Think Science! 2024 Judging Rubric for Years 3-6

Science Inquiry skill	Developing	Competent	Excelling
Questioning and predicting	• The question is not clear or not testable • The prediction is not clear	• States a clear and testable question • Makes a clear prediction	• States a clear testable question to explore observed patterns or relationships • Makes a clear prediction and includes reasoning
Planning and conducting	• Attempts to describe the experimental procedure and materials/ equipment used • Includes photos or video of the experimental setup • Attempts to identify the elements of fair test (what is changed, stays the same and measured) • Attempts to address the safe use of materials/ equipment • Attempts to show observations and measurements recorded during the experiment	• Describes the experimental procedure, and materials/ equipment used • Includes relevant and clear photos or video of the experimental setup • Correctly identifies most elements of a fair test (what is changed, stays the same and measured) • Addresses the safe use of materials/ equipment • shows observations and measurements recorded during the experiment	• Provides a detailed description of experimental procedure and materials/ equipment used • Includes very relevant and clear photos or video of the experimental setup • Correctly identifies all elements of a fair test (what is changed, stays the same and measured) • Addresses the safe use of materials/ equipment well • Shows detailed observations and measurements recorded during the experiment
Processing, modelling and analysing	• Attempts to use tables, graphs or models to organise data and information • Attempts to identify relationships or patterns seen in the data	• Demonstrates use of tables, graphs or models to organise data and information • Describes relationships or patterns seen in the data	• Demonstrates comprehensive use of tables, graphs or models to organise data and information • Comprehensively describes relationships or patterns seen in the data

Science Inquiry skill	Developing	Competent	Excelling
Evaluating	• Attempts to state whether the investigation answered the question, and if the prediction was correct or not	• Clearly states whether the investigation answered the question, and if the prediction was correct or not	• Comprehensively states whether the investigation answered the question, if the prediction was correct or not, and why or why not.
	• Attempts to explain what the results mean	• Explains what the results mean	• Comprehensively explains what the results mean and how they are relevant to the real world
	• Attempts to describe how the investigation could be improved	• Describes how the investigation could be improved	• Comprehensively describes how the investigation could be improved
	• Attempts to explains possible sources of error	• Explains possible sources of error	• Comprehensively explains possible sources of error
	• Attempts to identify a question for further investigation	• States a question for further investigation	• States more than one question for further investigation
Communicating	• One or more issues with speaking/audio – speech not audible or clear, too fast or slow, a lot of background noise, more than one student speaking at a time	• No issues with speaking/audio – speech audible and clear, comfortable speed, minimal background noise, one student speaking at a time	• Excellent speaking/audio – speech audible and very clear, comfortable speed, minimal background noise, one student speaking at a time, good eye contact with the camera/audience
	• One or more issues with visual elements: text/ tables/ graphs too small, photos unclear or poor light, insufficient time allowed for viewing	• No issues with visual elements: text/ tables/ graphs large enough to see, photos clear with good lighting, sufficient time to view	• Excellent visual elements: text/ tables/ graphs large enough to see and very clear, excellent photos, sufficient time to view
	• Minimal attempt to engage the viewer	• Video engages the viewer	• Video is very engaging and creatively produced
	• Presents a presentation that showcases some parts of their investigation	• Presents a well-sequenced presentation which clearly showcases all parts of their investigation	• Presents a well-sequenced and concise presentation, which clearly showcases and details all parts of their investigation
	• Presentation is significantly shorter or longer than 3-4 min	• Presentation is 3-4 min	• Presentation is 3-4 min