

APP Primary Science Assessment Guidelines: levels 2 and 3

| | AF1 – Thinking scientifically | AF2 – Understanding the applications and implications of science | AF3 – Communicating and collaborating in science | AF4 – Using investigative approaches | AF5 – Working critically with evidence |
|--------|---|---|--|---|--|
| L 3 | <p>Across a range of contexts and practical situations pupils:</p> <ul style="list-style-type: none"> Identify differences, similarities or changes related to simple scientific ideas, processes or phenomena Respond to ideas given to them to answer questions or suggest solutions to problems Represent things in the real world using simple physical models Use straightforward scientific evidence to answer questions, or to support their findings | <p>Across a range of contexts and practical situations pupils:</p> <ul style="list-style-type: none"> Explain the purposes of a variety of scientific or technological developments Link applications to specific characteristics or properties Identify aspects of our lives, or of the work that people do, which are based on scientific ideas | <p>Across a range of contexts and practical situations pupils:</p> <ul style="list-style-type: none"> Present simple scientific data in more than one way, including tables and bar charts Use scientific forms of language when communicating simple scientific ideas, processes or phenomena Identify simple advantages of working together on experiments or investigations | <p>Across a range of contexts and practical situations pupils:</p> <ul style="list-style-type: none"> Identify one or more control variables in investigations from those provided Select equipment or information sources from those provided to address a question or idea under investigation Make some accurate observations or whole number measurements relevant to questions or ideas under investigation Recognise obvious risks when prompted | <p>Across a range of contexts and practical situations pupils:</p> <ul style="list-style-type: none"> Identify straightforward patterns in observations or in data presented in various formats, including tables, pie and bar charts Describe what they have found out in experiments or investigations, linking cause and effect Suggest improvements to their working methods |
| L 2 | <p>Across a range of contexts and practical situations pupils:</p> <ul style="list-style-type: none"> Draw on their observations and ideas to offer answers to questions Make comparisons between basic features or components of objects, living things or events Sort and group objects, living things or events on the basis of what they have observed Respond to suggestions to identify some evidence (in the form of information, observations or measurements) needed to answer a question | <p>Across a range of contexts and practical situations pupils:</p> <ul style="list-style-type: none"> Express personal feelings or opinions about scientific or technological phenomena Describe, in familiar contexts, how science helps people do things Identify people who use science to help others Identify scientific or technological phenomena and say whether or not they are helpful | <p>Across a range of contexts and practical situations pupils:</p> <ul style="list-style-type: none"> Present their ideas and evidence in appropriate ways Respond to prompts by using simple texts and electronic media to find information Use simple scientific vocabulary to describe their ideas and observations Work together on an experiment or investigation and recognise contributions made by others | <p>Across a range of contexts and practical situations pupils:</p> <ul style="list-style-type: none"> Make some suggestions about how to find things out or how to collect data to answer a question or idea they are investigating Identify things to measure or observe that are relevant to the question or idea they are investigating Correctly use equipment provided to make observations and measurements Make measurements, using standard or non-standard units as appropriate | <p>Across a range of contexts and practical situations pupils:</p> <ul style="list-style-type: none"> Say what happened in their experiment or investigation Say whether what happened was what they expected, acknowledging any unexpected outcomes Respond to prompts to suggest different ways they could have done things |
| BL | | | | | |
| IE | | | | | |

Overall assessment (tick one box only)

Low 2 Secure 2 High 2 Low 3 Secure 3 High 3