

Rubrics – Foundation Year

Topic 1 – Fairness

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 5 Activity 6	English: They retell events and experiences with peers and known adults	purposefully retells an unfair situation with peers and teacher using dramatic performance	effectively retells an unfair situation with peers and teacher using dramatic performance	retells an unfair situation with peers and teacher using dramatic performance	with support, retells an unfair situation with peers and teacher using dramatic performance	with direction and prompting, retells an unfair situation with peers and teacher using dramatic performance
	HPE: Students identify and describe the different emotions people experience	identifies and describes with elaboration the range of emotions experienced by characters in their unfair scenario	identifies and clearly describes the range of emotions experienced by characters in their unfair scenario	identifies and describes the emotions experienced by characters in their unfair scenario	with support, identifies and describes emotions experienced by characters in their unfair scenario	makes directed statements about the emotions experienced by characters in their unfair scenario
	The Arts (Drama): Students make and present drama using the elements of role, situation and focus in dramatic play	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 support, 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.

Foundation Rubric: Topic 2 – Sharing is a choice

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 4	English: When writing, students use familiar words and phrases and images to convey ideas	purposefully uses familiar words, phrases and images to convey ideas in writing	effectively uses familiar words, phrases and images to convey ideas in writing	uses familiar words, phrases and images to convey ideas in writing	with support, uses familiar words, phrases and images to convey ideas in writing	with direction, uses familiar words, phrases and images to convey ideas in writing
	English: Their writing shows evidence of letter and sound knowledge	purposefully uses: <ul style="list-style-type: none"> • letter and sound knowledge • beginning writing behaviours 	effectively uses: <ul style="list-style-type: none"> • letter and sound knowledge • beginning writing behaviours 	uses: <ul style="list-style-type: none"> • letter and sound knowledge • beginning writing behaviours 	with support, uses: <ul style="list-style-type: none"> • letter and sound knowledge • beginning writing behaviours 	with direction, uses: <ul style="list-style-type: none"> • letter and sound knowledge • beginning writing behaviours
	HPE: Students use personal and social skills when working with others in a range of activities*	purposefully and consistently uses personal and social skills when working with peers to share resources	effectively uses personal and social skills when working with peers to share resources	uses personal and social skills when working with peers to share resources	with support, uses personal and social skills when working with peers to share resources	with direction and scaffolding, uses personal and social skills when working with peers to share resources
Activity 5	Mathematics: Students make connections between number names, numerals and quantities up to 10*	makes immediate connections between number names, numerals, quantities and one-dollar coins up to 10 to model fair and unfair sharing	makes connections between number names, numerals, quantities and one-dollar coins up to 10 to model fair and unfair sharing	makes connection between number names, numerals and quantities up to 10 to model fair and unfair sharing	makes connections between aspects of number names, numerals and quantities up to 10 to model fair and unfair situations	with direction, makes connections between aspects of number names, numerals and quantities
	Mathematics: Students count to and from 20*	Purposefully and fluently counts to and from 20 from any starting point	fluently counts to and from 20 from any starting point	Counts to and from 20	With support, counts to and from 20	With direction, counts to and from 20

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Foundation Rubric: Topic 3 – A world with or without sharing

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 5	English: Students understand that their texts can reflect their own experiences	identifies and discusses in detail the connections between their text and their own personal experience	identifies and discusses the connections between their text and their own personal experience	identifies connections between their text and their own personal experiences	with support, identifies simple connections between their text and their own personal experiences	with direction, identifies simple connections between their text and their own personal experiences
	English: When writing, students use familiar words and phrases and images to convey ideas	purposefully uses familiar and topical words, phrases and images in their writing to convey ideas	effectively uses familiar words, phrases and images in their writing to convey ideas	uses familiar words, phrases and images in their writing to convey ideas	with support, uses familiar words, phrases and images in their writing to convey ideas	with direction, uses familiar words, phrases and images in their writing to convey ideas
	English: Student's' writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops	purposefully uses: <ul style="list-style-type: none"> • letter and sound knowledge • beginning writing behaviours • experimentation with capitals and full stops 	effectively uses: <ul style="list-style-type: none"> • letter and sound knowledge • beginning writing behaviours • experimentation with capitals and full stops 	uses: <ul style="list-style-type: none"> • letter and sound knowledge • beginning writing behaviours • experimentation with capitals and full stops 	with support, uses: <ul style="list-style-type: none"> • letter and sound knowledge • beginning writing behaviours • experimentation with capitals and full stops 	with direction, uses: <ul style="list-style-type: none"> • letter and sound knowledge • beginning writing behaviours • experimentation with capitals and full stops
	English: Students correctly form known upper- and lower-case letters	purposefully uses correct form of know upper- and lower-case letters	effectively uses correct form of know upper- and lower-case letters	uses correct form of know upper- and lower-case letters	with support, uses correct form of know upper- and lower-case letters	with direction, uses correct form of know upper- and lower-case letters
	HPE: They identify and describe the different emotions people experience	identifies and describes with elaboration the range of emotions experienced in non-sharing scenarios	identifies and clearly describes the range of emotions experienced in non-sharing scenarios	identifies and describes the emotions experienced in non-sharing scenarios	with support, identifies and describes emotions experienced in non-sharing scenarios	makes directed statements about the emotions experienced in non-sharing scenarios

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Foundation Rubric: Topic 4 – Rules and responsibilities in the classroom

Assessable activities	Achievement Standard	A	B	C	D	E
Activity 2	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: When writing, students use familiar words and phrases and images to convey ideas	purposefully uses familiar and topical words, phrases and images in their writing to convey ideas	effectively uses familiar words, phrases and images in their writing to convey ideas	uses familiar words, phrases and images in their writing to convey ideas	with support, uses familiar words, phrases and images in their writing to convey ideas	with direction, uses familiar words, phrases and images in their writing to convey ideas
	HPE: Students identify actions that help them to be healthy and safe	identifies how rule following helps them to be healthy and safe in range of contexts	identifies how rule following helps them to be healthy and safe in different contexts	identifies how rule following helps them to be healthy and safe	identifies how following a rule helps them to be healthy and safe	with direction, identifies how following a rule helps them to be healthy and safe
Activity 3	English: Students read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters, and decoding and self-monitoring strategies*	fluently and confidently reads short, decodable and predictable texts with familiar and unfamiliar vocabulary and supportive images, drawing on developing knowledge of: <ul style="list-style-type: none"> • concepts of print • sounds and letters • decoding and self-monitoring 	fluently reads short, decodable and predictable texts with familiar and unfamiliar vocabulary and supportive images, drawing on developing knowledge of: <ul style="list-style-type: none"> • concepts of print • sounds and letters • decoding and self-monitoring 	reads short, decodable and predictable texts with familiar and unfamiliar vocabulary and supportive images, drawing on developing knowledge of: <ul style="list-style-type: none"> • concepts of print • sounds and letters • decoding and self-monitoring 	with support, reads short, decodable and predictable texts with familiar and unfamiliar vocabulary and supportive images, drawing on developing knowledge of: <ul style="list-style-type: none"> • concepts of print • sounds and letters • decoding and self-monitoring 	with support, reads short, decodable and predictable texts with familiar and unfamiliar vocabulary and supportive images, drawing on emerging knowledge of: <ul style="list-style-type: none"> • concepts of print • sounds and letters • decoding and self-monitoring

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Foundation Rubric: Topic 5 – Spending and saving for needs and wants

Assessable activities	Achievement Standard and General Capability	A	B	C	D	E
	Mathematics: Students make connections between number names, numerals and quantities up to 10	efficiently connects number names, numerals and quantities up to 10 and beyond to determine how the class voted	connects number names, numerals and quantities up to 10 and beyond to determine how the class voted	connects number names, numerals and quantities up to 10 to determine how the class voted	with support, connects number names, numerals and quantities up to 10 to determine how the class voted	with direction, connects number names, numerals and quantities up to 10 to determine how the class voted
	Mathematics: Students count to and from 20	purposefully and fluently counts to and from 20 and beyond, moving from any starting point	fluently counts to and from 20 moving from any starting point	counts to and from 20	with support, counts to and from 20	with direction, counts to and from 20
	Mathematics: Students answer simple questions to collect information and make simple inferences	collects data based on simple questions and makes and justifies inferences	collects data based on simple questions and makes and explains simple inferences	collects data based on simple questions and makes simple inferences	with support, collects data based on simple questions and makes simple inferences	with direction, collects data based on simple questions and makes simple inferences

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Foundation 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 interaction skills to listen and respond to others in a familiar environment*	purposefully uses appropriate interaction skills to listen and respond to others in familiar environments	effectively uses appropriate interaction skills to listen and respond to others in familiar environments	uses appropriate interaction skills to listen and respond to others in familiar environments	with support, uses appropriate interaction skills to listen and respond to others in familiar environments	with explicit direction, uses appropriate interaction skills to listen and respond to others in familiar environments
	HPE: Students use personal and social skills when working with others in a range of activities*	purposefully and consistently uses personal and social skills when working with peers in planning and performing a freeze frame	effectively uses personal and social skills when working with peers in planning and performing a freeze frame	uses personal and social skills when working with peers in planning and performing a freeze frame	with support, uses personal and social skills when working with peers in planning and performing a freeze frame	with direction and scaffolding, uses personal and social skills when working with peers in 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	creates and performs a dramatic representation, with skilful and effective use of: <ul style="list-style-type: none"> • role • situation • focus 	creates and performs a dramatic representation, with effective use of: <ul style="list-style-type: none"> • role • situation • focus 	creates and performs a dramatic representation, with use of: <ul style="list-style-type: none"> • role • situation • focus 	with support, creates and performs a dramatic representation using aspects of: <ul style="list-style-type: none"> • role • situation • focus 	with direction, creates and performs a dramatic role representation using aspects of: <ul style="list-style-type: none"> • role • situation • focus
Activity 3	English: When writing, students use familiar words and phrases and images to convey ideas	purposefully uses familiar and topical words, phrases and images in their writing to convey ideas	effectively uses familiar words, phrases and images in their writing to convey ideas	uses familiar words, phrases and images in their writing to convey ideas	with support, uses familiar words, phrases and images in their writing to convey ideas	with direction, uses familiar words, phrases and images in their writing to convey ideas
	English: Students writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops	purposefully and accurately uses: <ul style="list-style-type: none"> • letter and sound knowledge • beginning writing behaviours • experimentation with capitals and full stops 	effectively uses: <ul style="list-style-type: none"> • letter and sound knowledge • beginning writing behaviours • experimentation with capitals and full stops 	uses: <ul style="list-style-type: none"> • letter and sound knowledge • beginning writing behaviours • experimentation with capitals and full stops 	with support, uses: <ul style="list-style-type: none"> • letter and sound knowledge • beginning writing behaviours • experimentation with capitals and full stops 	with direction, uses: <ul style="list-style-type: none"> • letter and sound knowledge • beginning writing behaviours • experimentation with capitals and full stops

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Assessable activities	Achievement Standard and General Capability	A	B	C	D	E
	English: Students correctly form known upper- and lower-case letters	purposefully uses correct form of know upper- and lower-case letters	effectively uses correct form of know upper- and lower-case letters	uses correct form of know upper- and lower-case letters	with support, uses correct form of know upper- and lower-case letters	with direction, uses correct form of know upper- and lower-case letters
	HPE: Students identify and describe the different emotions people experience	identifies and describes with elaboration the range of emotions people experience in different situations	identifies and clearly describes the range of emotions people experience in different situations	identifies and describes the emotions people experience in familiar situations	with support, identifies and describes the emotions people experience in familiar situations	makes directed statements about the emotions people experience in familiar situations
Activity 4	English: In informal groups and in whole class settings, students communicate clearly*	presents their descriptions of values or responsibilities clearly, confidently and purposefully	presents their descriptions of values or responsibilities clearly and effectively	presents their descriptions of values or responsibilities clearly	presents their descriptions of values or responsibilities	with teacher direction and support, communicates their ideas

English: Students use interaction skills to listen and respond to others in a familiar environment*	Topic 1	purposefully uses appropriate interaction skills to listen and respond to others in familiar environments	effectively uses appropriate interaction skills to listen and respond to others in familiar environments	uses appropriate interaction skills to listen and respond to others in familiar environments	with support, uses appropriate interaction skills to listen and respond to others in familiar environments	with explicit direction, uses appropriate interaction skills to listen and respond to others in familiar environments
English: In informal groups and in whole class settings, students communicate clearly*	Topic 1	communicates clearly, confidently and purposefully in groups and whole-class settings	communicates clearly and effectively in groups and whole-class settings	communicates clearly in groups and whole-class settings	with support, communicates ideas in groups and whole-class settings	with teacher direction and support, communicates ideas in groups and whole-class settings
HPE: Students use personal and social skills when working with others in a range of activities*	Topic 1	purposefully and consistently uses personal and social skills when working with peers in planning and performing a role play	effectively uses personal and social skills when working with peers in planning and performing a role play	uses personal and social skills when working with peers in planning and performing a role play	with support, uses personal and social skills when working with peers in planning and performing a role play	with direction and scaffolding, uses personal and social skills when working with peers in planning and performing a role play

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