# Learning statement rubrics

The monitoring and assessing process in the *Early Years Curriculum Guidelines* (*EYCG)* supports teachers in making consistent judgments about children’s learning and development in relation to the learning statements. Teachers need to be able to make reliable and valid judgments based on evidence collected over time, about the particular phases in which a child is operating.

The following set of rubrics has been designed to support teachers in making judgments about children’s learning and development in relation to the four phases. The rubrics describe the phases on a continuum of learning and are written to distinguish one phase from another in relation to each learning statement. Teachers can make consistent judgments by referring to the ways the phases are described in relation to each learning statement.

Social & personal learning

Social learning

**Children sustain relationships by:**

**• acknowledging and negotiating rights, roles and responsibilities in a range of contexts**

**• cooperating with others in social situations.**

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| Becoming aware | Exploring | Making connections | Applying |
| With explicit support, the child identifies their own needs in the learning environment and interacts with others for short periods. | With support, the child identifies and takes on familiar roles and responsibilities and uses suggested or modelled strategies to interact with others constructively within school contexts. | With prompts, the child identifies shared roles and responsibilities and uses familiar strategies to sustain relationships in familiar contexts. | The child takes on and talks about roles and responsibilities in order to cooperate in a variety of learning contexts. |

**Children build early understandings about diversity by investigating and communicating positively about the social and cultural practices of people in their community.**

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| Becoming aware | Exploring | Making connections | Applying |
| With explicit support, the child demonstrates personal understandings of social and cultural practices in their extended family. | With support, the child demonstrates personal understandings about social and cultural practices in their immediate community through interactions, play, representations or group discussions.. | With prompts, the child identifies similarities and differences between their own practices and those of others described in texts or in the immediate community. | The child discusses similarities and differences and seeks to find out more about people’s social and cultural practices across familiar contexts. |

Personal learning

**Children build a positive sense of self by:**

**• developing a sense of personal identity as a capable learner**

**• acting with increasing independence and responsibility towards learning and personal organisation.**

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| Becoming aware | Exploring | Making connections | Applying |
| With explicit support, the child becomes aware of the expectations of the learning environment and is willing to join in a familiar experience. | With support, the child tries out some of the expected behaviours of the learning environment and acts with some self-confidence in individual and group learning contexts. | With prompts, the child meets shared expectations about independence and acts with increasing self-confidence in learning situations, taking increasing responsibility for materials and behaviour. | The child readily recalls shared expectations about participation in the learning environment, acts with independence and self-confidence and willingly takes responsibility for materials and behaviour. |

Health & physical learning

Making healthy choices

**Children build a sense of wellbeing by making choices about their own and others’ health and safety with increasing independence.**

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| Becoming aware | Exploring | Making connections | Applying |
| With explicit support, the child participates in discussions about how to be healthy and safe in the learning environment. | With support, the child participates in identified practices to be healthy and safe in the learning environment. | With prompts, the child chooses safe and healthy practices and demonstrates an awareness of how these choices may affect them. | The child makes choices from an identified range of practices to keep themself and others healthy and safe in familiar situations. |

Gross-motor

**Children build a sense of wellbeing by using and extending gross-motor skills when integrating movements and using equipment.**

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| Becoming aware | Exploring | Making connections | Applying |
| With explicit support, the child joins in movement experiences that make use of familiar equipment, copying movements and gestures. | With support, the child explores different ways to move, and to use familiar equipment. | With prompts, the child tries out ways to use and combine movements, with or without equipment, for different purposes with developing confidence. | The child combines and coordinates familiar movements with developing control and strength, and increasing confidence, including when using equipment. |

Fine-motor

**Children build a sense of wellbeing by using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects.**

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| Becoming aware | Exploring | Making connections | Applying |
| With explicit support, the child experiments with equipment, materials, tools and objects in the learning environment. | With support, the child explores new ways to use equipment, materials, tools and objects for personal purposes. | With prompts, the child uses manipulative skills appropriate to the selected equipment, materials, tools and objects to achieve a task. | The child combines and coordinates movements with developing control, strength and increasing confidence when manipulating equipment, materials, tools and objects. |

Language learning & communication

Oral language

**Children expand their oral language by:**

**• using spoken language (including home language, or signed or augmentative communication) for a range of purposes**

**• exploring the patterns and conventions of spoken, signed or augmentative language**

**• interacting with peers and familiar adults using, with support, the conventions associated with formal and informal group settings including attentive listening.**

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| Becoming aware | Exploring | Making connections | Applying |
| With explicit support, the child uses simple language patterns and limited vocabulary and listens to discussions about using language conventions in social and learning situations. | With support, the child tries out new language patterns and vocabulary and shares some ideas about language conventions used in social and learning situations. | With prompts, the child chooses appropriate language patterns and vocabulary for identified purposes and contributes to discussions about the appropriate use of language conventions. | The child uses vocabulary needed for classroom learning experiences and adjusts the use of language patterns and conventions for familiar social and learning situations. |

Early literacy

**Children become readers and viewers by using emerging understandings to predict and make meanings from a variety of written, visual and multimodal texts.**

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| Becoming aware | Exploring | Making connections | Applying |
| With explicit support, the child participates in experiences involving texts and draws on personal understandings to interpret a small range of familiar texts. | With support, the child assigns personal meanings to symbol systems and interprets texts in personal ways in classroom contexts. | With prompts, the child uses emerging reading and viewing strategies and understandings to interpret symbol systems and texts for personal and classroom purposes. | The child uses shared understandings of symbol systems to interpret and make meaning from a range of familiar, simply structured text types. |

**Children become writers and shapers by experimenting with emerging understandings of written, visual and multimodal texts to communicate meanings.**

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| Becoming aware | Exploring | Making connections | Applying |
| With explicit support, the child participates in writing and shaping experiences and draws on personal understandings to interpret their own or shared texts. | With support, the child experiments with writing and shaping using approximations of conventional symbol systems for personal purposes. | With prompts, the child uses emergent understandings of conventional symbol systems to write and shape texts for a small range of personal and classroom purposes. | The child writes and shapes texts mainly using conventional symbol systems, for a range of personal and classroom purposes. |

Early mathematical understandings

Early numeracy

**Children build early mathematical understandings about number, patterns & algebra, measurement, chance & data and space by:**

**• investigating and communicating ideas about quantities and their representations, and attributes of objects and collections**

**• investigating and communicating ideas about position, movement and direction**

**• investigating and communicating ideas about order, sequence and pattern.**

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| Becoming aware | Exploring | Making connections | Applying |
| With explicit support, the child participates in discussions about early mathematical ideas and sometimes uses modelled practices. | With support, the child investigates early mathematical ideas by experimenting with objects, representations and modelled strategies to solve problems of personal interest. | With prompts, the child investigates own and shared mathematical problems using familiar objects and representations, sometimes suggesting strategies needed to proceed. | The child identifies and uses strategies to solve early mathematical problems and communicates about number, patterns & algebra, measurement, chance & data, and space. |

Active learning processes

Thinking

**Children think and enquire by generating and discussing ideas and plans and solving problems.**

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| Becoming aware | Exploring | Making connections | Applying |
| With explicit support, the child identifies problems and randomly experiments with ways to find personal solutions to problems. | With support, the child uses a small range of thinking strategies, and experiments with ways to solve problems in familiar situations. | With prompts, the child draws on their own experiences to identify relevant thinking strategies, and plans ways to solve problems in familiar situations. | The child uses and discusses a small range of thinking strategies and solves problems individually or collectively in a range of familiar situations. |

Investigating the natural world

**Children think and enquire by:**

**• investigating their ideas about phenomena in the natural world**

**• developing shared understandings about these phenomena.**

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| Becoming aware | Exploring | Making connections | Applying |
| With explicit support, the child observes familiar natural phenomena and comments on them. | With support, the child investigates familiar natural phenomena and discusses personal ideas about them. | With prompts, the child investigates and describes their own and others’ ideas about the natural world and phenomena. | The child investigates and makes predictions about familiar natural phenomena, and discusses personal and shared understandings about group investigations. |

Investigating technology

**Children think and enquire by investigating technology and considering how it affects everyday life.**

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| Becoming aware | Exploring | Making connections | Applying |
| With explicit support, the child talks about the technologies (ICTs, products, processes etc.) that they randomly explore in the learning environment. | With support, the child experiments with different technologies and talks about some of the purposes they serve at home or in the learning environment. | With prompts, the child uses familiar technologies and talks about how these technologies help them to learn, play or live at home or in their communities. | The child uses some available technologies for personal or learning needs, and talks about how these technologies might work, or help people in their communities. |

Investigating environments

**Children think and enquire by investigating features of, and ways to sustain, environments.**

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| Becoming aware | Exploring | Making connections | Applying |
| With explicit support, the child makes personal comments about features of their school or home environment. | With support, the child investigates the features of a range of familiar environments and shares personal ideas about them. | With prompts, the child investigates and compares features of familiar environments and collaborates on ways to care for them. | The child investigates familiar environments and initiates simple plans to help sustain them. |

Imagining and responding

**Children generate, represent and respond to ideas, experiences and possibilities by:**

**• experimenting with materials and processes in a variety of creative, imaginative and innovative ways**

**• discussing and responding to the qualities of their own and others’ representations, experiences and artistic works.**

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| Becoming aware | Exploring | Making connections | Applying |
| The child randomly experiments with materials and, with explicit support, tries out observed techniques and responds in personal ways to representations and artistic works. | With support, the child experiments with ways to generate and represent ideas and experiences that are personally meaningful, and participates in discussions about representations and artistic works. | With prompts, the child experiments with ways to imaginatively generate and represent ideas and experiences for personal purposes, and talks about features of representations and artistic works. | The child experiments with ways to generate and represent ideas and experiences for personal and shared purposes, and discusses their responses to features of representations and artistic works. |

Included in the early years curriculum materials are two items that support teachers’ use of the rubrics. These help teachers to make appropriate judgments about the phase that best describes a child’s learning at any given time.

• *Learning statement rubrics* — a poster of the learning statements and their associated rubrics for each of the four phases of learning. This item is presented in an accessible, easy-to-read format and is a copy of the rubrics statements as detailed on pages 89–94.

• *Phase descriptors: Examples of children’s behaviours in the 4 phases of learning.* This booklet provides examples of children’s behaviour on a continuum of learning in relation to each learning statement, with links to Level 1 of the KLAs. The examples are valuable in giving teachers ideas about what to look for when making judgments about children’s learning progress.