

Fourth Grade Science Rubric

Physical Science

| | SN | P | M |
|---|--|---|---|
| Recognizes the total amount of matter is conserved when it undergoes a change. | Limited ability to recognize that the total amount of matter is conserved when it undergoes a change. | Inconsistent ability to recognize that the total amount of matter is conserved when it undergoes a change. | Consistent ability to recognize that the total amount of matter is conserved when it undergoes a change. |
| Understands that energy transfers from hot objects to cold objects as heat. | Limited ability to understand that energy transfers from hot to cold objects. | Inconsistent ability to understand that energy transfers from hot to cold objects. | Consistent ability to understand that energy transfers from hot to cold objects. |
| Understands electric circuits require a complete conductive loop to transfer electrical energy. | Limited ability to understand electric circuits require a complete loop to transfer electrical energy. | Inconsistent ability to understand electric circuits require a complete loop to transfer electrical energy. | Consistent ability to understand electric circuits require a complete loop to transfer electrical energy. |

Earth & Space Science

| | SN | P | M |
|---|--|---|---|
| Identifies characteristics of and landforms on the Earth's surface. | Limited ability to identify characteristics of and landforms on the Earth's surface. | Inconsistent ability to identify characteristics of and landforms on the Earth's surface. | Consistent ability to identify characteristics of and landforms on the Earth's surface. |
| The surface of Earth changes due to weathering, erosion and deposition. | Limited ability to identify weathering, erosion and deposition as processes that change the Earth's surface. | Inconsistent ability to identify weathering, erosion and deposition as processes that change the Earth's surface. | Consistent ability to identify weathering, erosion and deposition as processes that change the Earth's surface. |

Life Science

| | SN | P | M |
|---|--|---|---|
| Understands that changes to the environment can be beneficial or harmful to an organism's survival. | Limited ability to understand that changes to the environment can be beneficial or harmful to an organism's survival. | Inconsistent ability to understand that changes to the environment can be beneficial or harmful to an organism's survival. | Consistent ability to understand that changes to the environment can be beneficial or harmful to an organism's survival. |
| Uses fossil evidence and living organisms to show relationship between biotic and abiotic factors. | Limited ability to understand fossil evidence and living organisms show a relationship between biotic and abiotic factors. | Inconsistent ability to understand fossil evidence and living organisms show a relationship between biotic and abiotic factors. | Consistent ability to understand fossil evidence and living organisms show a relationship between biotic and abiotic factors. |
| Compares and contrasts fossils to one another and to present-day organisms. | Limited ability to describe the compare and contrast fossils to one another and to present-day organisms. | Inconsistent ability to describe the compare and contrast fossils to one another and to present-day organisms. | Consistent ability to describe the compare and contrast fossils to one another and to present-day organisms. |

Inquiry Skills

| | SN | P | M |
|---|---|--|--|
| Understands and applies inquiry process and uses grade-appropriate scientific terminology to explain concepts with clarity. | Limited ability to understand and apply the inquiry process and to use grade-appropriate scientific terminology to explain concepts with clarity. | Inconsistent ability to understand and apply the inquiry process and to use grade-appropriate scientific terminology to explain concepts with clarity. | Consistent ability to understand and apply the inquiry process and to use grade-appropriate scientific terminology to explain concepts with clarity. |