

Semester ONE & TWO Rubric – GRADE K through 3

SCIENCE

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Demonstrates knowledge of content from unit(s) studied	<ul style="list-style-type: none"> ▪ Demonstrates above grade level understanding of scientific content ▪ Easily incorporates new vocabulary appropriately in own speech and writing (use beyond expectations for grade level) ▪ Makes scientific connections beyond grade level expectation 	<ul style="list-style-type: none"> ▪ Demonstrates grade-appropriate understanding of scientific content as demonstrated in assessments, lab notebook and/or teacher observations ▪ Shows grade level understanding and use of new vocabulary <ul style="list-style-type: none"> ✓ uses in context of labs verbally ✓ correctly integrates into conclusions and, as appropriate, includes in science writing 	<ul style="list-style-type: none"> ▪ Demonstrates limited and/or inconsistent understanding of scientific content ▪ New vocabulary use is limited and isolated to use within activity or proximity to instruction. ▪ Teacher scaffolding required to use vocabulary in context of discussion or written work. 	<ul style="list-style-type: none"> ▪ Student requires intensive teacher help to demonstrate proficient skills
Actively engages in investigations and discussions to draw conclusions	<ul style="list-style-type: none"> ▪ Shows advanced understanding of purpose and/or anticipates outcomes of investigation tasks ▪ Shows above grade level skill with collecting, recording and utilizing data ▪ Draws above grade level conclusions from investigations and data collected / presented ▪ Written and/or oral explanations show advanced understanding 	<ul style="list-style-type: none"> ▪ Attends to investigation tasks ▪ Follows procedures as written and/or explained ▪ With minimal teacher support, student collects, records and utilizes data appropriately ▪ Draws reasonable conclusions from investigations ▪ Incorporates evidence into conclusions ▪ Provides age-appropriate written and/or oral explanation of conclusions 	<ul style="list-style-type: none"> ▪ Inconsistently attends to investigation tasks ▪ Requires teacher prompting to follow procedures ▪ Requires teacher help to perform proficient skills regarding data collection, recording and usage ▪ Conclusions and explanations are often unreasonable or disconnected to the investigation 	<ul style="list-style-type: none"> ▪ Student requires intensive teacher help to demonstrate proficient skills

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