



General Rubric



	Exploration	Vocabulary	Concept Building	Science Notebook
4	Student's exploration reflects a high level of interest, questioning, concept building, and testing ideas	Student uses a rich and varied vocabulary that includes Science Words Use of lesson-specific vocabulary indicates a working understanding of the word/concept	Student responses and explanations reflect a higher (yet age-appropriate) level of understanding unit concepts	Student's entries feature more detailed, labeled drawings with informative and/or descriptive text to further explain the entry (where applicable) Student demonstrates understanding of data tables, diagrams, etc. Entries include evidence and grade-level appropriate conclusions
3	Student is engaged with the materials and works to build concepts, ask questions, make predictions, and test ideas	Student uses a rich and varied vocabulary to describe what he/she sees, builds, tests, and experiences Student recognizes most of the Science Words in the lesson and has a working understanding of what those words mean	Student exploration activities, informal conversations, and class discussion responses reflect evidence of a growing (yet age-appropriate) understanding of unit concepts	Student draws/writes to describe what he/she observes, measures, builds, and experiences; drawings and text are accurate and grade-level appropriate Data tables, diagrams, and other graphic organizers are used where applicable Entries include a conclusion
2	Student makes some connection with the materials Student benefits from additional guidance/practice building concepts, questioning, and testing ideas	Student's vocabulary is somewhat limited but he/she listens for and tries to use new words to describe what he/she sees, builds, tests, and experiences Student is beginning to build an understanding of science vocabulary specific to the lesson	Student makes some connection with unit concepts Student benefits from additional guidance/practice building ideas, questioning, and testing ideas	Student's entries focus on a small part of the activity and may miss key ideas; observations are general and may lack accuracy and detail
1	Student requires additional help and resources to make connections between the activity and materials	Student has difficulty expressing him/herself verbally Student shows little recognition and/or understanding of lesson-specific science vocabulary words	Student has difficulty building age-appropriate understanding of unit concepts	Entries reflect little of the student's exploration and/or observations