

Writing Section	Objectives	1	3	5
Making Observations	<p>Uses the senses to make observations</p> <p>Observations provide specific details</p> <p>Observations provide information about the entire object</p>	<p>Student makes observations using only one of the senses</p> <p>Student observations are related to the object, but may be simple or unclear</p> <p>Student provides 1-2 generic observations or describes only one part of the object</p>	<p>Student makes observations using 2-3 of the senses</p> <p>Student observations provide some specific details that can be identified on the object</p> <p>Student provides multiple observations related to various parts of the object</p>	<p>Student makes observations using all senses: sight, sound, smell and touch *There is no tasting at this center</p> <p>Student observations provide specific and complete details that can be clearly identified on the object</p> <p>Student provides many observations that provide a representation of the object in its entirety</p>

Writing Section	Objectives	1	3	5
Making Connections	<p>Comparing the object to other information</p> <p>Developing questions or making predictions</p> <p>Applying knowledge and vocabulary from previous instruction or previous experiences</p>	<p>Student may not make comparisons or comparisons are confusing</p> <p>Student questions/predictions may not be related to the object</p> <p>Student recalls facts or vocabulary but may be missing information or incorrect</p>	<p>Student makes 2 comparisons that connect the object to at least one other object or experience</p> <p>Student questions/predictions are related to observations or previous knowledge</p> <p>Student recalls some facts and vocabulary and provides a basic level of understanding</p>	<p>Student makes several comparisons that vary in relation to other objects, life experiences or previous learning</p> <p>Student questions/predictions are related to observation and previous knowledge in creative ways that show higher levels of thinking</p> <p>Student recalls specific vocabulary and provides a clear explanation about the science content</p>
Creative Writing	<p>Referring back to previous writing</p> <p>Specific vocabulary</p>	<p>Student creates a piece of writing that may not use any previous details</p> <p>Vocabulary used in the writing piece may be missing or incorrectly used</p>	<p>Student creates a piece of writing and includes some details that are related to the object</p> <p>Vocabulary used in the writing piece adds details and hints at information about the object or content</p>	<p>Student creates a piece of writing and includes many details also found in earlier stages of writing</p> <p>Vocabulary used in the writing piece correctly adds specific details and explains information about the object or content</p>

Note. Using this rubric, students may also receive a 2 or a 4 if they appear to fall between the provided guidelines.