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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)  |