

Assessment Criteria - Science (Lower KS2)

An emerging scientist...	An embedding scientist...	An established scientist...
Scientific Knowledge		
Knowing (acquisition and fluency)		
Has begun to learn key scientific knowledge and is beginning to give some accurate responses	Has learnt the key scientific knowledge and can make accurate responses with increasing speed.	Has learnt key scientific knowledge and can make accurate responses fluently (automaticity).
Remembering (learning maintenance)		
Can independently recall some of the key scientific knowledge taught with increasing accuracy. They may have to rely on prompts to help them to remember.	Can independently recall the majority of the key scientific knowledge taught with accuracy and over time. Where there are small gaps, they respond quickly when prompted.	Can independently recall all of the key scientific knowledge taught over time. They can supplement this taught knowledge with additional knowledge learnt outside of the classroom.
Doing (generalisation and adaption)		
Require some support to transfer and apply scientific knowledge.	Require a little support to transfer and apply scientific knowledge.	Require no support to transfer and apply scientific knowledge, this includes applying knowledge to different contexts.
Scientific Enquiry Skills		
Plan		
Is beginning to ask relevant questions and use different types of scientific enquiries to answer them	Can ask relevant questions and use different types of scientific enquiries to answer them	Can confidently ask relevant questions and use different types of scientific enquiries to answer them
Is beginning to set up simple practical enquiries, comparative and fair tests	Can set up simple practical enquiries, comparative and fair tests	Can confidently set up simple practical enquiries, comparative and fair tests
Do		
With support, can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers	Can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers	Competently, make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers

A developing scientist	An establishing scientist	An embedding scientist
Record		
With help, can gather, record, classify and present data in a variety of ways to help in answering questions	Can gather, record, classify and present data in a variety of ways to help in answering questions	Competently, gather, record, classify and present data in a variety of ways to help in answering questions
With help, can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	Can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	Competently record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
Review		
With guidance, can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Independently report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
With guidance, can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	Can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	Independently can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
With guidance, can identify differences, similarities or changes related to simple scientific ideas and processes	Can identify differences, similarities or changes related to simple scientific ideas and processes	Independently can identify differences, similarities or changes related to simple scientific ideas and processes
With guidance, can use straightforward scientific evidence to answer questions or to support their findings	Can use straightforward scientific evidence to answer questions or to support their findings	Independently use straightforward scientific evidence to answer questions or to support their findings
Scientific Language		
Beginning to use simple scientific language to talk about what they have found out.	Can use scientific language to talk about what they have found out.	Can confidently use scientific language to talk about what they have found out.
Attitude		
Stewardship (Catholic Social Teaching)/ Love for the World (OLAAS Children's Charter)		
Is beginning to show care for the world around them, for living organisms and the physical environment.	Cares about the world around them, for living organisms and the physical environment.	Is incredibly passionate about caring for the world around them, for living organisms and the physical environment.
Is developing a sense of curiosity about natural phenomena.	Has developed a sense of curiosity about natural phenomena.	Has a real sense of excitement and curiosity about natural phenomena and explores Science outside of school.
Science Capital		
Is beginning to talk about the work of inspirational scientists, past and present.	Can talk about the work of inspirational scientists, past and present.	Talks enthusiastically about the work of inspirational scientists, past and present.