|  | **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, measure, record, make connections, and draw conclusions | Makes predictions based upon prior knowledge, experience, and investigation. Students may begin to hypothesize with teacher guidance (I think this… because…)  Independently records observations using content specific vocabulary, correct measurements, and detailed sketches  Independently proposes explanations about what they observed. They can independently draw relevant conclusions and make connections based upon observations and information gathered.  Independently revises misconceptions and connect learning to real life events. | Independently make predictions that are based upon prior knowledge and experience  Records observations using content specific vocabulary, correct measurements, and detailed sketches with little guidance  Needs little guidance to propose explanations about what they observed. They need less prompting and questioning to draw relevant conclusions and make connections based upon observations and information gathered.  Alters misconceptions and conclusions when confronted with new evidence or ideas. | Begins to make predictions that are based on prior knowledge and experience  Records observations using general vocabulary, measurements, and basic sketches. Needs teacher guidance to include details and include content specific vocabulary.  Needs prompting and questioning to draw relevant conclusions, make connections, and to propose explanations about what they observed.  Continues to have misconceptions but may begin to recognize and understand alternative ideas when prompted. | Begins to make predictions or guesses with guidance  Begins to record observations using words, measurements, and sketches with guidance and structure.  Needs extensive prompting to draw conclusions or propose explanations about what they have observed.  Has a number of misconceptions about what was learned. |

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| --- | --- | --- | --- | --- |
| Demonstrates understanding of Earth Science concepts | Q1  Student can consistently and independently make real-world connections and proficiently describe and explain the properties, causes, and effects of extreme weather events.   * Weather tools * Current natural events * Extreme weather * Positive and Negative effects   Q2  Student can consistently and independently make real-world connections and proficiently describe how Earth’s cycles affect life on Earth.   * Rotation (day/night) * Revolution (seasons)   Student can consistently and independently make real-world connections, and proficiently explain changes in the Earth’s surface and their cause.   * Soil * Layers of the Earth * Weathering, erosion, and deposition * Earthquake and volcano | Q1  Student can make real-world connections, describe, and explain the general properties, causes, and effects of weather with little teacher guidance.   * Weather tools * Current natural events * Extreme weather * Positive and Negative effects   Q2  Student can make connections, recognize, and describe the Earth’s cycles and how they affect life on Earth with little teacher guidance.   * Rotation (day/night) * Revolution (seasons)   Student can identify, make real-world connections, and explain changes in the Earth’s surface and their cause with little teacher guidance.   * Soil * Layers of the Earth * Weathering, erosion, and deposition * Earthquake and volcano | Q1  Student needs some teacher guidance and/or prompting to make real-world connections, describe and explain the properties, causes, and effects of weather.   * Weather tools * Current natural events * Extreme weather * Positive and Negative effects   Q2  Student needs some teacher guidance and/or prompting to recognize, make connections, and describe the Earth’s cycles and how they affect life on Earth.   * Rotation (day/night) * Revolution (seasons)   Student needs some teacher guidance and/or prompting to identify, make real-world connections, and explain changes in the Earth’s surface and their cause   * Soil * Layers of the Earth * Weathering, erosion, and deposition * Earthquake and volcano | Q1  Student needs extensive teacher guidance and prompting in order to make real-world connections describe and explain the properties, causes, and effects of weather.   * Weather tools * Current natural events * Extreme weather * Positive and Negative effects   Q2  Student needs extensive teacher guidance and prompting in order to recognize, make connections, and describe the Earth’s cycles and how they affect life on Earth.   * Rotation (day/night) * Revolution (seasons)   Student needs extensive teacher guidance and prompting in order to identify, make real-world connections, and explain changes in the Earth’s surface and their cause   * Soil * Layers of the Earth * Weathering, erosion, and deposition * Earthquake and volcano |

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| --- | --- | --- | --- | --- |
| Demonstrates understanding of Life Science concepts | Q3 & Q4  Student can consistently and independently make real-world connections and proficiently describe the interdependence of plants and animals.   * Habitats * Behaviors * Development   Student can consistently and independently make real-world connections and proficiently describe the cause and effect of human impact on the environment.   * Needs * Decisions | Q3 & Q4  Student can make real-world connections and describe the interdependence of plants and animals with little teacher guidance.   * Habitats * Behaviors * Development * Food Chains   Student can make real-world connections and describe the cause and effect of human impact on the environment with little teacher guidance.   * Needs * Decisions | Q3 & Q4  Student needs some teacher guidance and/or prompting to make real-world connections and describe the interdependence of plants and animals.   * Habitats * Behaviors * Development   Student needs some teacher guidance and/or prompting to make real-world connections and describe the cause and effect of human impact on the environment.   * Needs * Decisions | Q3 & Q4  Student needs extensive teacher guidance and prompting in order to make real-world connections and describe the interdependence of plants and animals.   * Habitats * Behaviors * Development   Student needs extensive teacher guidance and prompting in order to make real-world connections and describe the cause and effect of human impact on the environment.   * Needs * Decisions |
| Demonstrates understanding of Physical Science concepts | Q4  Student can consistently and independently explain and make real-world connections about how friction, force, and motion relate to work.  Student can consistently and independently identify simple machines, their function, and demonstrate their effective use in the real world. | Q4  Student can explain and make real-world connections about how friction, force, and motion relate to work with little teacher guidance.  Student can identify simple machines, their function, and effective use in the real world with little teacher guidance. | Q4  Student needs some teacher guidance and/or prompting to explain and make real-world connections about how friction, force, and motion relate to work.  Student needs some teacher guidance and/or prompting to identify simple machines, their function, and effective use in the real world. | Q4  Student needs extensive teacher guidance and prompting in order to explain and make real-world connections about how friction, force, and motion relate to work.  Student needs extensive teacher guidance and prompting in order to identify simple machines, their function, and effective use in the real world. |