

# That's my hat! 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 and reflect on observations, and ask and respond to questions about familiar objects and events.

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<b>SCIENCE UNDERSTANDING:</b> Objects are made of materials that have observable properties (ACSSU003)					
Science Understanding – Chemical sciences	Describes properties of familiar objects	Identifies and describes properties of materials and objects: <ul style="list-style-type: none"> <li>L1 S1: Describes how objects and materials look or feel when selecting them from the feely bag and during matching/sorting activities</li> <li>L1 S2: Describes a decoration on 'My hat decoration' (RS1) <i>(optional)</i></li> <li>L2: Sorts materials according to their properties on 'Sorting hat' (RS3)</li> <li>L3: Describes properties of materials before and after they get wet in discussions and on 'Rainy days' (RS4)</li> <li>L4: Compares two hats and identifies and describes their properties in class discussions</li> <li>L4: Describes the transparency of materials (shadows they cast) in discussion and on 'Sunny days' (RS5)</li> </ul> <p style="text-align: right;"><i>Continued ...</i></p>	Requires support to describe properties of materials or objects (other than simple terms, such as big/small and colours)	Describes properties of materials or objects (e.g. furry, slimy, rough)	Describes and sorts materials according to their properties  Identifies names of properties (e.g. texture, transparency, water resistance) and relates properties to use

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Science Understanding – Chemical sciences	Describes properties of familiar objects	<p><i>Continued ...</i></p> <ul style="list-style-type: none"> <li>L5 S1: Describes properties of objects (such as shape and size of hats) and of materials (transparency and water resistance) that make them suitable for sunny or rainy weather in class discussions, stand up voting, and on 'Testing hats' (RS6) (optional)</li> <li>L5 S2: Identifies properties of objects during 'The scientist's suitcase' game</li> <li>L6: Identifies three properties of materials to guide the decorating of their hat</li> <li>L6: Selects objects according to the properties of their materials and describes them on 'My party hat planner' (RS7)</li> <li>L6: Identifies their hat (and the materials used to make and decorate them) as suitable for sunny and/or rainy weather on 'My party hat planner' (RS7) and provides reasons for their choice in class discussions</li> <li>L7: Describes the properties of their hats and the materials used to make and decorate them, in discussions and on 'My party hat' (RS8)*.</li> </ul>	Requires support to describe properties of materials or objects (other than simple terms, such as big/small and colours)	Describes properties of materials or objects (e.g. furry, slimy, rough)	Describes and sorts materials according to their properties  Identifies names of properties (e.g. texture, transparency, water resistance) and relates properties to use

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<b>SCIENCE AS A HUMAN ENDEAVOUR:</b> Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013)					
Nature and development of science	Asks and responds to questions about familiar objects and events	Suggests scientific ways to investigate properties of materials and objects in discussions before the investigations in Lessons 3, 4, 5 and 6 ( <i>optional</i> )*.	Requires support to suggest scientific ways to investigate properties of materials	Suggests scientific ways to investigate properties of materials that involve asking questions, observing and describing objects	Suggests scientific ways to investigate properties of materials; including asking investigable questions, observing, measuring and describing

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<b>SCIENCE INQUIRY SKILLS:</b> Pose and respond to questions about familiar objects and events (AC SIS014)					
Questioning and predicting	Asks and responds to questions about familiar objects and events	<p>Asks and responds to questions about materials and their properties:</p> <ul style="list-style-type: none"> <li>L1-L6: Contributes questions to 'Our questions' page in class science journal</li> <li>L1: Responds to questions about hats in class discussion</li> <li>L3-L6: Asks and responds to questions relating to investigations in Lessons 3, 4, 5 and 6 (<i>optional</i>)*</li> <li>L4: Responds to questions about the party hat and the sun hat with a brim in class discussion</li> <li>L5: Responds to yes/no questions by standing or sitting</li> <li>L5: Responds to questions about observations and suggests reasons</li> <li>L6: Responds to questions about their hats and the properties of the decorations</li> <li>L7: Responds to reflection questions about their learning*.</li> </ul>	Requires support to ask or respond to questions relating to investigations	Asks and responds to questions relating to investigations	<p>Poses and responds to questions relating to investigations</p> <p>Makes predictions of the outcomes for investigations</p>

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<b>SCIENCE INQUIRY SKILLS:</b> Participate in guided investigations and make observations using the senses (ACSIS011)					
Planning and conducting	Participates in guided investigations and makes observations using the senses	<p>Participates in investigations according to guidelines, including fulfilling their role as Manager or Speaker (see Appendix 1), in Lessons 3, 4 and 6 (<i>optional</i>):</p> <ul style="list-style-type: none"> <li>• L1: Uses the senses of touch and sight to observe objects from the feely bag</li> <li>• L3: Participates in the 'Rainy days' investigation</li> <li>• L3: Observes and records how materials look and feel when dry and wet on 'Rainy days' (RS4)</li> <li>• L4: Participates in the 'Sunny days' investigation</li> <li>• L4: Observes the shadows cast by different materials on 'Sunny days' (RS5)</li> <li>• L5: Makes observations during the class investigation to test the three hats in sunny and rainy conditions</li> <li>• L6 (<i>optional</i>): Makes observations of whether their hats are sunny and/or rainy hats*.</li> </ul>	<p>Requires support to follow procedures and/or fulfil their role in guided investigations</p> <p>Requires support to use the senses of sight and touch to observe materials</p>	<p>Follows procedures and fulfils their role in guided investigations</p> <p>Uses the senses of sight and touch to observe materials</p>	<p>Follows procedures and independently fulfils their role in guided investigations</p> <p>Uses at least the senses of sight and touch to observe materials</p>

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<b>SCIENCE INQUIRY SKILLS:</b> Engage in discussions about observations and represent ideas (ACSIS233)					
Processing and analysing data and information	Engages in discussions about observations and represents ideas	<p>Discusses observations and represents their ideas in provided formats:</p> <ul style="list-style-type: none"> <li>• L2: Represents their understanding using a sorting diagram on 'Sorting hat' (RS3)</li> <li>• L2: Discusses what they observe on other teams' sorting hat diagrams and guesses the property they sorted the objects by</li> <li>• L3: Records their observations on 'Rainy days' (RS4)</li> <li>• L3: Discusses and reports on results from investigations to be added to the class table</li> <li>• L4: Observes and sorts materials according to how much light they let through on 'Sunny days' (RS5) and discusses their observations</li> <li>• L5 S1: Discusses the properties of three hats and whether they are suitable for sunny or rainy weather</li> <li>• L6: Discusses other teams' hat designs and material choices</li> <li>• L6: Represents their hat designs in an annotated drawing</li> <li>• L7: Represents their ideas through writing and discussing comparisons with peers*.</li> </ul>	<p>Requires encouragement to engage in discussions related to the investigations</p> <p>Requires support to represent their ideas</p>	Discusses observations and represents their ideas in provided formats	Discusses detailed observations and represents their ideas in provided formats (or in improved formats)

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<b>SCIENCE INQUIRY SKILLS:</b> Share observations and ideas (AC SIS012)					
Communicating	Shares and reflects on observations	<p>Shares their ideas and observations and responds to reflection questions:</p> <ul style="list-style-type: none"> <li>L1: Shares their ideas about the objects from the 'feely bag' with their partners and the class</li> <li>L2: Shares team's completed sorting diagrams with class</li> <li>L3: Shares team's observations from the 'Rainy days' investigation</li> <li>L4: Shares observations and ideas during the class discussion about the party hat and the sun hat with a brim</li> <li>L4: Shares team's observations from the 'Sunny days' investigation and reflects on suitable materials to create a brim for a party hat that would shade a face</li> <li>L5 S1: Reflects on their observations of the three hats and suggests improvements</li> <li>L5 S2: Reflects on their observations of objects in the hoop during 'The Scientists suitcase' and shares their thoughts about what property they share</li> <li>L6: Shares their decorated hats and the properties of the decorations that they chose with the class</li> <li>L7: Shares their copies of 'My party hat' with peers and reflects on their choices of materials and properties</li> <li>L7: Reflects on their learning over the unit in class discussion*.</li> </ul>	Requires support to share their observations with others	Shares their observations with others	Shares observations with others and discusses differences

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# Foundation to Year 2 Design and Technologies Achievement Standard

By the end of Year 2, **students describe the purpose of familiar products**, services and environments **and how they meet the needs of users and affect others** and environments. **They identify the features and uses of technologies for each of the prescribed technologies contexts.**

**With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.**

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<b>DESIGN AND TECHNOLOGIES UNDERSTANDING:</b> Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001)					
<b>Design and Technologies Knowledge and Understanding</b>	Describes the purpose of familiar products and how they meet the needs of users and affect others and environments	Describes how the properties of materials and objects meet the needs of users: <ul style="list-style-type: none"> <li>L3: Describes how the properties of materials make them suitable (or not suitable) for use in hats worn in rainy weather</li> <li>L4: Compares how two hats meet the needs of users if worn in sunny weather</li> <li>L4: Describes how the properties of materials make them suitable (or not suitable) for use in hats worn in sunny weather</li> <li>L5-L7: Describes how the properties of materials or objects make them suitable (or not suitable) for rainy and sunny weather*.</li> </ul>	Requires support to describe how the properties of materials and objects meet the needs of users	Describes how the properties of materials and objects meet the needs of users	Explains how the properties of materials and objects meet the needs of users

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Design and Technologies Knowledge and Understanding	Explore the characteristics and properties of materials and components that are used to produce designed solutions (ACTDEK004)				
	Identifies the features and uses of technologies for engineering principles and systems	Identifies properties of materials and objects to improve design of hats: <ul style="list-style-type: none"> <li>• L3: Explores the properties of materials that make a hat suitable for rainy weather</li> <li>• L4: Explores the properties of materials that make a hat suitable for sunny weather*.</li> </ul>	Requires support to identify properties of materials to improve the design of hats	Identifies properties of materials to improve the design of hats	Identifies properties of materials to improve the design of hats and explains how they contribute to improving the functionality of the hat

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<b>DESIGN AND TECHNOLOGIES PROCESS AND PRODUCTION SKILLS:</b> Explore needs or opportunities for designing, and the technologies needed to realise designed solutions (ACTDEP005)					
Design and Technologies Process and Production Skills	Describes given needs or opportunities	Describes design needs of hats for sunny or rainy weather: <ul style="list-style-type: none"> <li>L3: Suggests ideas for good materials to make a hat brim out of for a sunny day</li> <li>L5: Suggests ideas for how to improve hats to make them suitable for wearing on a sunny or rainy day*.</li> </ul>	Requires support to identify what makes a hat suitable for sunny or rainy days	Describes design needs of hats for sunny or rainy weather	Explains design needs of hats for sunny and rainy weather
	Generate, develop and record design ideas through describing, drawing and modelling (ACTDEP006)				
	Communicates design ideas for their designed products using modelling and simple drawings	Uses annotated drawings to communicate their designs: <ul style="list-style-type: none"> <li>L6: Draws and annotates to communicate design ideas on 'My party hat planner' (RS7)*.</li> </ul>	Requires support to add features to annotated drawings lack features, such as descriptions to communicate effectively	Annotated drawings contain descriptions to communicate the design idea	Annotated drawings and diagrams consist of clean line drawings and detailed descriptions to communicate the design idea effectively

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Design and Technologies Process and Production Skills	Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007)				
	Demonstrates safe use of tools and equipment when producing designed solutions	Selects and uses materials and tools to safely to decorate a hat: <ul style="list-style-type: none"> <li>L6: Safely decorates hat with appropriate tools and materials*.</li> </ul>	Requires support to select adequate materials or tools to decorate hats and/ or to use tools and equipment safely	Selects adequate materials and tools to decorate hats safely	Selects appropriate materials and tools and takes great care to use them safely
	Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment (ACTDEP008)				
	Evaluates their ideas and designed solutions based on personal preferences	Describes how hat designs meets criteria and what they like and dislike about them: <ul style="list-style-type: none"> <li>L5: Describes what makes each of the three hats suitable or unsuitable for sunny or rainy weather</li> <li>L6: Presents their design to the class and responds to questions about whether their hat decorations match the properties they chose, if the hat is suitable for sunny or rainy weather, and what they like or dislike about their hat*.</li> </ul>	Require support to describe what they like or dislike about their designs	Describes how hat designs meet criteria and what they like or dislike about them	Explains how and why hat designs meet criteria, what they like and dislike about them and identifies improvements

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Design and Technologies Process and Production Skills	Sequence steps for making designed solutions and working collaboratively (ACTDEP009)				
	Follows sequenced steps	Follows sequenced steps or instructions and fulfils their role in their collaborative learning team: <ul style="list-style-type: none"> <li>• L6: Follows instructions to select at least three decorations for their hat*</li> <li>• L6: Fulfils their role in their collaborative team*.</li> </ul>	Requires support to follow steps and/or fulfil their role in their collaborative team	Follows steps and fulfils their role in their collaborative team	Independently follows steps and proactively fulfils their role in their collaborative team

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