**Science Questions and Activities Rubric**

This rubric forms the basis of how you are marked on your daily assignments.

**Knowledge and Understanding**

**Level 4** the student has demonstrated a thorough understanding of the science concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.

**Level 3** the student has demonstrated considerable understanding of the science concept embodied in the task. The student has provided a response that includes information that is correct and text-based. Some of the support and/or examples may be incomplete or omitted.

**Level 2** the student has demonstrated some understanding of the science concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic.

**Level 1** the student has demonstrated limited understanding of the science concept embodied in the task. The student has provided a response that is mostly inaccurate.

**Below/Re-do** the student has demonstrated no understanding of the science concept embodied in the task. The response has an insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task.

**Skills: Thinking and Investigation, Communication, Application**

**Level 4** the student:

T/I

* uses initiating and planning skills with a high degree of effectiveness.
* uses processing skills and strategies with a high degree of effectiveness.
* uses critical/ creative thinking processes, skills, and strategies with a high degree of effectiveness.

C

* expresses and organizes ideas and information with a high degree of effectiveness
* communicates for different audiences and purposes with a high degree of effectiveness.
* uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness.

A

* applies knowledge and skills in familiar contexts with a high degree of effectiveness.
* transfers knowledge and skills to unfamiliar contexts with a high degree of effectiveness.
* makes connections between science, technology, society, and the environment with a high degree of effectiveness.
* proposes courses of practical action of a high degree of effectiveness.

**Level 3** the student:

T/I

* uses initiating and planning skills with considerable effectiveness.
* uses processing skills and strategies with considerable effectiveness.
* uses critical/ creative thinking processes, skills, and strategies with considerable effectiveness.

C

* expresses and organizes ideas and information with considerable effectiveness
* communicates for different audiences and purposes with considerable effectiveness.
* uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness.

A

* applies knowledge and skills in familiar contexts with considerable effectiveness.
* transfers knowledge and skills to unfamiliar contexts with considerable effectiveness.
* makes connections between science, technology, society, and the environment with considerable effectiveness.
* proposes courses of practical action of a considerable effectiveness.

**Level 2** the student:

T/I

* uses initiating and planning skills with some effectiveness.
* uses processing skills and strategies with some effectiveness.
* uses critical/ creative thinking processes, skills, and strategies with some effectiveness.

C

* expresses and organizes ideas and information with some effectiveness
* communicates for different audiences and purposes with some effectiveness.
* uses conventions, vocabulary, and terminology of the discipline with some effectiveness.

A

* applies knowledge and skills in familiar contexts with some effectiveness.
* transfers knowledge and skills to unfamiliar contexts with some effectiveness.
* makes connections between science, technology, society, and the environment with some effectiveness.
* proposes courses of practical action of some effectiveness.

**Level 1** the student:

T/I

* uses initiating and planning skills with limited effectiveness.
* uses processing skills and strategies with limited effectiveness.
* uses critical/ creative thinking processes, skills, and strategies with limited effectiveness.

C

* expresses and organizes ideas and information with limited effectiveness
* communicates for different audiences and purposes with limited effectiveness.
* uses conventions, vocabulary, and terminology of the discipline with limited effectiveness.

A

* applies knowledge and skills in familiar contexts with limited effectiveness.
* transfers knowledge and skills to unfamiliar contexts with limited effectiveness.
* makes connections between science, technology, society, and the environment with limited effectiveness.
* proposes courses of practical action of limited effectiveness.