

## Science 5<sup>th</sup> Grade Rubric

| Science Standard              | 1                                                                                                                                                                                                                       | 2                                                                                                                                                                                                               | 3                                                                                                                                                                                                                |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Science</b>                |                                                                                                                                                                                                                         |                                                                                                                                                                                                                 |                                                                                                                                                                                                                  |
| Matter and Its Interactions   | With teacher's support, the student is able to recognize states of matter, changes in matter, and properties of matter. Develop a model showing the particles in matter are too small to be seen.                       | With prompting, the student is able to recognize states of matter, changes in matter, and properties of matter. Develop a model showing the particles in matter are too small to be seen.                       | Independently, the student is able to recognize states of matter, changes in matter, and properties of matter. Develop a model showing the particles in matter are too small to be seen.                         |
| Forces and Interactions       | With teacher's support, the student is able to explain the earth's gravitational force.                                                                                                                                 | With prompting, the student is able to explain the earth's gravitational force.                                                                                                                                 | Independently, the student is able to explain the earth's gravitational force.                                                                                                                                   |
| Energy                        | With teacher's support, the student is able to describe that energy in animal's food was once energy from the sun.                                                                                                      | With prompting, the student is able to describe that energy in animal's food was once energy from the sun.                                                                                                      | Independently, the student is able to describe that energy in animal's food was once energy from the sun.                                                                                                        |
| Molecules and Organisms       | With teacher's support, the student is able explain the process of photosynthesis.                                                                                                                                      | With prompting, the student is able explain the process of photosynthesis.                                                                                                                                      | Independently, the student is able explain the process of photosynthesis.                                                                                                                                        |
| Biological Evolution          | With teacher's support, the student is able to construction and explain variations and advantages in the survival or species in their habitats and changes in living conditions. Analyze & interpret data from fossils. | With prompting, the student is able to construction and explain variations and advantages in the survival or species in their habitats and changes in living conditions. Analyze & interpret data from fossils. | Independently, , the student is able to construction and explain variations and advantages in the survival or species in their habitats and changes in living conditions. Analyze & interpret data from fossils. |
| Earth's Place in the Universe | With teacher's support, the student is able to understand that the sun is a star and explain its relationship to the earth.                                                                                             | With prompting, the student is able to understand that the sun is a star and explain its relationship to the earth.                                                                                             | Independently, the student is able to understand that the sun is a star and explain its relationship to the earth.                                                                                               |
| Earth's Systems               | With teacher's support, the student is able to describe the ways the geosphere, biosphere, hydrosphere, and atmosphere interact and understand the distribution of water on earth.                                      | With prompting, the student is able to describe the ways the geosphere, biosphere, hydrosphere, and atmosphere interact and understand the distribution of water on earth.                                      | Independently, the student is able to describe the ways the geosphere, biosphere, hydrosphere, and atmosphere interact and understand the distribution of water on earth.                                        |
| Earth and Human Activity      | With teacher's support, the student is able to explain how humans impact the earth.                                                                                                                                     | With prompting, the student is able to explain how humans impact the earth.                                                                                                                                     | Independently, the student is able to explain how humans impact the earth.                                                                                                                                       |