



## Scoil Assaim Assessment Rubric for Reports

<b>1</b>	<b>Experiencing significant difficulty</b>
<b>2</b>	<b>Experiencing some difficulty</b>
<b>3</b>	<b>Managing comfortably</b>
<b>4</b>	<b>Capable and competent</b>
<b>5</b>	<b>Highly capable and competent</b>

English	Listening Comprehension
<b>1</b>	<ul style="list-style-type: none"> <li>● Has great difficulty following multi-step oral instructions, frequently misses/confuses the sequence of steps</li> <li>● Provides minimal or incorrect responses to questions, based on oral information</li> <li>● Requires frequent repetition/rephrasing of information to grasp the main idea in oral instructions/presentations</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>● Follows most multi-step oral instructions with moderate accuracy, may occasionally miss/confuse the sequence of steps</li> <li>● Provides adequate responses to most questions based on oral information, with occasional inaccuracies or incomplete answers</li> <li>● May require occasional repetition or rephrasing of information to grasp the main idea in oral instructions/presentations</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>● Follows multi-step oral instructions with good accuracy, understands and carries out the sequence of steps</li> <li>● Provides accurate and complete responses to questions based on oral information</li> <li>● Grasps the main idea without the need for frequent repetition or rephrasing</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>● Follows multi-step oral instructions with accuracy, understands and carries out the sequence of steps effectively</li> <li>● Provides highly accurate and comprehensive responses to questions based on oral information</li> <li>● Demonstrates a solid understanding of the main idea in oral instructions or presentations</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>● Follows multi-step oral instructions with exceptional accuracy, understands and carries out the sequence of steps effortlessly</li> <li>● Demonstrates advanced thinking and reasoning skills in responses to questions, offering insightful perspectives</li> <li>● Demonstrates an exceptional understanding of the main idea in oral instructions or presentations</li> </ul>

English	Oral Expression
<b>1</b>	<ul style="list-style-type: none"> <li>● Displays a very limited vocabulary and consistently struggles to use appropriate words for communication</li> <li>● Struggles to express ideas or thoughts clearly and coherently</li> <li>● Displays hesitancy or reluctance to participate in discussions and express opinions</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>● Displays a limited vocabulary and may struggle to use appropriate words for communication</li> <li>● Struggles at times to express ideas or thoughts clearly and coherently</li> <li>● May require encouragement to participate in discussions and express opinions</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>● Displays a developing vocabulary and uses appropriate words for communication</li> <li>● Expresses ideas or thoughts clearly and coherently</li> <li>● Participates in discussions and expresses opinions with relative ease</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>● Displays a solid vocabulary and uses appropriate words for communication, shows good variety in word choice</li> <li>● Expresses ideas or thoughts very clearly and coherently and communicates them with ease</li> <li>● Participates willingly in discussions and expresses opinions with confidence</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>● Displays an extensive and varied vocabulary, uses precise and appropriate words for communication</li> <li>● Expresses ideas or thoughts with exceptional clarity and coherence and conveys them with depth and insight</li> <li>● Initiates and sustains meaningful discussions with exceptional engagement and confidence</li> </ul>

English	Reading
1	<ul style="list-style-type: none"> <li>● Shows minimal automaticity in word recognition, with consistent hesitations, errors and struggles</li> <li>● Reads at a very slow pace with inconsistent rhythm, with frequent hesitations, stumbling, and word-by-word reading</li> <li>● Struggles to identify main ideas and key details in the text, often misunderstanding or misinterpreting the information, and provides minimal or incorrect answers to comprehension questions</li> </ul>
2	<ul style="list-style-type: none"> <li>● Shows inconsistent automaticity in word recognition, with frequent hesitations and errors</li> <li>● Reads with a slow pace and irregular rhythm, resulting in disruptions in flow</li> <li>● Has some ability to infer meaning from context, though relies heavily on explicit information, provides minimal answers to comprehension questions</li> </ul>
3	<ul style="list-style-type: none"> <li>● Demonstrates good automaticity in word recognition, with occasional hesitations</li> <li>● Reads with a reasonable speed and rhythm, maintaining a fairly smooth flow throughout the text</li> <li>● Can infer meaning from context and provide satisfactory answers to comprehension questions, demonstrating a basic understanding of the text</li> </ul>
4	<ul style="list-style-type: none"> <li>● Demonstrates very good automaticity in word recognition</li> <li>● Reads with a consistent speed and rhythm, maintaining a smooth flow throughout the text</li> <li>● Uses appropriate pauses, intonation, and expression</li> <li>● Infers meaning from context with accuracy and provides well-supported answers to comprehension questions, demonstrating a solid understanding of the text</li> </ul>
5	<ul style="list-style-type: none"> <li>● Demonstrates exceptional automaticity in word recognition</li> <li>● Reads with excellent speed and rhythm, maintaining a flawlessly smooth flow throughout the text</li> <li>● Consistently uses appropriate pauses, intonation, and expression</li> <li>● Infers meaning from context, demonstrating an in-depth understanding of the text, and provides well-supported and detailed answers to comprehension questions</li> </ul>

English	Writing
1	<ul style="list-style-type: none"> <li>● Struggles significantly with sentence construction</li> <li>● Makes consistent errors in spelling, punctuation, and grammar</li> <li>● Struggles significantly with organising ideas and maintaining coherence</li> <li>● Demonstrates limited ability to generate and develop ideas, writing lacks depth and originality</li> </ul>
2	<ul style="list-style-type: none"> <li>● Demonstrates basic sentence construction with some errors</li> <li>● Makes frequent errors in spelling, punctuation, and grammar</li> <li>● Writing lacks consistent organisation and cohesion</li> <li>● Displays some ability to generate and develop ideas, writing may lack depth and detail, but shows some development</li> </ul>
3	<ul style="list-style-type: none"> <li>● Demonstrates consistent and appropriate use of sentence structure</li> <li>● Exhibits mostly accurate spelling, punctuation, and grammar, with occasional errors</li> <li>● Demonstrates clear organisation and logical progression of ideas</li> <li>● Displays the ability to generate and develop ideas, shows some creativity and originality in expressing thoughts and experiences</li> </ul>
4	<ul style="list-style-type: none"> <li>● Demonstrates consistent and appropriate use of sentence structure, using a variety of sentence types (e.g., declarative, interrogative, imperative, exclamatory) effectively</li> <li>● Exhibits accurate spelling, punctuation, and grammar</li> <li>● Demonstrates clear and effective organisation of ideas, uses appropriate transitional words or phrases to create smooth flow and coherence</li> <li>● Displays the ability to generate and develop ideas with depth and detail, shows creativity and originality in expressing thoughts and experiences</li> </ul>
5	<ul style="list-style-type: none"> <li>● Demonstrates consistently strong and varied sentence structures, using a wide range of sentence types (e.g., declarative, interrogative, imperative, exclamatory) effectively and purposefully</li> <li>● Exhibits accurate spelling, punctuation, and grammar consistently</li> <li>● Demonstrates exceptional organisation of ideas, uses seamless transitions and logical sequencing to create a well-structured and coherent piece of writing</li> <li>● Displays an excellent ability to generate and develop ideas with depth and detail, shows exceptional creativity and originality in expressing thoughts and experiences</li> </ul>

Gaeilge	Listening Comprehension
1	<ul style="list-style-type: none"> <li>● Struggles to understand basic vocabulary and phrases as Gaeilge</li> <li>● Demonstrates significant difficulty in understanding simple instructions or questions</li> <li>● Has great difficulty following a simple cómhra or scéal</li> </ul>
2	<ul style="list-style-type: none"> <li>● Requires support and prompting to understand basic vocabulary and phrases as Gaeilge</li> <li>● Demonstrates some difficulty in understanding simple instructions or questions</li> <li>● Occasionally has difficulty following a simple cómhra or scéal</li> </ul>
3	<ul style="list-style-type: none"> <li>● Understands basic vocabulary and phrases as Gaeilge</li> <li>● Demonstrates understanding of simple instructions or questions</li> <li>● Can follow a simple cómhra or scéal with some guidance</li> </ul>
4	<ul style="list-style-type: none"> <li>● Understands basic vocabulary and phrases as Gaeilge with proficiency</li> <li>● Demonstrates confident understanding of simple instructions or questions</li> <li>● Can follow a simple cómhra or scéal with ease</li> </ul>
5	<ul style="list-style-type: none"> <li>● Understands a wide range of vocabulary and phrases as Gaeilge with fluency</li> <li>● Demonstrates a thorough understanding of instructions or questions</li> <li>● Can follow a cómhra or scéal with confidence</li> </ul>

Gaeilge	Oral Expression
1	<ul style="list-style-type: none"> <li>● Demonstrates significant difficulty using basic vocabulary and phrases as Gaeilge</li> <li>● Requires significant supports and prompting to answer simple questions and construct basic sentences</li> <li>● Exhibits difficulty with engaging and participating in oral language activities as Gaeilge</li> </ul>
2	<ul style="list-style-type: none"> <li>● Demonstrates difficulty using basic vocabulary and phrases as Gaeilge</li> <li>● Requires supports and prompting to answer questions and construct basic sentences</li> <li>● Exhibits moderate engagement and participation during oral language activities as Gaeilge</li> </ul>
3	<ul style="list-style-type: none"> <li>● Demonstrates a growing vocabulary as Gaeilge</li> <li>● Attempts to use basic phrases and sentences to answer questions and express ideas and thoughts (occasionally requiring prompting)</li> <li>● Engages and participates in oral language activities as Gaeilge</li> </ul>
4	<ul style="list-style-type: none"> <li>● Demonstrates a developing vocabulary as Gaeilge and uses words and phrases learned in the correct context</li> <li>● Uses basic phrases and sentences to ask and answer questions and express ideas and thoughts</li> <li>● Demonstrates active engagement and participation in oral language activities as Gaeilge</li> </ul>
5	<ul style="list-style-type: none"> <li>● Demonstrates a wide range of vocabulary as Gaeilge and shows competence in using appropriate language in different contexts</li> <li>● Uses varied phrases and sentences to ask and answer questions and express ideas and thoughts effectively</li> <li>● Actively engages and participates in oral language activities as Gaeilge, expresses opinions and asks questions</li> </ul>

Gaeilge	Reading
1	<ul style="list-style-type: none"> <li>● Demonstrates an extremely limited understanding of letter-sound correspondence as Gaeilge</li> <li>● Struggles to recognise learned sight words</li> <li>● Reading is extremely slow and laboured, with extensive prompting and support required</li> <li>● Displays significant difficulty understanding the meaning of simple sentences and texts</li> </ul>
2	<ul style="list-style-type: none"> <li>● Demonstrates a limited understanding of letter-sound correspondence as Gaeilge</li> <li>● Recognises some sight words with support</li> <li>● Reading is slow and laboured, with prompting and support required</li> <li>● Displays difficulty understanding the meaning of simple sentences and texts as Gaeilge</li> </ul>
3	<ul style="list-style-type: none"> <li>● Demonstrates a basic understanding of letter-sound correspondence as Gaeilge</li> <li>● Identifies a growing number of sight words independently</li> <li>● Reads with a reasonable pace and flow, occasional prompting required</li> <li>● Understands the meaning of simple sentences and texts as Gaeilge, can answer simple questions based on a text</li> </ul>
4	<ul style="list-style-type: none"> <li>● Applies mostly accurate letter-sound correspondence to decode words as Gaeilge</li> <li>● Recognises a wide range of sight words independently</li> <li>● Reads fluently and smoothly, demonstrating appropriate pacing, expression, and intonation</li> <li>● Understands the meaning of sentences and texts as Gaeilge, can answer simple questions based on a text with ease</li> </ul>
5	<ul style="list-style-type: none"> <li>● Applies precise letter-sound correspondence to read unfamiliar words as Gaeilge</li> <li>● Recognises and reads a wide range of sight words fluently</li> <li>● Reads with exceptional fluency and expressiveness as Gaeilge and maintains appropriate pacing, intonation, and phrasing while reading</li> <li>● Understands the meaning of sentences and texts as Gaeilge, can answer questions based on a text with proficiency, displaying an excellent depth of understanding</li> </ul>

Gaeilge	Writing
1	<ul style="list-style-type: none"> <li>● Requires a very high level of support and individualised instruction when writing as Gaeilge</li> <li>● Demonstrates significant difficulty with forming simple sentences (even with prompting and teacher support)</li> <li>● Exhibits severe difficulty with spelling Irish words</li> </ul>
2	<ul style="list-style-type: none"> <li>● Demonstrates some effort in attempting to write as Gaeilge, though may require additional support and individualised instruction</li> <li>● Requires frequent prompting and teacher support to form simple sentences as Gaeilge</li> <li>● Exhibits difficulty with spelling Irish words, makes frequent errors</li> </ul>
3	<ul style="list-style-type: none"> <li>● Demonstrates effort in attempting to write as Gaeilge, exhibiting a basic range of vocabulary</li> <li>● Constructs simple sentences with occasional prompting, showing some understanding of sentence structure as Gaeilge</li> <li>● Exhibits developing spelling skills in the Irish language, makes occasional errors</li> </ul>
4	<ul style="list-style-type: none"> <li>● Demonstrates consistent effort and engagement in writing as Gaeilge, exhibiting a growing range of vocabulary</li> <li>● Constructs sentences with reasonable accuracy and clarity, demonstrating an awareness of sentence structure as Gaeilge</li> <li>● Exhibits developing spelling skills as Gaeilge, uses learned spellings correctly in context, makes few errors</li> </ul>
5	<ul style="list-style-type: none"> <li>● Demonstrates a high level of proficiency in writing as Gaeilge, exhibiting a wide range of vocabulary</li> <li>● Constructs sentences with accuracy and clarity, showing understanding and application of grammar and sentence structure</li> <li>● Exhibits strong spelling skills as Gaeilge, uses learned spellings correctly in context and makes few to no errors</li> </ul>

Maths	Understanding and Recalling
1	<ul style="list-style-type: none"> <li>● Demonstrates limited understanding of basic mathematical concepts and facts</li> <li>● Struggles to recall and apply mathematical facts, such as number bonds, addition, subtraction (multiplication/division) facts</li> <li>● Requires additional support and repetition to grasp fundamental mathematical concepts</li> </ul>
2	<ul style="list-style-type: none"> <li>● Demonstrates a basic understanding of most mathematical concepts and facts</li> <li>● Recalls and applies mathematical facts, such as number bonds, addition, and subtraction facts (multiplication/division), with some prompting</li> <li>● Requires frequent additional support/reinforcement to consolidate understanding</li> </ul>
3	<ul style="list-style-type: none"> <li>● Demonstrates a solid understanding of most mathematical concepts and facts</li> <li>● Recalls and applies mathematical facts, such as number bonds, addition, and subtraction facts (multiplication/division), accurately and consistently</li> <li>● Shows confidence in their understanding, may occasionally benefit from additional support/reinforcement</li> </ul>
4	<ul style="list-style-type: none"> <li>● Demonstrates a thorough understanding of mathematical concepts and facts</li> <li>● Recalls and applies mathematical facts, such as number bonds, addition, and subtraction facts (multiplication/division), consistently and accurately</li> <li>● Shows a high level of confidence in their understanding and rarely requires additional support or reinforcement</li> </ul>
5	<ul style="list-style-type: none"> <li>● Demonstrates an exceptional understanding of mathematical concepts and facts</li> <li>● Recalls and applies mathematical facts, such as number bonds, addition, and subtraction facts (multiplication/division), effortlessly and accurately</li> <li>● Shows a deep understanding of the underlying principles and connections between mathematical concepts</li> </ul>

Maths	Using Procedures
1	<ul style="list-style-type: none"> <li>● Relies heavily on teacher guidance and step-by-step instructions to perform mathematical procedures</li> <li>● Requires frequent repetition and practice to develop fluency in basic procedures, such as addition and subtraction (multiplication/division)</li> <li>● Demonstrates a limited ability to independently apply procedures in problem-solving situations</li> </ul>
2	<ul style="list-style-type: none"> <li>● Can independently perform basic mathematical procedures, such as addition and subtraction (multiplication/division), with occasional errors</li> <li>● Demonstrates a growing familiarity with procedures but may need guidance to apply them in more complex problem-solving situations</li> <li>● Requires reinforcement and practice to develop fluency in procedures</li> </ul>
3	<ul style="list-style-type: none"> <li>● Independently performs basic mathematical procedures, such as addition and subtraction (multiplication/division), with few errors</li> <li>● Applies mathematical procedures confidently in a variety of problem-solving situations</li> <li>● Demonstrates fluency in procedures and can explain their steps if prompted</li> </ul>
4	<ul style="list-style-type: none"> <li>● Independently performs mathematical procedures, such as addition and subtraction, with minimal errors</li> <li>● Applies mathematical procedures confidently and efficiently in a variety of problem-solving situations</li> <li>● Demonstrates fluency in procedures and can explain and justify their steps clearly</li> </ul>
5	<ul style="list-style-type: none"> <li>● Performs mathematical procedures, such as addition, subtraction, multiplication, and division, with great accuracy and efficiency</li> <li>● Applies a variety of strategies and techniques to solve problems, selecting the most appropriate approach for each situation</li> <li>● Demonstrates fluency in procedures and consistently selects efficient and effective methods</li> </ul>

Maths	Reasoning and Problem-Solving
1	<ul style="list-style-type: none"> <li>● Struggles to apply mathematical concepts and strategies to solve problems</li> <li>● Requires extensive support and scaffolding to identify problem-solving strategies and make connections</li> <li>● Shows limited ability to explain and justify reasoning in problem-solving situations</li> </ul>
2	<ul style="list-style-type: none"> <li>● Demonstrates some ability to apply mathematical concepts and strategies to solve problems, with guidance</li> <li>● Shows some reasoning skills in problem-solving situations but may require support to make connections and justify solutions</li> <li>● Is beginning to develop problem-solving strategies and approaches, with some support</li> </ul>
3	<ul style="list-style-type: none"> <li>● Applies mathematical concepts and strategies to solve problems</li> <li>● Demonstrates sound reasoning skills in problem-solving situations, making connections and justifying solutions</li> <li>● Uses problem-solving strategies and approaches</li> </ul>
4	<ul style="list-style-type: none"> <li>● Applies mathematical concepts and strategies effectively to solve complex problems</li> <li>● Demonstrates strong reasoning skills in problem-solving situations, making connections and justifying solutions with clarity</li> <li>● Uses problem-solving strategies and approaches confidently</li> </ul>
5	<ul style="list-style-type: none"> <li>● Applies mathematical concepts and strategies creatively and flexibly to solve complex problems</li> <li>● Demonstrates advanced reasoning skills, making connections between different mathematical ideas and applying them to situations</li> <li>● Uses logical thinking and critical analysis to approach challenging problems and arrive at accurate solutions</li> </ul>

Maths	Explaining and Communicating
1	<ul style="list-style-type: none"> <li>● Struggles to express mathematical ideas and solutions using appropriate language and vocabulary</li> <li>● Requires support to articulate mathematical reasoning and thought processes</li> <li>● May need visual aids or manipulatives to support communication and understanding</li> </ul>
2	<ul style="list-style-type: none"> <li>● Uses mathematical language and vocabulary to express ideas and solutions with some accuracy</li> <li>● Requires occasional prompting and support to articulate mathematical reasoning and thought processes</li> <li>● Shows progress in communicating mathematical ideas but may need additional practice and reinforcement</li> </ul>
3	<ul style="list-style-type: none"> <li>● Effectively uses mathematical language and vocabulary to express ideas and solutions</li> <li>● Articulates mathematical reasoning and thought processes clearly and accurately</li> <li>● Communicates mathematical ideas with confidence and can justify their thinking</li> </ul>
4	<ul style="list-style-type: none"> <li>● Effectively uses precise mathematical language and vocabulary to express ideas and solutions</li> <li>● Articulates mathematical reasoning and thought processes clearly, logically, and concisely</li> <li>● Communicates mathematical ideas confidently, providing clear justifications for their thinking</li> </ul>
5	<ul style="list-style-type: none"> <li>● Effectively uses precise mathematical language and vocabulary to express ideas and solutions clearly</li> <li>● Articulates mathematical reasoning and thought processes with clarity and coherence</li> <li>● Communicates mathematical ideas confidently and concisely, providing detailed explanations and justifications</li> </ul>

SESE	History
1	<ul style="list-style-type: none"> <li>● Limited understanding of historical concepts, events, and timelines</li> <li>● Struggles to analyse and interpret historical sources/evidence and make connections</li> </ul>
2	<ul style="list-style-type: none"> <li>● Basic understanding of historical concepts, events, and timelines</li> <li>● Attempts to analyse and interpret historical sources/evidence and make simple connections</li> </ul>
3	<ul style="list-style-type: none"> <li>● Satisfactory understanding of historical concepts, events, and timelines</li> <li>● Analyses and interprets historical sources/evidence and makes some connections</li> </ul>
4	<ul style="list-style-type: none"> <li>● Very good understanding of historical concepts, events, and timelines</li> <li>● Analyses and interprets historical sources and evidence effectively, making thoughtful connections</li> </ul>
5	<ul style="list-style-type: none"> <li>● Excellent understanding of historical concepts, events, and timelines.</li> <li>● Confidently analyses and interprets historical sources/evidence, making connections with depth and insight</li> </ul>

SESE	Geography
1	<ul style="list-style-type: none"> <li>● Displays a limited understanding of space, place, environmental awareness and map skills</li> <li>● Demonstrates difficulty in observing, asking questions, and making simple connections</li> </ul>
2	<ul style="list-style-type: none"> <li>● Developing understanding of space, place, environmental awareness and map skills</li> <li>● Beginning to engage in observing, asking questions, and making simple connections, with support</li> </ul>
3	<ul style="list-style-type: none"> <li>● Satisfactory understanding of space, place, environmental awareness and map skills</li> <li>● Engages in observing, asking questions, and making simple connections independently</li> </ul>
4	<ul style="list-style-type: none"> <li>● Very good understanding of space, place, environmental awareness and map skills</li> <li>● Engages actively in observing, asking thoughtful questions, and making connections independently</li> </ul>
5	<ul style="list-style-type: none"> <li>● Excellent understanding of space, place, environmental awareness and map skills</li> <li>● Makes sophisticated observations, thinks critically when asking questions, makes connections and draws conclusions</li> </ul>

SESE	Science
1	<ul style="list-style-type: none"> <li>● Demonstrates limited understanding of basic scientific concepts and displays limited curiosity and engagement in scientific activities</li> <li>● Struggles to ask meaningful questions, make accurate observations, make predictions, and contribute to scientific investigations</li> </ul>
2	<ul style="list-style-type: none"> <li>● Shows partial understanding of scientific concepts and displays some curiosity and engagement in scientific activities</li> <li>● Demonstrates partial skills in questioning, observing, predicting, and conducting investigations, but may require some guidance and support</li> </ul>
3	<ul style="list-style-type: none"> <li>● Demonstrates a satisfactory understanding of scientific concepts and displays curiosity and engagement in scientific activities</li> <li>● Shows satisfactory skills in questioning, observing, predicting, and conducting simple investigations with minimal guidance</li> </ul>
4	<ul style="list-style-type: none"> <li>● Shows a solid understanding of scientific concepts and displays a strong curiosity and enthusiasm for scientific exploration</li> <li>● Demonstrates solid skills in questioning, observing, predicting, and conducting investigations independently and effectively</li> </ul>
5	<ul style="list-style-type: none"> <li>● Demonstrates an advanced understanding of scientific concepts and displays exceptional curiosity, enthusiasm, and passion for scientific inquiry</li> <li>● Shows advanced skills in questioning, observing, predicting and conducting investigations accurately and with precision</li> </ul>

Arts	Music
1	<ul style="list-style-type: none"> <li>● Demonstrates difficulty maintaining a steady beat and matching pitch</li> <li>● Shows limited understanding of musical concepts such as rhythm, melody, or dynamics</li> </ul>
2	<ul style="list-style-type: none"> <li>● Developing the ability to maintain a steady beat, and can match pitch with some inconsistency</li> <li>● Shows partial understanding of musical concepts such as rhythm, melody, or dynamics</li> </ul>
3	<ul style="list-style-type: none"> <li>● Maintains a steady beat, can match pitch with reasonable accuracy</li> <li>● Demonstrates understanding of basic musical concepts such as rhythm, melody, or dynamics</li> </ul>
4	<ul style="list-style-type: none"> <li>● Maintains a consistent beat and can match pitch accurately, sings in tune</li> <li>● Demonstrates good understanding of musical concepts such as rhythm, melody, or dynamics</li> </ul>
5	<ul style="list-style-type: none"> <li>● Maintains a steady beat and accurately matches pitch consistently, sings confidently in tune</li> <li>● Demonstrates excellent understanding of musical concepts such as rhythm, melody, or dynamics</li> <li>● Displays a natural ear for music and shows creativity in musical expression</li> </ul>

Arts	Drama
1	<ul style="list-style-type: none"> <li>● Displays limited creativity or imagination in role-playing or improvisation</li> <li>● Has difficulty expressing emotions or portraying characters effectively</li> </ul>
2	<ul style="list-style-type: none"> <li>● Displays some creativity and imagination in role-playing or improvisation</li> <li>● Attempts to express emotions and portray characters, with support</li> </ul>
3	<ul style="list-style-type: none"> <li>● Displays creativity and imagination in role-playing or improvisation</li> <li>● Expresses emotions and portrays characters with reasonable effectiveness</li> </ul>
4	<ul style="list-style-type: none"> <li>● Displays a good level of creativity and imagination in role-playing or improvisation</li> <li>● Expresses emotions and portrays characters effectively</li> </ul>
5	<ul style="list-style-type: none"> <li>● Confidently displays creativity, originality, and imagination in role-playing or improvisation</li> <li>● Expresses emotions and portrays characters with depth and complexity</li> </ul>

Arts	Visual Arts
1	<ul style="list-style-type: none"> <li>● Displays limited creativity and imagination in art lessons</li> <li>● Exhibits limited fine motor skills and control in use of art materials</li> <li>● Produces artwork that lacks coherence or recognisable elements</li> </ul>
2	<ul style="list-style-type: none"> <li>● Displays some creativity and imagination in art lessons</li> <li>● Exhibits developing fine motor skills and control in use of art materials</li> <li>● Produces artwork with some recognisable elements, but lacking in detail or complexity</li> </ul>
3	<ul style="list-style-type: none"> <li>● Displays creativity and imagination in art lessons</li> <li>● Exhibits good fine motor skills and control in use of art materials</li> <li>● Produces artwork with recognisable elements and some attention to detail</li> </ul>
4	<ul style="list-style-type: none"> <li>● Displays creativity, originality, and imagination in art lessons</li> <li>● Exhibits very good fine motor skills and control in use of art materials</li> <li>● Produces artwork with clear and well-executed elements, showing attention to detail</li> </ul>
5	<ul style="list-style-type: none"> <li>● Displays exceptional creativity, originality, and imagination in art lessons</li> <li>● Exhibits excellent fine motor skills and control in handling art materials</li> <li>● Produces artwork that demonstrates creativity, originality, and mastery of techniques, shows exceptional attention to detail</li> </ul>



PE	Physical Education
1	<ul style="list-style-type: none"> <li>● Displays a lack of coordination and balance</li> <li>● Demonstrates a limited understanding of basic movements and skills</li> </ul>
2	<ul style="list-style-type: none"> <li>● Displays basic coordination and balance skills</li> <li>● Demonstrates a basic understanding of fundamental movements and skills, with occasional difficulty</li> </ul>
3	<ul style="list-style-type: none"> <li>● Displays good coordination and balance skills</li> <li>● Can perform fundamental movements and skills with ease</li> </ul>
4	<ul style="list-style-type: none"> <li>● Displays a high level of coordination and balance skills</li> <li>● Can perform more complex movements and skills with accuracy and control</li> <li>● Shows a good level of fitness and enjoys physical activity</li> </ul>
5	<ul style="list-style-type: none"> <li>● Displays advanced coordination and balance skills</li> <li>● Can perform complex movements and skills with precision and control</li> <li>● Shows a high level of fitness and is enthusiastic about physical activity</li> </ul>

SPHE	Social, Personal and Health Education
1	<ul style="list-style-type: none"> <li>● Struggles to understand and apply basic concepts related to feelings, emotions, and relationships</li> <li>● Requires significant support and guidance to engage in social interactions and solve simple problems</li> <li>● Struggles with self-awareness and managing emotions appropriately</li> </ul>
2	<ul style="list-style-type: none"> <li>● Demonstrates some understanding of concepts related to feelings, emotions, and relationships, but requires occasional support and clarification</li> <li>● Engages in social interactions and solves simple problems with some assistance</li> <li>● Shows some level of self-awareness and attempts to manage emotions</li> </ul>
3	<ul style="list-style-type: none"> <li>● Understands and applies concepts related to feelings, emotions, and relationships with ease</li> <li>● Engages in social interactions and solves simple problems independently</li> <li>● Demonstrates self-awareness and uses strategies to manage emotions effectively</li> </ul>
4	<ul style="list-style-type: none"> <li>● Shows a deep understanding and thoughtful application of concepts related to feelings, emotions, and relationships</li> <li>● Engages in social interactions and effectively solves problems, considering the perspectives of others</li> <li>● Demonstrates a high level of self-awareness and consistently manages emotions in a healthy way</li> </ul>
5	<ul style="list-style-type: none"> <li>● Demonstrates an exceptional understanding and insightful application of concepts related to feelings, emotions, and relationships</li> <li>● Engages in complex social interactions and solves problems with confidence and sensitivity</li> <li>● Shows a high level of self-awareness and consistently uses effective strategies to manage emotions in a positive and constructive manner</li> </ul>

Religion	Religious/Ethical Education
1	<ul style="list-style-type: none"> <li>● Shows limited understanding of basic religious and ethical concepts taught in class</li> </ul>
2	<ul style="list-style-type: none"> <li>● Has a basic understanding of religious and ethical concepts taught in class</li> </ul>
3	<ul style="list-style-type: none"> <li>● Shows a good understanding of religious and ethical concepts taught in class</li> </ul>
4	<ul style="list-style-type: none"> <li>● Has a comprehensive understanding of religious and ethical concepts taught in class</li> </ul>
5	<ul style="list-style-type: none"> <li>● Shows an in-depth understanding of religious and ethical concepts taught in class</li> </ul>