

There's a Property For That! – Assessment Rubric

Level	1	2	3	4
Imitating and Planning	Makes “guesses” about possible outcomes of simple procedure.	With support, makes simple predictions about the outcome of the procedure prepared by the teacher.	Makes predictions, based on personal experience, about the results of the investigation.	Makes predictions, based on prior knowledge from explorations and investigations, about the results of the investigation.
	With support, follows the steps in a simple, teacher-prepared procedure for a test/experiment.	Follows the steps in a simple, teacher prepared procedure for a test/experiment.	Creates, from a variety of possible methods, a plan to find an answer to the question he or she has formulated.	Plans for safe experimentation, showing some awareness of variables to be considered.
Performing and Recording	Records data orally, in pictures, in written words, and/or in tally charts.	Records data orally, in pictures, and/or in written words or sentences.	Records and organizes data using standard measurements, sentences, lists, and/or simple labelled diagrams.	Records and organizes data using standard measurements in simple tables, graphs, or charts, or in labelled diagrams.
	Recognizes when a test is fair or unfair.	Recognizes when a test is fair or unfair.	With support, builds fair testing elements into plans for an experimental procedure designed to answer the question he or she has formulated.	Builds fair testing elements into plans for an experimental procedure designed to answer the question he or she has formulated.
Analysing and Interpreting	Proposes an answer to the question being investigated, on the basis of observations.	Draws a simple conclusion on the basis of observations.	Draws simple conclusions on the basis of data gathered.	Draws conclusions on the basis of data gathered.

	Follows the experiment without making any evaluations.	Makes a simple evaluation of the experiment.	Evaluates the experimental procedure, explains changes that could be made to improve it, and gives reasons for the changes.	Evaluates the experimental procedure, explains changes that could be made to improve it, and gives reasons for the changes.
Communicating	Orally recounts steps in and results of an investigation to answer a question in the experiment.	Orally presents steps in and results of an investigation to answer a specific question in the experiment.	Presents steps in and results of an experimental procedure orally; in charts, graphs, or diagrams; and/or in sentences.	Presents steps in and results of an experimental procedure using numeric, symbolic, graphical, and/or linguistic methods.
	Uses grade-appropriate science and technology vocabulary correctly.	Uses grade-appropriate science and technology vocabulary correctly.	Uses grade-appropriate science and technology vocabulary correctly.	Uses grade-appropriate science and technology vocabulary correctly.