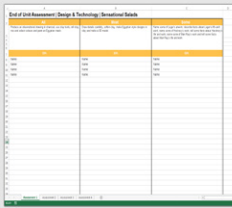# assessment guidance

Plan*it* Unit Assessment Suggestions

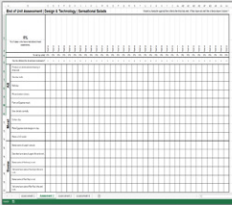Each **plan**it unit has the following assessment tools included.

Spreadsheet

Various assessment options have been provided in a spreadsheet to offer maximum flexibility and opportunity for editing to suit your needs.
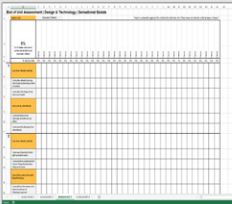
Assessment One

This sheet lists the 'all/most/some' statements related to what children will learn during the unit. Children's names can be entered in the appropriate column and the spreadsheet will calculate the proportion of the class at each stage.
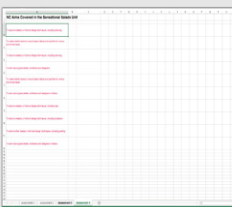
Assessment Two

This sheet splits down the 'all/most/some' statements on the previous sheet in a class grid, allowing a more detailed picture. The spreadsheet will calculate the proportion of the class at each stage as well as the percentage of statements achieved by each child.

Assessment Three

This sheet lists the aim and success criteria for each lesson across the unit in a class grid. The spreadsheet will calculate the percentage of statements achieved by each child. If you would prefer to focus purely on the aims or success criteria alone, the relevant rows can easily be deleted.

Assessment Four

This sheet simply lists the elements of the National Curriculum addressed by the unit for you to cut and paste if required.

Child Led Assessment

Success Criteria Grids *(per lesson)*

These individual grids listing the aims and success criteria with check boxes can be given out at the start of the lesson so that children have them to refer to during their learning. At the end of the lesson children can self or peer assess against the criteria. A second box is provided for teachers to then record their assessment.
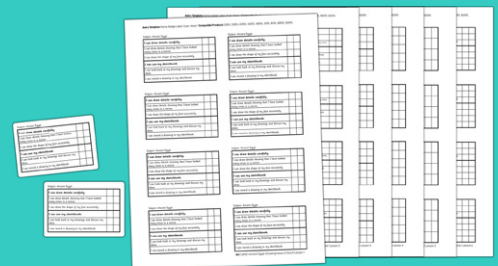
KWL Grid

These grids can be done individually or as a class at the start and end of a unit to record what children **k**now, what they **w**ant to know, and what they have **l**earnt.

Jigsaw Target

These sheets list the aims and success criteria for each lesson across the unit in a child friendly jigsaw grid. These could be stuck in books and coloured in before/during/after the unit as a continuous assessment document to show progression, or used at the end of each lesson or the unit to record learning.
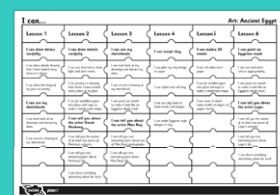
Assessment Ideas within Lessons

Some handy ideas from our **Plan**it teaching team on how you could assess within a lesson.

Plan*it* Success Criteria Grids

These individual grids are provided for each lesson and will print out on label templates for convenience.

Plan*it* Activity Sheets

Our activity sheets have three circles below the aim box for optional assessment, using the traffic light system or colouring 1, 2 or 3 circles as appropriate.

Whiteboards

Useful throughout the lesson, whiteboards give you the opportunity for individual feedback and a quick way to spot misconceptions.

Traffic Light, Smiley Face Fans or Thumbs Up/Thumbs Down

A fun way for children to show their confidence and understanding at different points throughout the lesson.

Stimulus and Card Response

Useful in a variety of lessons, children can be given a word or a statement and they respond using a relevant card from the pack they have been given. This could be saying a word and children showing the correct picture card, or reading a statement and children showing true or false. These could also be A/B/C/D cards to be used as multiple choice responses to a quiz on the IWB.

Lesson Reflection

Children record how they felt about the lesson, what their next steps should be and any questions they have. Suggestions within this include:

- Using colour coded pens (e.g. tickled pink, polishing purple, green for growth)
- Smiley faces to indicate enjoyment and understanding of the lesson
- Peer assessment
- Traffic light system to indicate understanding

At the beginning of the next lesson children could be given time to respond to any feedback.

Bookending

A question could be set at the start of the lesson and repeated at the end to show progression.

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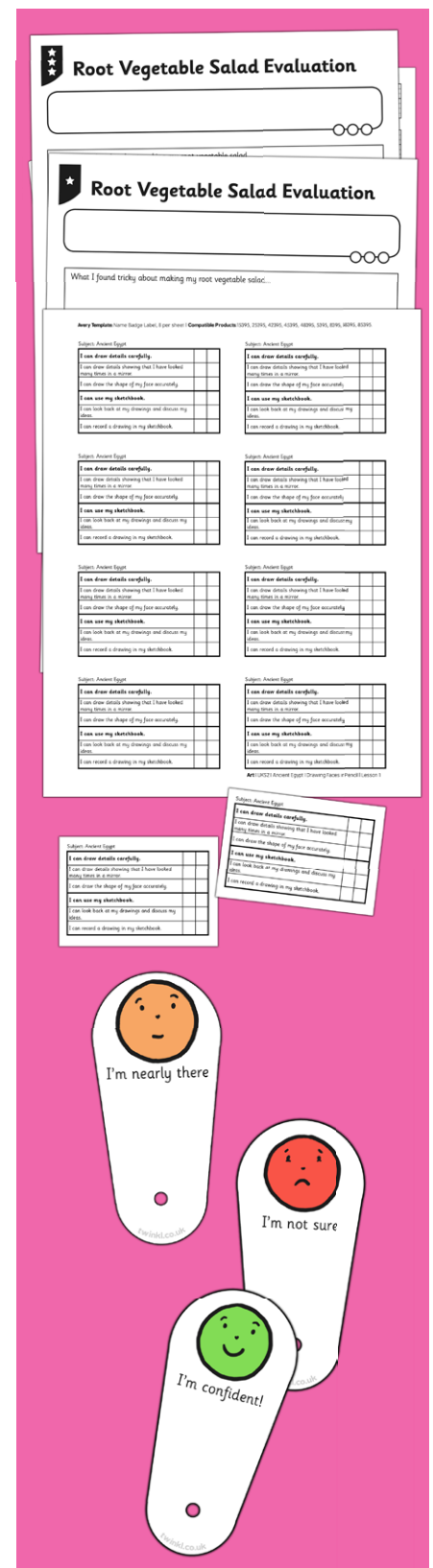
Be kind to yourself, you're doing wonderfully.

End of Unit Assessment | Science | Year 4 | Living Things and Their Habitats

All	Most
Sort living things into groups, generate questions about animals, see similarities and differences between vertebrates, identify vertebrate groups, identify the characteristics of living things, suggest how to have a positive effect on the local environment, record observations on a map and name some endangered species.	Generate criteria to use to sort living things, sort living things into a Venn diagram, sort living things into a Carroll diagram, use questions to sort animals using a key, use a key to identify invertebrates by looking at their characteristics, use the characteristics of living things to sort them using a classification key, show the characteristics of living things in a table. Create a classification key, identify dangers to wildlife in the local and wider environment, record observations in a table, write a report and present findings to the class.
33%	33%
Name	Name
Name	Name
Name	Name
Name	Name

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Some

Explain, using evidence, how they have identified invertebrates and explain in more detail how changes to the environment have affected endangered species.

33%

Name

Name

Name

Name

I can...   Science | Year 4 | Living Things and Their Habitats

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
I can group living things in a range of ways.	**I can generate questions to use in a classification key.**	**I can use a key to identify invertebrates.**	**I can create a classification key.**	**I can recognise positive and negative changes to the local environment.**	**I can describe environmental dangers to endangered species.**
I can sort living things into groups.	I can generate questions about animals.	I can answer the questions in a key by looking closely at invertebrates.	I can identify the characteristics of living things.	I can identify dangers to wildlife in the local environment.	I can name some endangered species.
I can generate criteria to sort living things.	I can use questions to sort animals in a key.	I can use a key to name the invertebrates I have found.	I can use the characteristics of living things to sort them using a classification key.	I can suggest how to have a positive effect on the local environment.	I can say how changes to the environment have affected endangered species.
I can use a range of methods to sort living things.	**I can identify vertebrates by observing their similarities and differences.**	**I can use evidence to identify an invertebrate.**	**I can show the characteristics of living things in a table and a key.**	**I can record my observations in different ways.**	**I can present my findings orally and in writing.**
I can sort living things into a Venn diagram.	I can see similarities and differences between vertebrates.	I can identify invertebrates by looking at their characteristics.	I can show the characteristics of living things in a table.	I can record my observations on a map.	I can write a report about information I have gathered through research.
I can sort living things into a Carroll diagram.	I can use these to identify vertebrate groups.	I can explain how I have used evidence to do this.	I can create a classification key.	I can record my observations in a table.	I can present my findings to the class.

Science: Living Things and Their Habitats

K	W	L
What I know	What I want to know	What I have learnt

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