

## EMS 6th Grade Science Power Standards and Reporting Rubric

Standard #1: The student will demonstrate an understanding and apply Scientific Inquiry by using Claim, Evidence, Reasoning (CER) to write a scientific explanation.

Advanced(AD)	Proficient(PR)	Developing(DE)	Beginning(BE)
<p>*I can make an accurate and clear claim. My claim is a complete descriptive sentence that gives information supporting my claim.</p> <p>*I can provide sufficient evidence to support my claim and extrapolate information from the evidence.</p> <p>*I can use scientific vocabulary and principles that apply.</p> <p>*I can demonstrate scientific reasoning by providing accurate and complete reasoning that links the evidence to the claim.</p>	<p>*I can make an accurate and clear claim. My claim is a complete descriptive sentence that gives information supporting my claim.</p> <p>*I can provide sufficient evidence to support my claim.</p> <p>*I can use scientific vocabulary and principles that apply.</p>	<p>*I can make an accurate, but incomplete, claim.</p> <p>*I can provide evidence to support my claim, but some of it may not apply to the claim.</p> <p>*I can include some scientific vocabulary and principles to support my claim, but not enough to be sufficient.</p>	<p>*I can make a claim, but it is not accurate.</p> <p>*I can provide evidence, but it is not complete and does not support the claim.</p> <p>*I can include some scientific vocabulary or evidence, but it is inaccurate and does not support the claim.</p>

Standard 1 will be assessed at least four times throughout each year as students complete investigations. Students will use the CER format to scientifically explain a claim using evidence and vocabulary from the investigation.

Standard #2: The student will demonstrate understanding and application of Engineering Design principles.

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
<p>*I can develop a model based on criteria and constraints of design problem.</p> <p>*I can take into account scientific principles and potential impact on people/environment.</p> <p>*I can evaluate strengths and weaknesses of solution based on systematic processes.</p>	<p>*I can develop a model based on criteria and constraints of design problem.</p> <p>*I can take into account the relationship of my design and scientific principles.</p>	<p>*I can develop a model based on criteria and constraints of design problem.</p>	<p>*I can develop a model but may not meet the criteria and constraints of the design problem.</p>

Standard 2 will be assessed when Engineering Design Challenges apply to content at each grade level.

Standard #3: The student will demonstrate understanding and application of Life Science targets for 6th grade.

Advanced(AD)	Proficient(PR)	Developing(DE)	Beginning(BE)
*I can use evidence to analyze Life Science content and apply abstract ideas to concrete problems.	*I can analyze Life Science content with few inaccuracies or gaps in knowledge, drawing conclusions or making inferences. *I can use evidence to support learning of Life Science content. *I can accurately use scientific vocabulary to support understanding of Life Science content..	*I can show understanding, but have trouble connecting observations and data to explain results. *I can use some scientific vocabulary to support understanding. *I can use evidence to summarize concepts and ideas but with gaps in understanding, drawing conclusions or making inferences.	*I can show limited understanding and have trouble connecting observations and data to results. *I can use limited or no vocabulary to support understanding.

Standard #4: The student will demonstrate understanding and application of Chemistry targets for 6th grade.

Advanced(AD)	Proficient(PR)	Developing(DE)	Beginning(BE)
*I can use evidence to analyze Chemistry content and apply abstract ideas to concrete problems.	*I can analyze Chemistry content with few inaccuracies or gaps in knowledge, drawing conclusions or making inferences. *I can use evidence to support learning of Chemistry content. *I can accurately use scientific vocabulary to support understanding of Chemistry content..	*I can show understanding, but have trouble connecting observations and data to explain results. *I can use some scientific vocabulary to support understanding. *I can use evidence to summarize concepts and ideas but with gaps in understanding, drawing conclusions or making inferences.	*I can show limited understanding and have trouble connecting observations and data to results. *I can use limited or no vocabulary to support understanding.

Standard #5: The student will demonstrate understanding and application of Physics targets for 6th grade.

Advanced(AD)	Proficient(PR)	Developing(DE)	Beginning(BE)
<p>*I can use evidence to analyze Physics content and apply abstract ideas to concrete problems.</p>	<p>*I can analyze physics content with few inaccuracies or gaps in knowledge, drawing conclusions or making inferences.            *I can use evidence to support learning of Physics content.            *I can accurately use scientific vocabulary to support understanding of Physics content..</p>	<p>*I can show understanding, but have trouble connecting observations and data to explain results.            *I can use some scientific vocabulary to support understanding.            *I can use evidence to summarize concepts and ideas but with gaps in understanding, drawing conclusions or making inferences.</p>	<p>*I can show limited understanding and have trouble connecting observations and data to results.            *I can use limited or no vocabulary to support understanding.</p>