

**Grades 3-5 Scientific Concepts and Related Content  
Generic Rubric  
Use for evaluating quarterly goals**

\* Note: This general rubric could be rewritten to include the concepts, generalizations, strategies and skills important to the grade level standards.

Score	Standards and Evidences
<b>4-</b>	<p>Students-</p> <ul style="list-style-type: none"> <li>- Communicate in-depth, sophisticated understanding of relevant scientific concepts and content</li> <li>-Use observable characteristics and properties of objects, organisms, and/or materials to make other connections or extend thinking</li> <li>-Expand their ideas and explanations by posing “what if ?”questions and can connect their learning to real life events</li> <li>-Revise prior misconceptions when appropriate</li> <li>-Precisely and appropriately use scientific terminology</li> <li>-Use multiple representations and notations to organize and display information.(graph, charts, drawings)</li> <li>-Accurately and appropriately use scientific tools and technologies to carry out investigations (rulers, hand lens)</li> </ul>
<b>3-</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>-Communicate understanding of relevant scientific concepts and content</li> <li>-Use observable characteristics and properties of objects, organisms, and/or materials to draw relevant conclusions</li> <li>-Alter misconceptions and conclusions when confronted with new evidence or ideas</li> <li>-Precisely and appropriately use scientific terminology</li> <li>-Use scientific representations and notations to organize and display information.(graph, charts, drawings)</li> <li>-Appropriately use scientific tools and technologies to carry out investigations (rulers, hand lens, computer)</li> </ul>
<b>2-</b>	<p>Students-</p> <ul style="list-style-type: none"> <li>-Communicate minimal understanding of relevant scientific concepts and content</li> <li>-Use observable characteristics and properties of objects, organisms, and/or materials to draw some relevant conclusions</li> <li>-Occasionally alter misconceptions and conclusions when confronted with new evidence or ideas</li> <li>-Uses some scientific terminology</li> <li>-Attempt to use scientific representations and notations to organize and display information, but were incomplete.(graph, charts, drawings)</li> <li>-Attempt to use scientific tools and technologies to carry out investigations, but with inaccuracies (rulers, hand lens)</li> </ul>
<b>1-</b>	<p>Students-</p> <ul style="list-style-type: none"> <li>-Communicate misunderstandings of relevant scientific concepts and content</li> <li>-May use observable characteristics and properties of objects, organisms, and/or materials to draw some relevant conclusions</li> <li>- No use of relevant scientific terminology</li> <li>-Did not use or inappropriately used scientific representations and notations to organize and display information.(graph, charts, drawings)</li> <li>-Did not use scientific tools and technologies appropriately</li> </ul>

