

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">• Suggests the basic needs of an animal and a human• Lists the senses | <ul style="list-style-type: none">• Identifies the basic needs of an animal and a human• Describes the five senses and how they are used | <ul style="list-style-type: none">• Describes the basic needs of animals and humans in order to survive• Explains the five senses and how they are used |
| 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">• Suggests the properties of objects in the school environment | <ul style="list-style-type: none">• Identifies and describes the properties of objects in the school environment | <ul style="list-style-type: none">• Explains in detail the properties of objects in the school environment |

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

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|--------------------------|---|---|--|---|---|---|
| | | | | 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">Recalls the characteristics of the weatherSuggests clothes and activities that suit various weather conditions | <ul style="list-style-type: none">Describes characteristics of the weatherIdentifies clothes and activities that suit various weather conditions | <ul style="list-style-type: none">Explains the characteristics of the weatherExplains the reasons why clothes and activities suit various weather conditions |
| 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">Demonstrates ways that things move | <ul style="list-style-type: none">Identifies and describes some things that move, the ways they move and the parts that enable them to move | <ul style="list-style-type: none">Provides a detailed understanding of the ways things move and the parts that enable them to move |

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|-----------------------------------|--|--|--|---|--|---|
| | | | | 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">• <i>Staying alive</i>• <i>What's it made of?</i>• <i>Weather in my world</i>• <i>On the move</i> | 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 |

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|----------------------------|---|--|---|---|--|---|
| | | | | 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">• <i>Staying alive</i>• <i>What's it made of?</i>• <i>Weather in my world</i>• <i>On the move</i> | 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">• <i>Staying alive</i>• <i>What's it made of?</i>• <i>Weather in my world</i>• <i>On the move</i> | Uses senses to make observations | Shares observations of familiar objects and events | Describes and explains observations of objects and events by using the senses |

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| 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">• <i>Staying alive</i>• <i>What's it made of?</i>• <i>Weather in my world</i>• <i>On the move</i> | 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 |

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|------------------------|--|--|---|--|--|---|
| | | | | 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">• <i>Staying alive</i>• <i>What's it made of?</i>• <i>Weather in my world</i>• <i>On the move</i> | 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 |

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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.

Weather report planner


Name: _____ Date: _____

| cloud cover | temperature | rain | wind |
|-------------|-------------|------|------|
| X | 'hot' | X | X |

What I can wear for this weather


'a hat'

What I can do in this weather

 'watch TV'

Resource sheet 8

Foundation Year **Work samples**


Weather in my world

Summative Assessment of Science Understanding


Below Achievement Standard

Weather report planner

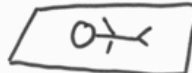
Name: _____ Date: _____


| cloud cover | temperature | rain | wind |
|---|-------------|------|------|
| 'clear'  | 'hot' | X | X |

What I can wear for this weather

 'bathers'

What I can do in this weather

 'swim in the pool'

 'stay in the shade'

Resource sheet 8

Foundation Year **Work samples**

Weather in my world Summative Assessment of Science Understanding

At Achievement Standard

PrimaryConnections®
Linking science with literacy

Weather in my world

Weather report planner

Name: _____ Date: _____

| | | | |
|---|---------------------------------|--|--|
| <p>cloud cover</p> <p>'clear'</p> | <p>temperature</p> <p>'hot'</p> | <p>rain</p> <p>'It is not raining'</p> | <p>wind</p> <p>'No wind because the wind meter is still'</p> |
| <p>What I can wear for this weather</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>'a hat'</p> </div> <div style="text-align: center;"> <p>'shorts'</p> </div> <div style="text-align: center;"> <p>'a t-shirt'</p> </div> <div style="text-align: center;"> <p>'thongs'</p> </div> </div> | | | |
| <p>What I can do in this weather</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>'go to the beach'</p> </div> <div style="text-align: center;"> <p>'eat icypoles'</p> </div> </div> | | | |

Resource sheet 8

Foundation Year **Work samples**

Weather in my world

Summative Assessment of Science Understanding



Above Achievement Standard

PrimaryConnections® Weather in my world
Linking science with literacy

Moving materials

Manager's name: _____ Date: _____

Speaker's name: _____

| Light wind | Strong wind |
|---|--|
|  <p>'plastic'</p> |  <p>'paper'</p> |

Resource sheet 7

Foundation Year **Work samples**

Weather in my world **Summative Assessment of Science Inquiry Skills**

Below Achievement Standard


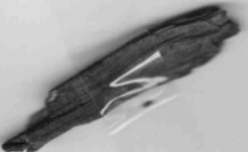

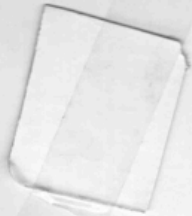
Questioning and predicting
Planning and conducting
Processing and analysing data and information
Communicating

PrimaryConnections® *Weather in my world*
Linking science with literacy

Moving materials

Manager's name: _____ Date: _____

Speaker's name: _____

| Light wind | Strong wind |
|--|--|
|  'paper' |  'a stick' |
|  'a leaf' |  'cardboard' |

Resource sheet 7

Foundation Year **Work samples**

Weather in my world **Summative Assessment of Science Inquiry Skills**

At Achievement Standard

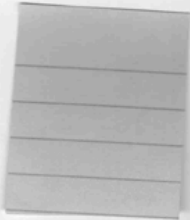
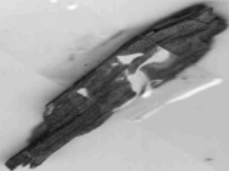

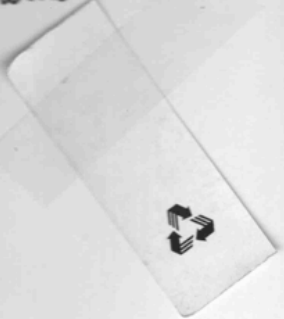
Questioning and predicting
Planning and conducting
Processing and analysing data and information
Communicating

PrimaryConnections® *Weather in my world*
Linking science with literacy

Moving materials

Manager's name: _____ Date: _____

Speaker's name: _____

| Light wind | Strong wind |
|---|---|
|  paper |  'a stick is heavy and needs lots of wind' |
|  'plastic moves a lot with light wind' |  |

Resource sheet 7

Foundation Year **Work samples**

Weather in my world **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

Weather in my world **Foundation Year 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 what the weather is and what I can wear or do | | | |
| 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 | | | |

Achievement Standard Class Checklist

Weather in my world **Foundation Year Earth and Space sciences**

(This checklist is designed to be used in conjunction with the Assessment Rubric for the *Weather in my world* unit)

Date: _____

| | Science Understanding | Science as a Human Endeavour | Science Inquiry Skills | | | |
|--------------------|---|--|---|---|---|-------------------------------|
| | Suggests how the environment affects them | Explores and observes the world using their senses | Shares observations of familiar objects and events | | | |
| | | | Responds to questions about familiar objects and events | Explores and makes observations by 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 |
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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

Achievement Standard Class Checklist

Weather in my world **Foundation Year Earth and Space sciences**

(This checklist is designed to be used in conjunction with the Assessment Rubric for the *Weather in my world* unit)

Date: _____

| | Science Understanding | Science as a Human Endeavour | Science Inquiry Skills | | | |
|--------------------|---|--|---|---|---|-------------------------------|
| | Suggests how the environment affects them | Explores and observes the world using their senses | Shares observations of familiar objects and events | | | |
| | | | Responds to questions about familiar objects and events | Explores and makes observations by 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 |
| | | | | | | |
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