**Mr. Rabenold FOSS Science Scoring Guidelines**

**Concept Rubric Assessments** – (These will both serve as formative (what have we learned, what still needs to be taught) and evaluative (performance based) scoring using the following guidelines:

**95/100% - “Strategic”** – FOSS refers to this as “three-dimensional learning.” Students here demonstrate not only the knowledge they learned but how to apply it. Students demonstrate and explain core ideas and crosscut these concepts in a network of knowledge, practice, and other disciplines. They can apply these ideas to real-world phenomena in their lives.

**90/85% - “Conceptual”** – This is the base goal of all students. They should demonstrate well-developed understanding of three-dimensional learning. They make connections among practices, core ideas, and crosscutting concepts in order to answer more complex questions and solve more complex problems. To get to the next level, a student needs to build connections and transfer the knowledge from real-world and classroom phenomena.

**75% - “Recognition” -** The student is showing development toward understanding of three-dimensional learning. They have the basic pieces and have attempted to integrate the information. To get to the next level, they need to form more complex thinking about the phenomena.

**50-60% - “Notions”** – The student may have demonstrated some understanding of the basic concepts but needs to improve integrating that knowledge to three-dimensional learning. To get to the next level, students need to develop practices of incorporating academic language and communicate these details in a more three-dimensional manner.

**0-50% - No Response/Little response.**

**Our first two concepts this year: “What is air?” and “What is atmosphere?”**

**After several weeks of work in our notebooks, text books, making weather observations, hands-on and video investigations into the properties of air, and collaboration with a partner and partner group sharing, students are now ready to demonstrate their level of understanding of these two concepts. Students will complete a constructed-written response to each essential question above. They will have full use of their notebooks to do this. This is a learning process, and soon the students will become more at ease doing this type of assessment in expressing their knowledge. This will count as a test grade.**

**Also, notebooks will be collected periodically, about one time per investigation. Completeness and organization will be the main determining factors. This will count as a Homework grade.**