

# Year 2 Assessment Rubrics

## Year 2 Achievement Standard

By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.

Students pose questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to 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 grow, change and have offspring similar to themselves (ACSSU030)	Describes changes to living things	<i>Watch it grow!</i> ‘Lots of labels’ (Resource sheet 8)	<ul style="list-style-type: none"><li>Suggests the life stages of an animal</li></ul>	<ul style="list-style-type: none"><li>Describes the life stages of an animal</li></ul>	<ul style="list-style-type: none"><li>Has a detailed understanding of the life stages of an animal</li></ul>

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SCIENCE UNDERSTANDING						
Chemical sciences	Different materials can be combined, including by mixing, for a particular purpose (ACSSU031)	Identifies that certain materials have different uses	<i>All mixed up</i> ‘Mixed up’ (Resource sheet 11)	<ul style="list-style-type: none"><li>• Lists different mixtures from everyday life</li><li>• Suggests ways that mixtures can be separated</li></ul>	<ul style="list-style-type: none"><li>• Describes what a mixture is</li><li>• Identifies the ways that mixtures can be separated</li><li>• Identifies the ways mixtures are used</li></ul>	<ul style="list-style-type: none"><li>• Applies an understanding of why things are considered to be mixtures or not</li><li>• Explains how and why mixtures can be separated</li><li>• Describes in detail how mixtures are used in everyday life</li></ul>
Earth and space sciences	Earth’s resources, including water, are used in a variety of ways (ACSSU032)	Identifies that certain resources have different uses	<i>Water works</i> ‘Wonderful water’ (Resource sheet 1)	<ul style="list-style-type: none"><li>• Lists how they use water in everyday life</li><li>• Identifies obvious sources of water in their local environment</li><li>• Suggests ways to use water responsibly</li></ul>	<ul style="list-style-type: none"><li>• Describes ways people use water</li><li>• Identifies the source of their water and how it is transported</li><li>• Identifies ways to use water responsibly</li></ul>	<ul style="list-style-type: none"><li>• Explains ways that people use water</li><li>• Has a basic understanding of the water cycle and how water is transported</li><li>• Explains the importance of using water responsibly</li></ul>

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SCIENCE UNDERSTANDING						
Physical sciences	A push or a pull affects how an object moves or changes shape (ACSSU033)	Describes changes to objects	<i>Push-pull</i> ‘Push and pull pictures’ (Resource sheet 1)	<ul style="list-style-type: none"><li>Describes non-scientific ideas about push and pull forces</li></ul>	<ul style="list-style-type: none"><li>Identifies and describes the effects of push and pull forces in different situations</li><li>Explains that air and water push against objects</li><li>Explains that gravity pulls objects to the ground</li></ul>	<ul style="list-style-type: none"><li>Demonstrates a detailed understanding of push and pull forces including the pull of gravity</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 (ACSHE034)	Poses questions about their experiences	<ul style="list-style-type: none"><li>• <i>Watch it grow!</i></li><li>• <i>All mixed up</i></li><li>• <i>Water works</i></li><li>• <i>Push-pull</i></li></ul>	Asks questions about objects and events	Poses questions about their experiences	Discusses, describes and asks questions about, and changes in, objects and events
Use and influence of science	People use science in their daily lives, including when caring for their environment and living things (ACSHE035)	Describes examples of where science is used in people’s daily lives	<ul style="list-style-type: none"><li>• <i>Watch it grow!</i></li><li>• <i>All mixed up</i></li><li>• <i>Water works</i></li><li>• <i>Push-pull</i></li></ul>	Makes simple observations about where science is used in people’s daily lives	Describes examples of where science is used in people’s daily lives	Shows a detailed understanding about where science is used in people’s daily lives

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SCIENCE INQUIRY SKILLS						
Questioning and predicting	Respond to and pose questions, and make predictions about familiar objects and events (ACSIS037)	Poses questions about their experiences and predict outcomes of investigations	<i>Elaborate</i> phase in: <ul style="list-style-type: none"><li><i>All mixed up</i></li><li><i>Push-pull</i></li></ul>	Responds to questions about their experiences and predicts outcomes of investigations	Poses questions about their experiences and predict outcomes of investigations	Explains ideas to support their predictions about the outcome of investigations

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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 (ACSIS038)	Poses questions about their experiences and predict outcomes of investigations	<i>Elaborate</i> phase in: <ul style="list-style-type: none"><li><i>All mixed up</i></li><li><i>Push-pull</i></li></ul>	Follows procedures in guided investigations	Poses questions about their experiences and predict outcomes of investigations	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 (ACSIS039)	Uses informal measurements to make observations	<i>Elaborate</i> phase in: <ul style="list-style-type: none"><li><i>All mixed up</i></li><li><i>Push-pull</i></li></ul>	Requires help to use informal measurements	Uses informal measurements to make 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 (ACSIS040)	Follows instructions to record and represent their observations	<i>Elaborate</i> phase in: <ul style="list-style-type: none"><li><i>All mixed up</i></li><li><i>Water works</i></li><li><i>Push-pull</i></li></ul>	Requires help to record and represent observations	Follows instructions to record and represent their observations	Independently records and represent observations
	Through discussion, compare observations with predictions (ACSIS214)	Compares observations	<i>Elaborate</i> phase in: <ul style="list-style-type: none"><li><i>Watch it grow!</i></li><li><i>All mixed up</i></li><li><i>Push-pull</i></li></ul>	With support, compares observations and makes predictions	Compares observations	Compares observations with predictions and explains ideas

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SCIENCE INQUIRY SKILLS						
Evaluating	Compare observations with those of others (ACSIS041)	Compares observations	<i>Elaborate</i> phase in: <ul style="list-style-type: none"><li><i>Watch it grow!</i></li><li><i>All mixed up</i></li><li><i>Push-pull</i></li></ul>	With support, compares their observations with others	Compares observations	Compares 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 (ACSIS042)	Communicates their ideas to others	<i>Elaborate</i> phase in: <ul style="list-style-type: none"><li><i>Watch it grow!</i></li><li><i>All mixed up</i></li><li><i>Water works</i></li><li><i>Push-pull</i></li></ul>	With support, communicates their ideas to others	Communicates their ideas to others	Communicates their ideas to others 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.
<b>Pose</b>	Put forward for consideration.
<b>Compare</b>	Estimate, measure or note how things are similar or dissimilar.
<b>Record</b>	To mark in a form that can be understood by others and revisited.
<b>Represent</b>	Use words, images, symbols or signs to convey meaning.

## Acknowledgements

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## Disclaimer

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




## Year 2 Work samples

### Water works

### Summative Assessment of Science Understanding

Below Achievement Standard


<p>Where does water come from?</p> <p>taps and the sky</p>	<p>What is water used for?</p> <p>drinking water and making a cup of tea and coffee</p>
	
<p>Who or what uses water?</p> <ul style="list-style-type: none"> <li>- a hairdresser washes hair</li> <li>- firefighters put out fires</li> </ul>	<p>How can I use water responsibly?</p> <p>don't drink too much water</p>

## Year 2 Work samples

### Water works

### Summative Assessment of Science Understanding

At Achievement Standard


<p>Where does water come from?</p> <p>Water comes from things like taps and pipes and rivers and dams</p>	<p>What is water used for?</p> <p>People use water for drinking and washing clothes We water plants too.</p>
	
<p>Who or what uses water?</p> <p>Things that use water are kettles and dishwashers and washing machines</p>	<p>How can I use water responsibly?</p> <p>I need to have a quick shower And don't fill up the bath to the top</p>

## Year 2 Work samples

### Water works

### Summative Assessment of Science Understanding

Above Achievement Standard

<p>Where does water come from?</p> <p>Water comes from clouds which is rain. The water goes into dams and then pipes and our taps.</p>	<p>What is water used for?</p> <ul style="list-style-type: none"> <li>• drinking</li> <li>• cooking</li> <li>• washing clothes</li> <li>• washing dishes</li> <li>• having a shower</li> <li>• having a bath</li> <li>• watering plants</li> </ul>														
 <p>water</p>															
<p>Who or what uses water?</p> <table border="0"> <tr> <th>Who?</th> <th>What?</th> </tr> <tr> <td>• hairdressers</td> <td>• kettles</td> </tr> <tr> <td>• cooks</td> <td>• dishwashers</td> </tr> <tr> <td>• cleaners</td> <td>• washing machine</td> </tr> <tr> <td>• firefighters</td> <td></td> </tr> <tr> <td>• farmers</td> <td></td> </tr> <tr> <td>• plumbers</td> <td></td> </tr> </table>	Who?	What?	• hairdressers	• kettles	• cooks	• dishwashers	• cleaners	• washing machine	• firefighters		• farmers		• plumbers		<p>How can I use water responsibly?</p> <ul style="list-style-type: none"> <li>• have a quick shower</li> <li>• don't fill the bath to the top</li> <li>• put a bucket in the shower</li> <li>• don't let the water run when you brush your teeth</li> </ul>
Who?	What?														
• hairdressers	• kettles														
• cooks	• dishwashers														
• cleaners	• washing machine														
• firefighters															
• farmers															
• plumbers															

## Year 2 **Work samples**

### **Water works**

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

#### **Below Achievement Standard**

Processing and analysing data and information  
Communicating

We watched the hairdresser wash  
Kathy's hair. She looked pretty after.

## Year 2 **Work samples**

### **Water works**

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

#### **At Achievement Standard**

Processing and analysing data and information  
Communicating

A hairdresser came to visit us.  
She showed us how she washes  
hair with water. The water comes  
out of a hose.

## Year 2 **Work samples**

### **Water works**

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

**Above Achievement Standard**

Processing and analysing data and information  
Communicating

A hairdresser uses lots of water.  
She uses water to wash hair and  
to wash the towels and to make  
cups of coffee. If she didn't have  
water she couldn't do her job.

# Student Self-Assessment

## Water works Year 2 Earth and Space 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 water is used in different ways			
Science as a Human Endeavour	I can ask questions about things around me			
	I can say where people use science in their lives			
Science Inquiry Skills	I can predict what might happen in an investigation			
	I can measure things in different ways			
	I can draw or use tables to show what I have observed			
	I can compare my observations with others			

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## Water works Year 2 Earth and Space sciences

(This checklist is designed to be used in conjunction with the Assessment Rubric for the *Water works* unit)

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

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