

Rubrics – Year 1

Year 1 Rubric: Topic 1 – Fairness

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 5	English: Students interact with others to create short spoken texts*	purposefully uses appropriate language features and interaction skills to listen to others when taking part in conversations and creating a role play	effectively uses appropriate language features and interaction skills to listen to others when taking part in conversations and creating a role play	uses appropriate language features and interaction skills to listen to others when taking part in conversations and creating a role play	uses some appropriate language features and interaction skills to listen to others when taking part in conversations and creating a role play	unevenly uses some appropriate language features and interaction skills to listen to others when taking part in conversations and creating a role play
	HPE: Students demonstrate skills required to develop respectful relationships*	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
Activity 5 Activity 6	The Arts (Drama): Students pretend and imagine as they create roles and situations in improvised drama They perform their drama in informal	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

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
	settings					
Activity 6	English: Students report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts*	purposefully and effectively uses language of emotion learnt to report on thoughts and feelings of characters in their role play	effectively uses language of emotion learnt to report on thoughts and feelings of characters in their role play	uses language of emotion learnt to report on thoughts and feelings of characters in their role play	with support, uses language of emotion learnt to report on thoughts and feelings of characters in their role play	with direction, uses language of emotion learnt to report on thoughts and feelings of characters in their role play
	HPE: Students describe how emotional responses affect their own and others' feelings	describes with elaboration the range of emotions experienced by characters in their unfair scenario and how it makes them feel	clearly describes the range of emotions experienced by characters in their unfair scenario and how it makes them feel	describes the emotions experienced by characters in their unfair scenario and how it makes them feel	with support, describes emotions experienced by characters in their unfair scenario and how it makes them feel	makes directed statements about the emotions experienced by characters in their unfair scenario and how it makes them feel

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Year 1 Rubric: Topic 2 – Sharing is a choice

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 4	English: Students create short informative written texts expressing opinions and experiences that include small number of details from learnt topics	purposefully and effectively expresses opinions about their experiences of sharing using the language of emotion in short informative written texts	effectively expresses opinions about their experiences of sharing using the language of emotion in short informative written texts	expresses opinions about their experiences of sharing using the language of emotion in short informative written texts	with support, expresses opinions about their experiences of sharing using the language of emotion in short informative written texts	with direction, expresses opinions about their experiences of sharing using the language of emotion in short informative written texts
	HPE: 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	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 use mathematical modelling to solve practical problems involving addition, subtraction and equal sharing using calculation strategies	efficiently adds to collections of notes and coins (\$2 and \$5) to model fair and unfair sharing using a range of calculation strategies such as skip counting and represents modelling using addition and subtraction number sentences	efficiently adds to collections of notes and coins (\$2 and \$5) to model fair and unfair sharing using skip counting and represents modelling using addition and subtraction number sentences	adds to collections of notes and coins (\$2 and \$5) to model fair and unfair sharing using skip counting and represents modelling using addition and subtraction number sentences	with support, adds to collections of notes and coins (\$2 and \$5) to model fair and unfair sharing using skip counting and represents modelling using addition and subtraction number sentences	with direction, adds to collections of notes and coins (\$2 and \$5) to model fair and unfair sharing using skip counting and represents modelling using addition and subtraction number sentences
Activity 6	Mathematics: Students solve problems involving addition and subtraction of numbers	fluently and accurately adds collections to make 10 representing these with addition and subtraction number sentences	accurately adds collections to make 10 representing these with addition and subtraction number sentences	adds collections to make 10 representing these with addition and subtraction number sentences	with support, adds collections to make 10 representing these with addition and subtraction number sentences	with direction, adds collections to make 10 representing these with addition and subtraction number sentences

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

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 2	English: Students listen to and comprehend spoken texts, including stories, 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 experiences	listens to <i>A World Without Sharing</i> being read aloud and with direction, identifies connections between the story and their own personal experiences
Activity 5	HPE: Students describe how emotional responses affect their own and others' feelings	describes with elaboration the range of emotions they and others experience when there is no sharing	clearly describes the range of emotions they and others experience when there is no sharing	describes the emotions they and others experience when there is no sharing	with support, describes the emotions they and others experience when there is no sharing	makes directed statements about the emotions they and others experience when there is no sharing
Activity 5	English: Students create short written and/or multimodal texts to report experiences or express opinions	creates texts that creatively and purposefully caption images with descriptive sentences that report experiences and express opinions	creates texts that effectively caption images with descriptive sentences that report experiences and express opinions	creates texts that show an understanding of matching writing with images that report experiences and express opinions	with guidance, creates texts that include some matching sentences and images that report experiences and express opinions	with direction, creates texts that include some matching sentences and images that report experiences and express opinions
Activity 8	English: Students include a small number of details from learnt topics and topic-specific vocabulary in their writing	when writing purposefully uses nouns and verbs they have encountered in their learning and words related to sharing, 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

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
	English: Students spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words	consistently and accurately spells: <ul style="list-style-type: none"> high frequency words one-and two-syllable words with common letter patterns and common grammatical morphemes 	self-corrects to accurately spell: <ul style="list-style-type: none"> high frequency words one-and two-syllable words with common letter patterns and common grammatical morphemes 	spells: <ul style="list-style-type: none"> high frequency words most one-and two-syllable words with common letter patterns and common grammatical morphemes 	with guidance, spells: <ul style="list-style-type: none"> high frequency words most one-and two-syllable words with common letter patterns and common grammatical morphemes 	directed use of accurate spelling of: <ul style="list-style-type: none"> high frequency words most one-and two-syllable words with common letter patterns and common grammatical morphemes
	English: Students write simple sentences with sentence boundary punctuation and capital letters for proper nouns	purposefully uses capital letters and full stops when writing sentences	consistently uses capital letters and full stops when writing sentences	uses capital letters and full stops when writing sentences	with guidance, uses capital letters and full stops when writing sentences	with direction, uses capital letters and full stops when writing sentences
	English: Students write words using unjoined upper-case 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

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

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 2	English: 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
	The Arts (Visual arts): Students experiment with visual conventions, visual arts processes and materials	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
	The Arts (Visual arts): Students make and share artworks in informal settings	makes artworks and provides a clear and detailed description of their artwork	makes artworks and provides a detailed description of their artwork	makes artworks and describes the artwork they made	makes artworks and with prompting, describes the artwork they made	makes artworks and responds to questions about the artwork they made
Activity 3	English: Students create short multimodal texts expressing opinions and experiences which include a small number of details from texts	purposefully uses details from <i>A World Without Sharing</i> to create short multimodal texts that represent what happens when rules are not followed	effectively uses a number of details from <i>A World Without Sharing</i> to create short multimodal texts that represent what happens when rules are not followed	uses a small number of details from <i>A World Without Sharing</i> to create short multimodal texts that represent what happens when rules are not followed	with guidance, uses a small number of details from <i>A World Without Sharing</i> to create short multimodal texts that represent what happens when rules are not followed	with direction, uses a small number of details from <i>A World Without Sharing</i> to create short multimodal texts that represent what happens when rules are not followed

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
	English: Students read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words	clearly and effectively reads words using blending, knowledge of high-frequency words and one- and two-syllable words with common and uncommon letter patterns	effectively reads words using blending, knowledge of high-frequency words and one- and two-syllable words with common letter patterns	reads words using blending, knowledge of high-frequency words and one- and two-syllable words with common letter patterns	with support, reads words using blending, knowledge of high-frequency words and one- and two-syllable words with common letter patterns	with direction, reads words using blending, knowledge of high-frequency words and one- and two-syllable words with common letter patterns
	English: Students use sentence boundary punctuation to read with developing phrasing and fluency	clearly and effectively reads short texts aloud with phrasing and fluency	clearly and effectively reads short texts aloud with phrasing and fluency	reads short texts aloud with developing phrasing and fluency	with guidance, reads short texts aloud with some phrasing and fluency	with direction, reads short texts aloud
Activity 3 Activity 6	HPE: Students apply strategies to keep themselves and others safe	describes in detail how rule following in a range of contexts keeps themselves and others safe	describes how rule following in different contexts keeps themselves and others safe	describes how rule following keeps themselves and others safe	with support, describes how following a rule keeps themselves and others safe	with direction, describes how following a rule keeps themselves and others safe
Activity 6 Activity 7	The Arts (Drama): Students pretend and imagine as they create roles and situations in improvised drama They perform their drama in informal settings	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

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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
		The student:	The student:	The student:	The student:	The student:
Activity 4	Mathematics: Students skip count in twos, fives or tens to quantify collections	fluently and confidently counts by twos or fives to determine how much money is in a collection of coins or notes of the same denomination; for example, \$2 coins or \$5 notes	confidently counts by twos or fives to determine how much money is in a collection of coins or notes of the same denomination; for example, \$2 coins or \$5 notes	counts by twos or fives to determine how much money is in a collection of coins or notes of the same denomination; for example, \$2 coins or \$5 notes	with support, counts by twos or fives to determine how much money is in a collection of coins or notes of the same denomination; for example, \$2 coins or \$5 notes	with direction, counts by twos or fives to determine how much money is in a collection of coins or notes of the same denomination; for example, \$2 coins or \$5 notes
Activity 7	Mathematics: Students use numbers to create repeating patterns, identifying the repeating unit	identifies the repeating unit in number patterns and accurately completes the sequence and explains reasoning	identifies the repeating unit in number patterns and applies the unit to accurately completes the sequence	identifies the repeating unit in number patterns and applies the unit to find missing numbers	with support, identifies the repeating unit in number patterns and applies the unit to find missing numbers	with direction, identifies the repeating unit in number patterns and applies the unit to find missing numbers
	Mathematics: Students connect number names, numerals and quantities, and order numbers	fluently identifies and names the value of Australian coins, sequences them according to their value and explains ordering	fluently identifies and names the value of Australian coins and sequences them according to their value	identifies and names the value of Australian coins and sequences them according to their value	with support, identifies and names the value of Australian coins and sequences them according to their value	with direction, identifies and names the value of Australian coins and sequences them according to their value
	Mathematics: Students collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies They use numbers, symbols and objects to create skip counting	effectively and efficiently: <ul style="list-style-type: none"> collects and records data about sharing preferences, creates displays with money symbols, uses counting strategies to 	effectively: <ul style="list-style-type: none"> collects and records data about sharing preferences, creates displays with money symbols, uses counting strategies to determine the 	<ul style="list-style-type: none"> collects and records data about sharing preferences, creates displays with money symbols, uses counting strategies to determine the frequency of 	with support: <ul style="list-style-type: none"> collects and records data about sharing preferences, creates displays with money symbols, uses counting strategies to determine the 	with direction: <ul style="list-style-type: none"> collects and records data about sharing preferences, creates displays with money symbols, uses counting strategies to determine the

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
		determine the frequency of responses • explains inferences	frequency of responses • explains inferences	responses • makes inferences	frequency of responses • makes inferences	frequency of responses • 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
		The student:	The student:	The student:	The student:	The student:
Activity 1	Mathematics: Students follow directions to move objects within a space*	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
Activity 2	English: Students interact with others*	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
	HPE: Students demonstrate skills and strategies required to develop respectful relationships*	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 pretend and imagine as they create roles and situations in improvised drama They perform their drama in informal settings	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

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 3	English: Students create short multimodal texts expressing opinions and experiences	writes descriptive sentences to accompany images which purposefully elaborate on the actions, thoughts and feelings of characters in different scenarios	writes descriptive sentences to accompany images which effectively elaborate on the actions, thoughts and feelings of characters in different scenarios	writes descriptive sentences to accompany images which elaborate on the actions, thoughts and feelings of characters in different scenarios	with guidance, writes descriptive sentences to accompany images which elaborate on the actions, thoughts and feelings of characters in different scenarios	with direction, writes descriptive sentences to accompany images which elaborate on the actions, thoughts and feelings of characters in different scenarios
	English: Students spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words	consistently and accurately spells: <ul style="list-style-type: none">• high frequency words• one-and two-syllable words with common letter patterns and common grammatical morphemes	self-corrects to accurately spell: <ul style="list-style-type: none">• high frequency words• one-and two-syllable words with common letter patterns and common grammatical morphemes	spells: <ul style="list-style-type: none">• high frequency words• most one-and two-syllable words with common letter patterns and common grammatical morphemes	with guidance, spells: <ul style="list-style-type: none">• high frequency words• most one-and two-syllable words with common letter patterns and common grammatical morphemes	directed use of accurate spelling of: <ul style="list-style-type: none">• high frequency words• most one-and two-syllable words with common letter patterns and common grammatical morphemes
	English: Students write simple sentences with sentence boundary punctuation and capital letters for proper nouns	purposefully uses capital letters and full stops when writing sentences	consistently uses capital letters and full stops when writing sentences	uses capital letters and full stops when writing sentences	with guidance, uses capital letters and full stops when writing sentences	with direction, uses capital letters and full stops when writing sentences
	English: Students write words using unjoined upper-case 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

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
	HPE: Students describe how emotional responses affect their own and others' feelings	describes with elaboration the range of emotions they and others experience when they behave with respect or follow rules	clearly describes the range of emotions they and others experience when they behave with respect or follow rules	describes the emotions they and others experience when they behave with respect or follow rules	with support, describes the emotions they and others experience when they behave with respect or follow rules	makes directed statements about the emotions they and others experience when they behave with respect or follow rules
Activity 4	English: Students read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words	clearly and effectively reads words using blending, knowledge of high-frequency words and one- and two-syllable words with common and uncommon letter patterns	effectively reads words using blending, knowledge of high-frequency words and one- and two-syllable words with common letter patterns	reads words using blending, knowledge of high-frequency words and one- and two-syllable words with common letter patterns	with support, reads words using blending, knowledge of high-frequency words and one- and two-syllable words with common letter patterns	with direction, reads words using blending, knowledge of high-frequency words and one- and two-syllable words with common letter patterns
	English: Students use sentence boundary punctuation to read with developing phrasing and fluency	clearly and effectively reads short texts aloud with phrasing and fluency	clearly and effectively reads short texts aloud with phrasing and fluency	reads short texts aloud with developing phrasing and fluency	with guidance, reads short texts aloud with some phrasing and fluency	with direction, reads short texts aloud

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