

# Rubric for Science Learning Log/Journal

Skills	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding:</b> <ul style="list-style-type: none"> <li>• understanding of basic concepts (e.g., soil, water, air, and light on plant growth)</li> <li>• explaining concepts</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates limited knowledge and understanding of content</li> <li>• demonstrates limited ability to make written and pictorial explanations that are complete, accurate and detailed</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates some knowledge and understanding of content</li> <li>• demonstrates some ability to make written and pictorial explanations that are complete, accurate and detailed</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates considerable knowledge and understanding of content</li> <li>• written and pictorial explanations are complete, accurate and detailed</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates thorough knowledge and understanding of relevant content</li> <li>• written and pictorial explanations are complete, accurate and extensively detailed</li> </ul>
<b>Communication:</b> <ul style="list-style-type: none"> <li>• independence</li> <li>• writing of observations</li> <li>• examples given</li> <li>• vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• writes ideas with assistance (needs much prompting)</li> <li>• provides a few examples through words and/or pictures</li> <li>• uses scientific vocabulary with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• writes ideas with limited assistance (needs some prompting)</li> <li>• provides some examples using words and/or pictures</li> <li>• uses scientific vocabulary with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• independently writes ideas (no prompting needed)</li> <li>• provides several examples using words and pictures</li> <li>• uses scientific vocabulary with considerable effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• independently and confidently writes ideas</li> <li>• provides many detailed examples using words and pictures</li> <li>• uses scientific vocabulary with a high degree of effectiveness</li> </ul>
<b>Thinking and Investigation:</b> <ul style="list-style-type: none"> <li>• inquiry and design skills demonstrated during hands-on inquiry into plant growth</li> </ul>	<ul style="list-style-type: none"> <li>• uses the required skills and strategies with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• uses the required skills and strategies with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• uses the required skills and strategies with considerable effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• uses the required skills and strategies with a high degree of effectiveness</li> </ul>
<b>Application:</b> <ul style="list-style-type: none"> <li>• making connections between science, technology, society and the environment</li> </ul>	<ul style="list-style-type: none"> <li>• makes connections between science, technology, society and the environment with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• makes connections between science, technology, society and the environment with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• makes connections between science, technology, society, and the environment with considerable effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• makes connections between science, technology, society, and the environment with a high degree of effectiveness</li> </ul>

BLM 1.5.c



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