### Early Childhood: Turtle Watch and Bean Assessments

<table>
<thead>
<tr>
<th>Level</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
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| Turtle Diagram/model | • draws a diagram or makes a model of a turtle but does not include labels.  
• draws an inaccurate representation of the turtle, i.e. number of legs.  
• describes own needs. | • identifies and describes some features of the turtle although not all features are accurate, or relevant to the task.  
• writes/makes a statement about a feature that helps the turtle survive, e.g. "has a hard shell".  
• writes/makes a statement about what the basic needs of a turtle are, e.g. food. | • identifies or describes some features of the turtle and links these features to the survival of the turtle, e.g. "has a hard shell so predators cannot eat it".  
• provides additional details beyond the task.  
• writes or makes a statement using scientific terminology about a feature that helps the turtle survive, i.e. herbivore, cold blooded.  
• draws a labelled diagram that indicates the functions of different body parts in the turtle.  
• describes needs of turtles including food, water and shelter and compares to own needs. |
| Broad bean germination | • describes what did to bean but doesn't link to needs as a living thing  
• makes an observation of the bean | • identifies needs of the bean.  
• water, warmth  
• Makes observations about the bean using senses and responds to questions about beans | • identifies needs of bean and compares with own needs  
• Identifies bean as a living thing  
• Makes several observations about the bean, responds to questions and refers to their diagram to share what happened to bean over time |