

Year 4 Assessment Rubrics

Year 4 Achievement Standard

By the end of Year 4, students apply the observable properties of materials to explain how objects and materials can be used. They use contact and non-contact forces to describe interactions between objects. They discuss how natural and human processes cause changes to the Earth's surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to ask questions and make predictions. They describe situations where science understanding can influence their own and others' actions.

Students follow instructions to identify investigable questions about familiar contexts and predict likely outcomes from investigations. They discuss ways to conduct investigations and safely use equipment to make and record observations. They use provided tables and simple column graphs to organise their data and identify patterns in data. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why their methods were fair or not. They complete simple reports to communicate their methods and findings.

Organisers	CONTENT DESCRIPTIONS	ACHIEVEMENT STANDARD	EVIDENCE	LEVEL OF ACHIEVEMENT		
				BELOW ACHIEVEMENT STANDARD	AT ACHIEVEMENT STANDARD	ABOVE ACHIEVEMENT STANDARD
SCIENCE UNDERSTANDING						
Biological sciences	Living things have life cycles (ACSSU072)	Describes and sequences key stages in the life cycle of a plant or animal	<i>Plants in action</i> 'Plant life stages jumble' (Resource sheet 1)	<ul style="list-style-type: none"> Provides simple observations of the stages of the life cycle of a flowering plant Lists the sequence of the plant life cycle Lists easily identifiable conditions that help plants to grow 	<ul style="list-style-type: none"> Describes and explains the relationships between the stages and processes of the life cycle of a flowering plant Recognises that the stages in a plant's life form a cycle rather than a linear sequence Describes conditions plants require for growth 	<ul style="list-style-type: none"> Provides extended information about the sequence of events and processes of the life cycle of a flowering plant Has a detailed understanding of the life cycle of a plant Explains in detail the conditions plants require for growth

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SCIENCE UNDERSTANDING						
Biological sciences	<p>Living things have life cycles (ACSSU072)</p> <p>Living things, including plants and animals, depend on each other and the environment to survive (ACSSU073)</p>	Describes relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal	<p><i>Friends or foes?</i></p> <p>‘Tomato troubles’ (Resource sheet 1)</p> <p>‘How does it grow?’ (Resource sheet 2)</p>	<ul style="list-style-type: none"> Identifies that bees help flowering plants grow Identifies that ants help plants disperse seeds Lists the life stages of a flowering plant 	<ul style="list-style-type: none"> Describes the interactions between flowering plants, bees and ants Describes the process of pollination and seed dispersal Explains the stages in the life cycle of a flowering plant 	<ul style="list-style-type: none"> Explains in detail the relationship between flowering plants and insects, and how this is beneficial to both Provides extended information about the process of pollination and seed dispersal Independently constructs and explains in detail each stage of a flowering plant’s life cycle

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SCIENCE UNDERSTANDING						
Chemical sciences	Natural and processed materials have a range of physical properties; These properties can influence their use (ACSSU074)	Applies the observable properties of materials to explain how objects and materials can be used	<i>Material world</i> 'Material matters' (Resource sheet 9)	<ul style="list-style-type: none"> • Lists the properties and uses of everyday properties • Identifies simple observations of the properties and uses of a material 	<ul style="list-style-type: none"> • Describes the properties and uses of everyday properties • Explains why the properties of a material make it suitable for a particular use 	<ul style="list-style-type: none"> • Uses scientific terminology to describe properties and uses of materials • Explains in detail, using scientific terminology, why the properties of a material make it suitable for a particular use

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SCIENCE UNDERSTANDING						
Chemical sciences	Natural and processed materials have a range of physical properties; These properties can influence their use (ACSSU074)	Applies the observable properties of materials to explain how objects and materials can be used	<i>Package it better</i> Report	<ul style="list-style-type: none"> • Makes simple observations of how their package meets design criteria • Identifies properties and uses of materials • Describes the performance of their package 	<ul style="list-style-type: none"> • Analyses feedback to evaluate their package against design criteria • Explains how properties of materials influence their use • Describes reasons for the performance of their package 	<ul style="list-style-type: none"> • Explains, justifies and proposes ways to improve their package against design criteria • Demonstrates a detailed understanding of the properties and uses of materials in design • Explains and justifies the criteria for choosing the materials used for their package, and relates this to its performance

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SCIENCE UNDERSTANDING						
Earth and space sciences	Earth's surface changes over time as a result of natural processes and human activity (ACSSU075)	Discusses how natural and human processes cause changes to the Earth's surface	<i>Beneath our feet</i> Map Report	<ul style="list-style-type: none"> Describes simple ideas about weathering and erosion Describes non-scientific ideas of how the landscape might change over time 	<ul style="list-style-type: none"> Identifies things that cause landscapes to change, including weathering, erosion and human activity Describes how the landscape might change over time 	<ul style="list-style-type: none"> Provides extended information about the processes that cause landscapes to change Demonstrates skills in showing patterns of weathering and erosion that cause the landscape to change
Physical sciences	Forces can be exerted by one object on another through direct contact or from a distance (ACSSU076)	Use contact and non-contact forces to describe interactions between objects	<i>Smooth moves</i> Annotated diagram	<ul style="list-style-type: none"> Describes non-scientific ideas of different forces and motion Describes simple ideas about forces and how they act Requires help with the representation of arrows in force-arrow diagrams 	<ul style="list-style-type: none"> Identifies and describes different forces and motion Explains that forces can act through direct contact or at a distance Represents different-sized forces using different arrow lengths 	<ul style="list-style-type: none"> Explains scientific ideas, with evidence, about different forces and motion Has a detailed understanding of forces and how they act in different situations Explains and represents the use of force-arrow diagrams

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SCIENCE AS A HUMAN ENDEAVOUR						
Nature and development of science	Science involves making predictions and describing patterns and relationships (ACSHE061)	Identifies when science is used to ask questions and make predictions	<ul style="list-style-type: none"> • <i>Plants in action</i> • <i>Friends or foes?</i> • <i>Material world</i> • <i>Package it better</i> • <i>Beneath our feet</i> • <i>Smooth moves</i> 	Identifies that science involves asking questions and making predictions	Identifies when science is used to ask questions and make predictions	Provides a detailed understanding of when science is used to ask questions and make predictions
Use and influence of science	Science knowledge helps people to understand the effect of their actions (ACSHE062)	Describes situations where science understanding can influence their own and others' actions	<ul style="list-style-type: none"> • <i>Plants in action</i> • <i>Friends or foes?</i> • <i>Material world</i> • <i>Package it better</i> • <i>Beneath our feet</i> • <i>Smooth moves</i> 	Makes suggestions about where they use science knowledge influence their own and others' actions	Describes situations where science understanding can influence their own and others' actions	Describes in detail where people use science understanding in their lives and in the wider world to influence their actions

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SCIENCE INQUIRY SKILLS						
Questioning and predicting	With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (AC SIS064)	Follows instructions to identify investigable questions about familiar contexts and predict likely outcomes from investigations	<p><i>Elaborate</i> phase in:</p> <ul style="list-style-type: none"> • <i>Plants in action</i> • <i>Material world</i> • <i>Smooth moves</i> • <i>Package it better</i> 	Predicts what might happen in an investigation without supporting evidence	Follows instructions to identify investigable questions about familiar contexts and predict likely outcomes from investigations	Asks pertinent and investigable questions and predicts the outcomes of investigations supported with detailed evidence based on their knowledge and experiences
Planning and conducting	Suggest ways to plan and conduct investigations to find answers to questions (AC SIS065)	Discusses ways to conduct investigations	<p><i>Elaborate</i> phase in:</p> <ul style="list-style-type: none"> • <i>Beneath our feet</i> 	Suggests ways to conduct investigations	Discusses ways to conduct investigations	Demonstrates a detailed understanding of how they can conduct science investigations to respond to questions

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SCIENCE INQUIRY SKILLS						
Planning and conducting	Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate (ACSIS066)	Safely uses equipment to make and record observations	<p><i>Elaborate</i> phase in:</p> <ul style="list-style-type: none"> • <i>Beneath our feet</i> 	Follows guidelines on how to safely use equipment to make and record observations	<p>Safely uses equipment to make and record observations</p> <p>Uses formal measurements and digital technologies as appropriate</p>	Independently uses equipment safely to make and record observations using formal measurements and digital technologies, as appropriate
	Processing and analysing data and information	Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSIS068)	Uses provided tables and simple column graphs to organise their data and identify patterns in data	<p><i>Elaborate</i> phase in:</p> <ul style="list-style-type: none"> • <i>Plants in action</i> • <i>Friends or foes?</i> • <i>Beneath our feet</i> • <i>Smooth moves</i> 	Follows simple procedures to use provided tables and simple column graphs	Uses provided tables and simple column graphs to organise their data and identify patterns in data
Compare results with predictions, suggesting possible reasons for findings (ACSIS216)		Suggests explanations for observations and compare their findings with their predictions	<p><i>Elaborate</i> phase in:</p> <ul style="list-style-type: none"> • <i>Plants in action</i> • <i>Material world</i> • <i>Smooth moves</i> 	Suggests reasons for findings that are obvious and follow explicitly from evidence	Suggests explanations for observations and compare their findings with their predictions	Applies scientific concepts and knowledge, and constructs claims based on evidence to explain findings and compare findings with predictions

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SCIENCE INQUIRY SKILLS						
Evaluating	Reflect on the investigation, including whether a test was fair or not (ACSIS069)	Suggests reasons why their methods were fair or not	<i>Elaborate</i> phase in: <ul style="list-style-type: none"> Plants in action Material world 	Demonstrates non-scientific ideas of a fair investigation	Suggests reasons why their methods were fair or not	Identifies variables and articulates why a test is fair or not, and suggests ways to improve the investigation
Communicating	Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (ACSIS071)	Completes simple reports to communicate their methods and findings	<i>Elaborate</i> phase in: <ul style="list-style-type: none"> Beneath our feet Friends or foes? 	Presents a limited report on findings	Completes simple reports to communicate their methods and findings	Completes extended reports using claims and evidence to communicate their methods and findings

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GLOSSARY

Describe	Give an account of characteristics or features.
Identify	Establish or indicate who or what someone or something is.
Considered	Formed after careful thought.
Apply	Use, utilise or employ in a particular situation.
Explain	Provide additional information that demonstrates understanding of reasoning and/or application.
Sequence	Arrange in order.
Familiar	Previously encountered in prior learning activities.
Discuss	Talk or write about a topic, taking into account different issues and ideas.
Compare	Estimate, measure or note how things are similar or dissimilar.

Acknowledgements

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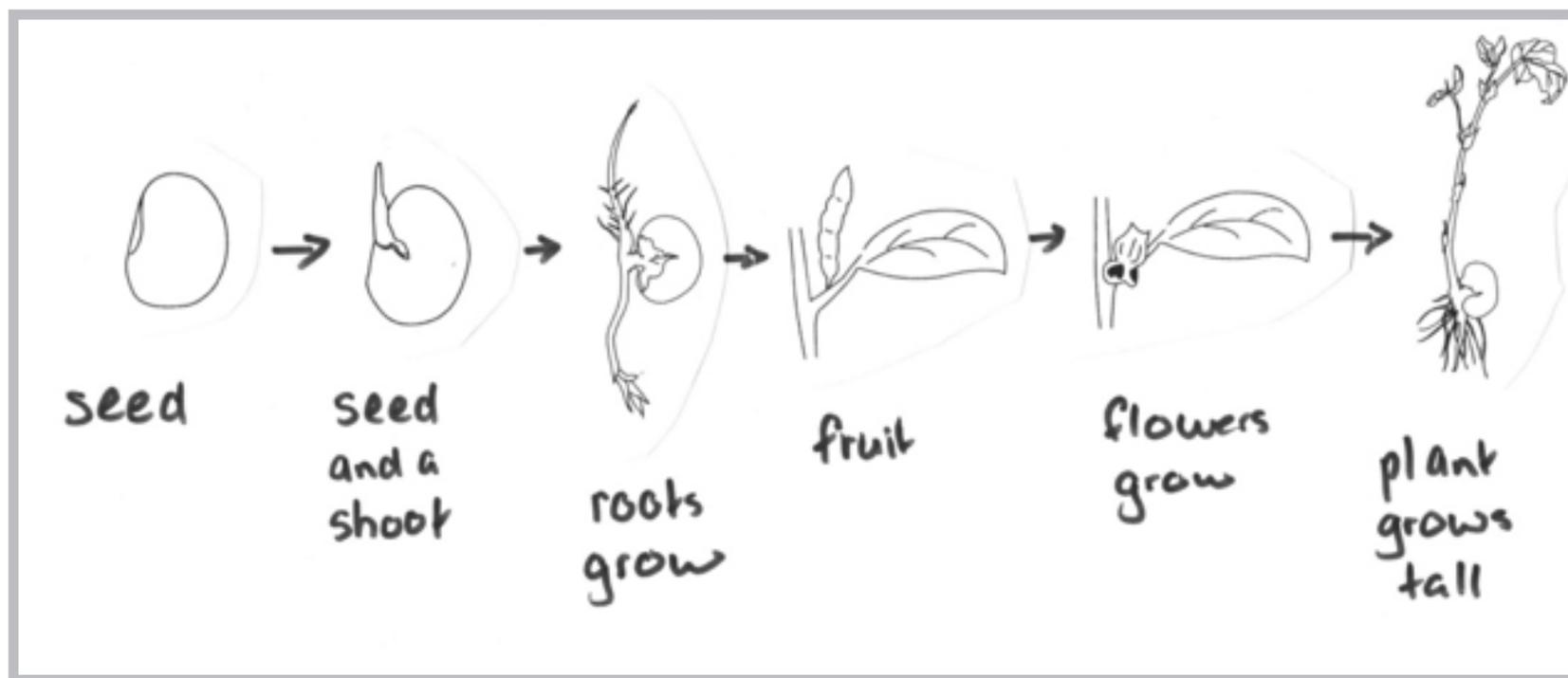
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Year 4 **Work samples**

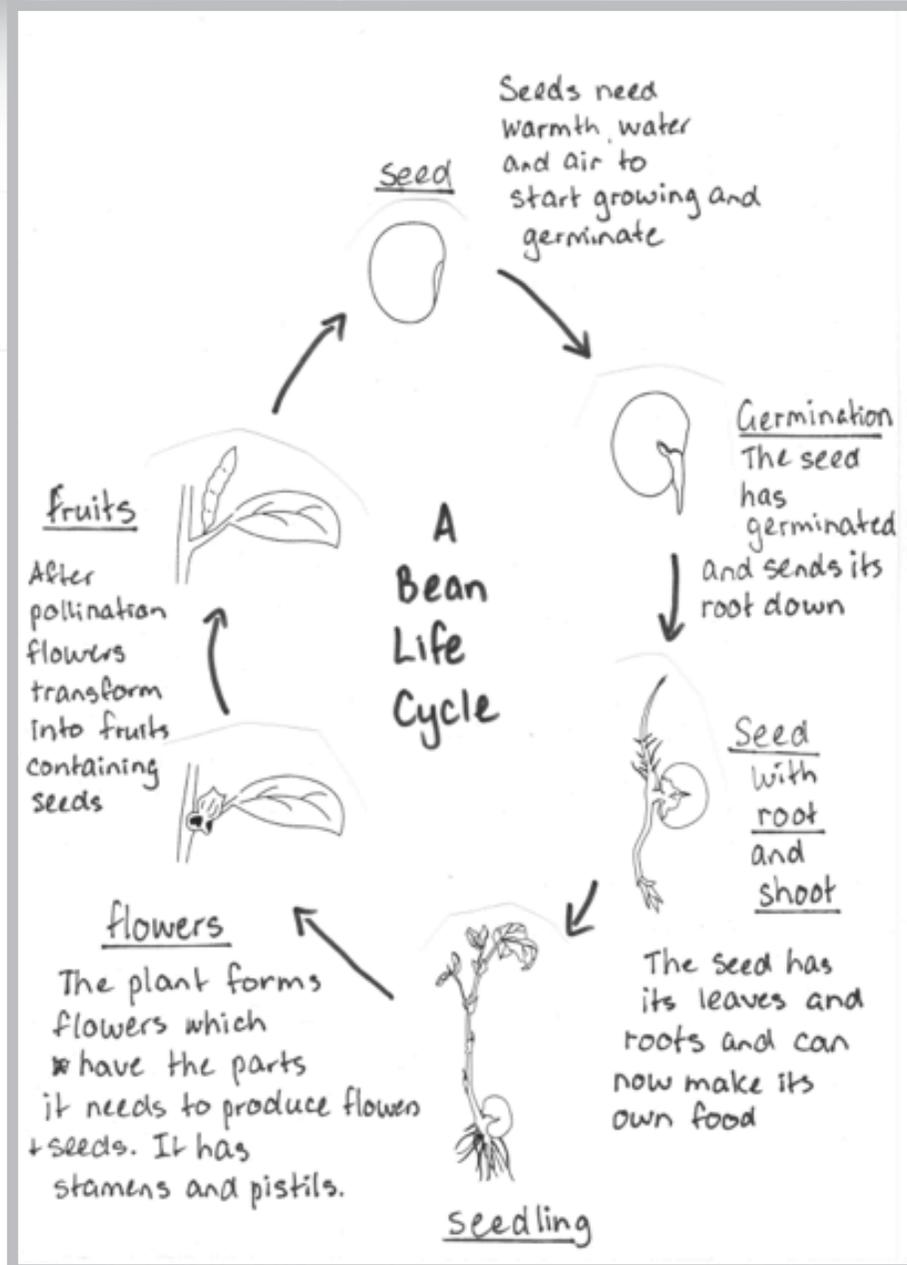
Plants in action

Summative Assessment of Science Understanding

Below Achievement Standard



Plants in action 'Plant life stages jumble' (Resource sheet 1)



Year 4 Work samples

Plants in action

Summative Assessment of Science Understanding

At Achievement Standard

Plants in action 'Plant life stages jumble' (Resource sheet 1)

Year 4 Work samples

Plants in action

Summative Assessment of Science Understanding

Above Achievement Standard

Plants in Action Name: _____

During Term 1 we learnt a great deal about the germination of a seed. Using the Life Cycle jumble sheet, prepare a presentation to represent a flowering plant's life cycle. You need to include as much information as you can, to show all that you have learnt about seeds and plants. (Your presentation must be neatly set out)

Plants give us cotton for our clothes, oxygen so if there were no plants then we will not be living.

The bean is now finished! The bean has the leaves, a stalk and lovely green beans. Inside the bean has a seed and if you replant the bean seeds a new life cycle begins!

This is the bean to start off with. The seed is not dead but the seed is dormant which means the bean is sleeping. It needs

The seed now has a radicle which is the first root.

The stamen is lots of tubes which has pollen on the end and that's where the bee and insects collect most of it. It's pollen.

The bright and colourful petals attract the bees and other insects to the one flower.

An animal or insect pollinates a plant by putting pollen on their feet and nose feeds more pollen to another plant.

Then came the flowers of the bean and the seed coat fell off and the leaves got bigger.

The seed has now fully opened up and the root has grown longer. The root looks like it has spikes on it but it is going more roots. The bean is now growing a first leaf, called a plumule.

The plant needs water, clean soil, sunlight, shade and lots of care to grow!

The bean is still on but the plant now has a little leaves and a stem.

A Bean Life Cycle

Plants in action 'Plant life stages jumble' (Resource sheet 1)

Year 4 Work samples

Plants in action Summative Assessment of Science Inquiry Skills

Below Achievement Standard

Questioning and predicting

<p>What are you going to investigate?</p> <p>How high the plants will grow.</p> <p>Can you write it as a question?</p>	<p>What do you predict will happen? Why?</p> <p>the plants will grow high and we will measure them</p> <p>Give scientific explanations for your prediction</p>
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Processing and analysing data and information

<p>Explaining results</p> <p>When you changed ...the soil..... what happened to the seed's growth?</p> <p>It grew taller</p>	
<p>Why did this happen?</p> <p>Because of the Sun</p>	<p>Did the results match your prediction?</p> <p>Yes</p>

Evaluating

<p>How could you improve this investigation? (fairness, accuracy)</p> <p>Everyone having a turn</p>

Year 4 Work samples

Plants in action Summative Assessment of Science Inquiry Skills

At Achievement Standard

Questioning and predicting

<p>What are you going to investigate?</p> <p>What happens to plant growth when we change the type of soil?</p> <p><small>Can you write it as a question?</small></p>	<p>What do you predict will happen? Why?</p> <p>I predict the plant in the potting mix will grow the highest.</p> <p><small>Give scientific explanations for your prediction</small></p>
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Processing and analysing data and information

<p>Explaining results</p> <p>When you changed <u>the soil</u>..... what happened to the seed's growth?</p> <p>The seed in the potting mix grew the tallest</p>	
<p>Why did this happen?</p> <p>The potting mix had more nutrients</p>	<p>Did the results match your prediction? <u>Yes</u></p> <p>I predicted that the plant growing in the potting mix would grow highest and it did.</p>

Evaluating

<p>How could you improve this investigation? (fairness, accuracy)</p> <p>We didn't measure the water.</p>

Year 4 Work samples

Plants in action

Summative Assessment of Science Inquiry Skills

Above Achievement Standard

Questioning and predicting

<p>What are you going to investigate?</p> <p>What happens to plant growth when we change the type of soil?</p> <p><small>Can you write it as a question?</small></p>	<p>What do you predict will happen? Why?</p> <p>I predict the plant in the potting mix will grow higher than the plant in the sand because potting mix has nutrients for the plant.</p> <p><small>Give scientific explanations for your prediction.</small></p>
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Processing and analysing data and information

<p>Explaining results</p> <p>When you changedthe soil..... what happened to the seed's growth?</p> <p>The seed in the potting mix grew into a taller plant than the seed planted in the sand.</p>	
<p>Why did this happen?</p> <p>Potting mix has nutrients in it that helps a plant to grow. Sand doesn't.</p>	<p>Did the results match your prediction? Yes.</p> <p>The plant growing in the potting mix had more nutrients so it grew higher than the plant growing in the sand.</p>

Evaluating

<p>How could you improve this investigation? (fairness, accuracy)</p> <p>It would have been fairer if we had put the beans at the same distance under the soil so they would have the same start.</p>

Student Self-Assessment

Plants in action Year 4 Biological sciences

Name: _____ Date: _____

Strand	What I can do	I need help to do this	I can do this	I can do this very well
Science Understanding	I can draw and describe the life cycle of a plant			
Science as a Human Endeavour	I can see that science is about asking questions and making predictions			
	I can see where my science knowledge helps me make changes in my actions			
Science Inquiry Skills	I can predict what might happen in an investigation			
	I can suggest ways to do an investigation			
	I can identify the variables in an investigation			
	I can use equipment safely			
	I can use centimetres when I measure things			
	I can record my observations in a table			
	I can make a column graph			
	I can find patterns in my graph			
	I can make claims based on my evidence			
	I can compare my results with my predictions			
	I can explain why a test is fair or not			
	I can make a report about my claims and evidence from my investigation and share it with others			

