**Generic Assessment Rubric based on main CDs and themes in the unit Year One**

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| **Knowledge and understanding** | **A** | **B** | **C** | **D** | **E** |
| Students identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs.[AC9S1U01](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-1/content-description?subject-identifier=SCISCIY1&content-description-code=AC9S1U01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Student comprehensively identifies and understands the needs of a species and confidently describes how the places they live in meet these needs, with subject specific vocabulary and examples. | Student identifies and understands the needs of a species and clearly describes how the places they live in meet these needs, with some subject specific vocabulary and at least 1 example. | Student identifies and understands the needs of a species and describes how the places they live in meet these needs. | Student identifies some needs of a species and partially describes how the places they live in meet these needs. | Student is yet to identify needs of a species and cannot describe how the places they live in meet these needs. |
| Students describe daily and seasonal changes in the environment and explore how these changes affect everyday life.[AC9S1U02](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-1/content-description?subject-identifier=SCISCIY1&content-description-code=AC9S1U02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Student comprehensively describes daily and seasonal changes in the environment and thoroughly explores how these changes affect everyday life, with examples.. | Student describes daily and seasonal changes in the environment and explores how these changes affect everyday life, with at least 1 example. | Students describe daily and seasonal changes in the environment and explore how these changes affect everyday life. | Student partially describes daily and seasonal changes in the environment and attempts to explore how these changes affect everyday life. | Students identifies daily and seasonal changes in the environment and is yet to explore how these changes affect everyday life. |
| Students explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain.[AC9E1LA03](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-1/content-description?subject-identifier=ENGENGY1&content-description-code=AC9E1LA03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Student comprehensively understands how information texts are organised according to purpose. | Student clearly understands how information texts are organised according to purpose. | Student explores how information texts are organised according to purpose and is developing understanding. | Student mostly explores how information texts are organised according to purpose and is partially developing understanding. | Student attempts to explore how information texts are organised according to purpose and yet to develop understanding. |
| Students understand how print and screen texts are organised using features such as page numbers, tables of content, headings and titles, navigation buttons, swipe screens, verbal commands, links and images. [AC9E1LA05](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-1/content-description?subject-identifier=ENGENGY1&content-description-code=AC9E1LA05&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Student clearly understands and can explain how print and screen texts are organised using features such as page numbers, links, and images. Student can use most features capably and independently. | Student understands and can explain how print and screen texts are organised using features such as page numbers, links, and images. Student can use some features practically and independently. | Student understands how print and screen texts are organised using features such as page numbers, links, and images. Student is beginning to use some features independently. | Student partially understands how print and screen texts are organised using features such as page numbers, links, and images. Student uses some features, with support. | Student is yet to understand how print and screen texts are organised using features such as page numbers, links, and images. |
| **Skills** | **A** | **B** | **C** | **D** | **E** |
| Create and reread to edit short written texts to report on a topic or recount a real event.[AC9E1LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-1/content-description?subject-identifier=ENGENGY1&content-description-code=AC9E1LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Student confidently, consistently and accurately creates and edits reports and recounts. | Student confidently and with some accuracy creates and edits reports and recounts. | Student creates and edits reports and recounts. | Student partially creates and edits reports and recounts, with support. | Student partially creates report and recounts with intensive support. |
| Students make and record observations, including informal measurements, using digital tools as appropriate [AC9S1I03](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-1/content-description?subject-identifier=SCISCIY1&content-description-code=AC9S1I03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Students makes and records observations, comprehensively and accurately, including informal measurements, using digital tools as appropriate. | Student makes and records observations, with growing confidence and accuracy, including informal measurements, using digital tools as appropriate. | Students makes and records observations, ,including informal measurements, using digital tools as appropriate. | With support, student makes and records some observations. | With intensive support, student makes and records some observations. |