**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
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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 (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
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**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)
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