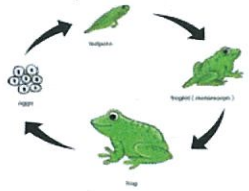



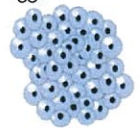


Example Assessment Rubrics # 1

	Progressions	Observation	Scientific Vocabulary
		<p>Nature of Science: (C) Understanding about Science (B) Investigating in Science</p> <p>Science Capabilities: Gather and Interpret Data/Use Evidence</p>	<p>Nature of Science: (D) Communicating in Science</p> <p>Science Capabilities: Interpret Representation</p>
<p>Life Cycle</p> 	Level 5	<p>Exploring a Situation:</p> <ul style="list-style-type: none"> I can communicate <u>detailed observations accurately and systematically</u>, and make <u>inference</u> from this. I can make <u>increasingly focused and detailed observations relevant</u> to identified scientific <u>patterns and relationships</u>. <p>Suggesting Explanations:</p> <ul style="list-style-type: none"> I can with reference to <u>relevant scientific ideas</u>, <u>seek other possible explanations that fit the evidence</u>. 	<p>Using Scientific Vocabulary:</p> <ul style="list-style-type: none"> I can use a <u>range of scientific terms and symbols appropriately and accurately</u> to describe and explain science ideas. I can <u>identify and describe science ideas</u> from a <u>range of texts, diagrams, and science representations</u>.
<p>Frog</p> 	Level 4	<p>Exploring a Situation:</p> <ul style="list-style-type: none"> I can <u>communicate</u> about observations with <u>accuracy and detail</u>, and make <u>inference</u> from this. I can make <u>more detailed observations and suggest patterns and/or relationships related to a scientific idea</u>. <p>Suggesting Explanations:</p> <ul style="list-style-type: none"> I can <u>suggest</u> an explanation and <u>consider others linked to the evidence</u>. 	<p>Using Scientific Vocabulary:</p> <ul style="list-style-type: none"> I can use a <u>range of scientific terms and symbols appropriately</u>. I can <u>correctly</u> distinguish between <u>scientific and everyday meanings</u> for terms used.
<p>Froglet</p> 	Level 3	<p>Exploring a Situation:</p> <ul style="list-style-type: none"> I can <u>describe</u> or represent the observations made, with <u>some accuracy and detail</u>. I can make a <u>series of observations to look for patterns and relationships</u>. <p>Suggesting Explanations:</p> <ul style="list-style-type: none"> I can <u>suggest</u> explanations <u>supported by some evidence</u>. 	<p>Using Scientific Vocabulary:</p> <ul style="list-style-type: none"> I can <u>develop</u> my use of <u>scientific vocabulary and symbols</u>. I can recognise that <u>some words have special scientific meaning</u>.
<p>Tadpole</p> 	Level 2	<p>Exploring a Situation:</p> <ul style="list-style-type: none"> I can <u>describe some observations</u>. I can <u>make observations and look for patterns or relationships</u>, with <u>prompting</u> as needed. <p>Suggesting Explanations:</p> <ul style="list-style-type: none"> I can <u>suggest cause effect links</u> for observations or events. 	<p>Using Scientific Vocabulary:</p> <ul style="list-style-type: none"> I can <u>experiment</u> with <u>scientific vocabulary</u>. I can use <u>correct labels</u> to describe experiences.
<p>Eggs</p> 	Level 1	<p>Exploring a Situation:</p> <ul style="list-style-type: none"> I can with <u>support</u>, identify observed <u>similarities and differences</u>. I can <u>contribute</u> observations to a <u>class exploration</u>. <p>Suggesting Explanations:</p> <ul style="list-style-type: none"> I can offer <u>simple explanations</u> for observations or events. 	<p>Using Scientific Vocabulary:</p> <ul style="list-style-type: none"> I can explore <u>new vocabulary</u>. I can use labels <u>provided</u> to label a drawing.

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