

## Year 3 Continuous Assessment Rubric

### Suggested continuous assessment tasks:

- Investigation
- Fieldwork
- Project work

Competence-based Assessment Criteria	Started to be achieved	Partially achieved	Satisfactorily achieved	Fully achieved
<b>3.1.1 I can ask questions about the world around me.</b>	The question posed for the investigation is irrelevant to the investigation topic or cannot lead to an investigation.	The question posed for the investigation is partially identified and not clearly stated or stated with guidance.	Can pose a question for the investigation which is not clearly stated or stated with guidance.	Can clearly identify and state the question directly related to the investigation topic to be investigated.
<b>3.1.2 I can find out about a simple scientific idea.</b>	Can gather minimal information on the question posed through observation, experimentation and/or research, with guidance.	Can partially gather information on the question posed through observation, experimentation and/or research, with guidance.	Can gather information on the question posed through observation, experimentation and/or research, with guidance.	Can gather information on the question posed through observation, experimentation and/or research, independently.
<b>3.1.3 I can make a prediction about a situation from a limited number of options.</b>	The prediction is partially scientifically correct or incorrect and the reason provided, if any, does not support the prediction.	Can predict what may happen or be observed with guidance, and support the prediction with a reason which may not be scientifically correct.	Can predict what may happen or be observed and can support the prediction with a reason which may not be scientifically correct.	Can predict what may happen or be observed and support the prediction with a scientific logical reason.

<p><b>3.1.4 I can carry out a simple practical investigation with the teacher's support.</b></p>	<p>Can identify one of the steps of the investigation, with the teacher's support, which may not be connected to the inquiry question or the prediction.</p>	<p>Can identify one or two steps of the investigation, with the teacher's support, which are directly or indirectly connected to the inquiry question or the prediction.</p>	<p>Can identify most of the steps for the investigation, with the teacher's support, which are directly or indirectly connected to the inquiry question or the prediction.</p>	<p>Can identify clear steps for the investigation, with the teacher's support, which are directly or indirectly connected to the inquiry question and the prediction.</p>
<p><b>3.1.5 I can record observations in a simple format.</b></p>	<p>Can propose a way of representing the investigation findings, with guidance and support, which may not necessarily be clear and/or accurate.</p>	<p>Can propose a way of representing the investigation findings, with minimal guidance, which is not clear and accurate.</p>	<p>Can represent the investigation findings, with guidance, in a clear and accurate manner in the form of table/ graphs/ photos/ drawings/ diagrams or any other suitable form.</p>	<p>Can represent the investigation findings, independently, in a clear and accurate manner in the form of table/ graphs/ photos/ drawings/ diagrams or any other suitable form.</p>
<p><b>3.1.6 I can make simple conclusions from my direct observations.</b></p>	<p>Can draw partial conclusions from direct observations, with guidance.</p>	<p>Can draw simple conclusions from direct observations, with guidance.</p>	<p>Can relate direct observations to the initial prediction supported by content knowledge, with guidance.</p>	<p>Can relate direct observations to the initial prediction supported by content knowledge.</p>
<p><b>3.1.7 I can apply knowledge to practical situations.</b></p>	<p>Can start to relate basic knowledge gathered to simple everyday life situations.</p>	<p>Can partially relate knowledge gathered (from the investigation and content knowledge) and apply this knowledge to</p>	<p>Can relate knowledge gathered (from the investigation and content knowledge) and apply this knowledge to everyday life situations, with guidance.</p>	<p>Can relate knowledge gathered (from the investigation and content knowledge) and apply this knowledge to everyday life situations, independently.</p>

		everyday life situations, with guidance.		
<b>Knowledge-based Assessment Criteria</b>	<b>Started to be achieved</b>	<b>Partially achieved</b>	<b>Satisfactorily achieved</b>	<b>Fully achieved</b>
<b>3.2.2 I can group animals in different ways according to their characteristics.</b>	Can identify one basic characteristics of an animal.	Can group animals according to two basic characteristics.	Can group animals according to three basic characteristics.	Can group animals according to four or more basic characteristics.
<b>3.3.2 I can demonstrate some things I should do to keep myself healthy.</b>	Can identify one aspect of keeping healthy, with guidance.	Can identify more than one aspect of keeping healthy, independently.	Can identify healthy and unhealthy food and understand that exercise is also part of keeping healthy.	Can apply knowledge of healthy and unhealthy food to create a healthy lunch. Can fully understand that exercise and personal hygiene are part of being healthy and can apply this to everyday life situations.
<b>3.4.5/6 I can identify different sound and light sources in my everyday life.</b>	Can identify an object that produces sound. Can identify an object that give light.	Can identify that a sound can be loud or soft. Can distinguish between a source of light and an object which reflects light.	Can understand that different objects produce different types of sound. Can distinguish between natural and artificial sources of light.	Can identify different loud and soft sounds in everyday life and identify the sound source. Can identify natural and artificial sources of light and their uses everyday life.

<p><b>3.5.5 I can build a simple electric circuit and show that all parts need to be connected.</b></p>	<p>Can identify one of the components in a simple circuit.</p>	<p>Can build a complete simple circuit with guidance and identify one of the components within the circuit.</p>	<p>Can build a complete simple circuit independently and identify two or more of the components within the circuit.</p>	<p>Can build a simple circuit and show that all the components need to be connected. Can identify the wires, battery and component e.g. bulb, in a circuit using the scientific terms (wires, battery, bulb).</p>
<p><b>3.6.2 I can identify purposes for which some common materials are used.</b></p>	<p>Can identify different everyday materials with guidance.</p>	<p>Can identify different everyday materials independently.</p>	<p>Can identify different everyday materials and ascribe some characteristics such as hard/soft, smooth/rough, transparent/opaque, flexible (bendy)/stretchy/rigid, absorbent/waterproof, strong/weak/brittle/fragile, heavy/light.</p>	<p>Can identify different everyday materials and also identify their purpose based on their characteristics.</p>
<p><b>3.7.4 I can talk about various weather conditions experienced in Malta throughout the year.</b></p>	<p>Can understand that weather changes throughout the year.</p>	<p>Can talk about different weather conditions and relate these to different seasons.</p>	<p>Can talk about different weather conditions and use scientific terms such as cold, hot, warm, cloudy, foggy, sunny, rainy, snowy, windy, stormy and relate these to different seasons.</p>	<p>Can observe and record weather changes over a period of time and relate these to everyday life experiences.</p>

<b>3.8.2 I can investigate how simple machines work and give everyday examples</b>	Can identify an object that works using a simple machine.	Can identify examples of simple machines in everyday life and differentiate how these work e.g. lever system, wheels and axle, hydraulic system.	Can investigate how simple machines work using scientific terms (e.g. lever, wheels and axle, hydraulic) and create a moving object, with guidance.	Can investigate how simple machines work using scientific terms (e.g. lever, wheels and axle, hydraulic) and create a moving object, independently.
<b>3.9.3 I can describe that the moon is a rock without air and water.</b>	Can describe basic characteristics associated to the moon.	Can describe that the moon gives off light from the sun and is not a source of light.	Can describe that the moon is a rock without air and water.	Can describe that the moon is a rock without air and water and can relate this to what an astronaut requires when on the moon.