

**Year 6 Rubric Concept Map Assessment**  
**Biological Science, Science Understanding, Australian Curriculum**

Performance Indicators	D	C	B	A
<b>Key Concepts:</b> <ul style="list-style-type: none"> <li>• Growth</li> <li>• Adaptations</li> <li>• Living things</li> <li>• Non living things</li> <li>• environment</li> </ul>	<ul style="list-style-type: none"> <li>• Limited number of concepts selected relating to topic</li> <li>• Arrangement of concepts illustrates limited understanding of conceptual relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Concept map demonstrates some of the key ideas content. Eg only one habitat or type of animal described</li> <li>• Headings such as diet, habitat and features included but may also include irrelevant facts</li> <li>• Arrangement of concepts demonstrates simple understanding of subordinate conceptual relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Most concepts relating to topic were selected</li> <li>• Cause and effect relationships evident from selection of concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Arrangement of concepts demonstrates an understanding of structure and function</li> <li>• Evidence that student has considered what could happen to survival of animal if key aspect changes or is missing</li> <li>• Relationships include more abstract and multi faceted Eg links survival to reproduction rates, basics of evolution</li> </ul>
<b>Hierarchical Structure</b>	No sense of hierarchical structure	Concepts are displayed in a linear sequence with headings but no structure	Some structure used with appropriate headings for most groups	<ul style="list-style-type: none"> <li>• Headings are appropriate and move from big ideas to specific points</li> <li>• Clear hierarchy evident</li> </ul>
<b>Linkages</b>	<ul style="list-style-type: none"> <li>• No relationships between concepts evident, more like a brainstorm of words</li> <li>• irrelevant linking or comments words</li> </ul>	<ul style="list-style-type: none"> <li>• Some basic relationships indicated by connected lines</li> <li>• Linking words are simple and repetitive</li> </ul>	Relationships indicated with a connecting line and labelled with linking words	Linking words show variety and reflect an understanding of relationships between concepts
<b>Cross Links</b>	Cross links not evident or appear random	<ul style="list-style-type: none"> <li>• Limited cross links are used</li> <li>• Superficial connections</li> </ul>	Cross links used to reflect simple straightforward connections	Cross links demonstrate in depth understanding and interrelationships of ideas
<b>Depth of Coverage</b>	Limited content included	Superficial coverage of key ideas with little extension of ideas	Main ideas included and relationships described	Content shows depth of understanding, cause and effect relationships and application of

				additional concepts
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