

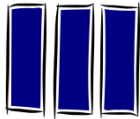
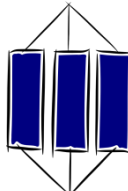
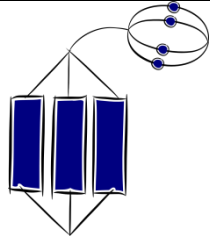


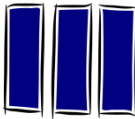
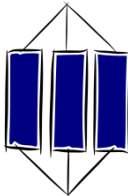
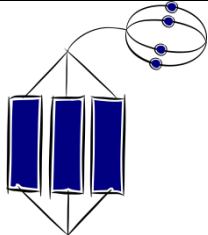


CO-CONSTRUCTED SELF ASSESSMENT RUBRIC	 Prestructural	 Unistructural	 Multistructural	 Relational	 Extended Abstract
WALT:	Learning outcomes show unconnected information, no organisation.	Learning outcomes show simple connections but importance not noted.	Learning outcomes show connections are made, but significance to overall meaning is missing.	Learning outcomes show full connections made, and synthesis of parts to the overall meaning	Learning outcomes go beyond subject and makes links to other concepts - generalises
Make observations of common materials, as Scientists (NOS) <ul style="list-style-type: none"> • Observe the object • Make inferences about what it is made of. • Make predictions about the next object I observe 	I need help to observe, recognise and name common materials [in the classroom]	I can recognise and name a common material [in the classroom] if I am prompted or directed	I can recognise and name common materials [in the classroom] based on my observations of: <ul style="list-style-type: none"> • what they are made of • properties but I am not sure if I am right	AND explain why I have identified the common material by referring to (talking about) what the object is made of. AND explain why I have identified the material by referring to its properties. I can distinguish between solids and liquids I can distinguish between solids, liquids and gases	I can help others think like a scientist when observing common materials. I can extend my learning to find out where materials come from (how it got to be the way we find it now)
Effective strategies					

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Describe what a common material is made of. (MW)	Materials: Metal, wood, plastic	I can identify a common material	I can describe what a common material is made of.	I can compare and contrast what common materials are made of.	I can sort materials on the basis of the materials they are made up of
Describe properties of common materials (MW)	Properties: hard, strong, bendy, soft, cold, shiny, heavy, flexible, weak, soft	I can identify a property of a common material I can identify solids, liquids and gases	I can describe the properties of a common material I can describe the properties of solids, liquids and gases	I can compare and contrast the properties of different materials I can compare and contrast solids, liquids and gases	I can sort materials on the basis of their properties I can classify a range of common solids, liquids and gases
Describe the uses of common materials (MW)		I can identify the use of a common material	I can describe the uses of common materials	And I can relate (link) the use to their properties	I can predict the use of a material from its properties.
Effective strategies	Children confuse: "material" with "fabric" 'object" with "material"	Children confuse "properties of the material" with "properties of the object".	Children focus on differences: Use senses to notice	Similarities and differences are "properties" of materials	Avoid: natural and man-made for where materials come from

	<p>“material” means what something is made of</p> <p>Ask – what is the object made of?</p> <p>Children confuse properties.</p> <p>E.g. smooth and soft; hard and strong.</p>	<p>E.g. The “scissors” are shiny rather than the material the scissors are made from (metal) is shiny.</p> <p>Children confuse: “use of object” with “property”</p> <p>E.g. The “window” lets the light into the room rather than properties of glass (transparency) lets the light in.</p>	<p>similarities and differences between materials</p>		
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