Think Science! Judging Rubric for Years 3-4

Science Inquiry skill	Developing	Proficient	Excelling
Questioning and predicting	• The question posed is not clear • The prediction made is not clear	• Poses a clear question • Makes a clear prediction	• Poses a clear question to explore observed patterns or relationships • Makes a clear prediction and includes reasoning
Planning and conducting	• Provides an outline of the procedure • Attempts to identify the elements of fair test (what is changed, stays the same and measured) • Addresses some safety concerns • Makes and records some observations and measurements	• Provides a procedure which addresses the question and tests the prediction • Identifies most elements of a fair test (what is changed, stays the same and measured) • Addresses the safe use of materials and equipment • Makes and records observations and measurements	• Provides a detailed procedure which clearly addresses the question and tests the prediction • Clearly identifies the elements of a fair test (what is changed, stays the same and measured) • Comprehensively addresses the safe use of materials and equipment • Makes and records comprehensive observations and measurements
Processing, modelling and analysing	• Attempts to use representations to organise data and information eg. tables, graphs, models • Attempts to show simple relationships and identify patterns	• Uses one appropriate representation to organise data and information eg. tables, graphs, models • Shows simple relationships and identifies patterns	• Uses more than one appropriate representation to organise data and information eg. tables, graphs, models • Comprehensively shows relationships and identifies patterns
Evaluating	• Attempts to consider if investigations were fair • Attempts to compare findings with those of others	• Considers if investigations were fair • Compares findings with those of others	• Comprehensively considers if investigations were fair • Comprehensively compares findings with those of others

Science Inquiry skill	Developing	Proficient	Excelling
	• Attempts to identify a question for further investigation • Attempts to draw a conclusion	• Identifies a question for further investigation • Provides a conclusion that is supported by results	• Identifies more than one question for further investigation • Provides a conclusion that is well supported by results
Communicating	• Presents a presentation that showcases some parts of their investigation • Use of some digital tools and presentation is significantly shorter or longer than 3 min	• Presents a well-sequenced and engaging presentation, which clearly showcases all parts of their investigation • Good use of digital tools and presentation is approximately 3 min	• Presents a well-sequenced, clear, concise, and very engaging presentation, which grabs audience attention, and clearly showcases and details all parts of their investigation • Excellent use of digital tools and presentation is approximately 3 min

Rubric content follows the Australian Curriculum v9, 2022