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|  | Australian Curriculum Year 3 Science sample assessment ׀ Task-specific standards — matrix  Cool it! | Name |

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**Purpose of assessment:** Toconduct an investigation to determine which insulator will keep ice solid for longer.

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| Understanding dimension | Science Understanding | **Section 4: Explaining your results — Conclusion**  Explanation of observations by completing the cloze exercise to show the correct relationship between insulators, change of state and heat | Use of science understanding to suggest a reasoned explanation of observations by completing the cloze exercise to show the correct relationship between the insulators, change of state of water, and the amount of heat | Use of science understanding to suggest an informed explanation of observations by completing the cloze exercise to show the correct relationship between the insulators and the change of state of water | Use of science understanding to suggest an explanation of observations by completing the cloze exercise to show the correct relationship between the insulators and the amount of heat entering the plastic bottle | Use of science information to provide a partial explanation of observations in the cloze exercise to show the correct relationship between one insulator and the amount of heat entering the plastic bottle | Isolated placement of words from the word bank into the cloze exercise |
| Science as a Human Endeavour | **Section 5: Applying science knowledge**  Application of science knowledge to identify where and describe how and why people use insulation to prevent heat transference in a real-life situation | Identification of where and description of how and why people use insulation to prevent heat transference in a real-life situation | Identification of where and description of how people use insulation to prevent heat transference in a real-life situation | Identification of where people use insulation to prevent heat transference in a real-life situation | Statements about insulation preventing heat transfer | Recall of information about insulation or heat transfer |
| Skills dimension | Questioning and predicting | **Section 1: Making predictions**  Prediction about which insulator will keep ice solid for longer | Reasoned prediction about which insulator will keep ice solid for longer | Plausible prediction about which insulator will keep ice solid for longer | Prediction about which insulator will keep ice solid for longer | Guided prediction about which insulator will keep ice solid for longer | Restatement of the investigation question |
| Planning and conducting | **Section 3: Recording results**  Collection and recording of data in the results tables | Systematic collection and recording of reliable data in the results tables | Systematic collection and recording of relevant data in the results tables | Collection and recording of data in the results tables | Partial collection and partial recording of data in the results tables | Directed collection of data |

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| Skills dimension | Processing and analysing data and information | **Section 3: Recording results**  **Section 4: Explaining your results — Discussion**  Presentation of collected data in a column graph and use of the data in the results tables and column graph to explain findings | Following of procedures to present collected data in a column graph to identify which insulator keeps ice solid for longer by explaining patterns and trends when suggesting possible reasons linked to science knowledge for choice of best insulator | Following of procedures to present collected data in a column graph to identify which insulator keeps ice solid for longer by describing patterns and trends when suggesting possible reasons for choice of best insulator | Following of procedures to present collected data in a column graph to identify which insulator keeps ice solid for longer and suggestion of a possible reason for choice of best insulator | Presentation of observations/data and partial development of a reason for choice of best insulator | Fragmented presentation of observations/data |
| Communicating | **Sections 1, 3, 4, 5**  Communication of ideas and findings in a variety of ways (short responses, tables, column graph, cloze passage) | Coherent communication of ideas and findings about change of state from solid to liquid and insulators using relevant science terminology | Communication of ideas and findings about change of state from solid to liquid and insulators using relevant science terminology | Communication of ideas and findings about change of state from solid to liquid and insulators | Communication of ideas and findings about change of state from solid to liquid and insulators using everyday language | Fragmented communication of ideas and findings about change of state from solid to liquid and insulators |