Science Assessment Guidelines: L3 and 4   Pupil name ………………………………………… Class …… Academic Year ………..

Level 4	Across a range of contexts and practical situations pupils: . Use scientific ideas when describing simple processes or phenomena . Use simple models to describe scientific ideas . Identify scientific evidence that is being used to support or refute ideas or arguments	Across a range of contexts and practical situations pupils: . Describe some simple positive and negative consequences of scientific and technological developments . Recognise applications of specific scientific ideas . Identify aspects of science used within particular jobs or roles	Across a range of contexts and practical situations pupils: . Select appropriate ways of presenting scientific data . Use appropriate scientific forms of language to communicate scientific ideas, processes or phenomena . Use scientific and mathematical conventions when communicating information or ideas	Across a range of contexts and practical situations pupils: . Decide when it is appropriate to carry out fair tests in investigations . Select appropriate equipment or information sources to address specific questions or ideas under investigation . Make sets of observations or measurements, identifying the ranges and intervals used . Identify possible risks to themselves and others	Across a range of contexts and practical situations pupils: . Identify patterns in data presented in various formats, including line graphs . Draw straightforward conclusions from data presented in various formats . Identify scientific evidence they have used in drawing conclusions . Suggest improvements to their working methods, giving reasons
Level 3	Across a range of contexts and practical situations pupils: . 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	Across a range of contexts and practical situations pupils: . 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	Across a range of contexts and practical situations pupils: . 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	Across a range of contexts and practical situations pupils: . 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	Across a range of contexts and practical situations pupils: . 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

R = Remember	U = Understand	AP = Apply	AN = Analyse