

I can investigate in Science

Science

Statement code no. SJC1

Student:

Class:

I can:

I have begun | I am working on this | I can

This has been demonstrated by my ability to:

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Design and carry out an investigation using the scientific method | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Understand that a scientist can investigate through experiments and research | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Understand that a scientist should ask a question first before they commence their work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Make a hypothesis (a temporary scientific explanation) that can be tested | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Recognise that testing my hypothesis involves a number of steps, through researching, conducting an experiment, calculating, analysing, evaluating reporting and concluding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Explain that there are different ways of testing the same hypothesis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Design and carry out an investigation to test my hypothesis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Indicate the risks involved in carrying out my investigation and describe the steps that can be taken to reduce the risks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Listen to the views of other group members when planning out an investigation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Follow the safety procedures necessary to avoid any incidents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Use the required equipment in a correct manner in the science laboratory | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Reflecting on my learning...

One thing I did well...

One thing that I might improve...

I really enjoyed.....because...

I can collect Data

Science

Statement code no. SJC2

Student:

Class:

I can:

I have begun | I am working on this | I can

This has been demonstrated by my ability to:

- | | |
|---|--|
| 1. Understand that all science involves evidence | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. Understand that I must be able to test my hypothesis | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. Describe how I collected data in a reliable and accurate manner when investigating by experiment | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. Create a research question from a topic I am researching | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. Reference correctly the work carried out by others | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. State the difference between good and bad sources of information | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. Use my skills to find trustworthy information from many sources | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8. Use a variety of sources such as internet, newspapers, scientific journals, books, etc. to find trustworthy information | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9. Measure the quantity (or amount) of something and the quality (or kind) of something in my investigations and record these as data | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10. Record all results accurately | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11. Record results using different methods | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12. Record my data in a table | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Reflecting on my learning...

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One thing that I might improve...

I really enjoyed.....because...

I can communicate in Science

Science

Statement code no. SJC3

Student:

Class:

I can:

I have begun | I am working on this | I can

This has been demonstrated by my ability to:

1. Draw a graph from the data provided
2. Carry out calculations
3. Use the correct units in my answers
4. Organise my data and present my results in a way that is easy to understand
5. Explain what is meant by the term outlier on a graph
6. See a pattern/trend in a graph
7. Check for reliable sources of data within media
8. Present my research investigation with keywords
9. Explain my findings

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflecting on my learning...

One thing I did well...

One thing that I might improve...

I really enjoyed.....because...

I can demonstrate knowledge and understanding

Science

Statement code no. SJC4

Student:

Class:

I can:

I have begun	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I am working on this	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I can	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
This has been demonstrated by my ability to:					
1. List the strengths of an investigation					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Recognise what I need to change in order to improve my investigation					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Explain how reliable and accurate my results are					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Answer questions about my investigation					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Go over my results and make a conclusion					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Explain why unusual results such as outliers occur					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Decide if my hypothesis has/has not been supported in the investigation					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Understand the work of a scientist					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Understand that science research and scientific discovery help make the world around me better					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Form an opinion based on evidence from my research					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. Give research evidence and explain how and why it is suitable					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. Make a connection between the conclusions of my investigation and the world around me					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
13. Give suitable reasons, based on evidence, to support/justify my opinion					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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