

Guide to making judgments — Year 6 Science

Student

Purpose: To demonstrate understanding and interpretation of the causes of day and night, and of Moon phases.

Knowledge and understanding	Investigating	Communicating	Reflecting
<ul style="list-style-type: none"> Describes the motion of the Earth and Moon. Explains the causes of day and night, as well as Moon phases. Identifies and classifies forces. <p>Q 1–4, 6</p>	<p>Interprets information and uses scientific concepts and understandings to draw conclusions.</p> <p>Q 5, 8, 10</p>	<p>Communicates information, explanations and conclusions using diagrams and scientific terminology.</p> <p>Q 2–10</p>	<p>Reflects on learning to evaluate ideas.</p> <p>Q 7, 9</p>
<p>Accurately describes the motion of the Earth and Moon. Clearly and accurately relates Moon phases and day and night to the relative positions of the Sun, Earth and Moon.</p> <p>Describes the motion of the Earth and Moon with minor errors and omissions. Correctly represents Moon phases in simple situations. Correctly identifies and classifies a force.</p> <p>Correctly identifies or classifies a force.</p> <p>Links motion of Earth and Moon to day and night.</p>	<p>Accurately interprets visual information to represent a view of the Moon and evaluate the title of the photo. Uses scientific concepts to comprehensively justify conclusions.</p> <p>Uses scientific concepts to interpret the appearance of the Earth in the photo.</p> <p>Interprets visual information with partial success to present a view of the Moon. Makes a connection to relevant scientific concepts when evaluating the title of the photo.</p> <p>Links conclusions to visual information.</p>	<p>Clearly conveys intended meaning through explanations, conclusions, justifications and diagrams. Makes effective use of scientific terminology.</p> <p>Uses appropriate scientific terminology in explanations, conclusions and justifications. Draws clear diagrams.</p> <p>Uses everyday language.</p> <p>Draws rudimentary diagrams.</p>	<p>Considers a range of relevant scientific understandings when evaluating the ball-and-string analogy and the title of the photo.</p> <p>Includes relevant scientific understandings in reflection.</p> <p>Considers scientific understandings when evaluating the ball-and-string analogy and the title of the photo.</p> <p>Reflections are based on preconceptions rather than evidence presented.</p>
			<p>A</p> <p>B</p> <p>C</p> <p>D</p> <p>E</p>

Feedback

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