

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	Living things have a variety of external features (ACSSU017)	Describes objects that they encounter in their everyday lives	<i>Schoolyard safari</i> ‘What am I?’ (Resource sheet 6)	<ul style="list-style-type: none">Suggests the external features of small animals that are used for feeding, movement and protectionDescribes how small animals might protect themselves	<ul style="list-style-type: none">Identifies the external features of small animals for feeding, movement and protectionDescribes the habitat of small animalsIdentifies the ways small animals depend on their habitat for survival	<ul style="list-style-type: none">Explains how the external features of small animals are used for feeding, movement and protectionProvides extended information on the habitat of small animals and how that habitat is important for their survival
	Living things live in different places where their needs are met (ACSSU211)	Identifies a range of habitats				

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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">• Lists the properties of different foods• Suggests changes that can occur to foods by melting and cooking	<ul style="list-style-type: none">• Describes the properties of different foods• Describes how foods can change through heating and cooling	<ul style="list-style-type: none">• Explains the changes that can occur to foods when they are heated, cooked or cooled• Identifies if the changes to foods can be reversed
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">• Identifies main features of the landscape and sky• Has difficulty making observations of features of the landscape and sky that have changed over different timescales	<ul style="list-style-type: none">• Identifies and describes features of the landscape and sky• Identifies features of the landscape and sky that have changed over different timescales	<ul style="list-style-type: none">• Describes and explains features of the landscape and sky• Makes comparisons of how the landscape and sky have changed over different timescales

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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">Identifies obvious sources of light and soundDescribes non-scientific ideas about how light and sound travel	<ul style="list-style-type: none">Identifies sources of light and soundExplains how light and sound travel	<ul style="list-style-type: none">Describes and compares different sources of light and soundDemonstrates a detailed understanding of how light and sound travel

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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">• <i>Schoolyard safari</i>• <i>Spot the difference</i>• <i>Up, down and all around</i>• <i>Look! Listen!</i>	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">• <i>Schoolyard safari</i>• <i>Spot the difference</i>• <i>Up, down and all around</i>• <i>Look! Listen!</i>	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"><i>Spot the difference</i><i>Look! Listen!</i>	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	<i>Elaborate</i> phase in: <ul style="list-style-type: none">• <i>Schoolyard safari</i>• <i>Spot the difference</i>• <i>Up, down and all around</i>• <i>Look! Listen!</i>	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	<i>Elaborate</i> phase in: <ul style="list-style-type: none">• <i>Schoolyard safari</i>• <i>Spot the difference</i>• <i>Up, down and all around</i>• <i>Look! Listen!</i>	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"><i>Schoolyard safari</i><i>Spot the difference</i><i>Up, down and all around</i><i>Look! Listen!</i>	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"><i>Spot the difference</i><i>Look! Listen!</i>	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">• <i>Spot the difference</i>• <i>Up, down and all around</i>	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">• <i>Spot the difference</i>• <i>Up, down and all around</i>	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

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

Acknowledgements

PrimaryConnections is supported by the Australian Government.

Disclaimer

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

Food changes

Before I thought

Food can melt like
an icy pole

Now I think

Popcorn is fluffy
when you cook it

I changed my ideas because

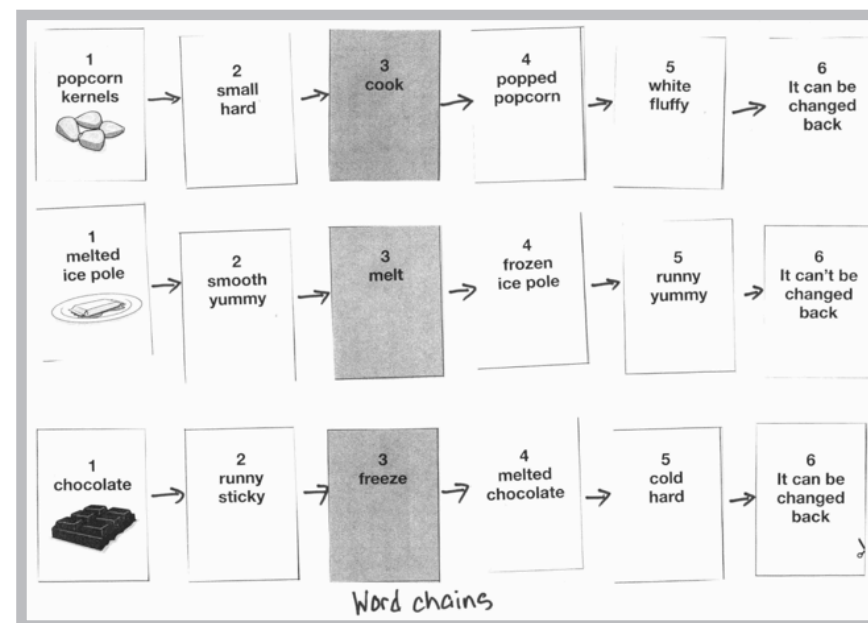
We can cook popcorn
and chocolate

Year 1 Work samples

Spot the difference

Summative Assessment of Science Understanding

Below Achievement Standard



Food changes

Before I thought

Food changes when
you eat it.

Now I think

Food changes when you
cook it or melt it or freeze it.

I changed my ideas because

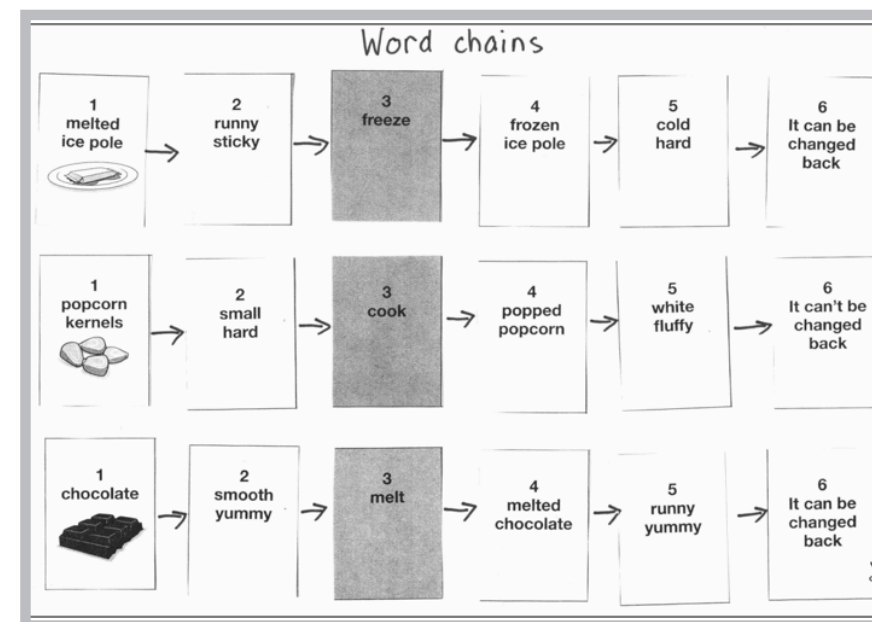
We cooked popcorn and
it was hard and then it
went soft and fluffy.

Year 1 Work samples

Spot the difference

Summative Assessment of Science Understanding

At Achievement Standard



Food changes

Before I thought

Food changes like when you melt an icy pole. It is hard and then it is runny.

Now I think

You can change food when you cook it or melt it or freeze it. You can't change food back when you cook it.

I changed my ideas because

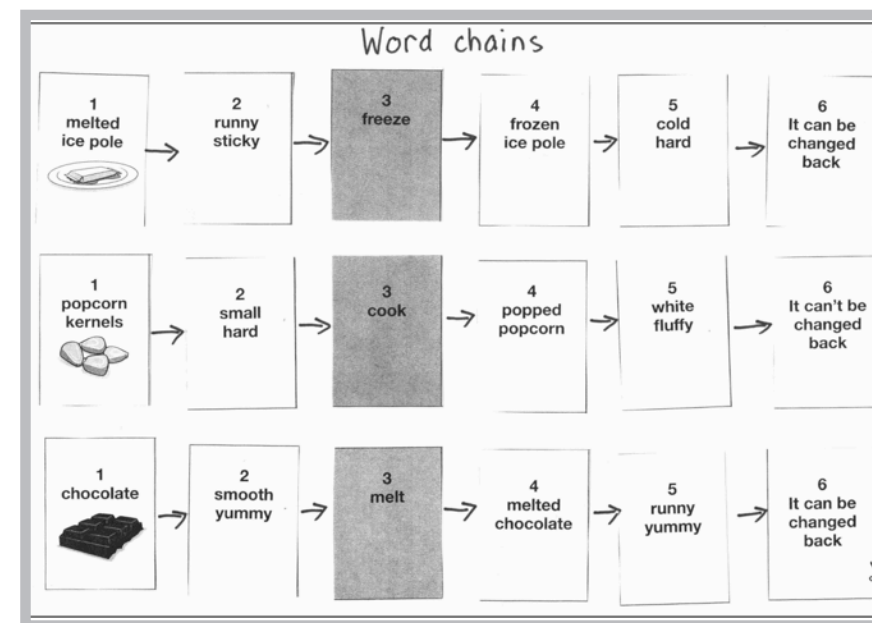
We cooked popcorn and melted chocolate and saw that popcorn went soft and chocolate went runny.

Year 1 Work samples

Spot the difference

Summative Assessment of Science Understanding

Above Achievement Standard



Which type of chocolate melts the fastest?

I think that dark chocolate melts fastest

Our team found out that I was right

Did that match what you thought would happen? Yes

Our class results

Which melted the fastest?	How many teams?
Dark chocolate	4 1 3
White chocolate	4 1 3
Both at the same time	4 1 3

Our class found out that all the chocolate
melted.

Year 1 Work samples

Spot the difference

Summative Assessment of Science Inquiry Skills

Below Achievement Standard

Questioning and predicting

Planning and conducting

Processing and analysing data and information

Evaluating

Communicating

Year 1 Work samples

Spot the difference Summative Assessment of Science Inquiry Skills

At Achievement Standard

Which type of chocolate melts the fastest?

I think that the white chocolate will
melt the fastest.

Our team found out that the dark chocolate
melted the fastest.

Did that match what you thought would happen? NO

Our class results

Which melted the fastest?	How many teams?
Dark chocolate	4
White chocolate	1
Both at the same time	3

Our class found out that dark chocolate melted
the fastest.

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

Year 1 Work samples

Spot the difference Summative Assessment of Science Inquiry Skills

Above Achievement Standard

Which type of chocolate melts the fastest?

I think that the dark chocolate will be
the fastest.

Our team found out that it was the dark
chocolate

Did that match what you thought would happen? Yes

Our class results

Which melted the fastest?	How many teams?
Dark chocolate	4
White chocolate	1
Both at the same time	3

Our class found out that dark chocolate was 4
white chocolate was 1 and the same
was 3.

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

Student Self-Assessment

Spot the difference Year 1 Chemical 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 how food can change			
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			

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