**Skills: Plan, Perform**

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| **4 - Exceeding** | **3 - Meeting** | **2 - Approaching** | **1 - Working Below** |
| Independently and consistently:   * States a question answerable by doing an experiment (not opinion or yes/no) * Identifies all necessary observable or measurable characteristics * Selects some variables to control * Selects some variables to test and measure * Makes prediction supported by prior scientific learning * Designs experiments to collect intended evidence * Chooses appropriate materials and equipment * Follows procedures step by step * Uses materials, techniques and equipment competently * Makes relevant observations * Records evidence appropriately (units, labels, pictures) * Identifies and uses safety procedures | Generally:   * Clearly states questions answerable by doing an experiment (not opinion or yes/no) * Identifies observable characteristics * Makes prediction supported by observations * Designs experiments to collect intended evidence * Chooses appropriate materials and equipment * Follows procedures step by step * Uses materials, techniques and equipment appropriately * Makes relevant observations * Records evidence appropriately (units, labels, pictures) * Identifies and uses safety procedures | With prompting or on occasion:   * States a question answerable by doing an experiment (not opinion or yes/no) * Identifies some observable characteristics * Makes a prediction * Designs experiments to collect intended evidence * Sometimes chooses appropriate materials and equipment * Follows procedures step by step * Mostly uses materials, techniques and equipment appropriately * Makes observations * Records evidence appropriately (units, labels, pictures) * Identifies and uses safety procedures | Has difficulty even with support to:   * State a question answerable by doing an experiment (not opinion or yes/no) * Identifies some observable characteristics * Make a prediction * Design a complete experiment * Choose appropriate materials and equipment * Follow procedures step by step * Use materials, techniques and equipment * Make observations * Record evidence (units, labels, pictures) * Work safely |

**Skills: Analyze, Explain**

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| **4 - Exceeding** | **3 - Meeting** | **2 - Approaching** | **1 - Working Below** |
| Independently and consistently:   * Organizes evidence efficiently and effectively (e.g., charts, graphs) * Sequences or sorts based on more than one attributes * Recognizes and explains patterns and relationships in objects or events * Makes simple conclusions based on observations * Relate conclusion to prediction * Applies findings to other situations * Identifies 2 or more new testable questions that arise from what was learned * Evaluate and suggest practical improvements to constructed objects * Communicates questions, procedures, and results efficiently and effectively * Always uses specific science vocabulary appropriately * Collaborates with others * Seeks and respects the views of others | Generally:   * Organizes evidence appropriately and effectively (e.g., charts, graphs) * Sequences or sorts based on one or more attributes * Recognizes patterns and relationships in objects or events * Makes simple conclusions based on observations * Relate conclusion to prediction * Identifies 1-2 new questions that arise from what was learned (occasionally contains opinion) * Evaluate constructed objects * Communicates questions, procedures, and results effectively * Uses specific science vocabulary appropriately * Collaborates with others * Seeks and respects the views of others | With prompting or on occasion:   * Organizes evidence appropriately (e.g., charts, graphs) * Sequences or sorts based on one attributes * Recognizes some patterns in objects or events * Makes some conclusions * Identifies another question that arises from what was learned (often contains opinion) * Evaluate constructed objects * Communicates questions, procedures, and results * Sometimes uses science vocabulary appropriately * can occasionally work in groups to: * Collaborate with others * Respects the views of others | Has difficulty even with support to:   * Organizes evidence appropriately and effectively (e.g., charts, graphs) * Sequence or sort based on an attributes * Recognizes patterns * Make a conclusion * Identifies another question that arises from what was learned (contain opinion) * Evaluate constructed objects * Communicates questions, procedures, results * Seldom uses science vocabulary appropriately * Collaborate with others * Respect the views of others |

**Science, Technology, Society, Environment (STSE)/Knowledge:**

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| **4 - Exceeding** | **3 - Meeting** | **2 - Approaching** | **1 - Working Below** |
| Independently and consistently:   * Understanding of concepts goes beyond the curricular outcomes; content can be applied to new situations * Gives examples of how concepts explored relate to and impact daily life * Descriptions of content are complete, using specific science vocabulary appropriately * Communicates knowledge efficiently and effectively (written, oral, and/or visual) | Generally:   * Demonstrates understanding of most concepts (at least ¾) * Gives examples of how concepts explored relate to daily life * Descriptions of content are mostly complete, using specific science vocabulary appropriately * Communicates knowledge effectively (written, oral, and/or visual) | With prompting or on occasion:   * Demonstrates understanding of some concepts (at least 2/3) * Gives an example of how concepts explored relate to daily life * Descriptions of content sometimes incomplete; science vocabulary used at times * Communicates knowledge with some difficulty (written, oral, and/or visual) | Has difficulty even with support to:   * Understand concepts * Give an example relating to daily life * Describe content * Communicate knowledge (written, oral, and/or visual) |