



Standards-Based Report Card Rubric: Grade 2 Science

Report Card Statement	Standards Assessed	Quarter Assessed	Assessment of Mastery			
			Met Standard (MS)	Approaching Standard (AS)	Limited Progress (LP)	Insufficient Progress (IP)
Matter and its Properties						
I can classify matter by observable physical properties, investigate how properties can be changed, and identify whether a material is a solid or a liquid.	2.6A classify matter by observable physical properties, including texture, flexibility, and relative temperature, and identify whether a material is a solid or liquid; 2.6B conduct a descriptive investigation to explain how physical properties can be changed through processes such as cutting, folding, sanding, melting, or freezing; and 2.6C demonstrate that small units such as building blocks can be combined or reassembled to form new objects for different purposes and explain the materials chosen based on their physical properties.	1, 2, 3, 4	Consistently, independently and accurately classifies examples of matter by all physical properties including... ● relative temperature ● texture ● flexibility ● state (solid or liquid) And explain how those properties can be changed through processes such as cutting, folding, sanding, melting, or freezing.	Inconsistently or with support classifies examples of matter by some physical properties including... ● relative temperature ● texture ● flexibility ● state (solid or liquid) And explain how those properties can be changed through processes such as cutting, folding, sanding, melting, or freezing.	Limited ability to classify examples of matter by any physical properties including... ● relative temperature ● texture ● flexibility ● state (solid or liquid) And explain how those properties can be changed through processes such as cutting, folding, sanding, melting, or freezing.	Unable to classify examples of matter by any physical properties including... ● relative temperature ● texture ● flexibility ● state (solid or liquid) And explain how those properties can be changed through processes such as cutting, folding, sanding, melting, or freezing.

Force, Motion and Energy						
I can plan and conduct an investigation to demonstrate how the strength of a push or pull (force) changes an object's shape or motion.	2.7A explain how objects push on each other and may change shape when they touch or collide; and 2.7B plan and conduct a descriptive investigation to demonstrate how the strength of a push and pull changes an object's motion.	2,3,4	Consistently and independently plans and conducts an investigation to demonstrate how the strength of a push or pull (force) changes an object's shape or motion.	Inconsistently or with support plans and conducts an investigation to demonstrate how the strength of a push or pull (force) changes an object's shape or motion.	Limited ability to plan and conduct an investigation to demonstrate how the strength of a push or pull (force) changes an object's shape or motion.	Unable to plan and conduct an investigation to demonstrate how the strength of a push or pull (force) changes an object's shape or motion.
I can demonstrate that sound is made by vibrating matter, explain how different levels of sound are used in everyday life, and design and build a device that uses sound to communicate over a distance.	2.8A demonstrate and explain that sound is made by vibrating matter and that vibrations can be caused by a variety of means, including sound; 2.8B explain how different levels of sound are used in everyday life such as a whisper in a classroom or a fire alarm; and 2.8C design and build a device using tools and materials that uses sound to solve the problem of communicating over a distance.	2, 3, 4	Consistently and independently demonstrates that sound is made by vibrating matter, explains how different levels of sound are used in everyday life, and designs and builds a device that uses sound to communicate over a distance.	Inconsistently or with support demonstrates that sound is made by vibrating matter, explains how different levels of sound are used in everyday life, and designs and builds a device that uses sound to communicate over a distance.	Limited ability to demonstrate that sound is made by vibrating matter, explain how different levels of sound are used in everyday life, and design and build a device that uses sound to communicate over a distance.	Unable to demonstrate that sound is made by vibrating matter, explain how different levels of sound are used in everyday life, and design and build a device that uses sound to communicate over a distance.

Earth and Space

I can describe the Sun as a star that provides light and heat and explain that the Moon reflects the Sun's light.	2.9A describe the Sun as a star that provides light and heat and explain that the Moon reflects the Sun's light.	2, 3, 4	Consistently and independently describes the Sun as a star that provides light and heat and explains that the Moon reflects the Sun's light.	Inconsistently or with support describes the Sun as a star that provides light and heat and explains that the Moon reflects the Sun's light.	Limited ability to describe the Sun as a star that provides light and heat and explain that the Moon reflects the Sun's light.	Unable to describe the Sun as a star that provides light and heat and explain that the Moon reflects the Sun's light.
I can observe and compare how objects in the sky are more visible and can appear different using tools such as a telescope than with an unaided eye.	2.9B observe and compare how objects in the sky are more visible and can appear different using tools such as a telescope than with an unaided eye.	2, 3, 4	Consistently and independently observes and compares how objects in the sky are more visible and can appear different using tools such as a telescope than with an unaided eye.	Inconsistently or with support observes and compares how objects in the sky are more visible and can appear different using tools such as a telescope than with an unaided eye.	Limited ability to observe and compare how objects in the sky are more visible and can appear different using tools such as a telescope than with an unaided eye.	Unable to observe and compare how objects in the sky are more visible and can appear different using tools such as a telescope than with an unaided eye.
I can investigate and describe how wind and water move soil and rock particles across Earth's surface.	2.10A investigate and describe how wind and water move soil and rock particles across the Earth's surface such as wind blowing sand into dunes on a beach or a river carrying rocks as it flows.	3,4	Consistently and independently investigates and describes how wind and water move soil and rock particles across Earth's surface.	Inconsistently or with support investigates and describes how wind and water move soil and rock particles across Earth's surface.	Limited ability to investigate and describe how wind and water move soil and rock particles across Earth's surface.	Unable to investigate and describe how wind and water move soil and rock particles across Earth's surface.
I can measure/ record/graph weather information, and investigate different types of severe weather.	2.10B measure, record, and graph weather information, including temperature and precipitation; and 2.10C investigate different types of severe weather events such as hurricane, tornado, or flood and explain that some events are more likely than others in a given region.	3, 4	Consistently and independently measures/ records/graphs weather information, and investigates different types of severe weather.	Inconsistently or with support measures/ records/graphs weather information, and investigates different types of severe weather.	Limited ability to measure/ record/graph weather information, and investigate different types of severe weather.	Unable to measure/ record/graph weather information, and investigate different types of severe weather.
I can distinguish between natural and manmade resources.	2.11A distinguish between natural and manmade resources.	3,4	Consistently and independently distinguishes between natural and manmade resources.	Inconsistently distinguishes between natural and manmade resources.	Limited ability to distinguish between natural and manmade resources.	Unable to distinguish between natural and manmade resources.
I can describe the impact humans make with their choices to reduce, reuse, or recycle.	2.11B describe how human impact can be limited by making choices to conserve and properly dispose of materials such as reducing use of, reusing, or recycling paper, plastic, and metal.	3,4	Consistently and independently describes the impact humans make with their choices to reduce, reuse, or recycle.	Inconsistently describes the impact humans make with their choices to reduce, reuse, or recycle.	Limited ability to describe the impact humans make with their choices to reduce, reuse, or recycle.	Unable to describe the impact humans make with their choices to reduce, reuse, or recycle.

Organisms and Environments						
I can demonstrate how some plants depend on other living things, wind or water for pollination and to move their seeds around.	2.12C explain and demonstrate how some plants depend on other living things, wind, or water for pollination and to move their seeds around.	3, 4	Consistently and independently demonstrates how some plants depend on other living things, wind or water for pollination and to move their seeds around.	Inconsistently demonstrates how some plants depend on other living things, wind or water for pollination and to move their seeds around.	Limited ability to demonstrate how some plants depend on other living things, wind or water for pollination and to move their seeds around.	Unable to demonstrate how some plants depend on other living things, wind or water for pollination and to move their seeds around.
I can create and describe food chains identifying producers and consumers to demonstrate how animals depend on other living things.	2.12B create and describe food chains identifying producers and consumers to demonstrate how animals depend on other living things.	3, 4	Consistently and independently creates and describes food chains identifying producers and consumers to demonstrate how animals depend on other living things.	Inconsistently or with support creates and describes food chains identifying producers and consumers to demonstrate how animals depend on other living things.	Limited ability to create and describe food chains identifying producers and consumers to demonstrate how animals depend on other living things.	Unable to create and describe food chains identifying producers and consumers to demonstrate how animals depend on other living things.
I can record and compare how the structures and behaviors of animals, including being part of a group, helps them find and take in food, water, and air, defend themselves, and cope with changes.	2.13B record and compare how the structures and behaviors of animals help them find and take in food, water, and air; 2.13C record and compare how being part of a group helps animals obtain food, defend themselves, and cope with changes.	4	Consistently and independently records and compares how the structures and behaviors of animals, including being part of a group, helps them find and take in food, water, and air, defend themselves, and cope with changes.	Inconsistently or with support records and compares how the structures and behaviors of animals, including being part of a group, helps them find and take in food, water, and air, defend themselves, and cope with changes.	Limited ability to record and compare how the structures and behaviors of animals, including being part of a group, helps them find and take in food, water, and air, defend themselves, and cope with changes.	Unable to record and compare how the structures and behaviors of animals, including being part of a group, helps them find and take in food, water, and air, defend themselves, and cope with changes.
I can investigate and describe unique life cycles of animals where young animals do not resemble their parents, including butterflies and frogs.	2.13D investigate and describe some of the unique life cycles of animals where young animals do not resemble their parents, including butterflies and frogs.	4	Consistently and independently investigates and describes unique life cycles of animals where young animals do not resemble their parents, including butterflies and frogs.	Inconsistently or with support investigates and describes unique life cycles of animals where young animals do not resemble their parents, including butterflies and frogs.	Limited ability to investigate and describe unique life cycles of animals where young animals do not resemble their parents, including butterflies and frogs.	Unable to investigate and describe unique life cycles of animals where young animals do not resemble their parents, including butterflies and frogs.
I can identify and compare the structures of a plant.	2.13A identify the roots, stems, leaves, flowers, fruits, and seeds of plants and compare how those structures help different plants meet their basic needs for survival.	4	Consistently and independently identifies the parts of a plant and compares how these structures help them meet their basic needs.	Inconsistently identifies the parts of a plant and compares how these structures help them meet their basic needs.	Limited ability to identify the parts of a plant and compare how these structures help them meet their basic needs.	Unable to identify the parts of a plant and compare how these structures help them meet their basic needs.

Consistently = Able to complete tasks with 86-100% accuracy of the time over the assessment term

- i.e. Student is accurate the majority of the time.

Inconsistently = Able to complete tasks with 71-85% accuracy of the time over the assessment term

- i.e. Students is accurate most of the time.

Limited Ability = Able to complete tasks with 50-70% accuracy of the time over the assessment term

- i.e. Student is accurate more than half the time, but usually with supports.

Unable to = Able to complete tasks with less than 50% accuracy of the time over the assessment term

- i.e. Student is accurate less than half the time.

With support = Instructional tools (i.e. dictionaries, word walls) or teacher prompts (i.e. suggesting strategy, asking questions, giving sentence stems)