

Plants in action

Science journal/work sample tag

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

| Level 2 unit outcomes | Beginning | Developing | Achieving |
|-------------------------------------------------------------------------------------------------|-----------|------------|-----------|
| c Describe changes to the seed during germination and to the seedling during its growth. | | | |
| c Identify a number of conditions required for plants to grow. | | | |
| c Identify parts of a seedling (e.g. root, stem, leaves). | | | |
| c Identify parts of a flower (e.g. petals, stamens). | | | |
| i Identify some variables that can be investigated. | | | |
| i Make and records observations. | | | |

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

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| Level 3 unit outcomes | Beginning | Developing | Achieving |
|----------------------------------------------------------------------------------------------|-----------|------------|-----------|
| c Explain the role of roots, stems, leaves, flowers and fruits. | | | |
| c Explain the relationships between the stages and processes in the plant life cycle. | | | |
| i Show awareness of the need for fair testing. | | | |
| i Make predictions. | | | |
| i Make measurements and observations. | | | |
| i Display results in simple tables and graphs or as scientific diagrams. | | | |
| i Identify and summarise patterns in results. | | | |

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