

## Second Grade Science Report Card Rubric- First Nine Weeks

### Second Grade Science Report Card Rubric –

Learning Goal	1 = Area of Concern	2 = Progress Being Made Towards Second Grade State Standards	3 = Meets Second Grade State Standards	4 = Understanding Goes Beyond Second Grade State Standards
<b>Matter and How Energy Changes Matter</b>				
I can classify solid and liquid matter by physical properties. 2.6A	The student is limited to sorting collections of items into groups using only one property. or The student does not explain the criteria that were used to sort the items (relative temperature, texture, flexibility, and whether materials are solid or liquid).	The student sorts collections of items into groups using two or more properties. and The students explains the criteria that were used to sort the items (relative temperature, texture, flexibility, and whether materials are solid or liquid).	The student sorts collections of items into groups of his/her choice using five or more properties. and The students explains the criteria that were used to sort the items (relative temperature, texture, flexibility, and whether materials are solid or liquid).	The student creates a diagram (like a brace map, chart, or flow map) to direct others to follow the same sorting rules. or The student creates a classified collection by sorting by at least seven properties.
I can conduct an investigation and explain how physical properties can be changed through processes such as cutting, folding, sanding, melting or freezing. 2.6(B)	The student does not conduct and/or describe the processes of physical change.	The student conducts investigations into physical property changes but does not use science vocabulary to describe the physical changes. Terms such as cutting, folding, sanding, melting or freezing.	The student conducts investigations into physical property changes and Describes how properties are changed using the terms such as cutting, folding, sanding, melting or freezing.	The student explains the cause and effect relationship between melting/freezing as related to increase/decrease of heat or The student relates the process of physical change to a real life example.

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<b>Matter and How Energy Changes Matter</b>				
I can demonstrate that objects can be combined or reassembled to form new objects for different purposes. 2.6C	The student does not design or construct a new structure from materials to fulfill a different purpose.	The student designs and constructs a new structure from materials to fulfill a purpose.	The student designs and constructs a new structure from materials to fulfill a purpose and explains why he/she chose the materials used based on their physical properties.	The student is given a real world structure similar to his/her construction. and The student discusses how the selection of the materials used to make the real world structure is similar to his/her selection of materials for making his/her design.
<b>Force, Motion, and Forms of Energy</b>				
I can explain how objects push on each other and change shape when they touch or collide. 2.7(A)	The student does not explain how objects push on each other and may change shape when they touch or collide.	The student explains how objects push on each other and may change shape when they touch or collide.	The student explains how objects push on each other and may change shape when they touch or collide using vocabulary such as push, pull, collision, strength motion, objects and shape.	The student independently observes, records, and draws conclusions about the reasons various objects push each other away differently when they touch or collide.

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<b>Force, Motion, and Forms of Energy</b>				
I can plan and conduct an investigation to demonstrate how the strength of a push and pull changes an object's motion. 2.7(B)	The student does not demonstrate how the strength of a push and pull changes an object's motion.	The student does plan and conduct an investigation demonstrating how the strength of a push and pull changes an object's motion, but can not use scientific vocabulary such as push, pull, collide, strength, motion, objects and shape.	The student does plan and conduct an investigation demonstrating how the strength of a push and pull changes an object's motion, using scientific vocabulary such as push, pull, collide, strength, motion, objects and shape.	The student can independently demonstrate the cause and effect of different strengths on the motion of an object using scientific vocabulary such as push, pull, collide, strength, motion, objects and shape.