



Second Grade Science

Purpose

The rubrics help teachers and students authentically monitor growth and progress toward end-of-the-year learning standards. They support district consistency across teachers and grading practices. The rubrics provide a broad lens to the intricate and multifaceted learning that takes place throughout the school year. Additional ongoing assessments are utilized to provide detailed data regarding student progress.

Philosophy Statement

Waukee students will construct knowledge about the natural world through exploration, questions, and critical thinking. Learners will utilize process skills and innovative thinking to collaboratively participate in ongoing scientific inquiry for the future.

Second Grade Science

| Statement | Exceeds | Secure | Developing | Beginning |
|--|--|--|--|--|
| Observes patterns through organization, classification and relationships. (Patterns) | Uses similarities and differences within patterns to sort and classify natural objects, as well as identify patterns related to cycles.* | Identifies similarities and differences between natural objects and between human designs as well as observing patterns related to cycles. | Observes patterns within nature and human designs to describe phenomena. | Observes and describes patterns within nature and human designs. |
| Investigates and explains causal relationships through mechanisms across contexts. (Cause and Effect) | Designs, investigates, and explains cause and effect relationships across contexts with evidence to explain the change.* | Designs, investigates and explains cause and effect relationships across contexts. | Investigates and explains cause and effect relationships across contexts. | Understands cause and effect relationships. |
| Tracks the transfers of energy and matter within, into, or out of any system. (Energy and Matter) | Describes how energy can be transferred in various ways between objects.* | Explains how objects can be disassembled, made into other objects, or changed. | Explains how objects can be disassembled. | Identifies some smaller parts of an object. |
| Recognizes conditions of stability and change for natural and built systems. (Stability and Change) | Measures change over time to show how slowly or rapidly it occurs.* | Communicates how things stay the same while other things change slowly or rapidly within natural and built systems. | Observes and discusses how things stay the same while other things change. | Observes how things stay the same and how things change. |

The asterisk (*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.