

# Foundation Year 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.

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 them and other living things	<i>Staying alive</i>  ‘Circles about me’ (Resource sheet 1)   ‘Senses mix-up’ (Resource sheet 7)	<ul style="list-style-type: none"><li>• Suggests the basic needs of an animal and a human</li><li>• Lists the senses</li></ul>	<ul style="list-style-type: none"><li>• Identifies the basic needs of an animal and a human</li><li>• Describes the five senses and how they are used</li></ul>	<ul style="list-style-type: none"><li>• Describes the basic needs of animals and humans in order to survive</li><li>• Explains the five senses and how they are used</li></ul>
Chemical sciences	Objects are made of materials that have observable properties (ACSSU003)	Describes the properties of familiar objects	<i>What’s it made of?</i>  Drawings	<ul style="list-style-type: none"><li>• Suggests the properties of objects in the school environment</li></ul>	<ul style="list-style-type: none"><li>• Identifies and describes the properties of objects in the school environment</li></ul>	<ul style="list-style-type: none"><li>• Explains in detail the properties of objects in the school environment</li></ul>

AC 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 UNDERSTANDING						
Earth and space sciences	Daily and seasonal changes in our environment, including the weather, affect everyday life (ACSSU004)	Suggests how the environment affects them	<i>Weather in my world</i>  'Moving materials' (Resource sheet 7)  'Weather report planner' (Resource sheet 8)	<ul style="list-style-type: none"><li>Recalls the characteristics of the weather</li><li>Suggests clothes and activities that suit various weather conditions</li></ul>	<ul style="list-style-type: none"><li>Describes characteristics of the weather</li><li>Identifies clothes and activities that suit various weather conditions</li></ul>	<ul style="list-style-type: none"><li>Explains the characteristics of the weather</li><li>Explains the reasons why clothes and activities suit various weather conditions</li></ul>
Physical sciences	The way objects move depends on a variety of factors, including their size and shape (ACSSU005)	Describes the behaviour of familiar objects	<i>On the move</i>  Drawings	<ul style="list-style-type: none"><li>Demonstrates ways that things move</li></ul>	<ul style="list-style-type: none"><li>Identifies and describes some things that move, the ways they move and the parts that enable them to move</li></ul>	<ul style="list-style-type: none"><li>Provides a detailed understanding of the ways things move and the parts that enable them to move</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 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>Staying alive</i></li><li>• <i>What's it made of?</i></li><li>• <i>Weather in my world</i></li><li>• <i>On the move</i></li></ul>	Uses their senses to explore and describe familiar objects and events	Explores and observes the world using their senses	Uses their senses to explore and explain observations and ideas about their environment

AC 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>Staying alive</i></li><li>• <i>What's it made of?</i></li><li>• <i>Weather in my world</i></li><li>• <i>On the move</i></li></ul>	Responds to questions about familiar objects and events	Shares observations of familiar objects and events	Discusses in detail observations of familiar objects and events
Planning and conducting	Explore and make observations by using the senses (ACSIS011)	Shares observations of familiar objects and events	<i>Elaborate</i> phase in: <ul style="list-style-type: none"><li>• <i>Staying alive</i></li><li>• <i>What's it made of?</i></li><li>• <i>Weather in my world</i></li><li>• <i>On the move</i></li></ul>	Uses senses to make observations	Shares observations of familiar objects and events	Describes and explains observations of objects and events by using the senses

 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						
Processing and analysing data and information	Engage in discussions about observations and use methods such as drawing to represent ideas (AC SIS233)	Shares observations of familiar objects and events	<i>Elaborate</i> phase in: <ul style="list-style-type: none"><li>• <i>Staying alive</i></li><li>• <i>What's it made of?</i></li><li>• <i>Weather in my world</i></li><li>• <i>On the move</i></li></ul>	Uses drawings to represent observations	Shares observations of familiar objects and events	Actively engages in discussions about observations and explains ideas through methods such as drawings

AC 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						
Communicating	Share observations and ideas (AC SIS012)	Shares observations of familiar objects and events	<i>Elaborate</i> phase in: <ul style="list-style-type: none"><li>• <i>Staying alive</i></li><li>• <i>What's it made of?</i></li><li>• <i>Weather in my world</i></li><li>• <i>On the move</i></li></ul>	Requires help to share observations of familiar objects and events	Shares observations of familiar objects and events	Shares observations and ideas in detail about familiar objects and events

AC 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

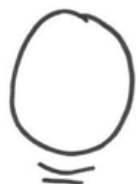
PrimaryConnections is supported by the Australian Government.

## Disclaimer

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

## On the move

**bounce**



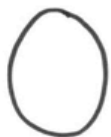
'A ball can bounce.'

**slide**



'A slide is slippery.'

**roll**



'A ball can roll.'

**spin**



'A ball can spin.'

## Foundation Year **Work samples**

*On the move*

**Summative Assessment of Science Understanding**

**Below Achievement Standard**

## On the move

### bounce



'I can  
bounce up,  
and down.'



'A ball  
bounces.'

### slide



'I can slide  
down a slide.'

### roll



'I can roll along  
the ground.'



'A marble can roll.'

### spin



'I can spin  
around like a  
spinning top.'

## Foundation Year **Work samples**

### *On the move*

### Summative Assessment of Science Understanding

At Achievement Standard



## On the move

### bounce



'I can bounce up  
and down on my feet.'  
○ 'A ball bounces  
when you push it.'

### slide



'I can slide on  
my bottom down  
a slide.'

### roll

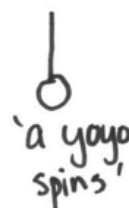


'I can roll down  
a hill like a ball.'



'Car wheels roll  
because they are round'

### spin



'I can spin around  
on my feet and  
then get dizzy,  
and fall down.'

## Foundation Year **Work samples**

### *On the move*

### Summative Assessment of Science Understanding

Above Achievement Standard

## Does it roll?

Yes



'a ball'

No



'a block'

## Foundation Year **Work samples**

*On the move*

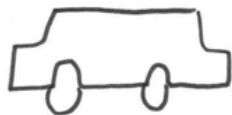
**Summative Assessment of Science Inquiry Skills**

**Below Achievement Standard**

Questioning and predicting  
Planning and conducting  
Processing and analysing data and information  
Communicating

## Does it roll?

### Yes



'A toy car because  
it's wheels are round.'



'A cardboard  
roll is round.'



'A ball is  
round'

### No



'A shoe is not  
round.'



'A block is  
not round.'



'A ruler is not round.'

## Foundation Year **Work samples**

### *On the move*

### **Summative Assessment of Science Inquiry Skills**

#### **At Achievement Standard**

Questioning and predicting  
Planning and conducting  
Processing and analysing data and information  
Communicating

## Does it roll?

### Yes



'A toy car does  
because it has wheels.'



'A plastic bottle  
does because it  
is round.'

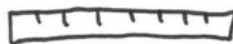


'A ball does  
because it is round.'

### No



'A shoe doesn't  
because it's a funny  
shape.'



'A ruler doesn't  
because it has  
edges.'



'A lunchbox doesn't  
because it's square.'

## Foundation Year **Work samples**

### *On the move*

### **Summative Assessment of Science Inquiry Skills**

**Above Achievement Standard**

Questioning and predicting  
Planning and conducting  
Processing and analysing data and information  
Communicating

# Student Self-Assessment

## On the move **Foundation Year Physical 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 describe ways that things move			
Science as a Human Endeavour	I can use my senses to explore things around me			
Science Inquiry Skills	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			

RUBRICS *On the move* 14

RUBRICS *On the move* 15