Think Science! Judging Rubric for Years 5-6

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 and includes reasoning	• Poses a clear, investigable question to identify patterns and test relationships • Makes a clear prediction and includes thorough reasoning
Planning and conducting	• Provides an outline of the procedure • Attempts to identify the variables to be changed, measured and controlled for a fair test • Addresses some potential risks and safety concerns • Makes and records some observations and measurements	• Provides a procedure which is repeatable, addresses the question and tests the prediction • Identifies most variables to be changed, measured and controlled for a fair test • Addresses potential risks and the safe use of materials and equipment • Makes observations and measurements and records data with reasonable precision	• Provides a detailed procedure which is repeatable and clearly addresses the question and tests the prediction • Clearly identifies variables to be changed, measured and controlled for a fair test • Comprehensively addresses potential risks and the safe use of materials and equipment • Makes comprehensive observations and measurements and records data with reasonable precision
Processing, modelling and analysing	• Attempts to use representations to organise and process data and information eg. tables, graphs, models • Attempts to describe patterns, trends and relationships	• Uses 1-2 appropriate representations to organise and process data and information eg. tables, graphs, models • Describes patterns, trends and relationships	• Uses several representations to organise and process data and information eg. tables, graphs, models • Comprehensively describes patterns, trends and relationships
Evaluating	• Attempts to consider possible sources of error • Attempts to compare method and findings with those of others	• Considers possible sources of error • Compares method and findings with those of others	• Comprehensively discusses possible sources of error • Comprehensively compares method and findings with those of others

Science Inquiry skill	Developing	Proficient	Excelling
	• Attempts to identify questions for further investigation • Attempts to draw a reasoned conclusion	• Poses 1-2 questions for further investigation • Selects evidence to support a reasoned conclusion	• Poses several questions for further investigation • Comprehensively uses evidence to support a reasoned conclusion
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