

Specialist Assessment Rubrics 2022

	F	1	2	3	4	5	6
Physical Education	Page 2	Page 3		Page 4		Page 5	
Performing Arts	Page 6	Page 6		Page 7		Page 8	
Visual Arts	Page 9	Page 10		Page 11		Page 12	
Mandarin	Page 18	Page 19		Page 20		Page 21	Page 22
Environmental Science	Page 13			Page 14	Page 15	Page 16	Page 17

Physical Education - Foundation

Assessment Rubric

Capability	Not demonstrated	Improving	Good	Very good	Excellent
Fundamental Movement Skills	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.
Participation in games	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.
Collaboration	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
Applying Fundamental Movement Skills	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.
Using equipment	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.
Following rules and fair play	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
Movement Skills	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.
Equipment Technique	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.
Game Sense and Rules	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
Movement Sequences	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.
Game Technique and Performance	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.
Game Sense and Understanding	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
Following instructions	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.
Presenting and performing	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.
Responding and interpreting	Student is not yet able to respond to music, dance and drama activities or express 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
Following instructions	Student is unable to complete tasks according to the instructions.	Student is beginning to be able to complete tasks according to the instructions.	Student can complete tasks but requires some support and repeated instructions.	Student can complete tasks following the initial instructions.	Student follows instructions to complete all tasks and uses their imagination to enhance their creations.
Presenting and performing	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 can rehearse and perform songs, dances, and drama activities with developing competence.	Student can rehearse and perform rhythms, dances, and drama activities with appropriate competence.	Student can rehearse and perform rhythms, dances and drama activities with appropriate competence and support others to do the same.
Responding and interpreting	Student is not yet able to respond to music, dance and drama activities or express how they feel about an activity.	Student is beginning to respond to music, dance and drama activities and beginning to express how they feel about an activity.	Student can respond to music, dance and drama activities and express how they feel about an activity.	Student regularly responds to music, dance and drama activities and can express how they feel about an activity.	Student can respond to music, dance, and drama activities. They can express and discuss how they feel about an activity. They support others to do the same.

The Arts (Performing Arts) – Year 3 and 4

Assessment Rubric

Capability	Not demonstrated	Improving	Good	Very good	Excellent
Following instructions	Student is unable to complete tasks according to the instructions.	Student is beginning to be able to complete tasks according to the instructions.	Student can complete tasks but requires some support and repeated instructions.	Student can complete tasks following the initial instructions and stays focused throughout the task.	Student follows instructions to complete all tasks and uses their imagination to enhance their creations, staying focused throughout the task.
Presenting and performing	Student does not yet rehearse and perform rhythms, dances, and drama activities.	Student is beginning to rehearse and perform rhythms, dances, and drama activities.	Student can rehearse and perform rhythms, dances, and drama activities with developing competence.	Student can rehearse and perform rhythms, dances, and drama activities with increasing complexity and do so with appropriate competence.	Student can rehearse and perform rhythms, dances, and drama activities with increasing complexity and do so with appropriate competence. They support others to do the same.
Responding and interpreting	Student is not yet able to respond to music, dance and drama activities or reflect on the task.	Student is beginning to respond to music, dance and drama activities and beginning to reflect on the task.	Student can respond to music, dance and drama activities and reflect on the task.	Student regularly responds to music, dance and drama activities and reflects accurately on the task.	Student regular responds to music, dance and drama activities and reflect accurately on the task. They support others to do the same.

The Arts (Performing Arts) – Year 5 and 6

Assessment Rubric

Capability	Not demonstrated	Improving	Good	Very good	Excellent
Following instructions	Student is unable to complete tasks according to the instructions.	Student is beginning to be able to complete tasks according to the instructions.	Student can complete tasks but requires some support and repeated instructions.	Student can complete tasks following the initial instructions and stays focused throughout the task.	Student follows instructions to complete all tasks and uses their imagination to enhance their creations, staying focused throughout the task.
Presenting and performing	Student does not yet rehearse and perform rhythms, dances, and drama activities.	Student is beginning to rehearse and perform rhythms, dances, and drama activities.	Student can rehearse and perform rhythms, dances, and drama activities with developing competence.	Student can rehearse and perform more complex rhythms, dances, and drama activities with competence.	Student can rehearse and perform more complex rhythms, dances and drama activities with competence and support others to do the same.
Responding and interpreting	Student is not yet able to respond to music, dance and drama activities or beginning to reflect and express ideas.	Student is beginning to respond to music, dance and drama activities and beginning to reflect and express ideas.	Student can respond to music, dance, and drama activities, linking some of the theoretical elements to these activities and reflect on the task and express ideas.	Student regularly responds to music, dance, and drama activities, linking some of the theoretical elements to these activities and reflects and expresses ideas accurately.	Student regularly responds to music, dance, and drama activities, linking some of the theoretical elements to these activities and reflects and expresses ideas accurately. They support others to do the same.

The Arts (Visual Arts) – Preps

Assessment Rubric

Capability	Not demonstrated	Improving	Good	Very good	Excellent
Exploring and expressing	Student is not yet demonstrating initiative to explore their own ideas, experiences and imagination	Student is beginning to demonstrate initiative to explore their own ideas, experiences and imagination	Student demonstrates initiative to explore their own ideas, experiences and imagination.	Student demonstrates initiative and confidence to explore their own ideas, experiences and imagination.	Student demonstrates initiative and confidence to explore their own ideas, experiences and imagination. They are able to share and explain the visual artworks that they create.
Responding and interpreting	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.
Following instructions	Student requires constant teacher support to complete set activities as they 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 help others who require support.

The Arts (Visual Arts) – Year 1 and 2

Assessment Rubric

Capability	Not demonstrated	Improving	Good	Very good	Excellent
Exploring and expressing	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 express their ideas in the visual artworks that they create.
Responding and interpreting	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.
Following instructions	Student requires constant teacher support to complete set activities as they 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 3 and 4

Assessment Rubric

Capability	Not demonstrated	Improving	Good	Very good	Excellent
Exploring and expressing	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.
Responding and interpreting	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.
Following instructions	Student requires constant teacher support to complete set activities as they 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
Exploring and expressing	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.
Responding and interpreting	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.
Following instructions	Student requires constant teacher support to complete set activities as they 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.

Environmental Science – Foundation to Year 2

Assessment Rubric

Capability	Not demonstrated	Improving	Good	Very good	Excellent
Questioning and Predicting	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.
Collecting and Recording	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.
Being Sustainable	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.

Capability	Not demonstrated	Improving	Good	Very good	Excellent
Using scientific language	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.
Classify living and non living things	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.
Persistence and adaptability	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
Using scientific language	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.
Comparing life cycles	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.
Persistence and adaptability	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
Working scientifically	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.
Understanding adaptations of living things	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.
Working collaboratively	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
Working scientifically	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.
Understanding needs of living things	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.
Working collaboratively	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.

Mandarin - Foundation

Assessment Rubric

Capability	Not demonstrated	Improving	Good	Very good	Excellent
Recognising words and numbers	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.
Speaking	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.
Counting	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
Recognising words and numbers	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.
Speaking	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.
Cultural Awareness	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 and 4

Assessment Rubric

Capability	Not demonstrated	Improving	Good	Very good	Excellent
Speaking	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.
Writing	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.
Cultural Awareness	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.

Mandarin – Year 5

Assessment Rubric

Capability	Not demonstrated	Improving	Good	Very good	Excellent
Speaking	Student does not yet demonstrate the ability to use some modal verbs to communicate their interests or abilities in Mandarin.	Student needs support to use some modal verbs to communicate their interests or abilities in Mandarin.	Student is able to use some modal verbs to communicate their interests or abilities in Mandarin. They are beginning to interact with teachers and peers in social and class activities, exchanging ideas and opinions, using correct tone.	Student is able to use some modal verbs to communicate their interests or abilities in Mandarin. They interact with teachers and peers in social and class activities, exchanging ideas and opinions, using correct tone.	Student is able to use a range of verbs, including verbs of identification and existence, to communicate their interests or abilities, they negate with “不/no”. They interact with teachers and peers in social and class activities, exchanging ideas and opinions, using correct tone.
Writing	Student does not yet display the ability to write short sentences using Mandarin PinYin, describing and giving information about themselves and their interests.	Student is able to write short sentences using Mandarin PinYin, describing and giving information about themselves and their interests, using learnt characters or word lists for support.	Student is able to create short written imaginative texts using Mandarin PinYin. They can use simple connectives such as “和/and” and conjunctions to connect ideas, describing and giving information about themselves and their interests, using learnt characters or word lists for support.	Student is able to create short written imaginative texts using Chinese Characters. They can use simple connectives such as “和/and” and conjunctions to connect ideas, describing and giving information about themselves and their interests, using learnt characters or word lists for support.	Student is able to create short written imaginative texts using Chinese Characters. They can use simple connectives such as “和/and” and conjunctions to connect ideas, describing and giving information about themselves and their interests.
Cultural Awareness	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 recognise and describe features of Chinese culture reflected in communication practices, and apply this knowledge to their own interactions with Chinese people.

Mandarin – Year 6

Assessment Rubric

Capability	Not demonstrated	Improving	Good	Very good	Excellent
Speaking and vocabulary	Student does not yet demonstrate the ability to recognise greetings, numbers, colours and animals in Mandarin, and the ability to reproduce sounds used in Mandarin.	Student needs support to recognise greetings, numbers, colours and animals in Mandarin. They need support to reproduce sounds used in Mandarin.	Student is able to recognise most greetings, numbers, colours and animals in Mandarin. They are able to reproduce the common sounds used in greetings in Mandarin. They are beginning to contribute to conversations and games.	Student is able to recognise greetings, numbers, colours and animals in Mandarin. They are able to reproduce the common sounds used in greetings in Mandarin. They contribute to conversations and games.	Student is able to recognise greetings, numbers, colours and animals in Mandarin. They are developing the ability to recognise Chinese characters in a short sentence. They are able to interact with others using simple greetings in Mandarin. They can confidently contribute to conversations and games. They show an increasing understanding of the use of tone in conversations.
Writing	Student does not yet display the ability to write and produce a short sentence in Mandarin PinYin representing colours of objects, such as a pink butterfly.	Student needs support to write and produce a short sentence in Mandarin PinYin representing colours of objects, such as a pink butterfly.	Student is able to write and produce a short sentence in Mandarin PinYin representing colours of objects, such as a pink butterfly.	Student is able to write and produce a short sentence in Mandarin PinYin representing numbers and colours of objects, such as five pink butterflies.	Student is able to write and produce a short sentence in Chinese characters representing number and colours of objects, such as five pink butterflies. They can follow the correct stroke sequence.
Cultural Awareness	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.