

# Rubrics – Foundation Year

## Foundation Rubric: Topic 1 – Fairness

Assessable activities	Achievement Standard	A	B	C	D	E
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
<b>Activity 5</b>	<b>English:</b> Students interact with others, share thoughts and preferences, retell events to an audience	purposefully retells an unfair situation and shares thoughts and feelings with peers and teacher using dramatic performance	effectively retells an unfair situation and shares thoughts and feelings with peers and teacher using dramatic performance	retells an unfair situation and shares thoughts and feelings 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
	<b>HPE:</b> Students demonstrate personal and social skills to interact respectfully with others	purposefully and consistently uses personal and social skills when working with peers to plan and present a role play	effectively uses personal and social skills when working with peers to plan and present a role play	uses personal and social skills when working with peers to plan and present a role play	with support, uses personal and social skills when working with peers to plan and present a role play	with direction and scaffolding, uses personal and social skills when working with peers to plan and present a role play
<b>Activity 5</b> <b>Activity 6</b>	<b>The Arts (Drama):</b> Students use play, imagination, arts knowledge, processes and/or skills to create and share dramatic arts works in different forms	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 support, 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>

\*Denotes that observations of student performance may be required

Assessable activities	Achievement Standard	A	B	C	D	E
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
<b>Activity 6</b>	<b>HPE:</b> 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
	<b>English:</b> Students state their thoughts, feelings and key ideas using words and phrases from learning and texts	purposefully uses familiar words, phrases and images to state their thoughts and feelings in writing	effectively uses familiar words, phrases and images to state their thoughts and feelings in writing	uses familiar words, phrases and images to state their thoughts and feelings in writing	with support, uses familiar words, phrases and images to state their thoughts and feelings in writing	with direction, uses familiar words, phrases and images to state their thoughts and feelings in writing

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## Foundation Rubric: Topic 2 – Sharing is a choice

Assessable activities	Achievement Standard	A	B	C	D	E
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
<b>Activity 4</b>	<b>English:</b> Students create short written texts, stating their thoughts, feelings and key ideas	creates an informative text that effectively and comprehensively communicates their thoughts and feelings about sharing	creates an informative text that effectively communicates their thoughts and feelings about sharing	creates an informative text that communicates their thoughts and feelings about sharing	with guidance, creates an informative text that communicates their thoughts and feelings about sharing	with direction, creates an informative text that communicates their thoughts and feelings about sharing
	<b>HPE:</b> Students demonstrate personal and social skills to interact respectfully with others*	purposefully and consistently uses personal and social skills when working with peers to share resources and complete a shared task	effectively uses personal and social skills when working with peers to share resources and complete a shared task	uses personal and social skills when working with peers to share resources and complete a shared task	with support, uses personal and social skills when working with peers to share resources and complete a shared task	with direction and scaffolding, uses personal and social skills when working with peers to share resources and complete a shared task
<b>Activity 5</b>	<b>Mathematics:</b> Students make connections between number names, numerals and position in the sequence of numbers from zero to at least 20*	makes immediate connections between number names, numerals, quantities and one-dollar coins up to 20	makes connections between number names, numerals, quantities and one-dollar coins up to 20	makes connection between number names, numerals and quantities up to 20	makes connections between aspects of number names, numerals and quantities up to 20	with direction, makes connections between aspects of number names, numerals and quantities
	<b>Mathematics:</b> They use subitising and counting strategies to quantify collections	uses a range of effective counting strategies to fluently quantify collections up to 20	uses effective counting strategies to fluently quantify collections up to 20	uses counting strategies to quantify collections up to 20	with support, uses counting strategies to quantify collections up to 10	with direction, uses counting strategies to quantify collections up to 10
	<b>Mathematics:</b> Students represent practical situations that involve quantifying, equal sharing, adding to collections to at least 10	purposefully and fluently models fair and unfair sharing by adding to collections to 10 and explain reasoning	fluently models fair and unfair sharing by adding to and taking away from collections to 10 and demonstrate reasoning	models fair and unfair sharing by adding to and taking away from collections to 10	with support, models fair and unfair sharing by adding to and taking away from collections to 10	with direction, models fair and unfair sharing by adding to and taking away from collections to 10

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Assessable activities	Achievement Standard	A	B	C	D	E
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
	<b>Mathematics:</b> Students compare the size of collections	purposefully and fluently compares the size of 2 collections and adds to one collection to model fair sharing	fluently compares the size of 2 collections and adds to one collection to model fair sharing	compares the size of 2 collections and adds to one collection to model fair sharing	with support, compares the size of 2 collections and adds to one collection to model fair sharing	with direction, compares the size of 2 collections and adds to one collection to model fair sharing
<b>Activity 6</b>	<b>Mathematics:</b> Students combine collections up to 10 representing these with number	fluently and accurately combines collections to make 10 representing these with number sentences	accurately combines collections to make 10 representing these with number sentences	combines collections to make 10 representing these with numbers	with support, combines collections to make 10 representing these with numbers	with direction, combines collections to make 10 representing these with numbers

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

Assessable activities	Achievement Standard	A	B	C	D	E
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
<b>Activity 2</b>	<b>English:</b> Students listen to and comprehend texts, making connections to personal experiences	actively listens to <i>A World Without Sharing</i> being read aloud and identifies and discusses in detail the connections between the story and their own personal experience	actively listens to <i>A World Without Sharing</i> being read aloud and identifies and discusses the connections between the story and their own personal experience	listens to <i>A World Without Sharing</i> being read aloud and identifies connections between the story and their own personal experiences	listens to <i>A World Without Sharing</i> being read aloud and with support, identifies connections between the story and their own personal	listens to <i>A World Without Sharing</i> being read aloud and with direction, identifies connections between the story and their own personal experiences
<b>Activity 5</b>	<b>HPE:</b> Students describe the different emotions people experience	describes with elaboration the range of emotions experienced in non- sharing scenarios	clearly describes the range of emotions experienced in non-sharing scenarios	describes the emotions experienced in non- sharing scenarios	with support, describes emotions experienced in non- sharing scenarios	makes directed statements about the emotions experienced in non-sharing scenarios
<b>Activity 5 Activity 8</b>	<b>English:</b> Students create short written texts using words and images where appropriate  They state their thoughts, feelings and key ideas	creates texts that creatively and purposefully caption images with descriptive sentences that state their thoughts and feelings	creates texts that effectively caption images with descriptive sentences that state their thoughts and feelings	creates texts that show an understanding of matching writing with images that state their thoughts and feelings	with guidance, creates texts that include some matching sentences and images that state their thoughts and feelings	with direction, creates texts that include some matching sentences and images that state their thoughts and feelings

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Assessable activities	Achievement Standard	A	B	C	D	E
	<b>English:</b> Students use words and phrases from learning and texts in their writing	when writing purposefully uses nouns and verbs they have encountered in their learning, including words to describe emotions	when writing, effectively uses nouns and verbs they have encountered in their learning, including words to describe emotions	when writing, uses nouns and verbs they have encountered in their learning, including words to describe emotions	with support, uses nouns and verbs they have encountered in their learning, and simple words to describe emotions	with direction, uses familiar nouns and verbs, including simple words to describe emotions
	<b>English:</b> Students form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops	purposefully uses: <ul style="list-style-type: none"> <li>• letter and sound knowledge</li> <li>• beginning writing behaviours</li> <li>• experimentation with capitals and full stops</li> <li>• correct form of know upper- and lower-case letters</li> </ul>	effectively uses: <ul style="list-style-type: none"> <li>• letter and sound knowledge</li> <li>• beginning writing behaviour</li> <li>• experimentation with capitals and full stops</li> <li>• correct form of know upper- and lower-case letters</li> </ul>	uses: <ul style="list-style-type: none"> <li>• letter and sound knowledge</li> <li>• beginning writing behaviours</li> <li>• experimentation with capitals and full stops</li> <li>• correct form of know upper- and lower-case letters</li> </ul>	with support, uses: <ul style="list-style-type: none"> <li>• letter and sound knowledge</li> <li>• beginning writing behaviours</li> <li>• experimentation with capitals and full stops</li> <li>• correct form of know upper- and lower-case letters</li> </ul>	with direction, uses: <ul style="list-style-type: none"> <li>• letter and sound knowledge</li> <li>• beginning writing behaviours</li> <li>• experimentation with capitals and full stops</li> <li>• correct form of know upper- and lower-case letters</li> </ul>

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

Assessable activities	Achievement Standard	A	B	C	D	E
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
<b>Activity 2</b>	<b>English:</b> Students interact with others	purposefully interacts in group and class discussions and taking turns when responding	effectively interacts in group and class discussions and taking turns when responding	interacts in group and class discussions and taking turns when responding	with guidance, interacts in group and class discussions and taking turns when responding	with direction, interacts in group and class discussions and taking turns when responding
	<b>The Arts (Visual arts):</b> Students use play, imagination, arts knowledge, processes and/or skills to create arts works in different forms	skillfully 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 make a simple artwork that expresses an idea or observation	with direction, applies some aspects of the elements and processes of art to make a simple artwork that expresses an idea or observation
	<b>The Arts (Visual arts):</b> Students use play, imagination, arts knowledge, processes and/or skills to share arts works in different forms	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>Activity 3</b>	<b>English:</b> Students create short written texts using words and images where appropriate	purposefully uses familiar words, phrases and images to state their thoughts and feelings in writing and explains how the image adds meaning	effectively uses familiar words, phrases and images to state their thoughts and feelings in writing and describes how their image adds meaning	uses familiar words, phrases and images to state their thoughts and feelings in writing	with support, uses familiar words, phrases and images to state their thoughts and feelings in writing	with direction, uses familiar words, phrases and images to state their thoughts and feelings in writing

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Assessable activities	Achievement Standard	A	B	C	D	E
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
	<b>English:</b> Students use words and phrases from learning and texts	when writing, purposefully uses nouns and verbs they have encountered in their learning, including words to describe emotions	when writing, effectively uses nouns and verbs they have encountered in their learning, including words to describe emotions	when writing, uses nouns and verbs they have encountered in their learning, including words to describe emotions	with support, uses nouns and verbs they have encountered in their learning, and simple words to describe emotions	with direction, uses familiar nouns and verbs, including simple words to describe emotions
	<b>English:</b> Students read words including consonant–vowel–consonant words and some high-frequency words	fluently and confidently reads sentences that include unfamiliar vocabulary aloud	fluently reads sentences that include familiar vocabulary and high frequency words aloud	reads sentences that include C-V-C words and some high frequency words	with support, reads sentences that include C-V-C words and some high frequency words	with direction, reads sentences that include C-V-C words and some high frequency words
<b>Activity 3 Activity 6</b>	<b>HPE:</b> Students identify how rules make play fair and inclusive	explains how rule following make play fair and inclusive	describes how rule following make play fair and inclusive	identifies how rule following make play fair and inclusive	with support, identifies how rule following make play fair	with direction, identifies how rule following make play
<b>Activity 6 Activity 7</b>	<b>The Arts (Drama):</b> Students use play, imagination, arts knowledge, processes and/or skills to create and share dramatic arts works in different forms	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 support, 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>

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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
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
<b>Activity 4</b>	<b>Mathematics:</b> Students use counting strategies to quantify collections*	effectively uses skip counting to fluently quantify collections of coins with the same value up to and beyond 20	uses skip counting to fluently quantify collections of coins with the same value up to and beyond 20	uses skip counting to quantify collections of coins with the same value up to 20	with support, uses skip counting to quantify collections of coins with the same value up to 20	with direction, uses skip counting to quantify collections of coins with the same value up to and beyond 20
<b>Activity 7</b>	<b>Mathematics:</b> Students copy and continue repeating patterns	accurately and fluently finds missing numbers to continue and repeat additive patterns that increase or decrease by a constant amount	fluently finds missing numbers to continue and repeat additive patterns that increase or decrease by a constant amount	finds missing numbers to continue and repeat additive patterns that increase or decrease by a one	with support, finds missing numbers to continue and repeat additive patterns that increase or decrease by a one	with direction, finds missing numbers to continue and repeat additive patterns that increase or decrease by a one
	<b>Mathematics:</b> Students make connections between number names, numerals and position in the sequence of numbers from zero to at least 20	accurately writes numerals for numbers from 1-20 in correct sequence and identifies the name of each	accurately writes numerals for numbers from 1-20 in correct sequence and identifies the name of each	writes numerals for numbers from 1-20 in correct sequence	with support, writes numerals for numbers from 1-20 in correct sequence	with direction, writes numerals for numbers from 1-20 in correct sequence
	<b>Mathematics:</b> Students collect, sort and compare data in response to questions in familiar contexts	purposefully and accurately collects, sorts and compares data to determine class saving preferences and writes a number sentence to summarise the result	accurately collects, sorts and compares data to determine class saving preferences and writes a number sentence to summarise the result	collects, sorts and compares data to determine class saving preferences and writes a number sentence to summarise the result	with support, collects, sorts and compares data to determine class saving preferences	with direction, collects, sorts and compares data to determine class saving preferences

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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
		<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
<b>Activity 1</b>	<b>Mathematics:</b> Students describe the position and the location of objects in relation to other objects*	follows directions of location to immediately place puzzle pieces in the correct position	follows directions of location to place puzzle pieces in the correct position	follows directions of location to place puzzle pieces in the correct position	with support, follows directions of location to place puzzle pieces in the correct position	with direction, follows directions of location to place puzzle pieces in the correct position
<b>Activity 2</b>	<b>English:</b> Students interact with others to share thoughts and retell events*	effectively and respectfully interacts with others to share thoughts and decide on ways to demonstrate a behavior through dramatic performance	respectfully interacts with others to share thoughts and decide on ways to demonstrate a behavior through dramatic performance	interacts with others to share thoughts and decide on ways to demonstrate a behavior through dramatic performance	with support, interacts with others to share thoughts and decide on ways to demonstrate a behavior through dramatic performance	with direction and prompting, interacts with others to share thoughts and decide on ways to demonstrate a behavior through dramatic performance
	<b>HPE:</b> Students demonstrate personal and social skills to interact respectfully with others*	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
	<b>The Arts (Drama):</b> Students use play, imagination, arts knowledge, processes and/or skills to create and share dramatic arts works in different forms	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 support, 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>

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Assessable activities	Achievement Standard and General Capability	A	B	C	D	E
Activity 3	<b>English:</b> Students create short written texts using words from learning and texts and images where appropriate to retell an event and state their thoughts and feelings	purposefully and effectively uses familiar words from learning and texts as well as images and unfamiliar words to describe an event and their thoughts and feelings in writing	effectively uses familiar words from learning and texts as well as images to describe an event and their thoughts and feelings in writing	uses familiar words from learning and texts as well as images to describe an event and their thoughts and feelings in writing	with support, uses familiar words from learning and texts as well as images to describe an event and their thoughts and feelings in writing	with direction, uses familiar words from learning and texts as well as images to describe an event and their thoughts and feelings in writing
	<b>English:</b> Students form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops	purposefully uses: <ul style="list-style-type: none"> <li>• letter and sound knowledge</li> <li>• beginning writing behaviours</li> <li>• experimentation with capitals and full stops</li> <li>• correct form of know upper- and lower-case letters</li> </ul>	effectively uses: <ul style="list-style-type: none"> <li>• letter and sound knowledge</li> <li>• beginning writing behaviour</li> <li>• experimentation with capitals and full stops</li> <li>• correct form of know upper- and lower-case letters</li> </ul>	uses: <ul style="list-style-type: none"> <li>• letter and sound knowledge</li> <li>• beginning writing behaviour</li> <li>• experimentation with capitals and full stops</li> <li>• correct form of know upper- and lower-case letters</li> </ul>	with support, uses: <ul style="list-style-type: none"> <li>• letter and sound knowledge</li> <li>• beginning writing behaviours</li> <li>• experimentation with capitals and full stops</li> <li>• correct form of know upper- and lower-case letters</li> </ul>	with direction, uses: <ul style="list-style-type: none"> <li>• letter and sound knowledge</li> <li>• beginning writing behaviours</li> <li>• experimentation with capitals and full stops</li> <li>• correct form of know upper- and lower-case letters</li> </ul>
	<b>HPE:</b> Students describe the different emotions people experience	describes with elaboration the range of emotions people experience in different situations	clearly describes the range of emotions people experience in different situations	describes the emotions people experience in familiar situations	with support, describes the emotions people experience in familiar situations	makes directed statements about the emotions people experience in familiar situations
Activity 4	<b>English:</b> Students read words including consonant–vowel–consonant words and some high-frequency words	fluently and confidently reads self-constructed sentences that include unfamiliar vocabulary aloud	fluently reads self-constructed sentences that include familiar vocabulary and high frequency words aloud	reads self-constructed sentences that include C-V-C words and some high frequency words	with support, reads self-constructed sentences that include C-V-C words and some high frequency words	with direction, reads self-constructed sentences that include C-V-C words and some high frequency words

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