

Changes all around Assessment Rubrics

Year 1 Achievement Standard

By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. **They describe changes in their local environment** and how different places meet the needs of living things.

Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.

STRAND	AUSTRALIAN CURRICULUM ACHIEVEMENT STANDARD	CHANGES ALL AROUND ASSESSMENT OPPORTUNITIES	BELOW ACHIEVEMENT STANDARD	AT ACHIEVEMENT STANDARD	ABOVE ACHIEVEMENT STANDARD
SCIENCE UNDERSTANDING: Observable changes occur in the sky and landscape (ACSSU019)					
Science Understanding – Physical sciences	<p>Describes objects and events that they encounter in their everyday lives</p> <p>Describes changes in their local environment</p>	<p>Identifies and describes features in the local environment that change:</p> <ul style="list-style-type: none"> L1 S1: Describes changes in time-lapse videos and identifies if they were caused by humans L1 S1: Identifies and groups changed features in provided images on ‘A changing school’ (RS1) L1 S1: Identifies changed features in photos of their school (<i>optional</i>) L1 S2: Draws how they think school features will change on ‘Looking for changes’ (RS2) L1 S2: Draws how they think features will change on ‘Looking for changes at home’ (RS4) (<i>optional</i>) <p><i>Continued ...</i></p>	<p>Identifies simple features of the landscape and sky</p> <p>Requires support to identify and describe features that have changed</p>	<p>Identifies and describes features in the local environment</p> <p>Identifies features of the landscape and sky that have changed</p>	<p>Identifies and describes features within or beyond the local environment</p> <p>Identifies, compares and explains reasons for some features in the landscape and sky that have changed</p>

*Final opportunity to summatively assess this skill or understanding in this unit if applicable for your class. Science as a Human Endeavour and Science Inquiry Skills are developed over the course of the year.

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SCIENCE UNDERSTANDING: Observable changes occur in the sky and landscape (ACSSU019)					
Science Understanding – Physical sciences	<p>Describes objects and events that they encounter in their everyday lives.</p> <p>Describes changes in their local environment</p>	<p><i>Continued ...</i> Identifies and describes features in the local environment that change:</p> <ul style="list-style-type: none"> • L2 S1: Describes and compares changes on natural change cards during discussions • L2 S2: Identifies, draws and describes a natural change on 'My natural changes card' (RS5) • L3 S1: Describes changes that happen to paths made of different materials during discussions • L4: Identifies how changes in their environment affect their safety (slipperiness of paths) • L5: Describes and labels changes from 'Sorting changes' (RS9) as natural, built or other • L5: Suggests, describes and sorts changes into categories on the Science chat-board • L6 S2: Draws observations of, and describes, grass after various levels of trampling on 'Recording results' (RS11) • L7: Draws and describes a natural, built and managed change on 'What I know about changes' (RS12)*. 	<p>Identifies simple features of the landscape and sky</p> <p>Requires support to identify and describe features that have changed</p>	<p>Identifies and describes features in the local environment</p> <p>Identifies features of the landscape and sky that have changed</p>	<p>Identifies and describes features within or beyond the local environment</p> <p>Identifies, compares and explains reasons for some features in the landscape and sky that have changed</p>

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SCIENCE AS A HUMAN ENDEAVOUR: Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE021)					
Nature and development of science	Describes objects and events that they encounter in their everyday lives	<p>Suggests ways to investigate changes to objects in the local environment; including asking questions, observing and describing:</p> <ul style="list-style-type: none"> L3: Suggests ways to investigate paths in their school L4: Suggests ways to keep paths safe L6: Suggests ways to maintain grassed areas*. 	Requires support to suggest ways to investigate changes to objects in the local environment	Suggests ways to investigate changes to objects in the local environment; including asking questions, observing and describing	Suggests scientific ways to investigate changes to objects in the local environment; including asking investigable questions, observing, describing and/or reasoning
SCIENCE AS A HUMAN ENDEAVOUR: People use science in their daily lives, including when caring for their environment and living things (ACSHE022)					
Use and influence of science	Describes objects and events that they encounter in their everyday lives	<p>Observes and describes how people manage their local environment:</p> <ul style="list-style-type: none"> L3: Discusses choices people make when selecting materials for building paths L4: Conducts safety tests on pathways and discusses ways people can make paths safer L5: Observes and discusses videos of people managing their environment and suggests other examples of such changes L6: Discusses ways people can protect grassed areas in their environment*. 	Makes simple observations about how people manage their local environment	Describes how people manage their local environment	Describes how people manage their local environment and discusses why it might be useful

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SCIENCE INQUIRY SKILLS: Pose and respond to questions, and make predictions about familiar objects and events (ACSIS024)					
Questioning and predicting	Responds to questions and makes predictions of everyday phenomena	<p>Responds to questions during discussions and makes predictions about changes in their environment and outcomes of guided investigations in Lessons 3, 4 and 6:</p> <ul style="list-style-type: none"> • L1 S1: Responds to questions about time-lapse videos of changes to everyday phenomena • L1 S1: Predicts (draws) how features in their school environment will change • L1 S1: Predicts how a feature in their school environment will change • L2 S1: Responds to questions about how we know rain is coming • L6 S1-S2: Records predictions of grass growth on 'Recording results' (RS11)*. 	Requires support to respond to questions and make predictions about familiar objects during investigations	Responds to questions and makes predictions about changes to familiar objects during investigations	Poses and responds to questions during investigations and makes predictions of the outcomes for investigations

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SCIENCE INQUIRY SKILLS: Participate in guided investigations to explore and answer questions (AC SIS025)					
Planning and conducting	Participates in guided investigations	Participates in investigations according to guidelines, including fulfilling their role as Manager or Speaker (see Appendix 1), in Lessons 2, 3, 4, and 6*.	Requires support to follow procedures and/or fulfil their role in guided investigations	Follows procedures and fulfils their role in guided investigations	Follows procedures and fulfils their role in guided investigations and explains how the guidelines relate to the investigation question
SCIENCE INQUIRY SKILLS: Use informal measurements to collect and record observations, using digital technologies as appropriate (AC SIS026)					
Planning and conducting	Follows instructions to record their observations	Follows instructions to collect and record observations, including opportunities to photograph observations: <ul style="list-style-type: none"> L1-L2: Records observations of features in environment, by drawing and/or photographing, to create a time-lapse of the change L1 S2: Records observations of a natural change in their home environment by drawing or photographing (<i>optional</i>) L3: Surveys the school paths and records observations on 'Materials we walk on' (RS7) L4: Records observations of slipperiness on 'Slippery paths' (RS8) L6 S2: Records observations of grass growth on 'Recording results' (RS11)*. 	Requires support to use informal measurements to collect and record observations	Follows instructions to use informal measurements to record observations	Independently uses informal measurements to collect and record observations

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SCIENCE INQUIRY SKILLS: Use a range of methods to sort information, including drawings and provided tables, and through discussion, compare observations with predictions (ACSI027)					
Processing and analysing data and information	Follows instructions to record and sort their observations	Records and sorts observations and information in provided formats: <ul style="list-style-type: none"> L1 S1: Compares and sorts information from 'A changing school' (RS1) by circling in different colours and contributing suggestions for the class table L1 S2: Records ideas on 'Looking at changes' (RS2) L2 S1: Sorts natural change cards according to yes/no questions L3: During discussions, sorts changes according to whether they are natural or built L3: Sorts observations into provided table on 'Materials we walk on' (RS7) L4: Students compare observations of a feature with their predictions of how they thought it would change L5: Matches provided images into before and after change pairs and sorts changes into categories of 'natural', 'built' and 'other' changes L6 S2: Compares observations of grass growth with predictions on 'Recording results' (RS11)*. 	Requires support to record observations on provided resource sheets and/or using appropriate literacy focuses	Follows instructions to sort observations according to provided resource sheets and literacy focus descriptions	Independently records and represents observations on provided resources sheets and discusses representations

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SCIENCE INQUIRY SKILLS: Compare observations with those of others (ACSIS213)					
Evaluating	Shares observations with others	Shares observations with others: <ul style="list-style-type: none"> L1 S1: Shares a change they identified from 'A changing school' (RS1) L3, L4 & L6*: Shares their observations in class discussions after investigations. 	Requires support to share their observations with others	Shares their observations with others	Shares observations with others and discusses differences

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SCIENCE INQUIRY SKILLS: Represent and communicate observations and ideas in a variety of ways (ACSI029)					
Communicating	Follows instructions to <i>record</i> their observations and share them with others	<p>Represents their ideas and observations in several ways:</p> <ul style="list-style-type: none"> • L1-L2: Draws and/or photographs observations of changes over time and creates a time-lapse video or sequence to represent the changes • L1 S1, L7: Circles and discusses ideas about changes on 'A changing school' (RS1) • L1 S1: Draws or photographs observations at school and at home (<i>optional</i>) and presents to class • L1 S2: Circles, writes and draws ideas on 'Looking at changes' (RS2) • L2: Physically moves to categories, draws/ photographs and discusses observations and ideas • L3: Writes, draws and discusses observations • L4: Writes, circles and discusses observations • L5: Displays and discusses changes sorted into groups • L6: Records predictions and observations in annotated drawings and discusses observations of grass growth • L7: Draws and writes ideas about changes on 'What I know about changes' (RS12) and discusses reflections on their learning*. 	Requires support to represent their ideas and observations	Represents their ideas in several ways, for example through drawings, writing and oral descriptions	Represents and explains their observations and ideas in a variety of ways

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