

On the move

Level 1 and 2 investigating outcomes

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

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| Task | Students investigate the effect of surface on how far things roll. |
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| | Investigating unit outcomes | Beginning | Developing | Achieving |
|----------------|---|---|---|---|
| Level 1 | Follow directions to conduct simple investigations about rolling. | Students follow directions to conduct simple investigations about how the rolling surface and shape of the object affect its ability to roll. | Students follow directions to conduct simple investigations and can observe how the rolling surface and shape of the object affect its ability to roll. | Students follow directions to conduct simple investigations and can observe and explain how the rolling surface and shape of the object affect its ability to roll. |
| | Make and describe observations. | Students can make observations. | Students can make and share observations with others. | Students can make, share and describe observations. |

| | Investigating unit outcomes | Beginning | Developing | Achieving |
|----------------|-------------------------------------|---|--|---|
| Level 2 | Identify a variable to investigate. | Students can describe what a variable is. | Students can identify a variable in the investigation. | Students can identify a variable in the investigation and suggest how the variable might affect the outcome of the investigation. |
| | Make and record observations. | Students can make observations. | Students can make and share observations with others. | Students can make, share and record observations. |

On the move

Level 1 and 2 conceptual outcomes

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

| | |
|-------------|---|
| Task | Students reflect on their learning and represent what they know about movement. |
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| | Conceptual unit outcomes | Beginning | Developing | Achieving |
|----------------|---|---|--|--|
| Level 1 | Identify and describe some ways in which humans and toys move. | Students can observe movement. | Students can identify and describe some ways in which humans and toys move. | Students can identify and use evidence to explain some ways in which humans and toys move. |
| | Identify and describe some parts that enable humans and toys to move. | Students can identify some parts that enable humans and toys to move. | Students can identify and describe some parts that enable humans and toys to move. | Students can identify and describe some parts that enable humans and toys to move, explaining how each part allows the human or toy to move. |

| | Conceptual unit outcomes | Beginning | Developing | Achieving |
|----------------|--|---|--|--|
| Level 2 | Compare movements made by humans and by different objects. | Students can identify movements made by humans and different objects. | Students can identify and discuss movements made by humans and different objects. | Students can identify, discuss and make comparisons between movements made by humans and different objects. |
| | Group objects according to the way they move. | Students can identify objects that bounce, slide, roll and spin. | Students can group objects according to the headings 'bounce', 'slide', 'roll' and 'spin'. | Students can group objects according to the headings 'bounce', 'slide', 'roll' and 'spin', sharing their reasons for classification with others. |