

Second Grade Science Report Card Rubric-Fourth 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
Matter and How Energy Changes Matter				
<p>I can classify solid and liquid matter by physical properties. 2.6A</p>	<p>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).</p>	<p>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).</p>	<p>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).</p>	<p>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.</p>
<p>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)</p>	<p>The student does not conduct and/or describe the processes of physical change.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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Matter and How Energy Changes Matter				
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.
Force, Motion, and Forms of Energy				
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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Force, Motion, and Forms of Energy				
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.
I can demonstrate that sound is made up of vibrating matter and vibrations can be caused by a variety of means, including sound. 2.8 (A)	The student does not demonstrate that sound is made up of vibrating matter and can be caused by a variety of means. .	The student demonstrates that sound is made up of vibrating matter but does not identify that sound can be caused by a variety of means.	The student demonstrates that sound is made up of vibrating matter and identifies that sound can be caused by a variety of means.	The student demonstrates and verbally explain that sound is made up of vibrating matter and identifies that sound can be caused by a variety of means and Student can identify and explain how sound volume is affect by vibrations and what volume is appropriate for certain situations.

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Force, Motion, and Forms of Energy				
I can design and build a device using tools and materials that use sound to solve the problem of communicating over a distance. 2.8(C)	The student does not build a device.	The student builds a device using tools and materials that use sound to solve the problem of communicating over a distance but the device does not work properly.	The student builds a device using tools and materials that use sound to solve the problem of communicating over a distance and the device works properly.	The student builds a device using tools and materials that use sound to solve the problem of communicating over a distance and the student can explain why it works and/or problem solve a device that isn't working.

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Earth and Space				
<p>I can describe the Sun as a star that provides light and heat and explain that the moon reflects the Sun's light. 2.9 (A)</p>	<p>The student does not describe the Sun as a star and how it provides light and heat and explains that the moon reflects the Sun's light.</p>	<p>The student does describe the Sun as a star that provides light and heat and explains that the moon reflects the Sun's light, using scientific vocabulary such as sun, moon, light, reflect, and heat.</p>	<p>The student can illustrate and describe the Sun as a star that provides light and heat and explain that the moon reflects the Sun's light using scientific vocabulary such as sun, moon, light, reflect, and heat.</p>	<p>The student will be able to use real life examples of shadows and reflection to explain that the moon reflects the Sun's light.</p> <p align="center">and</p> <p>The student is able to explain the Sun, Earth, and Moon in relation to each other.</p>
<p>I can compare how objects in the sky are more visible and appear different with a tool than with an unaided eye. 2.9 (B)</p>	<p>The student does not use pictures and words to compare objects in the sky that are more visible with a tool than with an unaided eye.</p> <p align="center">and</p> <p>The student does not compare how objects can appear different with a tool than with an unaided eye.</p>	<p>The student compares how objects in the sky are more visible with a tool than with an unaided eye using pictures and words to note detailed observations and descriptions.</p> <p align="center">and</p> <p>The student compares how objects in the sky can appear different with a tool than with an unaided eye using pictures and words to note detailed observations and descriptions.</p>	<p>The student uses pictures and words to note their own detailed observations and descriptions to compare objects in the sky that are more visible and can appear different with a tool than with an unaided eye.</p> <p align="center">and</p> <p>The student independently identifies and compares tools like binoculars and telescopes are used to help us see objects better.</p>	<p>The student can construct and support an argument that shows that objects in the sky are more visible and appear differently when viewed with a tool such as a telescope or binoculars than with an unaided eye.</p>

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Earth and Space				
<p>I can investigate and describe how wind and water move soil particles across Earth's surface. 2.10 (A)</p>	<p>The student does not describe how wind and water move soil particles across Earth's Surface.</p>	<p>The student can describe how wind and water move soil and rock particles across Earth's Surface.</p>	<p>The student independently investigates and describes how wind and water move soil and rock particles across Earth's Surface.</p>	<p>The student can construct and support an argument that shows how wind moves soil and rock particles across Earth's Surface causing changes to landforms such as streams.</p> <p align="center">and</p> <p>The student can investigate and explain how soils such as sand and clay are formed by weathering.</p>
<p>I can measure and record weather information, including temperature and precipitation. 2.10 (B)</p>	<p>The student does not independently use tools to measure, numbers and words to record, and bar graphs to represent weather information and</p> <p>The student does not collaboratively find relationships between weather conditions based upon data recorded in charts and represented in bar graphs.</p>	<p>The student collaboratively uses tools to measure, words to record, and bar graphs to represent weather information. and/or</p> <p>The student collaboratively finds relationships between weather conditions based upon data recorded in charts and represented in bar graphs.</p>	<p>The student independently uses tools to measure, words to record, and bar graphs to represent weather information, including temperature and precipitation.</p> <p align="center">and</p> <p>The student independently finds relationships between weather conditions based upon data recorded in charts and represented in bar graphs.</p>	<p>The student uses evidence to construct and support an argument that will record weather data and help us see the weather changes that occur.</p> <p align="center">and</p> <p>The student independently analyzes the data over a period of days in different locations at the same time, including air temperature, wind direction and precipitation.</p>
<p>I can investigate different types of severe weather events and explain that some events are more likely than others in a given region. 2.10 (C)</p>	<p>The student does not investigate different types of severe weather events. and</p> <p>The student does not explain that some events are more likely than others in a given region.</p>	<p>The student collaboratively investigates different types of severe weather events. and</p> <p>The student collaboratively explains that some events are more likely than others in a given region.</p>	<p>The student independently investigates different types of severe weather events. and</p> <p>The students independently explains that some events are more likely than others in a given region.</p>	<p>The student investigates to construct and support an argument that different types of severe weather events, such as a hurricane, are more likely to occur in certain regions.</p>

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Earth and Space				
I can distinguish the difference between natural and manmade resource. 2.11 (B)	The student does not identify natural resources that are made in, on, or above the Earth's surface. and The student does not identify manmade resources that come from the Earth but are modified in some way for our use.	The student identifies natural resources that are made in, on, or above the Earth's surface. and/or The student identifies manmade resources that come from the Earth but are modified in some way for our use.	The student uses evidence to support claims that natural resources are made in, on, or above the Earth's surface. and The student uses evidence to support claims that manmade resources come from the Earth but are modified in some way for our use.	The student identifies and explain how characteristics of natural resources make them useful in products and materials such as clothing and furniture. or The student explains how natural resources can be conserved.
I can describe how human impact can be limited by making choices to properly conserve and dispose of materials. 2.11C	The student does not describe how human impact can be limited by making choices to properly conserve and dispose of materials.	The student collaboratively describes how human impact can be limited by making choices to properly conserve and dispose of materials.	The student independently describes how human impact can be limited by making choices to properly conserve and dispose of materials.	The student can identify and explain why the conservation of natural resources is important.

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Organisms and Environments				
I can describe how the physical characteristics of environments, including the amount of rainfall, support animals and plants within an ecosystem. 2.12 (A)	The student does not describe how the physical characteristics of environments, including the amount of rainfall, support animals and plants within an ecosystem	The student describes some physical characteristics of environments support animals and plants within an ecosystem, but does not include the amount of rainfall.	The student describes how the physical characteristics of environments, including the amount of rainfall, support animals and plants within an ecosystem	The student describes how the physical characteristics of environments, including the amount of rainfall, support animals and plants within an ecosystem by creating a drawing or model of an ecosystem.
I can create food chains identifying producers and consumers to demonstrate how animals depend on other living things. 2.12 (B)	The student does not collaboratively create food chains identifying producers and consumers to demonstrate how animals depend on other living things.	The student does collaboratively create food chains identifying producers and consumers to demonstrate how animals depend on other living things.	The student independently creates food chains identifying producers and consumers to demonstrate how animals depend on other living things	The student can construct and support an argument that food chains are made of producers and consumers that can be identified. and The student can identify and describe the flow of energy in a food chain.

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Organisms and Environments				
I can identify the parts of a plant, explain basic needs of survival and demonstrate how plants depend on other living things to move their seeds around. 2.12(C) 2.13(A)	The student does not identify the parts of a plant and explain its basic needs of survival. and The student does not demonstrate how plants depend on other living things to move their seeds around.	The student collaboratively identifies the parts of a plant and explains its basic needs of survival. and The student collaboratively demonstrates how plants depend on other living things to move their seeds around.	The student independently identifies the parts of a plant and explains its basic needs of survival. and The student independently demonstrates how plants depend on other living things to move their seeds around.	The students can Identify, explain and construct and support an argument that shows how plant parts, such as flowers, have specific functions to help a plant meet its basic needs, including moving their seeds around and producing offspring.
I can record and compare how the structures and behaviors of animals help them take in and find food, water, and air. 2.13(B)	The student does not compare or record how the structures and behaviors of animals' help them take in and find food, water, and air.	The student collaboratively compares and records how the structures and behaviors of animals' help them take in and find food, water, and air.	The student independently compares and records how the structures and behaviors of animals' help them take in and find food, water, and air.	The student can construct and support an argument that the structures and behaviors of animals help them meet their basic needs for survival, such as food and water. and The student is able to compare how those structures help different animals live, move, and meet basic needs for survival.
I can record and compare how being part of a group helps animals cope with changes, obtain food, and defend themselves. 2.13(C)	The student does not record or compare how being a part of a group helps animals cope with changes, obtain food, and defend themselves.	The student collaboratively records and compares how being a part of a group helps animals cope with changes, obtain food, and defend themselves.	The student independently records and compares how being a part of a group helps animals cope with changes, obtain food, and defend themselves.	The student can construct and support an argument that compares how being a part of a group helps animals cope with changes, obtain food, and defend themselves
I can describe some of the unique life cycles of animals where young animals do not resemble their parents including butterflies and frogs. 2.13(D)	The student does not describe the unique life cycles of animals where young animals do not resemble their parents including butterflies and frogs.	The student describes the unique life cycles of animals where young animals do not resemble their parents including butterflies and frogs.	The student uses evidence to describe the unique life cycles of animals where young animals do not resemble their parents including butterflies and frogs.	The student uses evidence to construct an argument that shows unique animal life cycles where young animals do not resemble their parents and where animals are different at each stage of their life cycles.