

Grades K-2 Scientific Concepts and Related Content Generic Rubric

Use for evaluating quarterly goals

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

Score	Standards and Evidences
4-	Students- - Independently propose ideas and explanations about what they observed and investigated and communicate them orally -Independently draw relevant conclusions based upon data and information gathered -Begin to expand their ideas and explanations by posing “what if ?” questions and can connect their learning to real life events and phenomena -Scientific language and vocabulary is used consistently -Pictorial representations are detailed and include appropriate labeling. Students represent numerous ideas and information
3-	Students: -Independently propose ideas and explanations about what they observe and communicate them orally -Students draw relevant conclusions based upon data and information gathered with occasional prompting -May alter misconceptions and conclusions when confronted with new evidence or ideas -Use scientific language to describe observations and investigations -Pictorial representations include detail and may include labeling.
2-	Students- -Pose concrete ideas and explanations of what they observe and communicate ideas with some prompting and questioning -May need prompting and questioning to draw relevant conclusions about investigations -May have some misconceptions but may begin to recognize alternative ideas when prompted -Begin to use some scientific language to describe observations -Pictorial representations include some detail
1-	Students- -Restate what is observed with prompting and questioning -With extensive prompting can draw some conclusions based upon investigations and information gathered -May have a number of misconceptions about what was learned -Little or no scientific language is used to describe observations -Attempt to represent learning with simple pictorial representations