

Park Ridge Public Schools  
 Science Report Card Rubrics  
 Fifth Grade

The science curriculum incorporates a more student-centered approach to instructional design that engages learners in inquiry. Fundamental principles of instructional design assist students in achieving their intended learning goals through lab-science experiences that:

- Are designed with clear learning outcomes in mind.
- Are sequenced thoughtfully into the flow of classroom science instruction.
- Integrate learning of science content with learning about science practices.
- Incorporate ongoing student reflection and discussion

Grading Key	
3 - Grade Level Benchmark - Consistently meets expectations for this trimester ( where we want student to be)	
2 - Inconsistently meets the expectations for this trimester	
1 - Rarely or never meets the expectations for this trimester	
ES – Exceeding Standards - Independently and Consistently Exceeds Standards	
NA – Not assessed	
Standard #	Grade Level Expectation
Standard 1: Demonstrates knowledge of science content	Consistently meets expectations for this trimester with the following content:  Science Practices, Life Science, Earth Science, Physical Science
Standard 2: Applies scientific concepts	<ul style="list-style-type: none"> <li>• Applies scientific theories and practices</li> <li>• Demonstrates understanding and uses interrelationships among central scientific concepts to revise explanations and to consider alternative explanations.</li> <li>• Use scientific principles and models to frame and synthesize scientific arguments and pose theories.</li> </ul>
Standard 3: Applies scientific process skills (observing, inferring, measuring, communicating, classifying, predicting)	<ul style="list-style-type: none"> <li>• Plans and conducts simple investigations</li> <li>• Identifies variables, selects tools and records data</li> <li>• Makes quantitative science observations</li> <li>• Draws conclusions from evidence</li> <li>• formulates explanations, writes a report an justifies their explanations</li> <li>• Communicates their findings.</li> </ul>

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