

Science KS3 Assessment Grid

Curriculum	Emerging (E)	Developing (D)	Gosford Hill Expected Standard (S)	Working Beyond (WB)
Scientific knowledge and understanding	- Recalls some key facts or terms with support - Names scientific objects or processes without explanation - Describes what happens, but not why	- Defines key terms accurately - Describes scientific processes in the correct order - Uses simple cause-and-effect statements with scaffolding	- Explains why phenomena occur using scientific ideas - Links cause and effect using correct scientific vocabulary - Applies knowledge to familiar contexts from lessons	- Connects multiple scientific ideas together - Applies knowledge to new or unfamiliar contexts - Explains how changing one factor affects an outcome
Working scientifically	- Follows instructions step-by-step when given - Uses equipment safely with support - Identifies obvious variables when prompted - Makes simple observations but may struggle to explain them	- Identifies independent and dependent variables with guidance - Chooses equipment from a given list - Follows a method with minor errors - Begins to explain why something happens using basic science ideas	- Plans a fair test in familiar contexts - Identifies variables using taught sentence stems - Evaluates methods using explicit prompts ("One improvement would be...")	- Applies all working scientifically ideas to new contexts (from the KS3 curriculum) - Anticipates errors after practical work - Gives more than one justified improvement
Maths in science	- Substitutes numbers into simple formulas when guided - Uses basic units	- Rearranges simple equations with scaffolding - Uses standard form and	- Correctly substitutes and rearranges taught - Uses correct units consistently - Applies maths to	- Chooses the correct equation without being told - Spots obvious errors in values

	<i>correctly some of the time</i> • <i>Performs simple calculations (mean, difference) with support</i>	<i>prefixes inconsistently</i> • <i>Completes multi-step calculations with occasional errors</i>	science contexts they've already met	• <i>Explains relationships qualitatively (not algebraically)</i>
Data skills	• <i>Records results in simple tables with help</i> • <i>Draws basic graphs with incorrect scaling or labels</i> • <i>Describes patterns without linking to science</i>	• <i>Produces correctly labelled tables and graphs with guidance</i> • <i>Identifies trends and anomalies when prompted</i> • <i>Uses data to support a basic conclusion</i>	<i>Correctly draws tables and graphs with:</i> • <i>labelled axes</i> • <i>sensible scales</i> <i>Drawing conclusions directly from data</i> <i>Using key phrases such as "This suggests that..."</i>	• <i>Identifies anomalies independently</i> • <i>Links trends to KS3 science ideas (particles, forces, cells)</i> • <i>Comments on reliability in simple terms</i>

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