Quality assessment practices in ECE: Rubric for analysing a learning story

How well does the learning story…

	Not at all	Quite well	Well	Very well
CONTENT				
Describe important features of the context to support interpretation of how people, places and things contribute to learning	○	○	○	○
Describe the breadth and richness of children's dispositions, experiences and skills over different contexts	○	○	○	○
Highlight children's interests, strengths and knowledge	○	○	○	○
ANALYSIS				
Detail what children know and what they can do, and what new learning might be possible	○	○	○	○
Recognise and describe children's dispositions and working theories	○	○	○	○
Show how learning is multidimensional and links learning to a range of Te Whāriki's strands and principles	○	○	○	○
Show progress or how skills and competencies are new or changing	○	○	○	○
Analyse how people, places and things have contributed to learning	○	○	○	○
Make some connections to children's home-related interests, activities and knowledge	○	○	○	○
Invite families to actively participate in interpretation of activities and events and document evidence of that involvement	○	○	○	○
Include children's self-assessment comments or questions to elicit self-assessment	○	○	○	○
Include the diverse perspectives and interpretations of other teachers	○	○	○	○
Demonstrate a good understanding of Te Whāriki	○	○	○	○
NEXT STEPS/PLANNING				
Plan ways to extend the interests and learning underlying children's activity	○	○	○	○
Focus planning on developing working theories or extending dispositions	○	○	○	○
Connect with interests and activities that are meaningful to the child and family	○	○	○	○
Invite families to actively participate in planning from stories and document evidence of that involvement	○	○	○	○
Enhance the child's sense of mana and competence, and provide the child with a sense of agency over their ongoing learning	○	○	○	○
Demonstrate reflection on teaching interactions with children, which leads to intentional practice and improvement	○	○	○	○
CONTINUITY				
Provide evidence of how teachers' planned interactions have extended learning	○	○	○	○
Show continuity of interest, skill development or competency over time	○	○	○	○
Align with the early childhood setting's values and priorities for learning	○	○	○	○