**Science 2 ‘Forces Influence the Motion of an Object’**

Student Assessment

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| Curricular Competency | Emerging | Beginning | Developed | Applying |
| Questioning and Predicting: Demonstrate curiosity about the natural world |
| -During brainstorming/ discussion contributes ideas or responds to others’ ideas | -needs direct support to contribute or respond (ex: will finish a sentence or fill in the blank)  | - on occasion will contribute or respond, with encouragement | - independently offers ideas and responds to others’ ideas | -consistently offers ideas and responds, and attempts to lead or steer discussion with new ideas |
| -Explores the forces of motion on the playground | -needs direct support to stay on task; can name one example of force | -needs reminders to stay on task; can name one/two examples of forces | -stays on task and can name two/three examples of forces | -stays on task, names several examples of forces |
| -Able to remain focused on a science question during investigation | -needs direct support to stay on task; is able to name the question but shows little progress | -needs reminders to stay on task; can name the question and show some progress | -stays on task; can name the question and show progress in investigation | -is focused and works diligently while progressing through investigation; may offer support to others |
| Planning and Conducting |
| -making a prediction-describes process-form a conclusion | -partially complete; may complete one aspect of the method; may lack any detail | Partially complete; may complete two aspects of the method, or be lacking detail in descriptions | -generally complete; completes three aspects with some detail | accurate and precise; makes no errors or omissions in describing the three aspects of investigation |
| Communicating observations and ideas orally, or using written language and drawing  |
| -think/pair/share activity | -can communicate with a partner with direct support; completes task with help | -can communicate with a partner with some reminders; completes task in a basic way | -communicates with a partner, completes task with little support | -completes task, and shows leadership when offering ideas in whole class discussion |
| -recording observations during an experiment | -needs direct support to record observations; teacher scribes or dictates | -observations may be partially complete or confusing | -observations are complete and easy to follow | -observations are accurate, complete, and may include innovative ideas |
| Evaluating |
| -compare observations with think/pair share partner by stating same or different-identifying a possible reason that the observation was different. | -incomplete; can compare observations orally but has difficulty using the same/different model-needs support giving a reason why | -partially complete; -can show same/different-can give a reason why after it has been modeled by teachers or students. | -complete; -can show same/different-can describe a reason why the observation was different | -thorough;-with detail describes a reason the observation was different; may give more than one reason |