

Assessment Criteria - Science (Upper 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) | | |
| requires some support to transfer and apply scientific knowledge. | requires a little support to transfer and apply scientific knowledge. | requires no support to transfer and apply scientific knowledge, this includes applying knowledge to different contexts. |
| Scientific Enquiry Skills | | |
| Plan | | |
| is beginning to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. | can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. | confidently, can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. |
| Do | | |
| with support, can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. | can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. | competently, can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. |
| Record | | |
| with help, can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. | can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. | competently, can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. |

| An emerging scientist... | An embedded scientist... | An established scientist... |
|--|---|--|
| Review | | |
| with guidance, can use test results to make predictions to set up further comparative and fair tests. | can use test results to make predictions to set up further comparative and fair tests. | independently, can use test results to make predictions to set up further comparative and fair tests. |
| with guidance, can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. | can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. | independently, can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. |
| with guidance, can identify scientific evidence that has been used to support or refute ideas or arguments. | can identify scientific evidence that has been used to support or refute ideas or arguments. | independently, can identify scientific evidence that has been used to support or refute ideas or arguments. |
| Scientific Language | | |
| is 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. |