

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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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">• <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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				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 (ACSIS233)	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 (ACSIS012)	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

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Disclaimer

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

What is waterproof?

	popstick	✓
	plastic lid	✓
	crepe paper	X
	paper	X

Draw other things that are waterproof



'cork'



'a coathanger'



'string'





Foundation Year **Work samples**

What's it made of?

Summative Assessment of Science Understanding

Below Achievement Standard

What is waterproof?

	popstick	X
	plastic lid	✓
	crepe paper	X
	paper	X

Draw other things that are waterproof


'a bottle top'


'a cup'


'a coathanger'





Foundation Year **Work samples**

What's it made of?

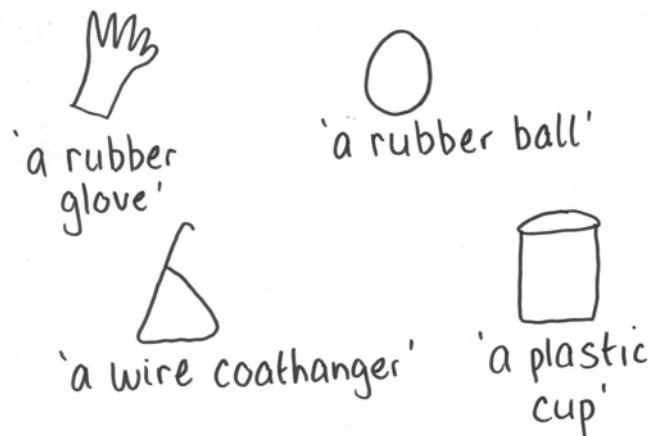
Summative Assessment of Science Understanding

At Achievement Standard

What is waterproof?

	popstick	X
	plastic lid	✓
	crepe paper	X
	paper	X

Draw other things that are waterproof



Foundation Year **Work samples**

What's it made of?

Summative Assessment of Science Understanding

Above Achievement Standard

My object

Draw your waterproof object



'It's a spider.'

Where will you put it?



'Under a tree.'

Could it get wet there? ☒ Yes ☐ No

What did you use to make it?



'cardboard'



'popsticks'

'bottle tops'

'string'

Foundation Year **Work samples**

What's it made of?

Summative Assessment of Science Inquiry Skills

Below Achievement Standard

Questioning and predicting

Planning and conducting

Processing and analysing data and information

Communicating

My object

Draw your waterproof object



'It's an alien
with eyes.'

Where will you put it?



'On a swing'

Could it get wet there? ☒ Yes ☐ No

What did you use to make it?



'a cup'



'a glove'



'3 bottle
tops'

Foundation Year **Work samples**

What's it made of?

Summative Assessment of Science Inquiry Skills

At Achievement Standard

Questioning and predicting

Planning and conducting

Processing and analysing data and information

Communicating

My object

Draw your waterproof object



'It's a mobile
for the birds'

Where will you put it?



'In a tree.'

Could it get wet there? ☒ Yes ☐ No

What did you use to make it?



'a wire coathanger
because wire is
waterproof.'



'coloured plastic
pegs because
plastic is waterproof.'

Foundation Year **Work samples**

What's it made of?

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

What's it made of? Foundation Year 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 what objects are made of and if they are waterproof			
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

What's it made of? Foundation Year Chemical sciences

(This checklist is designed to be used in conjunction with the Assessment Rubric for the *What's it made of?* unit)

Date: _____

	Science Understanding	Science as a Human Endeavour	Science Inquiry Skills			
	Describes the properties of familiar objects	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

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

What's it made of? Foundation Year Chemical sciences

(This checklist is designed to be used in conjunction with the Assessment Rubric for the *What's it made of?* unit)

Date: _____

	Science Understanding	Science as a Human Endeavour	Science Inquiry Skills			
	Describes the properties of familiar objects	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

BAS – Below Achievement Standard This indicates that the student has a limited understanding of the concept and/or skill
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