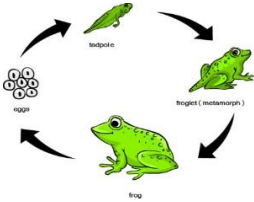



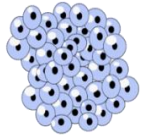
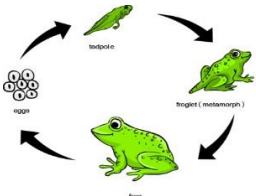

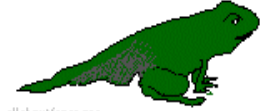

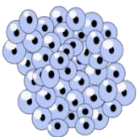


Example Assessment Rubrics # 1

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

Adapted from the Science Exemplar Matrices by Maree O'Boyle and Warren Bruce - UC Education Plus - For Use in Classrooms only

Example Assessment Rubrics # 2

	Progressions	<p style="text-align: center;">Asking Questions</p> <p>Nature of Science: (B) Investigating in Science</p> <p>Science Capabilities: Gather and Interpret Data/Use Evidence/ Critique Evidence</p>	
<p>Life Cycle</p> 	Level 5	<p>Asking a variety of Questions:</p> <ul style="list-style-type: none"> I can <u>refine</u> questions into <u>investigative</u> questions, and <u>give reasons why</u>; so they <u>lead</u> to a <u>systematic</u> investigation. <p>Question Starter:</p> <ul style="list-style-type: none"> I can <u>write appropriate</u> investigative questions. 	
<p>Frog</p> 	Level 4	<p>Asking a variety of Questions:</p> <ul style="list-style-type: none"> I can <u>independently</u> ask a <u>variety</u> of questions and <u>discuss and choose interesting</u> questions to investigate. <p>Question Starter:</p> <ul style="list-style-type: none"> I can <u>classify</u> questions and <u>select the appropriate</u> investigative method. 	
<p>Froglet</p> 	Level 3	<p>Asking a variety of Questions:</p> <ul style="list-style-type: none"> I <u>can ask</u> questions, and <u>participate in choosing</u> questions to investigate. <p>Question Starter:</p> <ul style="list-style-type: none"> I can <u>use a variety</u> of question starters and <u>recognize questions</u> that could <u>lead</u> to further investigation. 	
<p>Tadpole</p> 	Level 2	<p>Asking a variety of Questions:</p> <ul style="list-style-type: none"> I <u>can ask</u> questions in <u>discussions</u> about the topic. <p>Question Starter:</p> <ul style="list-style-type: none"> I can <u>choose my own</u> question starters to ask questions. 	
<p>Eggs</p> 	Level 1	<p>Asking a variety of Questions:</p> <ul style="list-style-type: none"> With <u>support</u> I can ask questions about the topic. <p>Question Starter:</p> <ul style="list-style-type: none"> I can <u>use</u> a given question starter to ask a question. E.g., How does ...? How can...? What if...? I wonder why ...? 	

Adapted from the Science Exemplar Matrices by Maree O'Boyle and Warren Bruce – UC Education Plus - For Use in Classrooms only