

Rubric for Science Learning Log/Journal

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

BLM 1.2.1



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