

# Growing well Assessment Rubrics

## Foundation Year Achievement Standard

By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They **suggest how the environment affects** them and other living things.

Students share observations of familiar objects and events.

**Note:** The sections relevant to *Growing well* are bolded above. The full rubrics for all year levels are available on the PrimaryConnections website.

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 basic needs, including food and water (ACSSU002)	Suggests how the environment affects other living things	<ul style="list-style-type: none"><li><i>Growing well</i> Annotated drawing ‘Plant tag’ (Resource sheet 7)</li></ul>	<ul style="list-style-type: none"><li>Suggests the basic needs of plants</li><li>Lists parts of a plant</li></ul>	<ul style="list-style-type: none"><li>Identifies the basic needs of plants</li><li>Identifies which parts of a plant help the plant to obtain its basic needs</li></ul>	<ul style="list-style-type: none"><li>Describes the basic needs of plants</li><li>Explains how parts of a plant help the plant obtain their basic needs</li></ul>
SCIENCE AS A HUMAN ENDEAVOUR						
Nature and development of science	Science involves exploring and observing the world using the senses (ACSHE013)	Explores and observes the world using their senses	<ul style="list-style-type: none"><li><i>Growing well</i></li></ul>	<ul style="list-style-type: none"><li>Uses their senses to explore and describe familiar objects and events</li></ul>	<ul style="list-style-type: none"><li>Explores and observes the world using their senses</li></ul>	<ul style="list-style-type: none"><li>Uses their senses to explore and explain observations and ideas about their environment</li></ul>

 The Achievement standard and Content descriptions are sourced from the Australian Curriculum.

Organisers	CONTENT DESCRIPTIONS	ACHIEVEMENT STANDARD	EVIDENCE	LEVEL OF ACHIEVEMENT		
				BELOW ACHIEVEMENT STANDARD	AT ACHIEVEMENT STANDARD	ABOVE ACHIEVEMENT STANDARD
SCIENCE INQUIRY SKILLS						
Questioning and predicting	Respond to questions about familiar objects and events (ACSIS014)	Shares observations of familiar objects and events	<i>Elaborate</i> phase in: <ul style="list-style-type: none"><li><i>Growing well</i></li></ul>	<ul style="list-style-type: none"><li>Responds to questions about familiar objects and events</li></ul>	<ul style="list-style-type: none"><li>Shares observations of familiar objects and events</li></ul>	<ul style="list-style-type: none"><li>Discusses in detail observations of familiar objects and events</li></ul>
Planning and conducting	Explore and make observations using the senses (ACSIS011)	Shares observations of familiar objects and events	<i>Elaborate</i> phase in: <ul style="list-style-type: none"><li><i>Growing well</i></li></ul>	<ul style="list-style-type: none"><li>Uses senses to make observations</li></ul>	<ul style="list-style-type: none"><li>Shares observations of familiar objects and events</li></ul>	<ul style="list-style-type: none"><li>Describes and explains observations of objects and events using the senses</li></ul>
Processing and analysing data and information	Engage in discussions about observations and use methods such as drawing to represent ideas (ACSIS233)	Shares observations of familiar objects and events	<i>Elaborate</i> phase in: <ul style="list-style-type: none"><li><i>Growing well</i></li></ul>	<ul style="list-style-type: none"><li>Uses drawings to represent observations</li></ul>	<ul style="list-style-type: none"><li>Shares observations of familiar objects and events</li></ul>	<ul style="list-style-type: none"><li>Actively engages in discussions about observations and explains ideas through methods such as drawings</li></ul>
Communicating	Share observations and ideas (ACSIS012)	Shares observations of familiar objects and events	<i>Elaborate</i> phase in: <ul style="list-style-type: none"><li><i>Growing well</i></li></ul>	<ul style="list-style-type: none"><li>Requires help to share observations of familiar objects and events</li></ul>	<ul style="list-style-type: none"><li>Shares observations of familiar objects and events</li></ul>	<ul style="list-style-type: none"><li>Shares observations and ideas in detail about familiar objects and events</li></ul>

 The Achievement standard and Content descriptions are sourced from the Australian Curriculum.

## GLOSSARY

**Describe** Give an account of characteristics or features.  
**Familiar** Previously encountered in prior learning activities.

## Acknowledgements

PrimaryConnections is supported by the Australian Government.

## Disclaimer

The views expressed herein do not necessarily represent the views of the Australian Government.

# Foundation Year Work samples

## Summative Assessment of Science Understanding

Below Achievement Standard

THIS IS A:

rose

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TO GROW WELL  
IT NEEDS:

water

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sun


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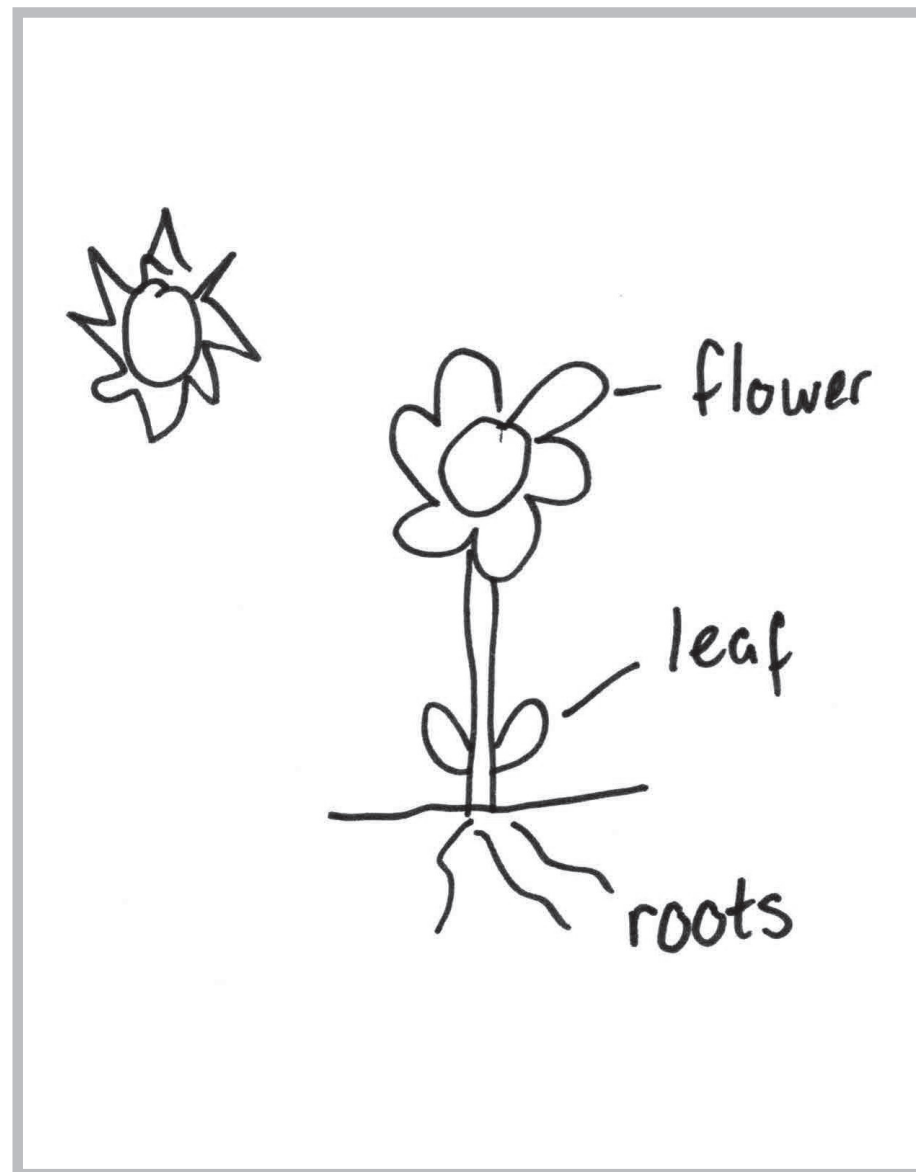
roots

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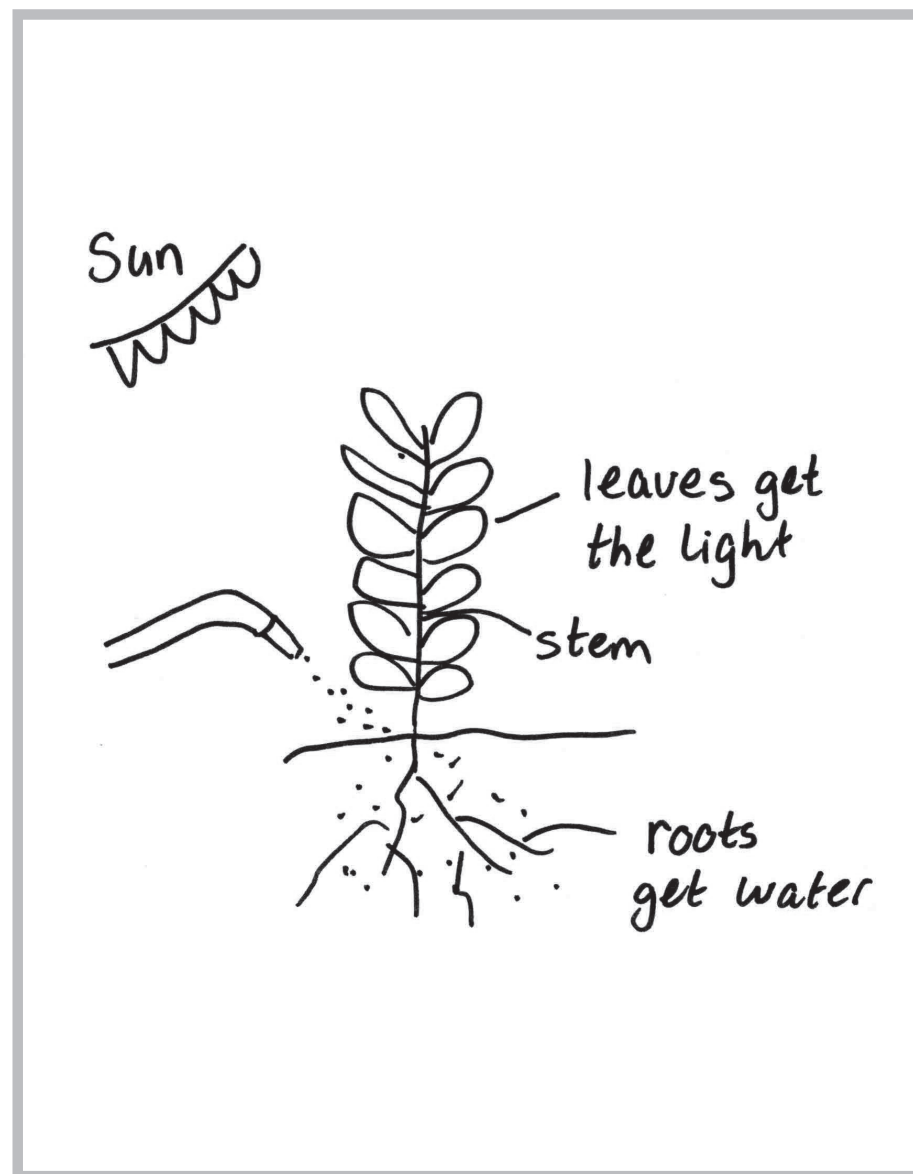
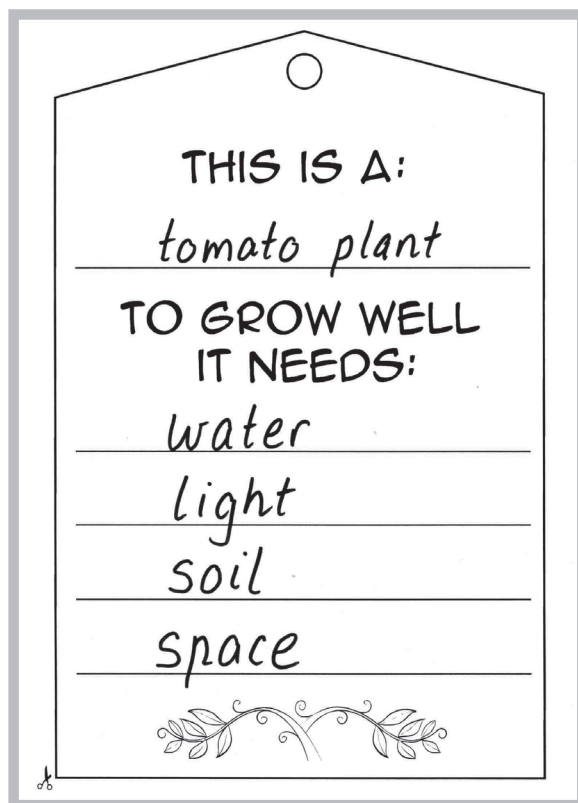




# Foundation Year Work samples

## Summative Assessment of Science Understanding

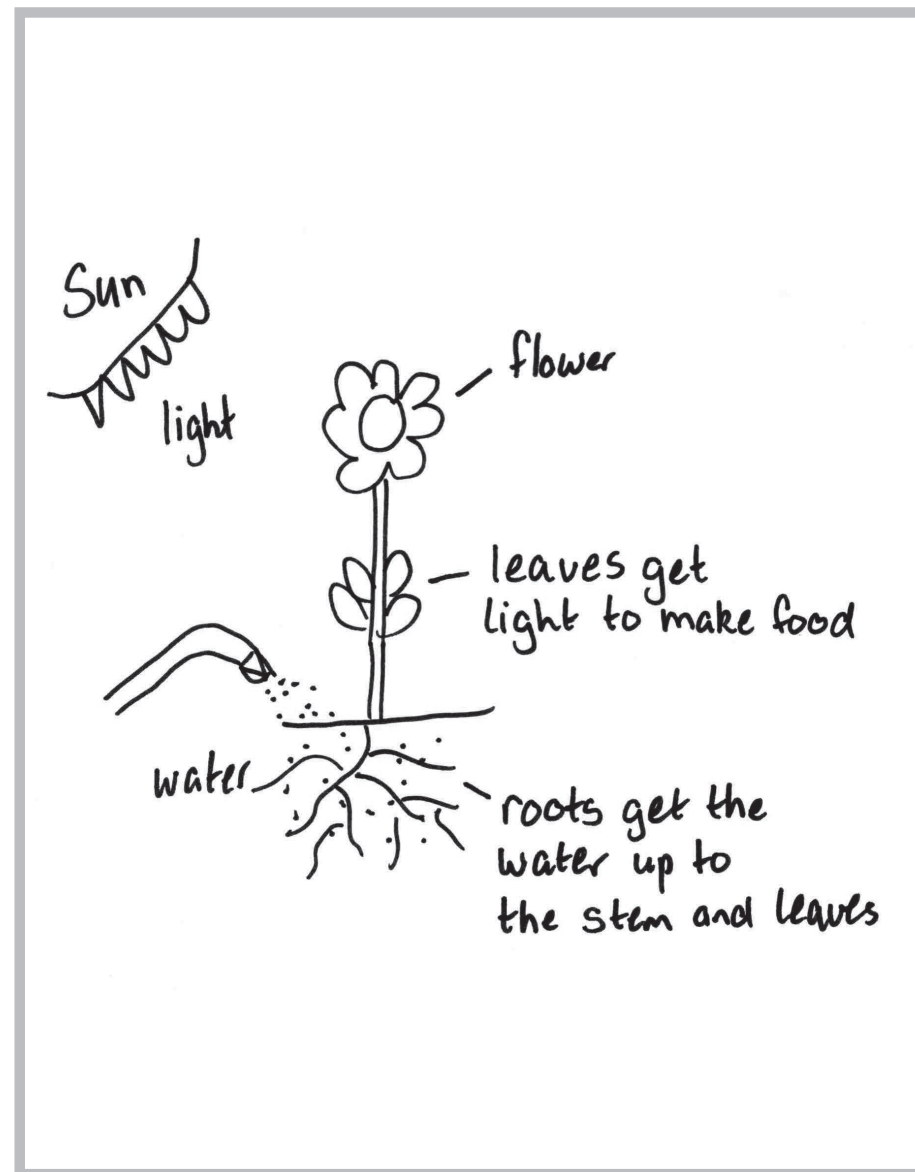
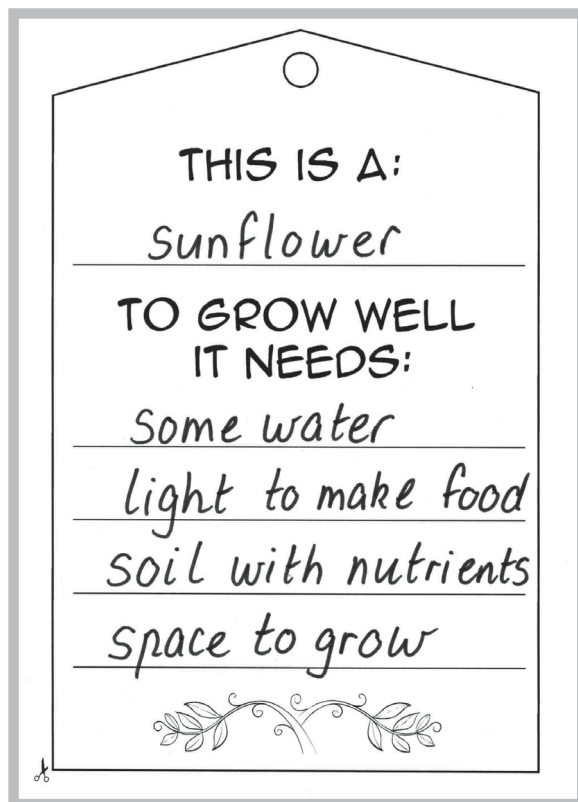
At Achievement Standard



# Foundation Year Work samples

## Summative Assessment of Science Understanding

Above Achievement Standard



# Foundation Year Work samples

## Summative Assessment of Science Inquiry Skills

Below Achievement Standard

Processing and analysing data and information


My animal

PrimaryConnections®  
Linking science with literacy

Growing well


Name: \_\_\_\_\_ Date: \_\_\_\_\_

What my animal looks like




Bluey


Things my animal needs to stay alive




mirror




bell



birdseed



water



perch

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Resource sheet 6

# Foundation Year Work samples

## Summative Assessment of Science Inquiry Skills

At Achievement Standard

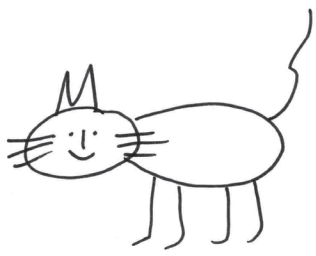
Processing and analysing data and information


Growing well

### My animal


Name: \_\_\_\_\_ Date: \_\_\_\_\_

What my animal looks like




Lucy

Things my animal needs to stay alive



cat food



milk


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Resource sheet 6

# Foundation Year Work samples

## Summative Assessment of Science Inquiry Skills

Above Achievement Standard

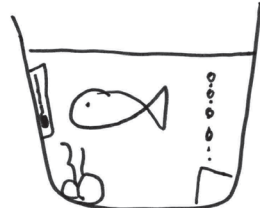
Processing and analysing data and information


Growing well

### My animal


Name: \_\_\_\_\_ Date: \_\_\_\_\_

What my animal looks like




Goldie


Things my animal needs to stay alive




water



fish food



filter to clean the water



heater to keep the water warm

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Resource sheet 6



# Student Self-Assessment

*Growing well* Student checklist Foundation Year

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Strand	What I can do	I need help to do this	I can do this	I can do this very well
<b>Science Understanding</b>	I can describe what plants and animals need to grow well and stay healthy.			
<b>Science as a Human Endeavour</b>	I can use my senses to explore things around me.			
<b>Science Inquiry Skills</b>	I can answer questions about things around me.			
	I can use my five senses to find out about things.			
	I can draw my ideas about things around me.			
	I can share my ideas with others in my class.			

# Achievement Standard Class Checklist

## Foundation Year Biological sciences

(This checklist is designed to be used in conjunction with the Assessment Rubric for the *Growing well* unit.)

	Science Understanding	Science as a Human Endeavour	Science Inquiry Skills			
	Suggests how the environment affects other living things	Science involves exploring and observing the world using the senses	Shares observations of familiar objects and events			
			Responds to questions about familiar objects and events	Explores and makes observations using the senses	Engages in discussions about observations and uses methods such as drawing to represent ideas	Shares observations and ideas
Example: Student A	AAS		AS		AAS	AS

**BAS – Below Achievement Standard** This indicates that the student has a limited understanding of the concept and/or skill.  
**AS – At Achievement Standard** This indicates that the student has a good understanding of the concept and/or skill.  
**AAS – Above Achievement Standard** This indicates that the student has a detailed understanding of the concept and/or skill.