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| **Success Criteria** | Tick |
| I have planned the investigation (Prediction, Fair Test, Risk Assessment and Reliability) |  |
| I have made measurements |  |
| I have collected data |  |
| I have recorded results |  |
| I have plotted a graph |  |
| I have discovered a trend |  |
| I have noted a relationship between the variables |  |
| I have given a scientific explanation of the relationship |  |
| I have evaluated the experiment by discussing these criteria and ways of improving the measurements |  |
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Our Investigation is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Prediction

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Diagram of the Equipment

Fair Test

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Method

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Results Table

Graph

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Analysis

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Evaluation

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**Planning**

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| **Me** | **Prediction** | **Achieved?** | | **Colour** |
|  | Talk about the ideas and make simple predictions using everyday experiences. |  |  | 3 |
|  | Use simple scientific knowledge and understanding to predict results |  |  | 4 |
|  | Make predictions with scientific knowledge and understanding including simple models. |  |  | 5 |
|  | Make predictions using abstract scientific ideas. |  |  | 6 |
|  | Be able to plan qualitative predictions using scientific knowledge and understanding from a variety of sources. |  |  | 7 |

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| **Me** | **Method** | **Achieved?** | | **Colour** |
|  | Planning method with assistance |  |  | 3 |
|  | Use scientific knowledge and skills to plan |  |  | 4 |
|  | Plan in a systematic way |  |  | 5 |
|  | Suggest a variety of methods and strategies for the investigation |  |  | 6 |
|  | Justify the methods and strategies they intend to use |  |  | 7 |

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| **Me** | **Fair Testing** | **Achieved?** | | **Colour** |
|  | Able to identify with assistance the variables to change and measure and those that need to be kept the same. |  |  | 4 |
|  | Identify key variables and be able to choose between independent and dependent variables and those they would keep the same. |  |  | 5 |
|  | Plan how to control the variables that will need to be kept the same and decide on the range and values of the independent variables. |  |  | 6 |
|  | Identify key variables that possibly cannot be easily controlled explaining the reason why. |  |  | 7 |

**Development**

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| **Me** | **Observation And Measurement** | **Achieved?** | | **Colour** |
|  | Follow a simple method of change if necessary in a safe way and collect observations that can be measured using simple equipment. |  |  | 3 |
|  | Make qualitative observations and use standard equipment to measure using accurate units. |  |  | 4 |
|  | Select measuring equipment that enable a series of detailed measurements to be made. |  |  | 5 |
|  | Make detailed observations and detailed measurements using equipment with detailed divisions. |  |  | 6 |
|  | Observe and measure in a systematic way |  |  | 7 |

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| **Me** | **Communicate Findings (Table and graph)** | **Achieved?** | | **Colour** |
|  | Arrange a results table and be able to create a bar chart |  |  | 3 |
|  | Able to create an accurate results table without the Teacher’s help |  |  | 4 |
|  | Able to create a bar chart/ line graph after axes have been given |  |  | 4 |
|  | Able to select a bar chart/line graph that depends on the results table |  |  | 5 |
|  | Able to create a bar chart/line graph without assistance |  |  | 5 |
|  | Able to select scales and the axis for their bar chart/line graph and units consistently (e.g. metre) |  |  | 5 |
|  | Uses correct axes and scales |  |  | 6 |
|  | Uses best fit line, omitting the point that does not fit |  |  | 7 |

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| **Me** | **Consider the Findings - Analysis** | **Achieved?** | | **Colour** |
|  | Start considering patterns and trends in discussing the table/graph. |  |  | 3 |
|  | Identify patterns and trends when referring to the graph (e.g. as the height increases) the ...) |  |  | 4 |
|  | Use a line graph to describe the relationship between two variables (continuous) |  |  | 5 |
|  | Start using quantitative definitions |  |  | 6 |
|  | Use some quantitative definitions and make calculations using the correct units. |  |  | 7 |

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| **Me** | **Explain Findings - Scientific Reason** | **Achieved?** | | **Colour** |
|  | Provide a simple explanation for differences between things. |  |  | 3 |
|  | Use some scientific knowledge to explain findings |  |  | 4 |
|  | Use scientific ideas and understanding (using models) to explain discoveries. (e.g. The height increases due to ...) |  |  | 5 |
|  | Explain the results using abstract scientific knowledge including models |  |  | 6 |
|  | State whether the relationship / pattern between the variables agrees with the prediction. |  |  | 6 |
|  | Apply abstract ideas and make links between processes or systems |  |  | 7 |

**Reflection**

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| **Me** | **Review outcomes and success criteria (Evaluation)** | **Achieved?** | | **Colour** |
|  | Note what worked and didn’t work and start considering how the method could be improved |  |  | 3 |
|  | Decide whether the method was successful and how to improve |  |  | 4 |
|  | Start to evaluate success criteria fully reflecting successful results. |  |  | 5 |
|  | Evaluation of success criteria fully reflecting successful results. |  |  | 6 |
|  | Improve success criteria for the future following their experiences |  |  | 7 |

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| Teacher comments |
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**Attainment**

**Teacher’s Statement**

On the whole, your work for the skill:

PLANNING is level \_\_\_\_\_\_\_

DEVELOPMENT is level \_\_\_\_\_\_\_

REFLECTION is level \_\_\_\_\_\_\_

on the attainment ladder.

Signature ........................................................................................... Date \_\_\_/\_\_\_/\_\_\_

**Pupil's statement**

In order to improve in the next task, I have to try to do the following:

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Signature ........................................................................................... Date \_\_\_/\_\_\_/\_\_\_