

# Specialist Assessment Rubrics

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# Physical Education - Foundation

## Assessment Rubric

| Capability                         | Not demonstrated   | Improving  | Good  | Very good  | Excellent  |
|------------------------------------|--|--|---|--|--|
| <b>Fundamental Movement Skills</b> | Student does not yet display Fundamental Movement Skills.    | Student needs support to perform Fundamental Movement Skills.            | Student demonstrates some Fundamental Movement Skills effectively. May still require support. | Student is able to effectively perform most Fundamental Movement skills independently. | Student is able to perform Fundamental Movement Skills independently with a high level of competence.                                    |
| <b>Participation in games</b>      | Student does not yet participate effectively in class games. | Student needs support to understand and follow the rules in class games. | Student mostly joins in class games effectively and shows an understanding of most rules.     | Student is able to participate in class games and shows an understanding of the rules. | Student is able to consistently follow the rules of class games and support peers in these games.  |
| <b>Collaboration</b>               | Student is not yet able to work with others on set tasks.    | Student needs support to work with others in a group.                    | Student mostly works well with peers and is learning to share equipment.                      | Student is able to co-operate with others and share equipment.                         | Student consistently works well with peers by demonstrating the school values and 'You Can Do It!' Foundations when working with others. |

# Physical Education – Year 1 and 2

## Assessment Rubric

| Capability                                  | Not demonstrated  | Improving  | Good   | Very good   | Excellent   |
|---|---|--|--|---|---|
| <b>Applying Fundamental Movement Skills</b> | Student does not yet demonstrate the ability to perform Fundamental Movement Skills.                  | Student attempts to perform Fundamental Movement Skills with guidance.                               | Student performs most Fundamental Movement Skills effectively. May still require some support.                               | Student is able to perform Fundamental Movement Skills independently. They are beginning to link skills in movement sequences.                  | Student consistently performs Fundamental Movement Skills. They demonstrate competency and willingness to extend their skills further in the application of movement sequences.             |
| <b>Using equipment</b>                      | Student does not yet demonstrate the ability to use equipment for its intended purpose when directed. | Student requires direction to follow safety rules and to use the equipment for its intended purpose. | Student generally follows safety rules when using equipment. They are showing development in applying the correct technique. | Student consistently follows safety rules. They use equipment for its intended purpose while working to accurately apply the correct technique. | Student always follows safety rules, treats equipment with care and is able to use it for its intended purpose. They are able to apply the correct technique to execute the required skill. |
| <b>Following rules and fair play</b>        | Student does not yet demonstrate an understanding of the rules during games and activities.           | Student is beginning to demonstrate an awareness of rules and taking turns.                          | Student is beginning to understand and follow rules and play fairly when working with others.                                | Student is able to explain and apply rules. They demonstrate fair play and cooperate with others in games and activities.                       | Student is able to consistently apply rules and scoring systems. They demonstrate fair play and sportsmanship when participating with others.   |

# Physical Education – Year 3 and 4

## Assessment Rubric

| Capability                  | Not demonstrated  | Improving  | Good   | Very good   | Excellent   |
|-----------------------------|---|--|--|---|---|
| <b>Movement Skills</b>      | Student does not yet demonstrate the ability to perform Movement Skills at the required level.                    | Student performs some Fundamental Movement Skills effectively. They are developing an understanding of how to link movement sequences. | Student performs most Fundamental Movement Skills effectively. They are beginning to combine a series of movement sequences.                                 | Student can perform Fundamental Movement Skills with competence. They are able to combine a series of movement sequences in games and sports.   | Student consistently performs complex Movement Skills. They confidently perform movement sequences and can apply them to a variety of sports.   |
| <b>Equipment Technique</b>  | Student does not yet demonstrate the correct use and technique when using equipment.                              | Student is beginning to use equipment effectively and appropriately with support and practice.   | Student mostly uses equipment effectively and for its intended purpose. They are beginning to refine their technique for correct execution.                  | Student follows safety rules, treats equipment with care and is able to use it for its intended purpose. With practice, they are able to apply the correct technique to execute the required skill. | Student consistently demonstrates effective use of equipment and is able to confidently transfer their learning to a variety of sports. They are able to advise and support their peers when executing the required skills.     |
| <b>Game Sense and Rules</b> | Student is not yet able to understand and apply the rules and their role to be an effective participant in games. | Student is developing an awareness of rules and they are beginning to understand their role in team games and sports.                  | Student can mostly apply rules and fair play in games and sports. They are beginning to develop both skills and an understanding of the strategies involved. | Student can apply rules, use basic scoring systems and demonstrate fair play. They are able to apply some strategies and game tactics as they are required.   | Student displays an excellent knowledge of game rules, boundaries, scoring systems and demonstrates fair play at all times. They can quickly transfer their learning, apply strategies and game tactics to a variety of sports. |

# Physical Education – Year 5 and 6

## Assessment Rubric

| Capability                            | Not demonstrated   | Improving  | Good  | Very good   | Excellent   |
|---------------------------------------|--|--|---|---|---|
| <b>Movement Sequences</b>             | Student is not yet able to demonstrate movement sequences effectively.   | Student is beginning to perform movement sequences which link movement skills, with some support.  | Student can demonstrate some movement sequences that can be applied to sports and games.  | Student demonstrates a variety of movement sequences and can identify and apply different strategies.   | Student is able to apply critical and creative thinking to movement sequences and complete challenges competently.  |
| <b>Game Technique and Performance</b> | Student does not yet display the correct technique with equipment that is necessary to participate effectively in games. | Student is making progress with their game performance by improving their technique with a range of equipment required for these games and sports.                 | Student mostly uses the correct technique with equipment in order to be an effective participant in games and sports.   | Student consistently demonstrates the correct technique with equipment used in sports covered this semester and is competent in their game performance.                                 | Student confidently approaches all sports and games with the ability to use all equipment properly. They are able to encourage and correct their peers by providing feedback. |
| <b>Game Sense and Understanding</b>   | Student is not yet able to combine their skills, knowledge and strategies into game situations.                          | Student is beginning to demonstrate and apply an understanding of the rules and scoring systems in sports and games. They demonstrate some evidence of game sense. | Student can apply rules and scoring systems and mostly demonstrates fair play. They are beginning to read the play in games and decide what action they need to take. | Student regularly demonstrates ethical behaviour and fair play. They are able to read the play in a range of games and have the tactical awareness to modify their actions accordingly. | Student always applies ethical behaviour and fair play. They demonstrate a high level of tactical awareness and strategic thinking in competitive games.                      |

# The Arts (Performing Arts) - Foundation

## Assessment Rubric

| Capability                         | Not demonstrated   | Improving  | Good   | Very good  | Excellent  |
|------------------------------------|--|--|--|--|--|
| <b>Following instructions</b>      | Student is not yet able to complete tasks according to the instructions.                                       | Student is beginning to be able to follow instructions to complete tasks.                                      | Student is able to complete tasks but requires support and repeated instructions.                      | Student is able to complete tasks independently following most of the instructions.                      | Student is able to complete tasks independently following all instructions.  |
| <b>Presenting and performing</b>   | Student does not yet rehearse and perform songs, dances and drama activities.                                  | Student is beginning to rehearse and perform songs, dances and drama activities.                               | Student is able to rehearse and perform songs, dances and drama activities with developing confidence. | Student is able to rehearse and perform songs, dances and drama activities confidently.                  | Student is able to rehearse and perform songs, dances and drama activities confidently and supports others to do the same. |
| <b>Responding and interpreting</b> | Student is not yet able to respond to music, dance and drama activities or expressing what they enjoy and why. | Student is beginning to respond to music, dance and drama activities and beginning to express what they enjoy. | Student can respond to music, dance and drama activities and express what they enjoy and why.          | Student confidently responds to music, dance and drama activities and expresses what they enjoy and why. | Student can respond to music, dance and drama activities, while expressing and discussing what they enjoy and why.         |

# The Arts (Performing Arts) – Year 1 and 2

## Assessment Rubric

| Capability                         | Not demonstrated   | Improving  | Good   | Very good  | Excellent  |
|------------------------------------|--|--|--|--|--|
| <b>Following instructions</b>      | Student is unable to complete the task according to the instructions.  | Student is beginning to be able to complete the task according to the instructions.                            | Student is able to complete the task but requires some support and repeated instructions.              | Student is able to complete the task following the initial instructions.                                 | Student follows instructions to complete all tasks and uses their imagination to enhance their creations.  |
| <b>Presenting and performing</b>   | Student does not yet rehearse and perform songs, dances and drama activities.                                  | Student is beginning to rehearse and perform songs, dances and drama activities.                               | Student is able to rehearse and perform songs, dances and drama activities with developing confidence. | Student is able to rehearse and perform songs, dances and drama activities confidently.                  | Student is able to rehearse and perform songs, dances and drama activities confidently and supports others to do the same.                             |
| <b>Responding and interpreting</b> | Student is not yet able to respond to music, dance and drama activities or expressing what they enjoy and why. | Student is beginning to respond to music, dance and drama activities and beginning to express what they enjoy. | Student can respond to music, dance and drama activities and express what they enjoy and why.          | Student confidently responds to music, dance and drama activities and expresses what they enjoy and why. | Student can respond to music, dance and drama activities, while expressing and discussing what they enjoy and why. They support others to do the same. |

# The Arts (Visual Arts) – Year 3 and 4

## Assessment Rubric

| Capability                         | Not demonstrated   | Improving   | Good  | Very good   | Excellent  |
|------------------------------------|--|---|---|---|--|
| <b>Exploring and expressing</b>    | Student is not yet demonstrating initiative to explore their own creativity.   | Student is beginning to demonstrate initiative to explore their own creativity.                     | Student demonstrates initiative to explore their own creativity.  | Student demonstrates initiative and confidence to explore their own creativity.                 | Student demonstrates initiative and confidence to explore their own creativity. They are able to extend their own learning and think further about their art work.         |
| <b>Responding and interpreting</b> | Student is not yet able to discuss ideas in their own art work.  | Student is beginning to discuss basic ideas in their own art work.                                  | Student can discuss ideas, and identify some materials, skills and techniques used in their own art work. | Student can discuss ideas, materials, skills and technique used in their own art work.          | Student can freely discuss ideas, materials, skills and technique used in their own art work and explain why they made their choices.                                      |
| <b>Following instructions</b>      | Student requires constant teacher support to complete set activities as they do not listen or are unable to recall set instructions. | Student often requires teacher support and prompting to remain on task and follow set instructions. | Student listens to most instructions and is able to complete set activities with little support.          | Student listens carefully to instructions and is able to complete set activities independently. | Student listens carefully to all instructions and is able to complete set activities independently. They are able to repeat instructions to others who require assistance. |

# The Arts (Visual Arts) – Year 5 and 6

## Assessment Rubric

| Capability                         | Not demonstrated   | Improving   | Good  | Very good  | Excellent  |
|------------------------------------|--|---|---|--|--|
| <b>Exploring and expressing</b>    | Student is not yet demonstrating initiative to explore their own creativity.   | Student is beginning to demonstrate initiative to explore their own creativity.                     | Student demonstrates initiative to explore their own creativity.  | Student demonstrates initiative and confidence to explore their own creativity.                    | Student demonstrates initiative and confidence to explore their own creativity. They are able to extend their own learning and think further about their art work.         |
| <b>Responding and interpreting</b> | Student is not yet able to discuss ideas in their own art work.  | Student is beginning to discuss basic ideas in their own art work.                                  | Student can discuss ideas, and identify some materials, skills and techniques used in their own and others' art work. | Student can discuss ideas, materials, skills and technique used in their own and others' art work. | Student can freely discuss ideas, materials, skills and technique used in their own and others' art work and explain why they made their choices.                          |
| <b>Following instructions</b>      | Student requires constant teacher support to complete set activities as they do not listen or are unable to recall set instructions. | Student often requires teacher support and prompting to remain on task and follow set instructions. | Student listens to most instructions and is able to complete set activities with little support.                      | Student listens carefully to instructions and is able to complete set activities independently.    | Student listens carefully to all instructions and is able to complete set activities independently. They are able to repeat instructions to others who require assistance. |

# Kitchen Technology – Year 3 and 4

## Assessment Rubric

| Capability                                | Not demonstrated  | Improving  | Good  | Very good   | Excellent  |
|---|---|--|---|---|--|
| <b>Working collaboratively</b>            | Student does not yet display teamwork skills in kitchen lessons.                          | Student needs support to work with others in a positive way and participate in a team. | Student is able to work with people they know in a positive way. They participate and take responsibility in a team.  | Student is able to work with anyone in a positive way. They participate and take responsibility in a team. They are able to explain choices in terms of achieving positive team outcomes. | Student is able to work with anyone in a positive way, including participating and taking responsibility in their team. They explained choices in terms of team outcomes and identified ways to improve team outcomes. |
| <b>Hygiene and safety practices</b>       | Student does not yet display an awareness of hygiene and safety practices in the kitchen. | Student needs support to follow the hygiene and safety rules in the kitchen.           | Student follows most of the hygiene and safety rules in the kitchen.  | Student is able to follow all of the hygiene and safety rules in the kitchen. They are able to explain why the hygiene and safety rules are important.                                    | Student is able to follow all of the hygiene and safety rules. They are able to identify why the rules are important and explain what would happen if the rules were not followed.                                     |
| <b>Reading and following instructions</b> | Student does not yet display an awareness of the components and use of a recipe.          | Student needs support to read the recipe and follow the method instructions.           | Student is able to read one recipe step at a time. They are able to distinguish the ingredient and method components. | Student is able to read and follow most steps in a recipe independently. They are building their strength in linking the ingredient to the method.  | Student is able to read and follow all the steps in a recipe. They are able to explain why each step is necessary.   |

# Kitchen Technology – Year 5 and 6

## Assessment Rubric

| Capability                                   | Not demonstrated  | Improving  | Good  | Very good  | Excellent   |
|--|---|--|---|--|---|
| <b>Managing workspaces safely</b>            | Student does not yet display management of their work space.                                      | Student needs support to identify and complete work space management tasks, like cleaning.                           | Student is able to identify and complete work space tasks one step at a time.   | Student is able to identify and complete work space tasks. They are able to sequence tasks so their work space is organised and safe, and they complete tasks on time. | Student is able to identify and complete work space tasks. They sequence tasks so their workspace is organised and they are on time in tasks. They are able to independently critique their completion on a task and improve. |
| <b>Using tools safely</b>                    | Student does not yet display an awareness of safety procedures when using kitchen utensils.       | Student needs support to follow safety procedures when using kitchen utensils.                                       | Student is able to follow most safety procedures when using kitchen utensils.   | Student is able to follow all of the safety procedures when using utensils. They are able to explain why the safety procedures are important.                          | Student is able to follow all of the safety procedures in the kitchen. They are able to identify why the rules are important and explain what would happen if the rules were not followed.                                    |
| <b>Following directions and instructions</b> | Student does not yet follow directions and instructions. They do not complete tasks as instructed | Student is able to follow the directions and instructions sometimes. They sometimes complete the task as instructed. | Student is able to follow the instructions and directions when reminded or given cues. They usually complete tasks as instructed. | Student is able to follow all instructions and directions with minimal reminders. They complete the tasks as required.   | Student is able to follow directions and instructions always. They independently complete tasks as instructed. Student is a role model for others   |

# Environmental Science – Foundation to Year 2

## Assessment Rubric

| Capability                        | Not demonstrated   | Improving  | Good   | Very good  | Excellent   |
|-----------------------------------|--|--|--|--|---|
| <b>Questioning and Predicting</b> | Student is not yet able to formulate scientific questions about concepts they are familiar with or predict the results of simple investigations. | Student needs support to formulate scientific questions about concepts they are familiar with and to predict the results of simple investigations. | Student is able to ask relevant scientific questions about concepts they are familiar with and predict the results of simple investigations. | Student is able to ask questions about concepts that are both familiar and unfamiliar, using scientific vocabulary.                                | Student is able to formulate scientific questions about concepts that are both familiar and unfamiliar using scientific vocabulary. They are able to predict the results of investigations. |
| <b>Collecting and Recording</b>   | Student is not yet able to collect, sort and record information during planned investigations.   | Student needs support to collect, sort and record information during planned investigations.   | Student is able to independently collect, sort and record information during planned investigations.   | Student is able to independently make observations during planned investigations, record and sort their observations, and draw simple conclusions. | Student is able to collect, record and sort information about a planned investigation, and draw complex conclusions.  |
| <b>Being Sustainable</b>          | Student does not yet display an understanding of ways they can be or act sustainably.  | Student needs support to display an understanding of ways they can be or act sustainably.  | Student can understand and can explain ways they can be or act sustainably.  | Student is able to explain and demonstrate ways they can be or act sustainably.  | Student is able to explain and demonstrate ways they can be or act sustainably. They can take action to encourage and support others to act in a sustainable way.                           |

# Environmental Science – Year 3

## Assessment Rubric

| Capability                                   | Not demonstrated   | Improving  | Good   | Very good   | Excellent  |
|--|--|--|--|---|--|
| <b>Using scientific language</b>             | Student does not yet use scientific language when communicating their observations.  | Student can use some scientific language when communicating their observations.          | Student is able to use informal scientific language to communicate their observations  | Student is able to use formal and informal scientific language to communicate their observations, methods and findings.   | Student is able to use formal and informal scientific language to communicate their observations, methods, findings and explain predictions.   |
| <b>Classify living and non living things</b> | Student can not yet distinguish the difference between living and non-living things. | Student can distinguish between living and non-living things based on what they observe. | Student can group living things and non-living things based on what they observe. They are beginning to identify features of living things observed in the garden. | Student can group living things based on what they observe and distinguish them from once living and non-living things. They are able to identify features of living things observed in the garden. | Student can group living things based on what they observe and distinguish them from once living and non-living things. They are able to identify features of living things observed in the garden. They can describe how living things rely upon each other for survival. |
| <b>Persistence and adaptability</b>          | Student does not yet persist when faced with challenging tasks.                      | Student is beginning to persist when faced with challenging tasks.                       | Student persists when faced with challenging tasks and is beginning to show adaptability when first attempts are not successful.                                   | Student persists when faced with challenging tasks and adapts their approach when first attempts are not successful.  | Student persists when faced with challenging tasks and adapts their approach when first attempts are not successful. They suggest improvements when working on group projects.   |

| Capability                          | Not demonstrated  | Improving  | Good  | Very good   | Excellent  |
|-------------------------------------|---|--|---|---|--|
| <b>Using scientific language</b>    | Student does not yet use scientific language when communicating their observations. | Student can use some scientific language when communicating their observations.          | Student is able to use informal scientific language to communicate their observations   | Student is able to use formal and informal scientific language to communicate their observations, methods and findings.   | Student is able to use formal and informal scientific language to communicate their observations, methods, findings and explain predictions.   |
| <b>Comparing life cycles</b>        | Student can not yet identify the key stages of a life cycle.                        | Student is beginning to describe the key stages in the life cycle of plants and animals. | Student describes the key stages in the life cycle of plants and animals. They describe the relationships that exist between different living things. | Student describes the key stages in the life cycle of plants and animals. They describe the relationships that exist between different living things and how they rely upon each other for their growth and survival. | Student describes the key stages in the life cycle of plants and animals. They describe the relationships that exist between different living things and how they rely upon each other for their growth and survival. The student predicts the effects when a particular living thing is removed from and ecosystem. |
| <b>Persistence and adaptability</b> | Student does not yet persist when faced with challenging tasks.                     | Student is beginning to persist when faced with challenging tasks.                       | Student persists when faced with challenging tasks and is beginning to show adaptability when first attempts are not successful.                      | Student persists when faced with challenging tasks and adapts their approach when first attempts are not successful.  | Student persists when faced with challenging tasks and adapts their approach when first attempts are not successful. They suggest improvements when working on group projects.   |

| Capability  | Not demonstrated   | Improving   | Good   | Very good   | Excellent  |
|---|--|---|--|---|--|
| <b>Working scientifically</b>                     | Student does not yet make predictions or record their observations.                    | Student is beginning to make predictions based on previous experiences. They make and record some observations. | Student makes some predictions based on previous experiences or general rules. They record accurate observations and descriptions.                     | Student makes predictions based on previous experiences or general rules. They record accurate observations as tables, diagrams or descriptions.    | Student makes predictions based on previous experiences or general rules. They make and record accurate observations as tables, diagrams or descriptions. They compare patterns in data with their predictions when explaining their findings. |
| <b>Understanding adaptations of living things</b> | Student can not yet identify adaptations of living things                              | Student is beginning to recognise adaptations of plants and animals.  | Student recognises the way plants and animals adapt to improve their chance of survival.   | Student analyses how structural and behavioural adaptations of both plants and animals improve their chances of survival.                           | Student analyses how structural and behavioural adaptations of both plants and animals improve their chances of survival. They predict how future environmental changes may influence the survival of living things.                           |
| <b>Working collaboratively</b>                    | Student does not yet contribute to discussion during group projects or investigations. | Student is beginning to contribute their ideas when working on group projects and investigations.               | Student occasionally contributes to group work by contributing their ideas and improvements for methods used in the group projects and investigations. | Student regularly contributes to group work by contributing their ideas and improvements for methods used in the group projects and investigations. | Student regularly contributes to group work by contributing their ideas and improvements for methods used in the group projects and investigations. They respectfully listen to the contributions of other students and discuss these ideas.   |

| Capability                                  | Not demonstrated   | Improving   | Good  | Very good  | Excellent   |
|---|--|---|---|--|---|
| <b>Working scientifically</b>               | Student does not yet make predictions or record their observations.                    | Student is beginning to make predictions based on previous experiences. They make and record some observations.   | Student makes some predictions based on previous experiences or general rules. They record accurate observations and descriptions.  | Student makes predictions based on previous experiences or general rules. They record accurate observations as tables, diagrams or descriptions.   | Student makes predictions based on previous experiences or general rules. They make and record accurate observations as tables, diagrams or descriptions. They compare patterns in data with their predictions when explaining their findings.  |
| <b>Understanding needs of living things</b> | Student can not yet predict the effects of environmental changes on living things.     | Student is beginning to describe the effect that environmental changes on individual plants and animals. They have a limited understanding of how living things have adapted to living in extreme conditions. | Student describes the effect that environmental changes such as rainfall and temperature have on individual plants and animals. They have an understanding of how living things have adapted to living in extreme conditions. | Student predicts and describes the effect that environmental changes such as rainfall and temperature have on individual plants and animals. They have an understanding of how living things have adapted to living in extreme conditions. | Student predicts and describes the effect of environmental changes such as rainfall and temperature have on individual plants and animals. They have an understanding of how living things have adapted to living in extreme conditions. They predict the effect of environmental changes on feeding relationships between living things in a food web. |
| <b>Working collaboratively</b>              | Student does not yet contribute to discussion during group projects or investigations. | Student is beginning to contribute their ideas when working on group projects and investigations.   | Student occasionally contributes to group work by contributing their ideas and improvements for methods used in the group projects and investigations.  | Student regularly contributes to group work by contributing their ideas and improvements for methods used in the group projects and investigations.  | Student regularly contributes to group work by contributing their ideas and improvements for methods used in the group projects and investigations. They respectfully listen to the contributions of other students and discuss these ideas.  |

# Technology (Digital and Design) – Year 3 and 4

## Assessment Rubric

| Capability                        | Not demonstrated  | Improving   | Good   | Very good  | Excellent  |
|-----------------------------------|---|---|--|--|--|
| <b>Creating and communicating</b> | Student does not yet explain the reason for their designs to solve problems that have been posed. | Student needs support to be able to identify and record some steps that have been undertaken to solve a problem.  | Student can identify and record some steps that have been undertaken to solve a problem.   | Student is able to explain the reason for their designs to solve problems that have been posed.  | Student is able to explain the reason for their designs to solve problems that have been posed, including changes that have been made throughout the process. They identify the materials used.  |
| <b>Researching and planning</b>   | Student is not yet able to follow a series of steps to achieve a designed solution.               | Student needs support to explore different ideas and approaches to design, use a range of materials and equipment and follow a series of steps to achieve their designed solutions. | Student can explore different ideas and approaches to design, use a range of materials and equipment and can follow a series of steps to achieve their designed solutions. | Student can explore different ideas and approaches to design, they have an awareness of the materials and equipment being used and plan a series of steps to achieve their designed solutions. | Student can explore different ideas and approaches to design engaging with ideas beyond the familiar, they have an awareness of the materials and equipment being used and can plan a series of steps to achieve their designed solutions. |
| <b>Working collaboratively</b>    | Student is not yet able to participate in group tasks.  | Student has the basic skills required for participation in group tasks and responds to simple questions about their contribution to group tasks.                                    | Student has the skills required for participation in group tasks and responds to questions about theirs and others' contributions to group tasks.                          | Student demonstrates skills for effective participation in group tasks and use set criteria to reflect on the effectiveness of their team.   | Student can identify the characteristics of an effective team and develop descriptions for particular roles including leadership. They assess both their own and their team's performance when undertaking various roles.                  |

# Technology (Digital and Design) – Year 5 and 6

## Assessment Rubric

| Capability   | Not demonstrated   | Improving   | Good  | Very good   | Excellent   |
|--|--|---|---|---|---|
| <b>Creating, communicating and working collaboratively</b> | Student does not yet explain the reason for their designs to solve problems that have been posed. Student is not yet able to participate in group tasks. | Student is beginning to identify and record some steps that have been undertaken to solve a problem. Student demonstrates some of the skills required for participation in group tasks. | Student is able to explain the reason for their designs to solve problems that have been posed. Student demonstrates skills for effective participation in group tasks.                   | Student is able to explain the reason for their designs to solve problems that have been posed, including changes that have been made throughout the process. Student can identify the characteristics of an effective team and develop descriptions for particular roles including leadership. | Student is able to explain the reason for their designs to solve problems that have been posed, including changes that have been made throughout the process. They identify the materials used, problems encountered they and why other options wouldn't work. Student performs in a variety of team roles and accepts responsibility as a team member and a team leader. |
| <b>Creativity and challenge</b>                            | Student does not yet make independent decisions about how to approach and complete tasks.  | Student requires considerable guidance to begin tasks and make decisions about the products they create.  | Student is able to respond to tasks by using known tools to meet the criteria for creating set products. They do not often experiment with new tools or explore new skills independently. | Student is able to creatively respond to tasks set by making decisions about how to best engage an audience. They take risks to try new tools and show initiative in furthering their own skills with online tools.   | Student is able to creatively respond to tasks set by making decisions about how to best engage an audience, and taking on board feedback about how to improve their work. They show initiative in furthering their own skills with online tools, and share this learning with others.  |
| <b>Coding</b>  | Student is not yet able to create blocks of code to solve simple problems.   | Student is able to recreate blocks of code that have been modelled to the class, and make minor adaptations to solve simple challenges.   | Student is able to create blocks of code to solve problems or complete challenges involving multiple steps.   | Student is able to create blocks of code to solve problems or complete challenges involving multiple steps. Coding blocks include the use of loop and conditional (such as if/else) statements.   | Student is able to create blocks of code to solve problems and complete challenges involving multiple steps. Coding blocks include the use of loop and conditional (such as if/else) statements. They can articulate how they have customised their code to overcome particular hurdles in a task.  |

# Reading Enrichment Program – Year 6

## Assessment Rubric

| Capability                        | Not demonstrated  | Improving  | Good   | Very good   | Excellent   |
|-----------------------------------|---|--|--|---|---|
| <b>Questioning and discussing</b> | Student does not contribute to group or class discussions. They do not listen carefully to the ideas of others. | Student contributes at times to small group discussions, but does not contribute frequently to whole class discussions. They do not often listen to the ideas of others in the conversation. | Student contributes infrequently to small group and whole class discussions. They listen carefully to the ideas of others and are beginning to link to and build on these ideas as a part of the conversation. | Student actively contributes to small group and whole class discussions. They listen carefully to the ideas of others and build on ideas contributed to further the conversation and their own understanding. | Student actively contributes to small group and whole class discussions. They refer to the texts explored and use supporting evidence when making a point. They listen carefully to the ideas of others and build on ideas contributed to further the conversation and their own understanding. |
| <b>Using evidence</b>             | Student does not yet make use of evidence to support their arguments and points of view.                        | Student is beginning to use evidence to support their arguments and points of view.  | Student uses evidence to support their arguments and points of view. They explain how the evidence supports their point.   | Student uses more than one source of evidence to support their arguments and points of view. They make specific reference to texts and explain how the evidence supports their contention.                    | Student uses multiple sources of evidence to support their arguments and points of view. They make specific reference to texts, including referencing, and explain how the evidence supports their contention. They can identify when evidence may conflict with their point.                   |
| <b>Written responses</b>          | Student does not yet respond to texts in writing.   | Student is beginning to construct written responses to questions posed. The responses state a point of view but do not include supporting evidence.  | Student is able to construct a written response to questions posed. These responses make a point and often use evidence to support the point of view.  | Student is able to construct a written response to questions posed. These responses make a point, use evidence, and articulate how they reached their conclusion.   | Student is able to construct a written response to questions posed. These responses make a point, use evidence, and articulate how they reached their conclusion. They are proofread and edited for clarity.  |

# Mandarin - Foundation

## Assessment Rubric

| Capability                           | Not demonstrated   | Improving   | Good  | Very good  | Excellent   |
|--------------------------------------|--|---|---|--|---|
| <b>Recognising words and numbers</b> | Student does not yet demonstrate the ability to recognise simple greetings and numbers (1 – 10) in Mandarin. | Student needs support to recognise simple greetings and numbers (1 – 10) in Mandarin. | Student is able to recognise most simple greetings and numbers (1 – 10) in Mandarin.  | Student is able to recognise simple greetings and numbers (1 – 10) in Mandarin.  | Student is able to recognise simple greetings and numbers (1 – 10) in Mandarin. They are developing the ability to recognise Chinese characters in a short sentence.                |
| <b>Speaking</b>                      | Student does not yet demonstrate the ability to reproduce sounds used in Mandarin.                           | Student needs support to reproduce sounds used in Mandarin.                           | Student is able to reproduce the common sounds used in greetings in Mandarin. They are beginning to contribute to simple conversations and games. | Student is able to reproduce the common sounds used in greetings in Mandarin. They contribute to simple conversations and games. | Student is able to interact with others using simple greetings in Mandarin. They can confidently speak in simple conversations and games. They show a use of tone in conversations. |
| <b>Counting</b>                      | Student does not yet demonstrate an ability to count from 1 – 10 in Mandarin.                                | Student needs support to count from 1 – 10 in Mandarin.                               | Student is often able to count from 1 – 10 in Mandarin.   | Student is able to count independently from 1 – 10 in Mandarin.  | Student is able to count independently from 1 – 10 in Mandarin. They are developing to ability to count to 20.  |

# Mandarin – Year 1 and 2

## Assessment Rubric

| Capability                           | Not demonstrated   | Improving  | Good  | Very good  | Excellent   |
|--------------------------------------|--|--|---|--|---|
| <b>Recognising words and numbers</b> | Student does not yet demonstrate the ability to recognise greetings, numbers, fruits and animals in Mandarin.                            | Student needs support to recognise greetings, numbers, fruits and animals in Mandarin.   | Student is able to recognise most greetings, numbers, fruits and animals in Mandarin.   | Student is able to recognise greetings, numbers, fruits and animals in Mandarin.   | Student is able to recognise greetings, numbers, fruits and animals in Mandarin. They are developing the ability to recognise Chinese characters in a short sentence.   |
| <b>Speaking</b>                      | Student does not yet demonstrate the ability to reproduce sounds used in Mandarin.   | Student needs support to reproduce sounds used in Mandarin.  | Student is able to reproduce the common sounds used in greetings in Mandarin. They are beginning to contribute to conversations and games.                        | Student is able to reproduce the common sounds used in greetings in Mandarin. They contribute to conversations and games.  | Student is able to interact with others using simple greetings in Mandarin. They can confidently contribute in conversations and games. They show an increasing understanding of the use of tone in conversations.  |
| <b>Cultural Awareness</b>            | Student does not yet engage with cultural knowledge activities, such as understanding Chinese festivals and traditional games and songs. | Student needs support to engage with cultural knowledge activities, such as understanding Chinese festivals and traditional games and songs. | Student engages with cultural knowledge activities, such as understanding Chinese festivals and traditional games and songs. They can identify interesting facts. | Student engages with cultural knowledge activities, such as understanding Chinese festivals and traditional games and songs. They can identify interesting facts and can explain differences between two cultures. | Student engages with cultural knowledge activities, such as understanding Chinese festivals and traditional games and songs. They can identify interesting facts, can explain differences between two cultures and personally reflect on these differences. |

# Mandarin – Year 3

## Assessment Rubric

| Capability                | Not demonstrated   | Improving  | Good  | Very good  | Excellent   |
|---------------------------|--|--|---|--|---|
| <b>Speaking</b>           | Student does not yet demonstrate the ability to reproduce sounds used in Mandarin.   | Student needs support to reproduce sounds used in Mandarin.  | Student is able to reproduce the common sounds used in greetings in Mandarin. They are beginning to contribute to conversations and games.                        | Student is able to reproduce the common sounds used in greetings in Mandarin. They contribute to conversations and games.  | Student is able to interact with others using simple greetings in Mandarin. They can confidently contribute in conversations and games. They show an increasing understanding of the use of tone in conversations.  |
| <b>Writing</b>            | Student does not yet display the ability to trace the Chinese characters representing numbers.   | Student needs support to trace the Chinese characters representing numbers.  | Student is able to trace and write most of the Chinese characters representing numbers.   | Student is able to trace and write the Chinese characters representing numbers, following the correct stroke sequence.   | Student is able to trace and write the Chinese characters representing numbers, following the correct stroke sequence. They can write a short number sequence using these characters.   |
| <b>Cultural Awareness</b> | Student does not yet engage with cultural knowledge activities, such as understanding Chinese festivals and traditional games and songs. | Student needs support to engage with cultural knowledge activities, such as understanding Chinese festivals and traditional games and songs. | Student engages with cultural knowledge activities. They can identify interesting facts, such as understanding Chinese festivals and traditional games and songs. | Student engages with cultural knowledge activities, such as understanding Chinese festivals and traditional games and songs. They can identify interesting facts and can explain differences between two cultures. | Student engages with cultural knowledge activities, such as understanding Chinese festivals and traditional games and songs. They can identify interesting facts and can explain differences between two cultures. They can explain a benefit of learning another culture and language. |