenly uses some everyday language features and topic-specific vocabulary when discussing own ideas and experiences
	English: Students use a variety of strategies to engage in group and class discussions*	purposefully uses a variety of strategies to engage in group and class discussions about unfair situations	effectively uses a variety of strategies to engage in group and class discussions about unfair situations	uses a variety of strategies to engage in group and class discussions about unfair situations	with guidance, uses strategies to engage in group and class discussions about unfair situations	with teacher direction, uses simple strategies to engage in group and class discussions about unfair situations
	HPE: 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
	The Arts (Drama): 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"> • role • situation • focus 	creates and performs a dramatic role play, with effective use of: <ul style="list-style-type: none"> • role • situation • focus 	creates and performs a dramatic role play, with use of: <ul style="list-style-type: none"> • role • situation • focus 	with guidance, creates and performs a dramatic role play using aspects of: <ul style="list-style-type: none"> • role • situation • focus 	with direction, creates and performs a dramatic role play using aspects of: <ul style="list-style-type: none"> • role • situation • focus

*Denotes that observations of student performance may be required.

Year 2 Rubric: Topic 2 – Sharing is a choice

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 4	English: Students create texts, drawing on their own experiences and information they have learnt	purposefully creates texts that draw on their own experiences and the information they have learnt	effectively creates texts that draw on their own experiences and the information they have learnt	creates texts that draw on their own experiences and the information they have learnt	creates visual texts with simple words and phrases that draw on their own experiences and the information they have learnt	with direction, creates visual texts with some words that draw on their own experiences and the information they have learnt
	HPE: 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 play	with direction, acts in positive ways to interact with peers when sharing resources
Activity 5	Mathematics: Students associate collections of Australian coins with their value	associates collections of Australian notes and coins with their value and makes up a particular value using a different combination of a range of notes and coins	associates collections of Australian notes and coins with their value and makes up a particular value using different combinations	associates a collection of Australian coins with their value and makes up the same value using a small range of notes and coins (\$5, \$2, \$1)	with guidance, associates a collection of Australian coins with their value and makes up the same value using the same notes and coins (one-to-one correspondence)	with direction, associates a collection of Australian coins with their value and makes up the same value using the same notes and coins (one-to-one correspondence)
	Mathematics: Students represent multiplication and division by grouping into sets	Efficiently represents multiplication and division by grouping into multiple sets	represents multiplication and division by grouping items into more than one set	represents multiplication and division by grouping items into sets	with guidance, represents simple multiplication and division by grouping items into sets	with direction, represents simple multiplication and division by grouping items into sets
	Mathematics: Students perform simple addition calculations using a range of strategies	effectively performs addition calculations using a range of strategies	performs addition calculations using a range of strategies	performs simple addition calculations using a range of strategies	performs simple addition calculations using strategies	with direction, performs simple addition calculations

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Year 2 Rubric: Topic 3 – A world with or without sharing

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 5	English: Students create texts, drawing on their own experiences, their imagination and information they have learnt	purposefully creates a storyboard that draws extensively on personal experience, imagination and information learned about sharing	effectively creates a storyboard that draws on personal experience, imagination and information learned about sharing	creates a storyboard that draws on personal experience, imagination and information learned about sharing	with guidance, creates a short storyboard that reflects their own experiences, imagination and information learned about sharing	with direction, creates a partial storyboard that reflects their own experiences, imagination and information learned about sharing
	English: Students create texts that show how images support the meaning of the text	creates a storyboard that creatively and purposefully uses images and text to communicate meaning and messages	creates a storyboard that effectively uses images and text to communicate meaning and messages	creates a storyboard that uses images and text to communicate meaning	with guidance, creates a storyboard that uses images and words or phrases to communicate meaning	with direction, creates a storyboard that uses images and words or phrases to communicate meaning
	English: They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns	consistently and accurately spells words with <ul style="list-style-type: none"> • regular and irregular spelling patterns • with less common long vowel patterns 	consistently and accurately spells words with <ul style="list-style-type: none"> • regular spelling patterns • less common long vowel patterns 	accurately spells words with <ul style="list-style-type: none"> • regular spelling patterns • less common long vowel patterns 	accurately spells some words with regular spelling patterns and demonstrates developing spelling of words with less common long vowel patterns	spells some words with regular spelling patterns and demonstrates emerging spelling of words with less common long vowel patterns
	English: Students use punctuation accurately	purposefully uses punctuation accurately	consistently uses punctuation accurately	uses punctuation accurately	with guidance, uses simple punctuation accurately	with direction, uses simple punctuation accurately
	English: Students write words and sentences legibly using unjoined upper- and lower-case letters	purposefully writes words and sentences legibly using unjoined upper- and lower-case letters	consistently writes words and sentences legibly using unjoined upper- and lower-case letters	writes words and sentences legibly using unjoined upper- and lower-case letters	uses unjoined upper- and lower-case letters to write words and sentences with some legibility	uses unjoined upper- and lower-case letters to write words and sentences with uneven legibility
	HPE: 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 2 Rubric: Topic 4 – Rules and responsibilities in the classroom

Assessable activities	Achievement Standard and General Capability	A	B	C	D	E
Activity 2	English: Students use a variety of strategies to engage in group and class discussions*	purposefully uses a variety of strategies to engage in group and class discussions about rules and why they exist	effectively uses a variety of strategies to engage in group and class discussions about rules and why they exist	uses a variety of strategies to engage in group and class discussions about rules and why they exist	with guidance, uses strategies to engage in group and class discussions about rules and why they exist	with direction, uses simple strategies to engage in group and class discussions about rules and why they exist
	The Arts (Visual arts): 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
	The Arts (Visual arts): 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
Activity 2 Activity 3	English: Students create texts, drawing on their own experiences, their imagination and information they have learnt	purposefully creates an effective poster by drawing on their own experiences, their imagination and learned information on rules and responsibilities	creates an effective poster by drawing on their own experiences, their imagination and learned information on rules and responsibilities	creates a poster by drawing on their own experiences, their imagination and learned information on rules and responsibilities	with support, creates a poster inspired by their own experiences, imagination or learned information on rules and responsibility	with direction, creates a poster inspired by their own experiences, imagination or learned information on rules and responsibility
	English: Students create texts that show how images support the meaning of the text	creates a poster that creatively and purposefully uses images and text to communicate meaning and messages	creates a poster that effectively uses images and text to communicate meaning and messages	creates a poster that uses images and text to communicate meaning	with guidance, creates a poster that uses images and words or phrases to communicate meaning	with direction, creates a poster that uses images and words or phrases to communicate meaning
	HPE: 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

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Year 2 Rubric: Topic 5 – Spending and saving for needs and wants

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 7	Mathematics: Students associate collections of Australian coins with their value	associates Australian notes and coins with their value and makes up equivalent values using a range of notes and coins	associates Australian notes and coins with their value and makes up equivalent values using different notes and coins	associates Australian coins with their value and selects and counts a notes and coins to make up a value	with support, associates a collection of Australian coins with their value and counts the value of a collection of notes and coins	with direction, associates a collection of Australian coins with their value
	Mathematics: Students recognise increasing and decreasing number sequence involving 2s, 3s and 5s	Fluently recognises increasing and decreasing number sequences involving 2s, 3s and 5s from any starting point, including odd numbers and effectively describes patterns in different sequences	recognises increasing and decreasing number sequences involving 2s, 3s and 5s from any starting point, including odd numbers and describes patterns in different sequences	recognises increasing and decreasing number sequences involving 2s, 3s and 5s and describes simple patterns in sequences	with support, recognises increasing and decreasing number sequences involving 2s, 3s and/or 5s	with direction, recognises increasing and decreasing number sequences involving 2s, 3s and/or 5s
	Mathematics: Students identify the missing element in a number sequence	Confidently and fluently identifies missing elements in a range of increasing and decreasing number sequences from any starting point	identifies missing elements in a range of increasing and decreasing number sequences from any starting point	identifies missing elements number sequences	Identifies missing elements in simple and familiar number sequences such as those beginning with 0	With support, identifies missing elements in simple and familiar number sequences such as those beginning with 0
	Mathematics: Students collect, organise and represent data to make simple inferences	collects, organises and clearly and effectively represents data to make and explain inferences	collects, organises and clearly represents data to make and explain simple inferences	collects, organises and represents data to make simple inferences	with support, collects, organises and represents data to make simple inferences	with direction, collects, organises and represents data to make simple inferences
	HASS: Students locate information from observations	uses effective strategies to correctly tally and sort the preferences of every student in the class	correctly tallies and sorts the preferences of every student in the class	tallies the preferences of every student in the class	with support, tallies the preferences of peers	with support, tallies the preferences of peers
	HASS: Students interpret data to draw simple conclusions	interprets data from a simple survey to draw and justify conclusions about class saving or spending preferences	interprets data from a simple survey to draw and explain conclusions about class saving or spending preferences	interprets data from a simple survey to draw conclusions about class saving or spending preferences	interprets data from a simple survey by tallying class saving or spending preferences	with support, interprets data from a simple survey by tallying class saving or spending preferences

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Year 2 Rubric: Topic 6 – How I contribute to my community

Assessable activities	Achievement Standard and General Capability	A	B	C	D	E
Activity 2	English: Students use a variety of strategies to engage in group and class discussions*	purposefully uses a variety of strategies to engage in group and class discussions about behaviours	effectively uses a variety of strategies to engage in group and class discussions about behaviours	uses a variety of strategies to engage in group and class discussions about behaviours	with guidance, uses strategies to engage in group and class discussions about behaviours	with teacher direction, uses simple strategies to engage in group and class discussions about behaviour
	HPE: 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,
	The Arts (Drama): Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation	creates and performs a dramatic freeze frame, with skilful and effective use of: <ul style="list-style-type: none"> • role • situation • focus 	creates and performs a dramatic freeze frame,, with effective use of: <ul style="list-style-type: none"> • role • situation • focus 	creates and performs a dramatic freeze frame,, with use of: <ul style="list-style-type: none"> • role • situation • focus 	with guidance, creates and performs a dramatic freeze frame, using aspects of: <ul style="list-style-type: none"> • role • situation • focus 	with direction, creates and performs a dramatic freeze frame, using aspects of: <ul style="list-style-type: none"> • role • situation • focus
Activity 3	English: Students create texts, drawing on their own experiences, their imagination and information they have learnt	purposefully creates a storyboard that draws extensively on personal experience, imagination and information learned about sharing	effectively creates a storyboard that draws on personal experience, imagination and information learned about sharing	creates a storyboard that draws on personal experience, imagination and information learned about sharing	with guidance, creates a short storyboard that reflects their own experiences, imagination and information learned about sharing	with direction, creates a partial storyboard that reflects their own experiences, imagination and information learned about sharing
	English: Students create texts that show how images support the meaning of the text	creates a storyboard that creatively and purposefully uses images and text to communicate meaning and messages	creates a storyboard that effectively uses images and text to communicate meaning and messages	creates a storyboard that uses images and text to communicate meaning	with guidance, creates a storyboard that uses images and words or phrases to communicate meaning	with direction, creates a storyboard that uses images and words or phrases to communicate meaning
	English: They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns	consistently and accurately spells words with <ul style="list-style-type: none"> • regular and irregular spelling patterns 	consistently and accurately spells words with <ul style="list-style-type: none"> • regular spelling patterns 	accurately spells words with <ul style="list-style-type: none"> • regular spelling patterns 	accurately spells some words with regular spelling patterns and demonstrates developing spelling of	spells some words with regular spelling patterns and demonstrates emerging spelling of words with less common long vowel patterns

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Assessable activities	Achievement Standard and General Capability	A	B	C	D	E
		with less common long vowel patterns	less common long vowel patterns	less common long vowel patterns	words with less common long vowel patterns	
	English: Students use punctuation accurately,	purposefully and consistently uses punctuation accurately	consistently uses punctuation accurately	uses punctuation accurately	with guidance, uses simple punctuation accurately	with direction, uses simple punctuation accurately
	English: Students use write words and sentences legibly using unjoined upper- and lower-case letters	purposefully and consistently writes words and sentences legibly using unjoined upper- and lower-case letters	consistently writes words and sentences legibly using unjoined upper- and lower-case letters	writes words and sentences legibly using unjoined upper- and lower-case letters	uses unjoined upper- and lower-case letters to write words and sentences with some legibility	uses unjoined upper- and lower-case letters to write words and sentences with uneven legibility
	HPE: 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
Activity 4	English: Students make presentations*	confidently makes a clear presentation on a valued behaviour or responsibility	makes a clear presentation on a valued behaviour or responsibility	makes a presentation on a valued behaviour or responsibility	with support, makes a presentation on a valued behaviour or responsibility	with direction, makes a presentation on a valued behaviour or responsibility

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