

Second Grade Report Card Teacher Rubric 2011-2012

Science					
Physical Science	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Identifies the properties of matter and investigates changes that occur in objects (S2P1)	Minimal ability to identify the properties of matter and investigates changes that occur in objects	Inconsistently identifies the properties of matter and investigates changes that occur in objects	Consistently and independently identifies the properties of matter and investigates changes that occur in objects	Demonstrates or self initiates further learning in concept	Science Kits- Primary; Science Text, Consumable, Leveled Readers-Secondary; Keep on Reading Science, Leveled Readers (solid, liquid, gas) (tearing, dissolving, melting, squeezing, etc.)
Identifies sources of energy and describes how the energy is used (S2P2)	Minimal ability to identify sources of energy and describes how energy is used	Inconsistently identifies sources of energy and describes how energy is used	Consistently and independently identifies sources of energy and describes how energy is used	Demonstrates or self initiates further learning in concept	Light, heat and motion; Science Kits-Primary; Science Textbooks, Consumable, Leveled Readers-Secondary; Keep on Reading Science, Leveled Readers
Demonstrates changes in speed and direction using pushes and pulls (S2P3)	Minimal ability to demonstrate how force affects the motion and effects the speed of an object	Inconsistently demonstrates how force affects the motion and effects the speed of an object	Consistently and independently demonstrates how force affects the motion and effects the speed of an object	Demonstrates or self initiates further learning in concept	Push and pull, changes of speed; Science Kits-Primary; Science Textbooks, Consumable, Leveled Readers-Secondary; Keep on Reading Science, Leveled Readers

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Earth Science	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Understands stars have different sizes, brightness and patterns (S2E1 a)	Minimal ability to describe the physical attributes of stars	Inconsistently describes the physical attributes of stars	Consistently and independently describes the physical attributes of stars	Demonstrates or self initiates further learning in concept	Size, brightness and patterns; Science Kits-Primary; Science Textbooks, Consumable, Leveled Readers- Secondary; Keep on Reading Science, Leveled Readers
Investigates the position of the sun to show patterns during the year (S2E2 a,b)	Minimal ability to investigate the position of the sun at various times of the day and determines how the shadows change	Inconsistently investigates the position of the sun at various times of the day and determines how the shadows change	Consistently and independently investigates the position of the sun at various times of the day and determines how the shadows change	Demonstrates or self initiates further learning in concept	Use a fixed object on Earth; Science Kits-Primary; Science Textbooks, Consumable, Leveled Readers- Secondary; Keep on Reading Science, Leveled Readers
Investigates the position of the moon to show patterns during the year (S2E2 d)	Minimal ability to observe charts, and record the shape of the moon for a period of time	Inconsistently observes charts and records the shape of the moon for a period of time	Consistently and independently observes charts and records the shape of the moon for a period of time	Demonstrates or self initiates further learning in concept	Phases of the moon; Science Kits-Primary; Science textbooks, Consumable, Leveled Readers-Secondary; Keep on Reading Science, Leveled Readers
Relates the length of the day and night to the change of the seasons (S2E2 c)	Minimal ability to relate the length of the day and night to the change of the season	Inconsistently relates the length of the day and night to the change of the season	Consistently and independently relates the length of the day and night to the change of the season	Demonstrates or self initiates further learning in concept	Days are longer than the night in summer; Science Kits- Primary; Science Textbooks, Consumable, Leveled Readers- Secondary; Keep on Reading Science, Leveled Readers (Seasons)
Observes, records, and infers the cause of the changes in their surroundings (S2E3 a)	Minimal ability to recognize effects that occur in a specific area	Inconsistently recognizes effects that occur in a specific area	Consistently and independently recognizes effects that occur in a specific area	Demonstrates or self initiates further learning in concept	Caused by weather, plants, animals and/or people; Science Kits-Primary; Science textbooks, Consumable, Leveled readers-Secondary; Keep on Reading Science, Leveled Readers

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Life Science	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Investigates the life cycles of different living organisms (S2L1 a,c)	Minimal ability to identify the life cycle of animals and plants common in Georgia	Inconsistently investigates and identifies the life cycle of animals and plants common in Georgia	Consistently and independently investigates the life cycle of animals and plants common in Georgia	Demonstrates or self initiates further learning in concept	Mammal, bird, amphibian and insect, plants; Science Kits- Primary; Science textbooks, Consumable, Leveled readers-Secondary; Keep on Reading Science, Leveled Readers
Investigates the life cycles of different living organisms (S2L1 b)	Minimal ability to identify how a tree changes throughout the four seasons	Inconsistently investigates identifies how a tree changes throughout the four seasons	Consistently and independently identifies how a tree changes throughout the four seasons	Demonstrates or self initiates further learning in concept	Spring, Summer, Fall, Winter; Science kits- Primary; Science textbooks, Consumable, Leveled readers-Secondary; Keep on Reading Science, Leveled Readers
Investigates the life cycles of different living organisms (S2L1 d)	Minimal ability to identify fungi as living organisms (mushroom)	Inconsistently identifies fungi as living organisms (mushroom)	Consistently and independently identifies fungi as living organisms (mushroom)	Demonstrates or self initiates further learning in concept	Not a plant; Science Kits-Primary; Science textbooks, Consumable, Leveled readers-Secondary; Keep on Reading Science, Leveled Readers