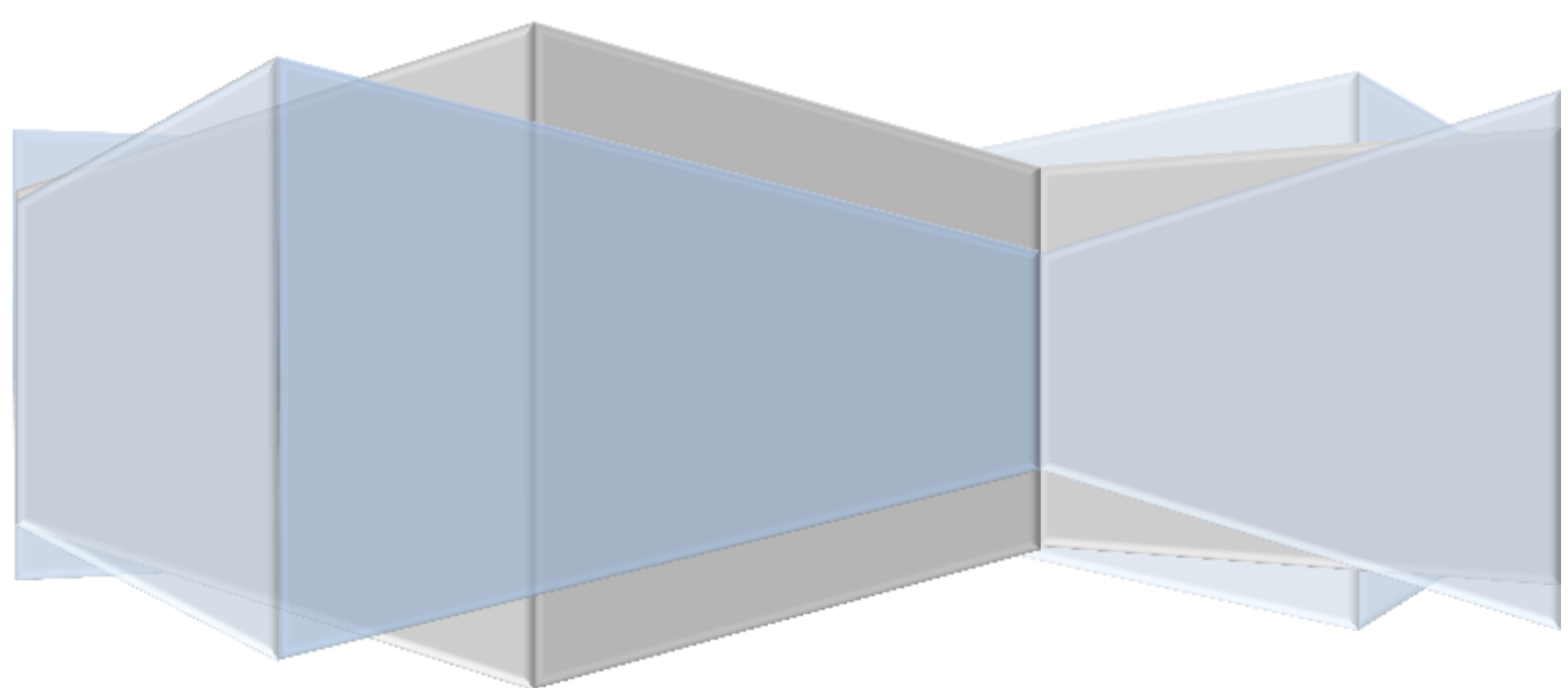


Mary Brooksbank and George Bass Schools

Science Framework

Student Assessment



This document will enable teachers to assess and record student progress and achievement in science and is directly linked to the Science Framework.

It is critical for teachers to use their professional judgement when selecting goals and indicators for individual students and class groups. They will need to consider:

- Current levels of achievement and ability
- Relevant focus areas
- Levels of support
- Materials and activities

Results of the assessment will directly influence individual and classroom programs and will assist in providing meaningful information for reporting purposes.

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Implementation Guidelines

Student achievement on the recording pages has been coded to the following levels of support:

Code	Level of Support	Definition
FP	Full physical assistance	Physically assisting a student through every action involved with completing a task
PP	Partial physical assistance	Partial physical guidance to complete a task. Such as: a touch on the hand
M	Modelled response	A demonstration to the student of the required action
G/S	Gesture/sign	A non-verbal action/instruction which cues a student to perform a task or required action. (e.g. signing/pointing)
V	Verbal	A spoken instruction which informs the student of the desired action
I	Independent	Completing a task with no level of support

The date of assessment is recorded in the appropriate level of support column.

Example:

Indicator	FP	PP	M	G/S	V	I
Students acknowledge changes to the position of objects in their environment				12/6/15		2/12/15

Working Scientifically

Syllabus Outcome: Ste- 4WS Explores their immediate surrounding by questioning, observing using their senses and communicating to share their observations and ideas

Syllabus Indicator 1: Responding to questions about familiar objects and events they are curious about in the natural and made environments (AC SIS014)

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
4WS1A: Using their senses to explores familiar objects and events in the natural and made environments						

Comment:

Working Scientifically

Syllabus Outcome: Ste- 4WS Explores their immediate surrounding by questioning, observing using their senses and communicating to share their observations and ideas

Syllabus Indicator 2: Making predictions resulting from their questions

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
4WS2A: Making predictions using prior knowledge						

Comment:

Working Scientifically

Syllabus Outcome: Ste- 4WS Explores their immediate surrounding by questioning, observing using their senses and communicating to share their observations and ideas

Syllabus Indicator 3: Share in what they already know and how they could find out more about their questions relating to the natural and made environments

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
4WS3A: Participates in lessons relating to the natural and made environments and are provided with opportunities to demonstrate what they know						

Comment:

Working Scientifically

Syllabus Outcome: Ste- 4WS Explores their immediate surrounding by questioning, observing using their senses and communicating to share their observations and ideas

Syllabus Indicator 4: Exploring and making observations by using their senses to gather information about objects and events in their immediate surroundings (AC SIS011, ACSHE013)

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
4WS4A: Explore by using their senses objects and events in their immediate surroundings						

Comment:

Working Scientifically

Syllabus Outcome: Ste- 4WS Explores their immediate surrounding by questioning, observing using their senses and communicating to share their observations and ideas

Syllabus Indicator 5: Manipulating objects and materials through purposeful play

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
4WS5A: Manipulating objects and materials through purposeful play						

Comment:

Working Scientifically

Syllabus Outcome: Ste- 4WS Explores their immediate surrounding by questioning, observing using their senses and communicating to share their observations and ideas

Syllabus Indicator 6: Organising objects or images of objects to display data and/or information

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
4WS6A: Organising objects or images of objects to display data and/or information						

Comment:

Working Scientifically

Syllabus Outcome: Ste- 4WS Explores their immediate surrounding by questioning, observing using their senses and communicating to share their observations and ideas

Syllabus Indicator 7: Engaging in discussions about observations and using drawings to represent ideas (AC SIS233)

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
4WS7A: Recreating observations to represent ideas						

Comment:

Working Scientifically

Syllabus Outcome: Ste- 4WS Explores their immediate surrounding by questioning, observing using their senses and communicating to share their observations and ideas

Syllabus Indicator 8: Using a range of methods to share observations and ideas such as drawing, informal and guided discussion, role play, contributing to joint construction of short texts and/or using digital technologies

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
4WS8A: Using a range of methods to share observations and ideas such as using eye gaze, vocalisations, gesture, body language and communication systems						

Comment:

Working Scientifically

Syllabus Outcome: Ste- 4WS Explores their immediate surrounding by questioning, observing using their senses and communicating to share their observations and ideas

Syllabus Indicator 9: Working in groups to reflect on what they found interesting, liked or disliked about what they did, what was or was not expected and what they would do differently

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
4WS9A: Demonstrates a like or dislike for an						
4WS9.2A: Matches to sample expected activities within a familiar event						

Comment:

Working Technologically

Syllabus Outcome: Ste- 5WT Uses a simple design process to produce solutions with identified purposes

Syllabus Indicator 1.1: Identify the purpose and use of existing products, places and spaces.

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
5WT1.1A: Interacts with familiar products						
5WT1.1B: Match to sample products						
5WT1.1C: Match to sample products and their uses						

Comment:

Working Technologically

Syllabus Outcome: Ste- 5WT Uses a simple design process to produce solutions with identified purposes

Syllabus Indicator 1.2: Identify the purpose and use of existing products, places and spaces.

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
5WT1.2A: A student responds to familiar places/spaces						
5WT1.2B: Match to sample places/spaces						
5WT1.2C: Match to sample places/spaces and their uses						

Comment:

Working Technologically

Syllabus Outcome: Ste- 5WT Uses a simple design process to produce solutions with identified purposes

Syllabus Indicator 2.1: Describing their likes and dislikes of existing products, places and spaces

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
5WT2.1A: Interacts with a limited range of familiar products						
5WT2.1B: Indicates a likes and dislikes for familiar products						
5WT2.1C: Indicates a preference for a familiar product						

Comment:

Working Technologically

Syllabus Outcome: Ste- 5WT Uses a simple design process to produce solutions with identified purposes

Syllabus Indicator 2.2: Describing their likes and dislikes of existing products, places and spaces

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
5WT2.2A: Responds to a limited range of familiar places/spaces						
5WT2.2B: Indicates likes and dislikes and shows a preference for familiar places/spaces						

Comment:

Working Technologically

Syllabus Outcome: Ste- 5WT Uses a simple design process to produce solutions with identified purposes

Syllabus Indicator 3: Discussing the purpose and main features of what they need to produce and suggesting materials they could use

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
5WT3A: Match the main features of a product						
5WT3B: Identifying materials to produce a product						

Comment:

Working Technologically

Syllabus Outcome: Ste- 5WT Uses a simple design process to produce solutions with identified purposes

Syllabus Indicator 4: Using play and imagination to explore possibilities of products, places and spaces

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
5WT4A: Using play and imagination to explore possibilities of products, places and spaces						

Comment:

Working Technologically

Syllabus Outcome: Ste- 5WT Uses a simple design process to produce solutions with identified purposes

Syllabus Indicator 5: Following a series of steps to draw or model ideas or construct solutions

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
5WT5A: Draws on a surface						
5WT5B: Interacts with the product						
5WT5C: Model ideas and constructs solutions around the product through trial and error						

Comment:

Working Technologically

Syllabus Outcome: Ste- 5WT Uses a simple design process to produce solutions with identified purposes

Syllabus Indicator 6: Safely use common classroom equipment, resources and techniques to shape and join familiar materials

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
5WT6A: Safely use common classroom equipment, resources and techniques to shape and join familiar materials						

Comment:

Working Technologically

Syllabus Outcome: Ste- 5WT Uses a simple design process to produce solutions with identified purposes

Syllabus Indicator 7: Recounting the steps taken to reach a final solution

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
5WT7A: Recounting the steps taken to reach a final solution						

Comment:

Working Technologically

Syllabus Outcome: Ste- 5WT Uses a simple design process to produce solutions with identified purposes

Syllabus Indicator 8: Discuss their likes and dislikes in relation to what they have produced

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
5WT8A: Indicates likes and dislikes in relation to what they have produced						

Comment:

Working Technologically

Syllabus Outcome: Ste- 5WT Uses a simple design process to produce solutions with identified purposes

Syllabus Indicator 9: Reflecting on what they did and the usefulness of the final solution

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
5WT9A: Observes a video of the process to reach a final solution						
5WT9B: Discriminates between parts needed to reach a final solution						

Comment:

Natural Environment

Syllabus Outcomes: Ste- 6NE identifies that the way objects move depends on a variety of factors

Syllabus Indicator 1: Observes the way a variety of familiar objects move, eg sliding, rolling, spinning and bouncing on the ground

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
6NE1A: Observes the way a variety of familiar objects move, eg sliding, rolling, spinning and bouncing on the ground						

Comment:

Natural Environment

Syllabus Outcomes: Ste- 6NE identifies that the way objects move depends on a variety of factors

Syllabus Indicator 2: Identify that the way an object moves depends on its size and shape eg tennis balls and block

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
6NE2A: Engages with objects that can be moved by touch						

Comment:

Natural Environment

Syllabus Outcomes: Ste-7NE Observes using their senses, how daily and seasonal changes in the environment affect them and other living things

Syllabus Indicator 1.1: Describes how people respond to familiar changes in their environment, e.g. day and night and seasonal changes

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
7NE1.1A: Reacts/responds to a hot/cold stimulus						
7NE1.1B: Discriminates between objects that are hot and cold						

Comment:

Natural Environment

Syllabus Outcomes: Ste-7NE Observes using their senses, how daily and seasonal changes in the environment affect them and other living things

Syllabus Indicator 1.2 : Describes how people respond to familiar changes in their environment, e.g. day and night and seasonal changes

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
7NE1.2A: Reacts/Responds to darkness						
7NE1.2B: Responds to a visual representation of day/night						
7NE1.2C: Discriminates a visual representation of day/night						

Comment:

Natural Environment

Syllabus Outcomes: Ste-7NE Observes using their senses, how daily and seasonal changes in the environment affect them and other living things

Syllabus Indicator 1.3: Describes how people respond to familiar changes in their environment, e.g. day and night and seasonal changes

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
7NE1.3A: Responds to a visual representation of summer/autumn/winter/spring						
7NE1.3B: Discriminates between a visual representation of summer/autumn/winter/spring						

Comment:

Natural Environment

Syllabus Outcomes: Ste-7NE Observes using their senses, how daily and seasonal changes in the environment affect them and other living things

Syllabus Indicator 2.1: Identify how plants and animals respond to changes in the environment e.g. trees losing their leaves and the thickness of animals fur

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
7NE2.1A: Responds to visual representations of plants or real plants						
7NE2.1B: Discriminates between representations of plants, either real or visual and non-plants						

Comment:

Natural Environment

Syllabus Outcomes: Ste-7NE Observes using their senses, how daily and seasonal changes in the environment affect them and other living things

Syllabus Indicator 2.2: Identify how plants and animals respond to changes in the environment eg trees losing their leaves and the thickness of animals fur

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
7NE2.2A: Responds to visual representations of animals						
7NE2.2B: Discriminates between visual representations of animals and non-animals						

Comment:

Natural Environment

Syllabus Outcomes: Ste-7NE Observes using their senses, how daily and seasonal changes in the environment affect them and other living things

Syllabus Indicator 2.3: Identify how plants and animals respond to changes in the environment e.g. trees losing their leaves and the thickness of animals fur

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
7NE2.3A: Respond to visual/audio representations of changes in the environment						

Comment:

Natural Environment

Syllabus Outcomes: Ste-8NE Identifies the basic needs of living things

Syllabus Indicator 1: Describe what plants and animals, including humans, need to stay alive and healthy, e.g. Food, water and air

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
8NE1A: Responds to a real object or visual representation of what plants/animals/humans need						

Comment:

Natural Environment

Syllabus Outcomes: Ste-8NE Identifies the basic needs of living things

Syllabus Indicator 2: Identify the needs of a variety of living things in a range of situations, e.g. pets at home, plants in the garden or plants and animals in bush land and/or on farms

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
8NE2A: Observe a variety of living things in a range of situations						

Comment:

Made Environments

Syllabus Outcomes: Ste-9ME Identifies that objects are made of materials that have observable properties

Syllabus Indicator 1: Observe, using their senses, a range of materials used to make specific objects products, places and spaces

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
9ME1A: Observe, using their senses, a range of materials used to make specific objects products, places and spaces						

Comment:

Made Environments

Syllabus Outcomes: Ste-9ME Identifies that objects are made of materials that have observable properties

Syllabus Indicator 2: Group a range of materials on the basis of observable properties, eg flexibility, texture, strength and colour

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
9ME2A: Explores using their senses a range of materials on the basis of observable properties						

Comment:

Made Environments

Syllabus Outcomes: Ste-10ME Recognise how familiar products, places and spaces are made to suit their purpose

Syllabus Indicator 1: Explore a range of existing products, places and spaces, and discuss their likes and dislikes

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
10ME1.1A: Explore using their senses a range of existing products						
10ME1.1B: Indicates a likes and dislikes for familiar products						
10ME1.1C: Indicates a preference for a familiar products						

Comment:

Made Environments

Syllabus Outcomes: Ste-10ME Recognise how familiar products, places and spaces are made to suit their purpose

Syllabus Indicator 1: Explore a range of existing products, places and spaces, and discuss their likes and dislikes

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
10ME1.2A: Explore using their senses a range of places and spaces						
10ME1.2B: Indicates likes and dislikes and shows a preference for familiar places and spaces						

Comment:

Made Environments

Syllabus Outcomes: Ste-10ME Recognise how familiar products, places and spaces are made to suit their purpose

Syllabus Indicator 2: Identify a variety of materials that are used in a range of existing familiar, products, places and spaces

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
10ME2A: Responds to a range of materials that are used in existing familiar products						
10ME2B: Interacts with a range of materials that are used in existing familiar places and spaces						

Comment:

Made Environments

Syllabus Outcomes: Ste-10ME Recognise how familiar products, places and spaces are made to suit their purpose

Syllabus Indicator 3: Communicate their ideas about how familiar products, places and spaces work and have features that help them to be useful, e.g. shoulder straps, zippers, and compartments in a school bag

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
10ME3A: Explores familiar products and the usefulness of its features						
10ME3B: Identifies useful features of familiar products						
10ME3C: Indicates that products as features make familiar places and spaces useful						

Comment:

Made Environments

Syllabus Outcomes: Ste-10ME Recognise how familiar products, places and spaces are made to suit their purpose

Syllabus Indicator 4: Sketch or model ideas for a product, place or space and recount how their ideas suit their purpose

ASSESSMENT RECORD

Indicator	FP	PP	M	G/S	V	I
10ME4A: Produce a familiar product, place or space from a model						
10ME4B: Identifies the purpose of a familiar product, place or space						

Comment: