



# Personal and Social Learning

Name: \_\_\_\_\_

## Teacher Assessment Rubric, Years PP-2

	<b>Consistently</b> 85-100%	<b>Often</b> 60-85%	<b>Sometimes</b> 40-60%	<b>Seldom</b> <40%
<i>The Student...</i>	<i>The Student...</i>	<i>The Student...</i>	<i>The Student...</i>	<i>The Student...</i>
<b>Displays independence</b>	Always organises pencils, books, hat and belongings independently. Attempts tasks without assistance.	Most of the time organises pencils, books, hat and belongings independently. Attempts tasks with minimal assistance.	Sometimes organises pencils, books, hat and belongings independently. Requires some reminders and support to complete tasks.	Requires help and reminders to find books, pencils, hat, belongings and needs constant reminders to complete tasks.
<b>Makes positive choices with confidence</b>	Always make choices that are sensible and that have been thought through.	Most of the time the student makes choices that are sensible and that have been thought through.	Occasionally makes decisions that are sensible but sometimes act before thinking things through	Often engages in negative choices. Student requires prompting to think through and evaluate decisions made.
<b>Reflects on and talks about own learning</b>	Talks about what they have learnt and how they can improve.	Talks about what they have learnt. Often reflects on own learning.	Sometimes talks about how they have completed a task. Occasionally reflects on own learning.	Student rarely talks about their learning or reflects on how they can improve.
<b>Displays perseverance</b>	Completes all activities, even if they find them challenging. They keep trying until they finish don't give up easily!	Completes most activities, even if they find them challenging. They keep trying and rarely give up.	Sometimes completes activities. However, if they are too hard they may occasionally give up.	Student does the activities that they can do. If something is too hard they avoid the task.
<b>Expresses emotions appropriately</b>	Always expresses emotions appropriately and is able to consider the emotional responses of others.	Recognises and expresses emotions in an acceptable way.	Sometimes recognises and expresses their emotions appropriately.	Rarely expresses emotions appropriately and has some difficulty recognising own emotions.
<b>Respects the ideas, feelings and needs of others</b>	Listens and respects others work, ideas, feelings and needs. Demonstrates empathy towards others.	Listens to and respects the work of others and their ideas, feelings and needs most of the time. Beginning to show concern for others.	I am learning to respect others ideas and feelings. I sometimes act without thinking and have difficulty understanding the impact of my actions on others.	Experiences difficulty caring about others ideas and feelings. They often say or do things without considering others.
<b>Resolves conflicts in a positive manner</b>	Listens to different points of view and can understand how to overcome problems.	Beginning to understand that conflict can be resolved by listening to others and finding a solution.	Often is involved in conflict situations and finds it difficult to understand another's point of view.	Experiences difficulty working and playing with others.

<b>Interacts with peers and adults in acceptable ways</b>	Always makes sure that they are polite and kind to others and treat others with respect.	Makes sure that they are kind and polite to others and treats them respectfully most of the time.	Occasionally works with others in a group environment.	Experiences difficulty when interacting with others.
<b>Collaborates in group activities</b>	Works well in group activities and can listen, respond and contribute to the team.	Able to work in a group and can listen, respond and contribute to the team.	Sometimes works in a group but has difficulty listening and/or sharing ideas and opinions.	Tries to join in with others but has difficulty listening and/or sharing ideas and opinions.



# Attitude, Behaviour and Effort

## Teacher Assessment Rubric Years PP-2



	<b>Consistently</b> 85-100%	<b>Often</b> 60-85%	<b>Sometimes</b> 40-60%	<b>Seldom</b> <40%
<i>The Student...</i>	<i>The Student...</i>	<i>The Student...</i>	<i>The Student...</i>	<i>The Student...</i>
<b>Is enthusiastic about learning</b>	Is always interested in activities and shows enthusiasm towards gaining an education, completing set activities and increasing knowledge.	Is frequently interested in activities and shows enthusiasm towards gaining an education and increasing their knowledge.	Is occasionally interested in activities and shows enthusiasm towards gaining an education and increasing their knowledge.	Is rarely interested in activities and sporadically shows enthusiasm towards gaining an education and increasing their knowledge.
<b>Participates responsibly</b>	Always works with others in an effective and sensible manner during group and community activities to create constructive friendships and associations.	Frequently works with others in an effective and sensible manner during group and community activities to create constructive friendships and associations.	Occasionally works with others in an effective and sensible manner during group and community activities to create constructive friendships and associations.	Rarely works with others in an effective and sensible manner during group and community activities to create constructive friendships and associations.
<b>Sets goals and works towards them</b>	Always aims for particular objectives and pursues the achievement of them with dedication and determination.	Frequently aims for particular objectives and pursues the achievement of them with dedication and determination.	Occasionally aims for particular objectives. Needs encouragement to pursue the achievement of them.	Rarely aims for particular objectives. Has to be pursued for completed work.
<b>Caring for the environment</b>	Always demonstrates actions that nurture biodiversity and are waterwise, wastewise, travelsmart and energysmart.	Frequently demonstrates actions that nurture biodiversity and are waterwise, wastewise, travelsmart and energysmart.	Occasionally demonstrates actions that nurture biodiversity and are waterwise, wastewise, travelsmart and energysmart.	Rarely demonstrates actions that nurture biodiversity and are waterwise, wastewise, travelsmart and energysmart.