

Change detectives

Science journal/work sample tag

| Student | Stage | Key Learning Area | Date |
|---------|-------|-------------------|------|
| | | Science | |

| Level 3 unit outcomes | Beginning | Developing | Achieving |
|--|-----------|------------|-----------|
| C Explain that changes of state involve physical changes. | | | |
| C Explain that physical changes do not produce new substances. | | | |
| C Explain that chemical changes produce new substances and consume the original substances. | | | |
| C Identify physical and chemical changes. | | | |
| C Identify reversible and irreversible changes. | | | |
| i Formulate a question for investigation and make a prediction. | | | |
| i Plan investigations showing an awareness of the need for fair testing. | | | |
| i Record results as a table and plot results as a column graph. | | | |
| i Make and record observations, and identify patterns in results. | | | |

c: conceptual outcomes **i:** investigating outcomes
PrimaryConnections Draft Assessment Resources

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| | | Science | |

| Level 4 unit outcomes | Beginning | Developing | Achieving |
|--|-----------|------------|-----------|
| C Explain that physical changes involve changes in the movement and spacing of particles of a substance. | | | |
| C Explain that substances produced by chemical changes have different properties from those used in the reaction. | | | |
| C Explain the importance of classification for identifying differences and similarities between things. | | | |
| i Plan investigations involving a control, and repeat trials or replicates. | | | |
| i Plot results from an investigation as a line graph. | | | |
| i Analyse and explain patterns in results from an investigation. | | | |
| i Make suggestions for improving the investigation. | | | |

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