**Solids Rubric**

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| **Level** | **Description of Level** | **Example Student Response** |
| Not yet met | Unreasonable response or drawing, incoherent explanation | “I don’t know how solids can be broken down”. |
| Developing | Reasonable explanation or drawing, not fully related to deconstructing solids and/or does not mention smaller pieces | “I took blocks apart to make smaller pieces”.  |
| Met | Reasonable explanation or drawing, explains that larger objects are made of smaller pieces | “I know that when I take my solid apart, I can use the pieces to make a new structure”. |