



## Science Report Card Teacher's Guide Performance Key

### Science Concepts:

Profile of a “1” (Meeting district expectations.):

- As the unit progresses, the student demonstrates expected growth in understanding the content benchmarks of the unit. At the conclusion of the unit, most or all benchmarks are clearly understood. The student is able to apply some or most of the concepts. Evidence of understanding: (1) relevant and accurate information and ideas are frequently shared during class and group discussions and (2) written work and tests/quizzes reveal general understanding of the concepts.
- If rubrics are part of the unit, the student receives mostly 3's and 4's. Some 2's may be present; however, as the unit progresses, the student demonstrates an understanding of previously misunderstood concepts.

Profile of a “2” (Making progress, but not meeting district expectations.):

- The student demonstrates considerable difficulty understanding the concepts throughout the unit. As the unit progresses, some understanding is attained and growth is evident. Evidence of partial understanding and on-going growth is observed in partially accurate/relevant contributions during class and small group discussions. Written work and tests/quizzes reveal partial understanding; however, growth is evident over time.
- If rubrics are part of the unit, the student receives mostly 1's and 2's. As the unit progresses, the student demonstrates some understanding of previously misunderstood concepts.

Profile of a “3” (Not making expected progress towards meeting district expectations.):

- The student demonstrates considerable difficulty understanding the concepts throughout the unit. As the unit progresses, the student demonstrates neither growth nor an increased understanding of concepts. Evidence of partial or minimal understanding and stagnant growth is observed in an inability to understand the class and group discussions and consistently incorrect/incomplete written work/test/quizzes.
- If rubrics are part of the unit, the student receives mostly 1's and 2's. As the unit progresses, the student typically does not demonstrate any increased understanding of previously misunderstood concepts.

## **Science Process Skills:**

Profile of a “1” (Meeting district expectations.):

- As the unit progresses, the student demonstrates competency with designated process skills. Evidence of competency: (1) maintains an increasingly organized, understandable, and complete science notebook; (2) follows experiment directions with less and less teacher redirection\*; (3) uses proper lab techniques over time; (4) improves the quality, detail, and accuracy of observations and sketches; and (5) has general understanding of models and able to use most or all models presented in unit (if applicable).
- If rubrics are part of the unit, the student receives mostly 3’s and 4’s. Some 2’s may be present; however, as the unit progresses, the student demonstrates growth and improvement.

Profile of a “2” (Making progress, but not meeting district expectations.):

- The student demonstrates limited competency with designated process skills but shows growth over time. Evidence of limited competency: (1) maintains an incomplete or disorganized science notebook but understands how to make improvements, (2) exhibits difficulty following experiment directions without teacher redirection\*, (3) often uses improper lab techniques but makes and sustains improvement when redirected, (4) makes incomplete/inaccurate observations and sketches; and (5) has some understanding of models and able to use models with less teacher support as the unit progresses (if applicable). Over time, improvement and growth is evident.
- If rubrics are part of the unit, the student receives mostly 1’s and 2’s. As the unit progresses, the student demonstrates some growth.

Profile of a “3” (Not making expected progress towards meeting district expectations.):

- The student demonstrates limited competency with designated process skills. Evidence of limited competency: (1) maintains incomplete or disorganized science notebook and does not appear to understand what or how to improve, (2) demonstrates consistent difficulty following experiment directions and consistently requires teacher redirection\*, (3) uses improper lab techniques despite redirection by teacher, (4) makes incomplete/inaccurate observations and sketches; and (5) has limited understanding of models and exhibits difficulty using models without teacher support (if applicable). Growth is not observed over time.
- If rubrics are part of the unit, the student receives mostly 1’s and 2’s. As the unit progresses, the student typically does not demonstrate any increased skill level or growth.

\*The descriptor does not refer to behavior issues. Rather, it refers to a student’s ability to understand and follow lab instructions and use the related lab skills necessary for a successful experiment/investigation.

## **Contribution to Own Learning and Learning Community:**

Profile of a “1” (Meeting district expectations.):

- Student frequently contributes to class discussion and/or group discussions/activities. Contributions are often meaningful and collaborative in nature. Student demonstrates a willingness and effort to listen to and understand ideas proposed by others.

Profile of a “2” (Making progress, but not meeting district expectations):

- Student participates in some class discussions and/or group discussions/activities. The student may exhibit some difficulty listening to ideas proposed by others or working in a collaborative fashion. As the unit progresses, growth is evident.

Profile of a “3” (Not making expected progress towards meeting district expectations.):

- Student participates in some class discussions and/or group discussions/activities. The student may exhibit some difficulty listening to ideas proposed by others or working in a collaborative fashion. As the unit progresses, minimal growth is evident.