

**The Great Habitat Build – Assessment Rubric**

<b>Level</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Initiating and Planning</b>	With support, uses print and multimedia resources provided by the teacher for his/her research.	With support, selects print and multimedia resources from those provided by the teacher for his/her research.	Independently selects print, multimedia, and electronic resources from those provided by the teacher for his/her research.	Independently selects print, multimedia, and electronic resources for his/her research.
	With support from the teacher, makes a simple plan with few details to create a simplistic Snail habitat.	Makes a simple plan (individually or in small groups), including simple drawings and/or diagrams, to create a Snail habitat.	Outlines (individually or in small groups) the steps of a plan, including labelled drawings and/or diagrams, to create a Snail habitat.	Outlines in detail, including technical drawings and/or diagrams, each step of a plan to create a Snail habitat.
	With support, designs, builds, and tests (on the basis of predetermined criteria) a Snail habitat.	With support, designs, builds, and tests (on the basis of predetermined criteria) a Snail habitat.	Designs, builds, and tests (on the basis of predetermined criteria) a Snail habitat.	Designs, builds, and tests (on the basis of predetermined criteria) a Snail habitat and makes adjustments or changes necessary based on his/her research.
<b>Performing and Recording</b>	Records results using pictures and/or tally charts.	Records results in a variety of ways, such as sentences, simple drawings, diagrams, and/or charts.	Records results in a variety of ways, such as sentences, drawings, labelled diagrams, graphs, and/or charts.	Records results in a variety of ways, such as sentences, technical drawings, labelled diagrams, graphs, and/or charts.
	With support, identifies the effectiveness of the Snail habitat, using the	Identifies the effectiveness of the Snail habitat, using the predetermined criteria.	Explains the effectiveness of the Snail habitat, and suggests possible changes to the	Explains the effectiveness of the Snail habitat using qualitative and/or quantitative data, and

	predetermined criteria.		criteria and the solution.	suggests possible changes to the criteria and the solution.
<b>Analyzing and Interpreting</b>	With support, suggests something that might be changed about the Snail habitat designed and created.	Identifies some things that could be done differently to improve the Snail habitat designed and created.	Identifies and explains what changes could be made to the plan and how to improve the Snail habitat and gives reasons for the changes.	Identifies and explains what changes could be made to the plan and the testing process, and how to improve the Snail habitat and gives reasons for the changes.
<b>Communicating</b>	Describes orally, and/or using drawings, pictures, and/or simple sentences, the Snail habitat and their results; using grade-appropriate science and technology vocabulary correctly.	Describes orally, and/or using drawings, pictures, and/or simple sentences, the process of designing and creating a Snail habitat and their results; using grade-appropriate science and technology vocabulary correctly.	Describes orally, and using labelled drawings and diagrams, charts, graphs, and/or written descriptions, the process of designing and creating a Snail habitat and their results; using grade-appropriate science and technology vocabulary correctly.	Describes orally, and using labelled drawings and diagrams, charts, graphs, and/or written descriptions, the process of designing and creating a Snail habitat and their results; using grade-appropriate science and technology vocabulary correctly.