

# Year 1 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 identify a range of habitats. They describe changes to things in their local environment and suggest how science helps people care for environments.

Students make predictions, and investigate everyday phenomena. They follow instructions to record and sort their observations and share their observations with others.

Organisers	CONTENT DESCRIPTIONS	ACHIEVEMENT STANDARD	EVIDENCE	LEVEL OF ACHIEVEMENT		
				BELOW ACHIEVEMENT STANDARD	AT ACHIEVEMENT STANDARD	ABOVE ACHIEVEMENT STANDARD
SCIENCE UNDERSTANDING						
Biological sciences	<p>Living things have a variety of external features (ACSSU017)</p> <p>Living things live in different places where their needs are met (ACSSU211)</p>	<p>Describes objects that they encounter in their everyday lives</p> <p>Identifies a range of habitats</p>	<p><i>Schoolyard safari</i></p> <p>‘What am I?’ (Resource sheet 6)</p>	<ul style="list-style-type: none"><li>• Suggests the external features of small animals that are used for feeding, movement and protection</li><li>• Describes how small animals might protect themselves</li></ul>	<ul style="list-style-type: none"><li>• Identifies the external features of small animals for feeding, movement and protection</li><li>• Describes the habitat of small animals</li><li>• Identifies the ways small animals depend on their habitat for survival</li></ul>	<ul style="list-style-type: none"><li>• Explains how the external features of small animals are used for feeding, movement and protection</li><li>• Provides extended information on the habitat of small animals and how that habitat is important for their survival</li></ul>

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SCIENCE UNDERSTANDING						
Chemical sciences	Everyday materials can be physically changed in a variety of ways (ACSSU018)	Describes the effects of interacting with materials and objects	<i>Spot the difference</i> ‘Food changes’ (Resource sheet 5)	<ul style="list-style-type: none"><li>Lists the properties of different foods</li><li>Suggests changes that can occur to foods by melting and cooking</li></ul>	<ul style="list-style-type: none"><li>Describes the properties of different foods</li><li>Describes how foods can change through heating and cooling</li></ul>	<ul style="list-style-type: none"><li>Explains the changes that can occur to foods when they are heated, cooked or cooled</li><li>Identifies if the changes to foods can be reversed</li></ul>
Earth and space sciences	Observable changes occur in the sky and landscape (ACSSU019)	Describes events that they encounter in their everyday lives	<i>Up, down and all around</i> ‘Change spies’ (Resource sheet 3)	<ul style="list-style-type: none"><li>Identifies main features of the landscape and sky</li><li>Has difficulty making observations of features of the landscape and sky that have changed over different timescales</li></ul>	<ul style="list-style-type: none"><li>Identifies and describes features of the landscape and sky</li><li>Identifies features of the landscape and sky that have changed over different timescales</li></ul>	<ul style="list-style-type: none"><li>Describes and explains features of the landscape and sky</li><li>Makes comparisons of how the landscape and sky have changed over different timescales</li></ul>

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SCIENCE UNDERSTANDING						
Physical sciences	Light and sound are produced by a range of sources and can be sensed (ACSSU020)	Describes objects that they encounter in their everyday lives	<i>Look! Listen!</i> ‘Light or sound?’ (Resource sheet 6)  Flow chart	<ul style="list-style-type: none"><li>Identifies obvious sources of light and sound</li><li>Describes non-scientific ideas about how light and sound travel</li></ul>	<ul style="list-style-type: none"><li>Identifies sources of light and sound</li><li>Explains how light and sound travel</li></ul>	<ul style="list-style-type: none"><li>Describes and compares different sources of light and sound</li><li>Demonstrates a detailed understanding of how light and sound travel</li></ul>

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SCIENCE AS A HUMAN ENDEAVOUR						
Nature and development of science	Science involves asking questions about, and describing changes in, objects and events (ACSHE021)	Describes changes to things in their local environment	<ul style="list-style-type: none"><li>• <i>Schoolyard safari</i></li><li>• <i>Spot the difference</i></li><li>• <i>Up, down and all around</i></li><li>• <i>Look! Listen!</i></li></ul>	Asks questions about their local environment	Describes changes to things in their local environment	Discusses, describes and asks questions about changes in their environment
Use and influence of science	People use science in their daily lives, including when caring for their environment and living things (ACSHE022)	Suggests how science helps people care for environments	<ul style="list-style-type: none"><li>• <i>Schoolyard safari</i></li><li>• <i>Spot the difference</i></li><li>• <i>Up, down and all around</i></li><li>• <i>Look! Listen!</i></li></ul>	Makes simple observations about how people care for environments	Suggests how science helps people care for environments	Describes ways in which science helps people care for environments

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SCIENCE INQUIRY SKILLS						
Questioning and predicting	Respond to and pose questions, and make predictions about familiar objects and events (AC SIS024)	Makes predictions	<i>Elaborate</i> phase in: <ul style="list-style-type: none"><li><i>Spot the difference</i></li><li><i>Look! Listen!</i></li></ul>	Responds to questions about familiar objects and events	Makes predictions	Demonstrates a detailed understanding of making predictions and observations about familiar objects and events

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SCIENCE INQUIRY SKILLS						
Planning and conducting	Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources (ACSIS025)	Investigates everyday phenomena	<b>Elaborate</b> phase in: <ul style="list-style-type: none"><li>• <i>Schoolyard safari</i></li><li>• <i>Spot the difference</i></li><li>• <i>Up, down and all around</i></li><li>• <i>Look! Listen!</i></li></ul>	Follows procedures in guided investigations	Investigates everyday phenomena	Participates with understanding in different types of guided investigations to explore and answer questions
	Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate (ACSIS026)	Follows instructions to record their observations	<b>Elaborate</b> phase in: <ul style="list-style-type: none"><li>• <i>Schoolyard safari</i></li><li>• <i>Spot the difference</i></li><li>• <i>Up, down and all around</i></li><li>• <i>Look! Listen!</i></li></ul>	Requires help to use informal measurements to collect and record observations	Follows instructions to record their observations	Independently uses informal measurements in the collection and recording of observations

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SCIENCE INQUIRY SKILLS						
Processing and analysing data and information	Use a range of methods to sort information, including drawings and provided tables (AC SIS027)	Follows instructions to sort their observations	<i>Elaborate</i> phase in: <ul style="list-style-type: none"><li><i>Schoolyard safari</i></li><li><i>Spot the difference</i></li><li><i>Up, down and all around</i></li><li><i>Look! Listen!</i></li></ul>	Requires help to record observations in provided tables	Follows instructions to sort their observations	Independently records observations in provided tables
	Through discussion, compare observations with predictions (AC SIS212)	Shares their observations with others	<i>Elaborate</i> phase in: <ul style="list-style-type: none"><li><i>Spot the difference</i></li><li><i>Look! Listen!</i></li></ul>	Makes predictions without supporting ideas	Shares their observations with others	Discusses and compares observations with predictions

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SCIENCE INQUIRY SKILLS						
Evaluating	Compare observations with those of others (ACSIS213)	Shares their observations with others	<i>Elaborate</i> phase in: <ul style="list-style-type: none"><li>• <i>Spot the difference</i></li><li>• <i>Up, down and all around</i></li></ul>	With support, shares their observations with others	Shares their observations with others	Discusses and explains their observations with those of others
Communicating	Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play (ACSIS029)	Shares their observations with others	<i>Elaborate</i> phase in: <ul style="list-style-type: none"><li>• <i>Spot the difference</i></li><li>• <i>Up, down and all around</i></li></ul>	Uses drawings to represent observations	Shares their observations with others	Explains their observations and ideas in a variety of ways

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## GLOSSARY

<b>Describe</b>	Give an account of characteristics or features.
<b>Identify</b>	Establish or indicate who or what someone or something is.
<b>Investigate</b>	Plan, collect and interpret data/information and draw conclusions about.

## Acknowledgements

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## Disclaimer

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



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Linking science with literacy  
*Schoolyard safari*

**What am I?**

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

I have 0 legs.

I move by pushing


I eat fruit and soil

When I eat I eat fruit and soil

I live in soil

I protect myself by hiding

Glue flap here // // // // // // // // // // // // // // //



I am a Worm

Resource sheet 6

## Year 1 Work samples

### *Schoolyard safari* Summative Assessment of Science Understanding

**Below Achievement Standard**

What am I?

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

I have 0 legs.

I move by stretching and pulling

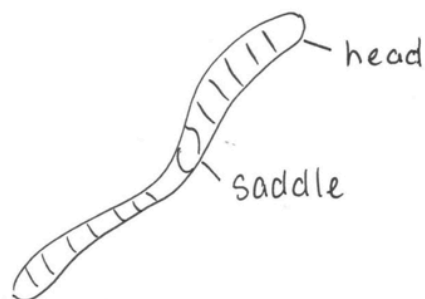
I eat fruit and vegetables

When I eat I pull food into my mouth

I live in soil

I protect myself by living under the soil

Glue flap here



I am a an earthworm

Resource sheet 6

## Year 1 Work samples

*Schoolyard safari*

**Summative Assessment of Science Understanding**

**At Achievement Standard**

What am I?

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

I have 0 legs.

I move by stretching and pushing my segments

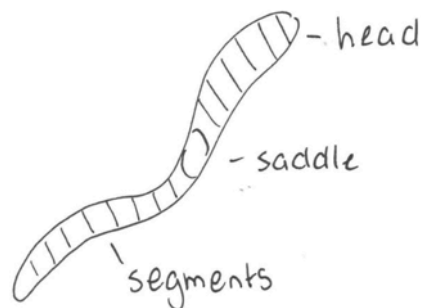
I eat fruit vegies bread rice pasta

When I eat I pull food into my mouth

I live in the soil and the compost bin

I protect myself by living under the soil so the birds  
cant eat me

Glue flap here



I am a an earthworm



Resource sheet 6

## Year 1 Work samples

*Schoolyard safari*

**Summative Assessment of Science Understanding**

**Above Achievement Standard**

Investigation record	
Name: _____	Date: _____
Observation place: <u>garden</u>	Observation time: <u>2:00</u>
What does the habitat look like? <u>It looks very nice and cool.</u>	
How can you tell there are small animals in the habitat? <u>We could see them.</u>	
Name of animal <u>ants</u>	Name of animal <u>spider</u>
	
How many I found <u>6</u>	How many I found <u>1</u>
Name of animal _____	Name of animal _____
How many I found _____	How many I found _____





Resource sheet 5

## Year 1 Work samples

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

**Below Achievement Standard**

Planning and conducting  
Processing and analysing data and information

Investigation record	
Name: _____ Date: _____	
Observation place: <u>garden</u>	Observation time: <u>2:00</u>
What does the habitat look like? <u>It has plants and some rocks.</u>	
How can you tell there are small animals in the habitat? <u>There are ants nests.</u>	
Name of animal <u>ant</u>	Name of animal <u>snail</u>
	
How many I found <u>8</u>	How many I found <u>2</u>
Name of animal <u>spider</u>	Name of animal <u>bee</u>
	
How many I found <u>1</u>	How many I found <u>3</u>





Resource sheet 5

## Year 1 Work samples

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

At Achievement Standard

Planning and conducting  
Processing and analysing data and information

Investigation record	
Name: _____ Date: _____	
Observation place: <u>garden</u>	Observation time: <u>2:00</u>
What does the habitat look like? <u>It has lots of plants and rocks and mulch.</u> <u>There is some shade.</u>	
How can you tell there are small animals in the habitat? <u>We found some eaten leaves and an ants nest and a spiders web.</u>	
Name of animal <u>ant</u>	Name of animal <u>snail</u>
	
How many I found <u>10</u>	How many I found <u>3</u>
Name of animal <u>spider</u>	Name of animal <u>lizard</u>
	
How many I found <u>1</u>	How many I found <u>1</u>

Resource sheet 5

## Year 1 Work samples

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

Above Achievement Standard

Planning and conducting  
Processing and analysing data and information

# Student Self-Assessment

## Schoolyard safari Year 1 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 describe what animals need to survive			
Science as a Human Endeavour	I can ask questions about things around me			
	I can say how to look after things around me			
Science Inquiry Skills	I can say what I think will happen when I explore things			
	I can explore things around me			
	I can make drawings about what I have found out			
	I can share what I have found out with others			

RUBRICS *Schoolyard safari* 16



RUBRICS *Schoolyard safari* 17