**Science, Technology, Society, Environment (STSE)**

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| **4 - Exceeding** | **3 - Meeting** | **2 - Approaching** | **1 - Working Below** |
| **Independently and consistently:*** **Describes that science and technology uses processes to investigate the natural and constructed world (e.g., multiple trials, re-testing, variations in data)**
* Describes that science and technology develop over time
* Describe ways that science and technology work together
* Describe applications of science and technology that have developed in response to human and environmental needs
* Describe positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment
 | **Generally:*** **Describes that science and technology uses processes to investigate the natural and constructed world (e.g., multiple trials, re-testing, variations in data)**
* Describes that science and technology develop over time
* Describe ways that science and technology work together
* Describe applications of science and technology that have developed in response to human and environmental needs
* Describe positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment
 | **With prompting or on occasion:*** **Describes that science and technology uses processes to investigate the natural and constructed world (e.g., multiple trials, re-testing, variations in data)**
* Describes that science and technology develop over time
* Describe ways that science and technology work together
* Describe applications of science and technology that have developed in response to human and environmental needs
* Describe positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment
 | **Has difficulty even with support to:*** **Describes that science and technology uses processes to investigate the natural and constructed world (e.g., multiple trials, re-testing, variations in data)**
* Describes that science and technology develop over time
* Describe ways that science and technology work together
* Describe applications of science and technology that have developed in response to human and environmental needs
* Describe positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment
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**Skills: Plan, Perform**

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| **4 - Exceeding** | **3 - Meeting** | **2 - Approaching** | **1 - Working Below** |
| Independently and consistently:* Clearly states testable questions
* Identifies all necessary observable or measurable characteristics
* Selects all relevant variables to test, control, and measure
* Makes prediction supported by prior scientific learning and research
* Designs experiments to collect intended evidence; steps are complete, concise and can be understood by others
* Chooses appropriate materials and equipment
* Conducts experiments that control all needed variables
* Uses materials, techniques and equipment competently
* Observes relevant evidence
* Records evidence appropriately (symbols, units, labels, readability)
* Identifies and uses safety procedures
 | Generally:* Clearly states questions answerable by doing an experiment (not opinion or yes/no)
* Identifies observable or measurable characteristics
* Selects relevant variables to ensure a fair test (controlling variables)
* Makes plausible prediction supported by prior scientific learning
* Designs experiments to collect intended evidence; steps are complete and can be understood by others
* Chooses appropriate materials and equipment
* Conducts experiments that control most variables
* Uses materials, techniques and equipment competently
* Observes relevant evidence
* Records evidence appropriately (symbols, units, labels, readability)
* 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 or measurable characteristics
* Selects some variables to for a fair test (controlling variables)
* Makes prediction supported by prior scientific learning
* Designs experiments to collect intended evidence; some steps may be incomplete or missing
* Sometimes chooses appropriate materials and equipment
* Conducts experiments that controls some variables
* Mostly uses materials, techniques and equipment competently
* Observes evidence
* Mostly records evidence Records evidence appropriately (symbols, units, labels, readability)
* 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 or measurable characteristics
* Identify variables
* Make a prediction
* Design a complete experiment
* Rarely chooses appropriate materials and equipment
* Has difficulty even with support to:
* Conduct an experiment that controls some variables
* Uses materials, techniques and equipment
* Observes evidence
* Records evidence (symbols, units, labels, readability)
* Work safely
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**Skills: Analyze, Explain**

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| **4 - Exceeding** | **3 - Meeting** | **2 - Approaching** | **1 - Working Below** |
| Independently and consistently:* Organizes evidence efficiently and effectively
* Accurately classifies
* Recognizes and explains patterns and relationships in data
* Makes conclusions supported by data
* Relate conclusion to prediction based on research
* 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
* Independently and consistently:
* Communicates questions, procedures, and results efficiently and effectively
* Always uses specific science vocabulary appropriately
* Collaborates with others
 | Generally:* Organizes evidence appropriately and effectively
* Accurately classifies
* Recognizes patterns and relationships in data
* Makes conclusions supported by data
* Relate conclusion to prediction
* Identifies 1-2 new questions that arise from what was learned (occasionally contains opinion)
* Evaluate and suggest improvements to constructed objects
* Communicates questions, procedures, and results effectively
* Uses specific science vocabulary appropriately
* Collaborates with others
 | With prompting or on occasion:* Organizes evidence appropriately
* Classifies to some extent
* Recognizes some patterns in data
* Makes some conclusions
* Identifies another question that arises from what was learned (often contains opinion)
* Suggest an improvement to constructed objects
* Communicates questions, procedures, and results
* Uses science vocabulary appropriately
* Works in groups collaboratively with others
 | Has difficulty even with support to:* Organizes evidence appropriately and effectively
* Accurately classifies
* Recognizes patterns
* Make a conclusion
* Identifies another question that arises from what was learned (contain opinion)
* Suggest an improvement to constructed objects
* Communicates questions, procedures, results
* Seldom uses science vocabulary appropriately
* Collaborate with others
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**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
* Descriptions of content are complete, using specific science vocabulary appropriately
* Content can be applied to new situations
* Communicates knowledge efficiently and effectively (written, oral, and/or visual)
 | Generally:* Demonstrates understanding of most concepts (at least ¾)
* 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)
* 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
* Describe content
* Communicate knowledge (written, oral, and/or visual)
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