Ongoing Reporting - Yarrawonga College P-12

Providing parents with regular snapshots of their child's learning and development.

INFORMATION GUIDE- Section 2

1. *What is an assessment rubric?*

An assessment rubric is how teachers assess a student's learning against the curriculum and task based criteria. P-10 rubrics outline a continuum of development based on the expected level of achievement for each year of schooling. VCE, VCAL and VET rubrics differ slightly to accommodate the requirements of these courses.

Rubrics are developed to match specific **learning tasks** that students are completing in class. Student performance on the learning task is assessed against the selected criteria. Rubrics allow you to see exactly what your child has achieved, how they performed in relation to the expected level of achievement and areas for improvement.

Accompanying the rubric, you will receive information on the work habits your child demonstrated during completion of this task. Some tasks will include a comment if applicable.

Rubrics will be posted on Compass when they become available throughout the semester, rather than at set times.

2. *How many assessment rubrics will my child receive?*

From 2022 onwards, you can expect the following throughout the year:

- Foundation to Year 4:
  - at least 16 assessment rubrics from the classroom teacher (8 per semester)
  - Yrs 1 – 4: 1 assessment rubric from each specialist class (Music, PE and LOTE)
- Year 5 and 6:
  - at least 16 assessment rubrics from the classroom teacher (8 per semester)
  - 1 assessment rubric per semester from each specialist class (PE, Music or Art and LOTE or STEM)
- Year 7 - 10:
  - at least 4 assessment rubrics ***per subject*** for subjects that students attend for more than one hour per week (2 per semester)
  - at least 2 assessment rubrics ***per subject*** for subjects that students attend for only one hour per week (1 per semester)
- VCE

- at least 4 assessment rubrics ***per subject***

- VET
  - at least 4 notifications, ***per subject,*** of students' progress towards the achievement of the units of competency.
  - the form of these rubrics will differ to accommodate the required VET competencies.
- VCAL:
  - at least 4 notifications, ***per subject,*** of students' completion of tasks and their predicted level of achievement.
  - the form of these rubrics will differ to accommodate the required VCAL tasks.

Criteria	Mid Year 4 - 3.5	End Year 4 - 4.0	Mid Year 5 - 4.5	End Year 5 - 5.0	Mid Year 6 - 5.5	End Year 6 - 6.0
Measuring Length	▪ I know that length can be measured in millimetres, centimeters and metres	▪ I can use a ruler to measure to the nearest millimetre	▪ I know that length can be measured in millimetres, centimeters, metres and kilometres	▪ I understand that different systems of measurement are used in different countries	▪ I can chose the most appropriate tool to measure length of different object or distances	▪ I can accurately measure millimetres, centimetres and metres using the most appropriate tool
Comparing Length	▪ I can determine whether an object should be measured in millimetres, centimeters or metres	▪ I know the relationship between millimetres, centimetres and metres	▪ I can choose the most approriate unit of measurement depending on what I am trying to measure	▪ I know the relationship between millimetres, centimetres, metres and kilometres	▪ I can compare the length of objects when their measurements are given in different units (eg mm with m)	▪ I can convert units to measurement to help me compare the length of objects
Converting Length	▪ I can convert between centimetres and metres	▪ I can convert between millimetres and centimetres	▪ I can convert between millimetres, centimetres and metres	▪ I can convert between metres and kilometres	▪ I can convert between millimetres, centimetres, metres and kilometres	▪ I can use decimal notation to show the relationship between different units of length
Perimeter	▪ I can add up the four sides of a rectangle or square to determine the perimeter	▪ I can use a variety of ways to calculate the perimeter of rectangles and squares and I am beginning to understand why some ways are more efficient than others	▪ I know the formula for calculating the perimeter of rectangles and squares	▪ I can use the formula (L x 2 + W x 2) to calculate the perimeter of rectangles and squares	▪ I can solve worded problems involving perimeter	▪ I can solve multistep worded problems involving perimeter
Area	▪ I can compare the area of objects using grid paper and I can order objects according to their area	▪ I can use a variety of ways to calculate the area of rectangles and squares and I am beginning to understand why some ways are more efficient than others	▪ I know the formula for calculating the area of rectangles and squares	▪ I can use the formula (L x W)to calculate the area of rectangles and squares	▪ I can solve worded problems involving area	▪ I can solve multistep worded problems involving area

An example of an assessment rubric showing how the student performed in relation to the Victorian Curriculum.