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|  | **4****Exceeds Expectations** Demonstrates with mastery(exceeds)  | **3** **Meets Expectations**Independently demonstrates(meets)  | **2****Approaching Expectations**Demonstrates with support(progressing) | **1** **Does Not Meet Expectations**Not demonstrated at this time(area of concern) |
| Uses scientific inquiry to observe, record, make connections, and draw conclusions Q1-Q4 | Students make predictions based upon prior knowledge, experience, and investigation. Students may begin to hypothesize with teacher guidance (I think this… because…) Students can independently record observations using content specific vocabulary and detailed sketchesStudents independently propose explanations about what they observed. They can independently draw relevant conclusions based upon observations and information gathered Students can independently revise misconceptions and connect learning to real life events | Students can independently make predictions that are based upon prior knowledge and experience Students can record observations using content specific vocabulary and detailed sketches with little guidance Students need little guidance to propose explanations about what they observed. They need less prompting and questioning to draw relevant conclusions based upon observations and information gatheredStudents may alter misconceptions and conclusions when confronted with new evidence or ideas | Students begin to make predictions that are based on prior knowledge and experienceStudents can record observations using general vocabulary and basic sketches. Needs teacher guidance to include details and include content specific vocabularyStudents need prompting and questioning to draw relevant conclusions and to propose explanations about what they observed. Students continue to have misconceptions but may begin to recognize and understand alternative ideas when prompted | Students can begin to make predictions or guesses with guidanceWith guidance and structure, student can begin to record observations using words and sketchesStudents need extensive prompting to draw conclusions or propose explanations about what they have observed. Students have misconceptions about what was learned  |

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| Recognizes the basic characteristics and needs common to all living thingsQ1 Q3 | Students can apply knowledge of the basic characteristics of living things and the needs common to all living things to new situations. Student is also able to compare the needs of various plants and animals (ex. shelters can be different: bear – den, bird – nest)  | Able to identify the basic characteristics of living things and the needs common to all living things | With assistance is able to identify the basic characteristics of living things and the needs common to all living things | Unable to identify of the basic characteristics of living things and the needs common to all living things. May have a number of misconceptions about what is learned |
| Recognizes cycles that occur in nature | Able to identify and explain the stages of a cycle(s) and apply knowledge to other real world occurrences | Able to identify the stages of a given cycle in nature | With assistance is able to identify the stages of a given cycle | Unable to identify the stages of a given cycle  |