



## Rubrics for Assessment (*Piano Piano* by Davide Cali & Eric Heliot)

Prepared by Alison Lough, Teacher, Chelsea Heights Primary School, Victoria (email [lough.alison.n@edumail.vic.gov.au](mailto:lough.alison.n@edumail.vic.gov.au)). To be used in conjunction with teachers' notes available for download at [www.wilkinsfarago.com.au](http://www.wilkinsfarago.com.au).

### A. VELS BASED RUBRICS: *Designed for use with Prep to Grade 3*

#### 1. Read and retell

VELS ENGLISH PROGRESSION POINTS	Level 1 - (1.0) ★	Level 2 - (1.25) ★ ★	Level 2 - (1.75) ★ ★ ★	Level 3 - (2.25) ★ ★ ★ ★
<b>RETELLING THE STORY - READING</b>	<input type="checkbox"/> Is able to use the illustrations to assist them sequence the main events and ideas in the story coherently.	<input type="checkbox"/> Is able to retell the story using the text as a prompt. <input type="checkbox"/> Includes most of the main ideas in retelling the story. <input type="checkbox"/> Uses self-correction, on recognition that they have said something that does not make sense.	<input type="checkbox"/> Demonstrates ordered retelling of the main ideas of the story in sequence. <input type="checkbox"/> Uses vocabulary and phrases from the text.	<input type="checkbox"/> Demonstrates an understanding of the main ideas in the text. <input type="checkbox"/> Is able to begin making inferences about the characters' motivations and intentions in the text.
<b>SPEAKING AND LISTENING</b>	<input type="checkbox"/> Speaks at an appropriate volume and pace. Self-corrects by rephrasing statements when meaning is not clear.	<input type="checkbox"/> Uses clear speech with simple phrases and sentences, and appropriate vocabulary for explaining the text and for the intended audience.	<input type="checkbox"/> Modifies tone and pace of speaking as required. <input type="checkbox"/> Is able to retell all the main ideas after listening to the story being read aloud.	<input type="checkbox"/> Demonstrates comprehension by retelling the story, including identification of key points. <input type="checkbox"/> Adjusts tone, volume and pace of speech in order to communicate their ideas clearly. <input type="checkbox"/> Rephrases speech to clarify meaning when questioned.

## 2. Predict what will happen during the story.

VELS ENGLISH PROGRESSION POINTS	Level 1 - (1.0) ★	Level 2 - (1.25) ★ ★	Level 2 - (1.75) ★ ★ ★	Level 3 - (2.25) ★ ★ ★ ★
<b>READING</b>	<input type="checkbox"/> Uses title and illustrations to predict and/or extend meaning.	<input type="checkbox"/> Is able to make predictions of what the book will be about, using textual features and some known words.  <input type="checkbox"/> Begins to make valid predictions of what might happen next in the story when asked during reading.	<input type="checkbox"/> Predicts a plausible ending for the story. <input type="checkbox"/> Is able to infer characters' feelings.	<input type="checkbox"/> Is able to predict likely events throughout the reading of the story.  <input type="checkbox"/> Can make inferences about the consequence of actions represented in the story.

### B. GENERAL RUBRICS: Assessment Tasks

*Use these as teacher assessment tools, or in conjunction with students so they can see what they need to do in order to achieve the best marks. Once completed, students can colour in the box where they believe their work fits, and then discuss where you would place their work and why.*

## 1. VENN DIAGRAM - Comparing two characters

STAR RATING	★	★ ★	★ ★ ★	★ ★ ★ ★
<b>CONTENT</b>	<input type="checkbox"/> At least one point included in each circle, plus an attempt at a common point in the centre.	<input type="checkbox"/> At least two points included in each section of the Venn Diagram and they make sense.	<input type="checkbox"/> At least three clear and interesting points that make sense, are used in each section.	<input type="checkbox"/> More than three clear, concise points are used in each section of the Venn Diagram.
<b>UNDERSTANDING</b>	<input type="checkbox"/> Points relate to the characters chosen.	<input type="checkbox"/> Points relate to the chosen characters and the similarity in the centre is correct and clearly apparent in the story.	<input type="checkbox"/> Points clearly and correctly relate to the chosen characters. The similarities listed are correct and well thought out.	<input type="checkbox"/> Points clearly and correctly relate to the chosen characters. The similarities listed are correct and well thought out.
<b>PRESENTATION</b>	<input type="checkbox"/> Shows two overlapping circles. <input type="checkbox"/> Has some legible writing or distinguishable pictures.	<input type="checkbox"/> Clearly shows two overlapping circles with adequate space for writing in each of the three sections. <input type="checkbox"/> Writing or pictures are legible. It has a clear title/heading.	<input type="checkbox"/> Has two well-drawn or traced circles, with adequate overlap. <input type="checkbox"/> Writing or illustrations are neat and legible. A clear heading is apparent. Sub headings for circles are used. <input type="checkbox"/> Some additional decoration (colour or border etc) has been added.	<input type="checkbox"/> Circles are well drawn or traced. Headings and sub heading are used. <input type="checkbox"/> Presentation is neat. Information is presented in an interesting way. <input type="checkbox"/> Page is colourful and has detail such as a border, colour or fancy writing added.

## 2. LETTER (from Marcolino to Mum, or Vice Versa)

<i>STAR RATING</i>	★	★ ★	★ ★ ★	★ ★ ★ ★
<b>CONTENT</b>	Letter attempts to address one reason for the characters feelings towards to piano.	Letter addresses one or more reason for the character's feelings, with some explanation given.	Letter addresses two or more reasons for the character's feelings with adequate explanations given.	Letter addresses at least three reasons for character's feelings with adequate explanations.
<b>UNDERSTANDING</b>	Attempts are made at using correct letter writing conventions. ie, To, From, paragraphing, date, etc..	Most of the conventions of letter writing have been included.	Correct letter writing conventions have been used appropriately.	Correct letter writing conventions are used and extended upon. For example, 'yours faithfully' may be used instead of just 'from'.
<b>PRESENTATION</b>	Most writing is legible.	Writing is neat and legible with an attempt at appropriate line spacing for letter writing used.	Writing is neat, legible and spaced correctly (to, from etc on their own separate lines). Some colour, illustration, border or other detail has been added.	Writing is neat, legible, spaced correctly and includes an illustration, border and some colour or other added detail.