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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, measure, record and draw conclusions | Precisely and appropriately used Scientific Inquiry   * Makes predictions and hypothesizes independently * Records observations using content specific vocabulary, accurate units, and detailed sketches * Uses data to make connections and support conclusions * Explains a clear and logical conclusion * Forms new questions or apply conclusion to new contexts | Effectively and independently used Scientific Inquiry   * Makes predictions based upon prior knowledge and experience * Records observations using content specific vocabulary, accurate units, and detailed sketches with little guidance * Uses data to make connections and support conclusions * Explains a clear and logical conclusion with little guidance | Attempted to use Scientific Inquiry   * Beginning to make predictions based upon prior knowledge and experience * Records observations using general vocabulary with some missing or incomplete information * Conclusions not supported or partially supported by data * Gives an incomplete or unclear explanation | Did not use or inappropriately used Scientific Inquiry   * Has difficulty making predictions * Records inaccurate or few observations * Conclusions omitted or unrelated to task or observations * Gives no explanation |

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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) |
| Demonstrates an understanding of life science | Provided evidence of in-depth, sophisticated understanding of relevant scientific concepts, principles or theories of life sciences. (Big ideas relating to specific units: life processes; structure and function of plants and their parts; plant adaptations; plant and animal responses to environment; inherited and learned traits and behaviors; interdependence of organisms) | Provided evidence of understanding of relevant scientific concepts, principles or theories of life sciences. (Big ideas relating to specific units: life processes; structure and function of plants and their parts; plant adaptations; plant and animal responses to environment; inherited and learned traits and behaviors; interdependence of organisms) | Provided some evidence of understanding of relevant scientific concepts, principles or theories of life sciences. (Big ideas relating to specific units: life processes; structure and function of plants and their parts; plant adaptations; plant and animal responses to environment; inherited and learned traits and behaviors; interdependence of organisms) | Provided minimal or no evidence of understanding of relevant scientific concepts, principles or theories of life sciences. (Big ideas relating to specific units: life processes; structure and function of plants and their parts; plant adaptations; plant and animal responses to environment; inherited and learned traits and behaviors; interdependence of organisms) |
| Demonstrates an understanding of physical science | Provided evidence of in-depth, sophisticated understanding of relevant scientific concepts, principles or theories of physical science. (Big ideas relating to specific units: Properties of matter; physical and chemical changes of matter; forms, transfer and interaction of energy; forces) | Provided evidence of understanding of relevant scientific concepts, principles or theories of physical science. (Big ideas relating to specific units; Properties of matter; physical and chemical changes of matter; forms, transfer and interaction of energy; forces) | Provided some evidence of understanding of relevant scientific concepts, principles or theories of physical science. (Big ideas relating to specific units: Properties of matter; physical and chemical changes of matter; forms, transfer and interaction of energy; forces) | Provided minimal or no evidence of understanding of relevant scientific concepts, principles or theories of physical science. (Big ideas relating to specific units: Properties of matter; physical and chemical changes of matter; forms, transfer and interaction of energy; forces) |