Summative Assessment Rubric – Year 3

How the world works - *Inventions*



Central Idea: Simple Machines Make Work Easier

Name: Joyce

	1	2	3	4
Understanding of and connection to central idea	Shows no understanding or connection	Shows some understanding and connection	Shows good understanding and uses some examples to connect to central idea	Shows excellent understanding and connects with detail to central idea
Required elements	6 simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose
Instructions for how to use invention	Unclear instructions Not in chronological order Steps unclear	Instructions in order Steps provided Attempt at using time connectives	Instructions in order Time connectives Imperative verbs Reference to simple machines	Clear, well structured instructions Time connectives, imperative verbs Links simple machines

Student comment:

How do simple machines make work easier to do?

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How does your final design help to solve a problem?

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When you made a game, which learner profile do you think you used the most and why?

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Teacher comment:

Joyce's Make-up Machine final invention is extremely creative! She has really thought about who would find it useful. She managed to use the correct features of instructions in order to explain how her invention works. Joyce really enjoyed this unit of Inquiry and asked some fantastic questions. Joyce also managed to link this with a range of simple machines. Great work on this unit Joyce!

Summative Assessment Rubric – Year 3

How the world works - *Inventions*



Central Idea: Simple Machines Make Work Easier

Name: Jerry

	1	2	3	4
Understanding of and connection to central idea	Shows no understanding or connection	Shows some understanding and connection	Shows good understanding and uses some examples to connect to central idea	Shows excellent understanding and connects with detail to central idea
Required elements	6 simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose
Instructions for how to use invention	Unclear instructions Not in chronological order Steps unclear	Instructions in order Steps provided Attempt at using time connectives	Instructions in order Time connectives Imperative verbs Reference to simple machines	Clear, well structured instructions Time connectives, imperative verbs Links simple machines

Student comment:

How do simple machines make work easier to do?

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How does your final design help to solve a problem?

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When you made a game, which learner profile do you think you used the most and why?

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Teacher comment:

Jerry's Jet Boat Car Ball invention is very creative! I know he thought hard about which simple machines' would be used to make it work. His instructions do need to be more focused and I hope next time he uses more time connectives and imperative verbs. I know he enjoyed this unit of inquiry a lot as he asked amazing questions throughout. Well done for the great work Jerry!

Summative Assessment Rubric – Year 3

How the world works - *Inventions*



Central Idea: Simple Machines Make Work Easier

Name: Sahil

	1	2	3	4
Understanding of and connection to central idea	Shows no understanding or connection	Shows some understanding and connection	Shows good understanding and uses some examples to connect to central idea	Shows excellent understanding and connects with detail to central idea
Required elements	6 simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose
Instructions for how to use invention	Unclear instructions Not in chronological order Steps unclear	Instructions in order Steps provided Attempt at using time connectives	Instructions in order Time connectives Imperative verbs Reference to simple machines	Clear, well structured instructions Time connectives, imperative verbs Links simple machines

Student comment:

How do simple machines make work easier to do?

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How does your final design help to solve a problem?

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When you made a game, which learner profile do you think you used the most and why?

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Teacher comment:

Sahil's Recycling Machine is a great invention and his ideas link well to the central idea. He included simple machines and steps that explained how they are used. Sahil also wrote some fantastic instructions to explain how his machine works. Next time I hope he remembers to finish off his instructions with a clear ending statement. I can tell Sahil learnt a lot during this Unit by all of the interesting questions he asked throughout! Great work.

Summative Assessment Rubric – Year 3

How the world works - *Inventions*



Central Idea: Simple Machines Make Work Easier

Name: Adil

	1	2	3	4
Understanding of and connection to central idea	Shows no understanding or connection	Shows some understanding and connection	Shows good understanding and uses some examples to connect to central idea	Shows excellent understanding and connects with detail to central idea
Required elements	6 simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose
Instructions for how to use invention	Unclear instructions Not in chronological order Steps unclear	Instructions in order Steps provided Attempt at using time connectives	Instructions in order Time connectives Imperative verbs Reference to simple machines	Clear, well structured instructions Time connectives, imperative verbs Links simple machines

Student comment:

How do simple machines make work easier to do?

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How does your final design help to solve a problem?

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When you made a game, which learner profile do you think you used the most and why?

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Teacher comment:

Adil's final invention really made me smile! He thought carefully and created the Dictionary Glasses. He wrote about this invention and considered who might want to buy it. He also made links with lots of simple machines within his instructions. Next time I hope Adil thinks carefully when writing his instructions and remembers to put them in chronological order. I am happy with how Adil managed to connect with our central idea on this unit.

Summative Assessment Rubric – Year 3

How the world works - *Inventions*



Central Idea: Simple Machines Make Work Easier

Name: Ji Woo

	1	2	3	4
Understanding of and connection to central idea	Shows no understanding or connection	Shows some understanding and connection	Shows good understanding and uses some examples to connect to central idea	Shows excellent understanding and connects with detail to central idea
Required elements	simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose
Instructions for how to use invention	Unclear instructions Not in chronological order Steps unclear	Instructions in order Steps provided Attempt at using time connectives	Instructions in order Time connectives Imperative verbs Reference to simple machines	Clear, well structured instructions Time connectives, imperative verbs Links simple machines

Student comment:

How do simple machines make work easier to do?

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How does your final design help to solve a problem?

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When you made a game, which learner profile do you think you used the most and why?

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Teacher comment:

Ji Woo's final invention highlighted her enjoyment of this Unit. She created the Fish Feeder Machine and paired this with some fantastic instructions. Ji Woo thought carefully about her target audience and made sure her invention was purposeful. She engaged well with this unit and asked lots of questions throughout. I know she has developed her understanding of forces and other scientific elements. Great work Ji Woo!

Summative Assessment Rubric – Year 3

How the world works - *Inventions*



Central Idea: Simple Machines Make Work Easier

Name: Kevin

	1	2	3	4
Understanding of and connection to central idea	Shows no understanding or connection	Shows some understanding and connection	Shows good understanding and uses some examples to connect to central idea	Shows excellent understanding and connects with detail to central idea
Required elements	simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose
Instructions for how to use invention	Unclear instructions Not in chronological order Steps unclear	Instructions in order Steps provided Attempt at using time connectives	Instructions in order Time connectives Imperative verbs Reference to simple machines	Clear, well structured instructions Time connectives, imperative verbs Links simple machines

Student comment:

How do simple machines make work easier to do?

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How does your final design help to solve a problem?

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When you made a game, which learner profile do you think you used the most and why?

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Teacher comment:

Kevin engaged really well with this unit of inquiry. He enjoyed learning about simple machines and always had lots of questions about forces. His final invention was a Cooking Machine and he managed to include lots of simple machines within his design. He also wrote simple instructions to explain how it works. I am happy with the effort Kevin put into this unit of inquiry. Great job Kevin!

Summative Assessment Rubric – Year 3

How the world works - *Inventions*



Central Idea: Simple Machines Make Work Easier

Name: Khushvi

	1	2	3	4
Understanding of and connection to central idea	Shows no understanding or connection	Shows some understanding and connection	Shows good understanding and uses some examples to connect to central idea	Shows excellent understanding and connects with detail to central idea
Required elements	simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose
Instructions for how to use invention	Unclear instructions Not in chronological order Steps unclear	Instructions in order Steps provided Attempt at using time connectives	Instructions in order Time connectives Imperative verbs Reference to simple machines	Clear, well structured instructions Time connectives, imperative verbs Links simple machines

Student comment:

How do simple machines make work easier to do?

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How does your final design help to solve a problem?

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When you made a game, which learner profile do you think you used the most and why?

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Teacher comment:

Khushvi created the Squishy Machine Arm Rest as her final product for this unit of inquiry. She thought about who would find it useful and how it would use simple machines to work. Khushvi seemed to enjoy researching during this unit in order to find answers to her questions. I am happy with how she chose to express her understand of how the world works with her final project. Great work Khushvi!

Summative Assessment Rubric – Year 3

How the world works - *Inventions*



Central Idea: Simple Machines Make Work Easier

Name: Sean

	1	2	3	4
Understanding of and connection to central idea	Shows no understanding or connection	Shows some understanding and connection	Shows good understanding and uses some examples to connect to central idea	Shows excellent understanding and connects with detail to central idea
Required elements	simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose
Instructions for how to use invention	Unclear instructions Not in chronological order Steps unclear	Instructions in order Steps provided Attempt at using time connectives	Instructions in order Time connectives Imperative verbs Reference to simple machines	Clear, well structured instructions Time connectives, imperative verbs Links simple machines

Student comment:

How do simple machines make work easier to do?

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How does your final design help to solve a problem?

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When you made a game, which learner profile do you think you used the most and why?

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Teacher comment:

Sean worked extremely hard to connect with the central idea on this unit and produced a fantastic invention to show his learning: The Hamster Robot. He carefully considered who would find this invention useful and made some references to simple machines. I hope he continues to investigate scientific concepts and learns more about how the effect how the world works. I am happy with his final project. Good job Sean!

Summative Assessment Rubric – Year 3

How the world works - *Inventions*



Central Idea: Simple Machines Make Work Easier

Name: Michael S

	1	2	3	4
Understanding of and connection to central idea	Shows no understanding or connection	Shows some understanding and connection	Shows good understanding and uses some examples to connect to central idea	Shows excellent understanding and connects with detail to central idea
Required elements	simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose
Instructions for how to use invention	Unclear instructions Not in chronological order Steps unclear	Instructions in order Steps provided Attempt at using time connectives	Instructions in order Time connectives Imperative verbs Reference to simple machines	Clear, well structured instructions Time connectives, imperative verbs Links simple machines

Student comment:

How do simple machines make work easier to do?

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How does your final design help to solve a problem?

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When you made a game, which learner profile do you think you used the most and why?

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Teacher comment:

Michael S really enjoyed this unit of inquiry and asked lots of questions throughout to further his learning. His final invention was Camera Submarine which he explained well with written instructions. He really considered who would want to buy this product and explained how it works. He made some references to simple machines within his final project. I am happy with how much effort Michael S put into this unit of inquiry. Great work Michael S!

Summative Assessment Rubric – Year 3

How the world works - *Inventions*



Central Idea: Simple Machines Make Work Easier

Name: Sophie

	1	2	3	4
Understanding of and connection to central idea	Shows no understanding or connection	Shows some understanding and connection	Shows good understanding and uses some examples to connect to central idea	Shows excellent understanding and connects with detail to central idea
Required elements	simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose
Instructions for how to use invention	Unclear instructions Not in chronological order Steps unclear	Instructions in order Steps provided Attempt at using time connectives	Instructions in order Time connectives Imperative verbs Reference to simple machines	Clear, well structured instructions Time connectives, imperative verbs Links simple machines

Student comment:

How do simple machines make work easier to do?

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How does your final design help to solve a problem?

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When you made a game, which learner profile do you think you used the most and why?

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Teacher comment:

Sophie created The Car Transformer as her final product for this unit of inquiry. Sophie linked this with the investigations we had done in class. She thought about who would find it useful and how it would use simple machines to work. Sophie had a lot of questions during this unit and enjoyed researching online to find out her answers. I think her final project reflects her understanding of the unit. Well done Sophie!

Summative Assessment Rubric – Year 3

How the world works - *Inventions*



Central Idea: Simple Machines Make Work Easier

Name: William

	1	2	3	4
Understanding of and connection to central idea	Shows no understanding or connection	Shows some understanding and connection	Shows good understanding and uses some examples to connect to central idea	Shows excellent understanding and connects with detail to central idea
Required elements	simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose
Instructions for how to use invention	Unclear instructions Not in chronological order Steps unclear No time connectives	Instructions in order Steps provided Attempt at using time connectives	Instructions in order Time connectives Imperative verbs Reference to simple machines	Clear, well structured instructions Time connectives, imperative verbs Links simple machines

Student comment:

How do simple machines make work easier to do?

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How does your final design help to solve a problem?

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When you made a game, which learner profile do you think you used the most and why?

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Teacher comment:

William worked hard on his final project and produced a Sea-Land Machine. He thought carefully about how this invention would help others. In class he always joined in with class discussions about inventions and asked lots of questions to further his learning. He used research skills to find answers and always linked his ideas to his past learning. I am happy with how much effort William made during this unit of inquiry.

Summative Assessment Rubric – Year 3

How the world works - *Inventions*



Central Idea: Simple Machines Make Work Easier

Name: Carl

	1	2	3	4
Understanding of and connection to central idea	Shows no understanding or connection	Shows some understanding and connection	Shows good understanding and uses some examples to connect to central idea	Shows excellent understanding and connects with detail to central idea
Required elements	simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose
Instructions for how to use invention	Unclear instructions Not in chronological order Steps unclear No time connectives	Instructions in order Steps provided Attempt at using time connectives	Instructions in order Time connectives Imperative verbs Reference to simple machines	Clear, well structured instructions Time connectives, imperative verbs Links simple machines

Student comment:

How do simple machines make work easier to do?

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How does your final design help to solve a problem?

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When you made a game, which learner profile do you think you used the most and why?

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Teacher comment:

Carl worked hard on his final project and created a Miner Machine. He considered ways that his invention could help others. In class he began to join in with class discussions about inventions and asked lots of questions to further his learning. He used research skills to find answers and always linked his ideas to his past learning. I am happy with how much effort Carl made during this unit of inquiry.

Summative Assessment Rubric – Year 3

How the world works - *Inventions*



Central Idea: Simple Machines Make Work Easier

Name: Cheryl

	1	2	3	4
Understanding of and connection to central idea	Shows no understanding or connection	Shows some understanding and connection	Shows good understanding and uses some examples to connect to central idea	Shows excellent understanding and connects with detail to central idea
Required elements	simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose
Instructions for how to use invention	Unclear instructions Not in chronological order Steps unclear No time connectives	Instructions in order Steps provided Attempt at using time connectives	Instructions in order Time connectives Imperative verbs Reference to simple machines	Clear, well structured instructions Time connectives, imperative verbs Links simple machines

Student comment:

How do simple machines make work easier to do?

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How does your final design help to solve a problem?

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When you made a game, which learner profile do you think you used the most and why?

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Teacher comment:

Cheryl worked hard on her final product for this Unit of Inquiry and created the "Cat Pulley Machine" she wrote clear instructions on how to use this and made many references to simple machines and forces. In class, Cheryl began to ask more questions to further her learning. She was able to research to find out the answers to her questions. I am happy with Cheryl's progress during this Unit of Inquiry. Great work Cheryl!

Summative Assessment Rubric – Year 3

How the world works - *Inventions*



Central Idea: Simple Machines Make Work Easier

Name: Aanya

	1	2	3	4
Understanding of and connection to central idea	Shows no understanding or connection	Shows some understanding and connection	Shows good understanding and uses some examples to connect to central idea	Shows excellent understanding and connects with detail to central idea
Required elements	simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose
Instructions for how to use invention	Unclear instructions Not in chronological order Steps unclear No time connectives	Instructions in order Steps provided Attempt at using time connectives	Instructions in order Time connectives Imperative verbs Reference to simple machines	Clear, well structured instructions Time connectives, imperative verbs Links simple machines

Student comment:

How do simple machines make work easier to do?

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How does your final design help to solve a problem?

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When you made a game, which learner profile do you think you used the most and why?

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Teacher comment:

Aanya worked extremely hard during this Unit of Inquiry. She created the Charging Gardener Boots for her final project where she showcased her understanding of simple machines, forces, and instructional writing. Aanya had a lot of questions throughout this unit and was able to research well to find her answers. I am very happy with her progress. Great work Aanya!

Summative Assessment Rubric – Year 3

How the world works - *Inventions*



Central Idea: Simple Machines Make Work Easier

Name: Kieran

	1	2	3	4
Understanding of and connection to central idea	Shows no understanding or connection	Shows some understanding and connection	Shows good understanding and uses some examples to connect to central idea	Shows excellent understanding and connects with detail to central idea
Required elements	simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose
Instructions for how to use invention	Unclear instructions Not in chronological order Steps unclear No time connectives	Instructions in order Steps provided Attempt at using time connectives	Instructions in order Time connectives Imperative verbs Reference to simple machines	Clear, well structured instructions Time connectives, imperative verbs Links simple machines

Student comment:

How do simple machines make work easier to do?

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How does your final design help to solve a problem?

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When you made a game, which learner profile do you think you used the most and why?

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Teacher comment:

Kieran worked really hard during this Unit of Inquiry. He seemed very happy to be asking questions about technology from the past, present and future. He created the Camera Boots as his final product and clearly identified different simple machines in his design. When asked, he could explain the scientific concepts that help to make it work. I am very happy with is overall progress during this Unit of Inquiry.

Summative Assessment Rubric – Year 3

How the world works - *Inventions*



Central Idea: Simple Machines Make Work Easier

Name: Charlie

	1	2	3	4
Understanding of and connection to central idea	Shows no understanding or connection	Shows some understanding and connection	Shows good understanding and uses some examples to connect to central idea	Shows excellent understanding and connects with detail to central idea
Required elements	6 simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose	simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose
Instructions for how to use invention	Unclear instructions Not in chronological order Steps unclear	Instructions in order Steps provided Attempt at using time connectives Some reference to simple machines	Instructions in order Time connectives Imperative verbs Reference to simple machines	Clear, well structured instructions Time connectives, imperative verbs Links simple machines

Student comment:

How do simple machines make work easier to do?

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How does your final design help to solve a problem?

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When you made a game, which learner profile do you think you used the most and why?

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Teacher comment:

Charlie's Fraction Slicer Machine final invention shows creativity. He linked his ideas to the central idea and showed understanding of simple machines. He made sure to advertise his product with his instructions. In class, he asked questions consistently throughout this Unit of Inquiry. Charlie was able to use research tools to find answers to his questions. I am happy with the progress he made during this Unit.

Summative Assessment Rubric – Year 3

How the world works - *Inventions*



Central Idea: Simple Machines Make Work Easier

Name: Michael L

	1	2	3	4
Understanding of and connection to central idea	Shows no understanding or connection	Shows some understanding and connection	Shows good understanding and uses some examples to connect to central idea	Shows excellent understanding and connects with detail to central idea
Required elements	6 simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose
Instructions for how to use invention	Unclear instructions Not in chronological order Steps unclear	Instructions in order Steps provided Attempt at using time connectives Some reference to simple machines	Instructions in order Time connectives Imperative verbs Reference to simple machines	Clear, well structured instructions Time connectives, imperative verbs Links simple machines

Student comment:

How do simple machines make work easier to do?

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How does your final design help to solve a problem?

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When you made a game, which learner profile do you think you used the most and why?

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Teacher comment:

Michael worked hard throughout this Unit of Inquiry. His final invention, the Rescue - Ator, showed clear understanding of simple machines. In class, Michael was happy to ask questions to further his learning and used research tools to aid his understanding. He seemed to enjoy this unit of inquiry and I am happy with the progress he has made. Great work Michael!

Summative Assessment Rubric – Year 3

How the world works - *Inventions*



Central Idea: Simple Machines Make Work Easier

Name: Kiki

	1	2	3	4
Understanding of and connection to central idea	Shows no understanding or connection	Shows some understanding and connection	Shows good understanding and uses some examples to connect to central idea	Shows excellent understanding and connects with detail to central idea
Required elements	6 simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose
Instructions for how to use invention	Unclear instructions Not in chronological order Steps unclear	Instructions in order Steps provided Attempt at using time connectives Some reference to simple machines	Instructions in order Time connectives Imperative verbs Reference to simple machines	Clear, well structured instructions Time connectives, imperative verbs Links simple machines

Student comment:

How do simple machines make work easier to do?

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How does your final design help to solve a problem?

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When you made a game, which learner profile do you think you used the most and why?

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Teacher comment:

Kiki worked hard throughout this Unit of Inquiry. His final invention, the Mechanical Arm, showed clear understanding of simple machines. In class, Kiki was happy to ask questions to further his learning and used research tools to aid his understanding. He seemed to enjoy this unit of inquiry and I am happy with the progress he has made. Great work Kiki!

Summative Assessment Rubric – Year 3

How the world works - *Inventions*



Central Idea: Simple Machines Make Work Easier

Name: Lanna

	1	2	3	4
Understanding of and connection to central idea	Shows no understanding or connection	Shows some understanding and connection	Shows good understanding and uses some examples to connect to central idea	Shows excellent understanding and connects with detail to central idea
Required elements	6 simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose	6 simple machines Forces Target audience Invention has a purpose
Instructions for how to use invention	Unclear instructions Not in chronological order Steps unclear	Instructions in order Steps provided Attempt at using time connectives Some reference to simple machines	Instructions in order Time connectives Imperative verbs Reference to simple machines	Clear, well structured instructions Time connectives, imperative verbs Links simple machines

Student comment:

How do simple machines make work easier to do?

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How does your final design help to solve a problem?

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When you made a game, which learner profile do you think you used the most and why?

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Teacher comment:

Lanna worked hard throughout this Unit of Inquiry. Her final invention, the Dog Treater, showed clear understanding of simple machines. In class, Lannal was happy to ask questions to further ers learning and used research tools to aid her understanding. She seemed to enjoy this unit of inquiry and I am happy with the progress she has made. Great work Lanna!