# Grade 5 Checklist
## Spring 2015

## Science

<table>
<thead>
<tr>
<th>Checklist Item</th>
<th>Area of Concern</th>
<th>Progressing to Meeting</th>
<th>Meeting Expectations</th>
<th>Consistently Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigates materials and explores scientific concepts</td>
<td>Does not yet make predictions and observations or generate questions.</td>
<td>Needs support to make predictions and observations or generate questions.</td>
<td>Can independently make predictions and observations, and often asks relevant questions.</td>
<td>Independently makes predictions and observations based upon prior knowledge, experiences, and investigations. Regularly poses spontaneous questions. Predictions, observations, and questions demonstrate new understanding.</td>
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<tr>
<td>Communicates scientific ideas through drawing and writing</td>
<td>Produces little or no written work and drawings.</td>
<td>Written work is incomplete or requires teacher prompting.</td>
<td>Independently communicates observations, questions, reflections and conclusions in writing &amp; drawing. Includes labeled diagrams when appropriate. Work is clearly organized.</td>
<td>Consistently communicates ideas clearly in writing &amp; drawing, often incorporating key scientific vocabulary and elaborating on ideas. Work is effectively organized.</td>
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<tr>
<td>Engages in science discussions with partners and whole class</td>
<td>Does not attend to conversations as an active listener and struggles to respond in scientific discussions.</td>
<td>Inconsistently engages in active listening or sharing ideas. May share ideas that are off topic.</td>
<td>Actively listens to others and responds with thoughts, questions, and connections. May begin to use scientific vocabulary to communicate with clarity.</td>
<td>Consistently builds off the ideas of others by actively listening and adding comments that extend the conversation. Comments often include scientific vocabulary and reflect an understanding of key terms.</td>
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<tr>
<td>Demonstrates responsibility and independence as a learner during science</td>
<td>Struggles with following directions and participating in investigations.</td>
<td>Inconsistently participates or requires teacher’s support or prompting to engage in investigations.</td>
<td>Actively participates productively in investigations with minimal teacher support.</td>
<td>Consistently engages productively in investigations and easily follows routines and direction.</td>
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<tr>
<td>Demonstrates comprehension of scientific content and concepts.</td>
<td>Completes homework thoroughly, thoughtfully, and on time</td>
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<tr>
<td>Has difficulty working with others. Can only work with constant teacher support.</td>
<td>Requires multiple reminders to follow directions.</td>
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<tr>
<td>Listens to, understands, and follows routines and directions.</td>
<td>Needs support to collaborate during group work.</td>
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<td>Often guides or helps others work productively and remain on-task.</td>
<td>Collaborates effectively during group work.</td>
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<td>No use, or mostly inappropriate use, of scientific terminology.</td>
<td>Uses some relevant scientific terminology.</td>
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<td>No mention or inappropriate references to relevant scientific concepts.</td>
<td>Minimal reference to relevant scientific concepts.</td>
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<tr>
<td>No evidence of understanding observable characteristics and properties of organisms, and/or materials used.</td>
<td>Some evidence of understanding observable characteristics and properties of organisms and/or materials used.</td>
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<tr>
<td>Appropiately uses scientific terminology.</td>
<td>Evidence of understanding observable characteristics and properties of organisms and/or materials used.</td>
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<td>Precisely and appropriately uses scientific terminology.</td>
<td>Revises prior misconceptions when appropriate.</td>
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<tr>
<td>Provides evidence of understanding of relevant scientific concepts.</td>
<td>Evidence of understanding observable characteristics and properties of organisms and/or materials used goes beyond the task/investigation to make other connections or extend thinking.</td>
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<td>Is consistently late with homework.</td>
<td>Homework or assignments are occasionally completed late.</td>
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<td>Assignments are done hastily or not at all, demonstrating limited thought or effort.</td>
<td>Responds to most questions, but skips or avoids some.</td>
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<td>Presents work that demonstrates thoughtful preparation.</td>
<td>Occasional errors are present.</td>
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<td>Goes beyond the requirements of assignments, generating new ideas for consideration.</td>
<td>Is consistently on time with work. Does not require reminders to turn work in.</td>
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<td>Eliminates all errors through careful proofreading and extensive revision.</td>
<td>Responds to all questions in detail.</td>
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