

[Name Blinded] Weather Forecasting Unit Summative Assessment Rubric

	Not Yet Approaching Mastery	Approaching Mastery	Mastery	Evidence
<p>Student can record observations to describe local weather conditions (i.e., temperature, amount of precipitation, wind speed, and cloud cover) (aligned with K-ESS2-1). *Assessment Opportunities in Lessons 2, 3, 4, and 6</p>	<p><i>Student does not yet use science language or symbols from the unit to record or describe any aspect of the current weather conditions.</i></p>	<p><i>Student may use one or two words or one or two symbols from the unit to record and describe one or two aspects of the current weather conditions.</i></p>	<p><i>Student accurately uses science language (like hot, warm, cool, cold, partly cloudy, clear, windy, calm, sleet etc.) or symbols from the unit to record and describe multiple aspects of the current weather conditions (i.e., giving a full picture of the day's weather)</i></p>	
<p>Student can ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to severe weather (aligned with K-ESS3-2). *Assessment Opportunities in Lessons 5, 7</p>	<p><i>Student does not yet ask questions that relate to weather forecasting or its ability to allow students to prepare for and be safe during severe weather events.</i></p>	<p><i>Student may ask questions about weather forecasting or about severe weather events but does not yet make the connection that weather forecasting helps people prepare for and be safe during severe weather events.</i></p>	<p><i>Student asks questions and makes comments that make clear the connection between weather forecasting and the ability to prepare for and respond to severe weather.</i></p>	
<p>Student can use their observations of local weather conditions to describe patterns over time (i.e., seasonal temperature and precipitation changes) (aligned with K-ESS2-1). *Assessment Opportunities in Lessons 8, 9 and 10</p>	<p><i>Student does not yet use weather data collected by the class to describe general seasonal changes in their local community.</i></p>	<p><i>Student begins to use weather data collected by class to describe general seasonal changes in their local community. Student may only describe one aspect of the seasonal change OR may incorrectly describe some components (temperature) but correctly describe others (precipitation).</i></p>	<p><i>Student correctly uses weather data collected by the class to describe the changes in the seasonal patterns over the course of the school year. They should correctly describe two or more seasonal weather shifts (i.e. temperature and precipitation) that align with the data collected.</i></p>	