### Assessment Rubric

**Tick the box that applies to each Dimension**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Very Low</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Managing Personal Learning</strong></td>
<td>He/she was organised, with the teacher’s help.</td>
<td>He/she used his/her time to achieve goals, with the teacher’s help.</td>
<td>He/she independently managed his/her own time to achieve goals.</td>
<td>He/she independently evaluated and improved his/her own time and resources to achieve goals.</td>
<td>He/she independently evaluated and improved the way he/she used time and resources to achieve goals.</td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>He/she made a genuine attempt to collaborate with others.</td>
<td>He/she successfully collaborated with others.</td>
<td>He/she evaluated his/her ability to work collaboratively with others.</td>
<td>He/she evaluated and improved his/her ability to work collaboratively with others.</td>
<td>He/she evaluated and improved his/her ability to work collaboratively and helped others to be better team members.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>He/she used scientific language to communicate information.</td>
<td>He/she evaluated the way he/she used scientific words and conventions to communicate information.</td>
<td>He/she used scientific language and conventions consistently, showing that he/she understood them well.</td>
<td>He/she used scientific conventions correctly and explained the meaning of the scientific words (e.g., Voltage, current, power, energy).</td>
<td>He/she used scientific conventions correctly and explained the meaning of scientific words in ways other students can understand.</td>
</tr>
<tr>
<td><strong>Reasoning, Processing and Inquiry</strong></td>
<td>He/she organized and processed information involving two variables (e.g., voltage and light brightness).</td>
<td>He/she organized and processed information involving a few variables (e.g., power, voltage and current)</td>
<td>He/she organized and processed information involving many variables (e.g., variables that affect energy output).</td>
<td>He/she organized and processed information involving many variables and more than one possible solution (e.g., best configuration of a wind turbine for maximum power).</td>
<td>He/she organized and processed information involving many variables and more than one possible solution (e.g., justified a better mix of energy sources for Victoria).</td>
</tr>
<tr>
<td><strong>Science at Work</strong></td>
<td>He/she successfully carried out science investigations and practical work.</td>
<td>He/she systematically organized science investigations and practical work.</td>
<td>He/she systematically organized science investigations and practical work.</td>
<td>He/she designed and organized science investigations and practical work in ways that obtain reliable, repeatable conclusions.</td>
<td>He/she designed and organized science investigations and practical work in ways that obtain reliable, repeatable conclusions.</td>
</tr>
</tbody>
</table>

**Note:** A scientific "convention" refers to the way information is presented in practical reports, science assignments and other forms of presentation.

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### Student Self and Peer Assessment

**Student:**

**Self Assessment: Managing Personal Learning**

Did you plan and use your time well during class and persevere with difficult tasks?

**Peer Assessment: Managing Personal Learning**

Did you plan and use your time well during class and persevere with difficult tasks?

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**Student:**

**Self Assessment: Science (Interpersonal Learning)**

Do you encourage others and monitor and evaluate the way you work with others?

**Peer Assessment: Science (Interpersonal Learning)**

Do you encourage others and monitor and evaluate the way you work with others?

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**Student:**

**Self Assessment: Science (Creativity)**

How well do you work in teams?

**Peer Assessment: Science (Creativity)**

How well do you work in teams?

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**Student:**

**Self Assessment: Science (Collaboration)**

How well do you work in teams?

**Peer Assessment: Science (Collaboration)**

How well do you work in teams?

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**Student:**

**Self Assessment: Science (Interpersonal Learning)**

Did you plan and use your time well during class and persevere with difficult tasks?

**Peer Assessment: Science (Interpersonal Learning)**

Did you plan and use your time well during class and persevere with difficult tasks?
Presentation (Communication)

- Did I present my work clearly and give constructive feedback to others about their presentations?
- Did I use correct scientific language to explain experiments or information about flight?

The things I do well when presenting information to others are...

I speak loudly so people at the back can hear like during our seal-elephant project.

Things I can do to improve the way I present information are...

Try and be less nervous and try and not be so shaky.

Reasoning, Processing and Inquiry (Thinking Processes)

- Did I locate and choose information well so that I could answer questions correctly?
- Did I justify the way I analysed, sorted or discarded data?
- Did I use electronic devices effectively to analyse and interpret data?

The things I do well when organising my thinking are...

I make sure I have everything and make a list so I won't get confused.

Things I can do to improve the way I organise my thinking are...

to try and help my brain with memory and try not to use a list so my brain can try and remember.

Science at Work

- Did I design and carry out experiments and activities safely?
- Did I use the correct headings and format when writing practical reports?

The things I do well when doing Science at Work are...

I ask my peers if I don't understand the question, like the questions from the book.

Things I can do to improve the way I do Science at Work are...

Don't make something up if I don't understand, ask my teacher after.

Science Knowledge and Understanding

- Can I give a detailed explanation for the way energy and forces are involved in flight?
- Can I explain the aerodynamics of aerofoils and aircraft using technical terms?

My strengths in science knowledge and understanding are...

Once I have been explained in the most simplest way I will understand the work.

Things I can do to improve my science knowledge and understanding are...

Listening more and trying to understand the work.