Year 6 Continuous Assessment Rubric

Suggested continuous assessment tasks:

- **Investigation**
- **Fieldwork**
- **Project work**

Other meaningful, authentic tasks may be carried out to assess students' learning.

Competence-based Assessment Criteria	Started to be achieved 0 - 4	Partially achieved 5 - 9	Satisfactorily achieved 10 - 15	Fully achieved 16 - 20
6.1.1 I can ask questions about the world around me.	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.
6.1.2 I can find out about a simple scientific idea.	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.
6.1.3 I can use basic scientific knowledge to predict the outcome to an investigation.	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.
6.1.4 I can carry out a simple practical investigation, which involves up to two variables being investigated separately, with the teacher's support.	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.	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.	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.	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.

6.1.5 I can record observations in a simple format.	Can propose a way of representing the investigation findings, with guidance and support, which may not necessarily be clear and/or accurate.	Can propose a way of representing the investigation findings, with minimal guidance, which is not clear and accurate.	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.	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.
6.1.6 I can make simple conclusions from my direct observations and link these using key scientific terms.	Can draw partial conclusions from direct observations, with guidance.	Can draw basic simple conclusions from direct observations, with guidance.	Can relate direct observations to the initial prediction supported by content knowledge, with guidance.	Can relate direct observations to the initial prediction supported by content knowledge and key scientific terms.
6.1.7 I can apply scientific knowledge to practical situations.	Can start to relate basic knowledge gathered to simple everyday life situations.	Can partially relate knowledge gathered (from the investigation and content knowledge) and apply this knowledge to everyday life situations, with guidance.	Can relate knowledge gathered (from the investigation and content knowledge) and apply this knowledge to everyday life situations, with guidance.	Can relate knowledge gathered (from the investigation and content knowledge) and apply this knowledge to everyday life situations, independently.