Assessment rubric for Goodbye Graffiti: *Early Childhood* Curriculum Materials

This rubric describes a continuum of achievement that students may achieve by undertaking the activities in the Goodbye Graffiti: *Early Childhood* Curriculum Materials. Rubrics are created using The Pre-primary to Year 10 Western Australian Curriculum and Achievement Standards.

Learning area	Pre-Primary (Foundation)	Year 1	Year 2
Language variation and change	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community.	Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others.	Understand that speech, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background.
Text structure and organisations: Purpose, audience and structures	Understand that texts can take many forms, can be very short or quite long and that stories and informative texts have different purposes.	Understand that the purposes texts serve shape their structure in predictable ways.	Understand that different types of text have identifiable text structures and language features that help the text serve its purpose.
Punctuation	Understand that punctuation is a feature of written text different from letters, recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences.	Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make sentences, ask questions, express emotions or give commands.	Recognise that capital letters signal proper nouns and commas are used to separate items in lists.
Concepts of print and screen	Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality.	Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links.	Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines.
Sentence and clause level grammar	Recognise that sentences are key units for expressing ideas.	Identify the parts of a simple sentence that represent "What is happening?", "Who or what is involved?" and the surrounding circumstances.	Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction.
Word level grammar	Recognise that texts are made up of words and groups of words that make meaning.	Explore differences nouns, verbs, adjectives and adverbs.	Understand that nouns can be common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives.
Visual language	Explore the different contribution of words and images to meaning in stories and informative texts.	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning.	Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words.
Vocabulary	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics being taught at school.	Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts.	Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose.

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Spelling	Know that spoke sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words. Know how to use onset and rhyme to spell words.	Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words. Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing'.	Understand how to use digraphs, long vowels, blends and silent letters to speak words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words. Recognise common prefixes and suffixes and how they change a word's meaning.
Phonemic awareness	Recognise rhymes, letter patterns and sounds (phonemes) in spoken words.	Manipulate sounds in spoken words including phoneme deletion and substitution.	Recognise most sound-letter matches including silent letters, vowel/consonant digraphs, and many less common sound-letter combinations.
Alphabet knowledge	Recognise the letters of the English alphabet and know there are lower and upper case letters.	Recognise sound-letter matches including common vowel and consonant digraphs and consonant blends.	
Literature and context	Recognise that texts are created by authors who tell stories and share experiences that may be similar to or different from students' own experiences.	Discuss how authors create characters using languages and images.	Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created.
Personal responses	Identify and describe likes and dislikes about familiar texts, objects, characters and events.	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences.	Compare opinions about characters, events and settings in and between texts.
Expressing preferences	Share feelings and thoughts about the events and characters in texts.	Express preferences for specific texts and authors and listen to the opinions of others.	Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences.
Text in context	Identify some familiar texts, and the contexts in which they are used.	Respond to texts drawn from a range of cultures and experiences.	Discuss different texts on similar topics, identifying similarities and differences between the texts.
Listening and speaking interactions	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. Use interaction skills including listening while other's speak, using appropriate voice levels, articulation and body language gestures and eye contact.	Engage in conversations and discussion, using active listening behaviours, showing interest and contributing ideas, information and questions. Use interaction skills including turn-taking, recognising the contribution of others, speaking clearly and using appropriate volume and pace.	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussion. Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately.
Oral presentation	Deliver short oral presentation to peers.	Make short presentations using some introduced text structures and language, for example, opening statements.	Rehearse and deliver short presentations on familiar and new topics.
Recognising and analysing differences between different types of texts	Identify some differences between imaginative and informative texts.	Describe some differences between imaginative, informative and persuasive texts.	Identify the audience of imaginative, informative and persuasive texts.

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Reading processes	Read short, predictable texts, practising phrasing and fluency and monitor meaning using concepts about print and emerging contextual semantic, grammatical and phonic knowledge.	Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example predictions, monitoring meaning an re-reading.	Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, re-reading and self-correcting.
Comprehension strategies	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently.	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features.	Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge and visual features and print and multimodal text structures.
Creating texts	Create short texts to explore, record and report ideas and events, using familiar words and phrases and beginning writing knowledge.	Create short imaginative and information texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams.	Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose.
Editing	Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops.	Re-read students' own texts and discuss possible changes to improve meaning, spelling and punctuation.	Re-read and edit text for spelling, sentence-boundary punctuation and text structure.
Handwriting	Produce some lower case and upper case letters using learned letter formations.	Write using unjoined lower case and upper case letters.	Write legibly and with growing fluency using unjoined upper case and lower case letters.
Use of software	Construct texts using software including word processing programs.	Construct texts that incorporate supporting images using software including word processing packages.	Construct texts featuring print, visual an audio elements using software including word processing programs.
Communicating and interacting for health and well being	Identify and describe the different emotions people experience, such as happy, sad, excited, tired, angry, scared, or confused.	Recognise how emotional responses impact on others' feelings.	Interpret the feelings of others in different situations such as: • Words other people use • Facial expressions and • Body language.
Contributing to healthy and active communities	Recognise actions that promote health, safety and wellbeing. e.g. following safety symbols and procedures.	Describe actions that support safe classrooms, e.g. following classroom rules.	Select and apply actions that keep people safe and healthy in and outside the classroom, e.g. following school rules.
Exploring visual arts ideas	Explore and experiment with the visual elements of shape, colour, line and texture. Explore natural and manmade materials to recognise how these materials could be used to create artworks.	Explore and experiment with the visual elements of shape, colour, line, space and texture. Explore and experiment with a variety of materials, techniques and technologies when creating artworks.	Explore and experiment with the visual elements of shape, line, colour, space and texture and how these are used in the environment. Use appropriate materials, techniques and technologies.
Responding to and interpreting visual arts	Identify places where art is displayed in the local community. Identify personal responses and feelings about artworks they view and make.	Identify types of art and where it is displayed. Express feelings and ideas about artworks they view and make.	Identify reasons people make art. Give personal responses, identifying how the elements of shape, line, colour, space and texture are used in artworks they view and make.

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People live in places	Identify familiar places such as schools, parks and lakes on a pictorial map. Identify the places people live in and belong to, the familiar features in the local area and why places are important to people. Give reasons why some places are special to people and how they can be looked after.	Identify the natural, managed and constructed features of places, their location on a pictorial map, how they may change over time and how they can be cared for. Identify the activities that take place in the local community which create its distinctive features.	Explain why the names of local features and places were given to them and why these names have meaning to people. Explain the influence of purpose, distance and accessibility on the frequency with which people visit places.
HASS skills: questioning and researching	Identify prior knowledge about a topic. Pose and respond to questions about the familiar. Explore a range of sources (e.g. observations, interviews, photographs, print texts, digital sources) Sort and record information and/or data into simple categories (e.g. use graphic organisers, drawings).	Reflect on current understanding of a topic (e.g. think, pair-share, brainstorm). Pose questions about the familiar and unfamiliar. Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet). Sort and record selected information and/or data (e.g. use graphic organisers, take keywords).	
HASS skills: analysing	Process information and/or data collected (e.g. sequence familiar events, answer questions, discuss observations). Explore points of view (e.g. understand that their point of view may differ from others). Represent information gathered in different formats (e.g. drawings, diagrams, story maps, role-plays).	Identify relevant information. Process information and/or data collected. (e.g. sequence information or events, categorise information, combine information from different sources) Explore points of view (e.g. understand that stories can be told from different perspectives). Represent collected information and/or data into different formats (e.g. tables, maps, plans).	
HASS skills: evaluating	Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions). Participate in decision-making processes (e.g. engage in group discussions, make shared decisions). Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play). Develop texts (e.g. retell, describe personal stories). Reflect on learning (e.g. drawings, discussions).	Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns). Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views).	
HASS skills: communicating and reflecting	Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play). Develop texts (e.g. retell, describe personal stories). Reflect on learning (e.g. drawings, discussions).	Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic). Develop texts, including narratives that describe an event or place. Reflect on learning and respond to findings (e.g. discussing what they have learned).	