

## 'Egg Drop' Criteria Sheet

<b>Science Understanding</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Knowledge and understanding of core learning intentions	Student demonstrates a solid understanding of all core-learning intentions. Student has combined new knowledge with prior knowledge and assessment task shows an in-depth understanding of the topic.	Student demonstrates a thorough understanding of all core-learning intentions.	Student demonstrates some understanding of the core-learning intentions.	Student demonstrates little understanding of the core-learning intentions.
<b>Science Inquiry Skills</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Questioning and Predicting	Student clearly and cohesively <b>predicts</b> what might happen based on their prior knowledge.	With guidance student clearly and cohesively <b>predicts</b> what might happen based on their prior knowledge.	With guidance student <b>predicts</b> what might happen but does not explain clearly their reasoning	Student did not complete assessment task and therefore did not represent or communicate ideas and findings.
Planning and Conducting	Student's <b>design</b> detail of the reasoning behind the selection of materials. When conducting <b>investigation</b> the student record <b>observations</b> accurately.	Student's <b>design</b> contains some details of the reasoning behind the selection of materials. When conducting <b>investigation</b> the student record <b>observations</b> with some accuracy.	With guidance student's <b>design</b> contains some or all details of the reasoning behind the selection of materials. When conducting <b>investigation</b> the student record <b>observations</b> with some accuracy.	Student's <b>design</b> is inadequate and contains few details of the reasoning behind the selection of materials. When conducting the <b>investigation</b> the student records few or no <b>observations</b> .
Processing and Analysing Information	Student accurately <b>compares</b> result of their investigation with their predictions, suggesting possible <b>reasons</b> for findings.	Student <b>compares</b> result of their investigation with their predictions with some accuracy, suggesting possible <b>reasons</b> for findings.	Student <b>compares</b> results of their investigation with their predictions, but do not accurately suggest possible <b>reasons</b> for their findings.	Student does not <b>compare</b> the results of their investigation with their predictions.
Evaluating	Student <b>reflects</b> on their investigation in order to demonstrate an excellent understanding of the reasons for the success or failure of their design. Student makes excellent <b>suggestions for improvements</b> to their design based on their observations.	Student <b>reflects</b> on their investigation in order to demonstrate a very good understanding of the reasons for the success or failure of their design. Student makes very good <b>suggestions for improvements</b> to their design based on their observations.	Student <b>reflects</b> on their investigation in order to demonstrate satisfactory understanding of the reasons for the success or failure of their design. Student makes satisfactory <b>suggestions for improvements</b> to their design based on their observations.	Student <b>reflection</b> on their investigation does not demonstrate an understanding of the success or failure of their design. Students do not make adequate <b>suggestions</b> on how to improve their design.
Communicating	Students have created an excellent <b>poster</b> that <b>communicates</b> clearly their ideas and findings.	Students have created a good <b>poster</b> that <b>communicates</b> clearly their ideas and findings.	Students have created a satisfactory <b>poster</b> that <b>communicates</b> with some clarity their ideas and findings	Students have created an inadequate <b>poster</b> that does not communicate clearly their ideas and findings
Overall Grade				