	Grade 6 Science: Formative Assessment PP1: Propose scientific qu									ng	of S	Science Skills								
						PP1: Propose scientif	ic qı	ıest	ions	5										
4: Excelling						3: Got it						2: Almost reable or observable form but not				Help				
				d me		ureable or observable using	specific to the parameters (may use "better" or "improve") Scores Student Name								Any other answer					
Student Name	Scores Student Name							S	core	es		Student Name	Scores							

	e 6	Sci	ence: Formative Assessme	nt '	Tra	cki	ng	of S	Science Skills							
	Р	P2:	Sta	te a	pre	diction and a hypothesis based	d on	an	obs	erv	ed p	pattern of events				
4: Excelling						3: Got it						2: Almost	1	.: Ne	ed	Help
 Makes a prediction or hypothesis statement which is testable; is specific with details Makes a hypothesis using an "If, then, because" scaffold: o relevant to the question o testable o includes a plausible reason (refers to research) Written passive voice 	is to • M sca o re o to o ir or i	esta Make Iffolo eleva esta ncluo rese	ble d: ant ble des arch	hypo to th a pla	othe: ne qu nusib	on or hypothesis statement which sis using an "If, then, because" uestion ole reason (may refer to readings	• N sca is n	lake ffold ot c	es a l d ind lear	hypo ludi ly ex	othe ing a xpre	othesis is not clearly testable sis using an "If, then, because" reason which may be relevant but ssed ssive voice				
Student Name		S	cor	es		Student Name		S	cor	es		Student Name		es		

Grade 6 Science: Formative Assess																				
				PP	3: I	dentify major variables to conti	ol a	nd t	test	in iı	nves	stigations								
4: Excelling						3: Got it						2: Almost	1	: Ne	ed	Help				
Depending on the complexity of the investigation, most or all of the necessary variables are controlled and described in detail	inv are • Ir var • D	estig cor ndep nabl	gation ntrol pend e tha ende	on, r led lent at fit nt: S	nost : Stu ts th Stud	nding on the complexity of the or all of the necessary variables dents identify one independent e question ents identify one dependent e question	var the • Ir var • D	iable invendep iable epe	es or estig end e not nder	cor gatio ent: t rel nt: S	ntrol n Stud evar tude	trolling some of the relevant ling variables that are not relevant to dents identify one independent at to the question ents identify one dependent variable question	Any	oth oth	er a	nswe	r			
Student Name		S	Scor	es		Student Name		S	core	es		Student Name		:S						

Grade 6 Science: Formative Assessment Tracking of Science Skills PP4: Plan a set of steps to perform a scientific investigation 4: Excelling 3: Got it 2: Almost 1: Need Help Independently, students perform: Independently, students perform: Independently, students perform Any other answer Procedures have a set of steps to test a single Procedures have a set of steps to test a single question 3-4 of the following: • Procedures are detailed enough to be repeated by someone else Procedures have a set of steps to test a single question auestion Procedural design minimizes experimental bias Procedures identify needed equipment and materials • Procedures are detailed enough to be repeated by someone else Procedural design uses multiple trials to increase • Procedures identify relevant measurements and/or observations to be Procedures identify needed equipment and materials accuracy (if appropriate) made • Procedures identify relevant measurements and/or observations to be Procedures are detailed enough to be repeated by • Procedures have one independent and one dependent variable and is made someone else written in a way that controls other major variables • Procedures have one independent and one dependent variable and is Procedures identify needed equipment and written in a way that controls other major variables Students may require support with: materials Procedural design minimizes experimental bias Students require support with other achievement indicators Procedures identify relevant measurements • Procedural design uses multiple trials to increase accuracy (if appropriate) and/or observations to be made Procedures have one independent and one dependent variable and is written in a way that controls other major variables **Scores Scores Student Name** Student Name **Student Name** Scores

	Grade 6 Science: Formative									ng o	of S	cience Skills							
						PP5: Record observations and	colle	ct r	elev	ant	dat	ta							
4: Excelling						3: Got it						2: Almost	_			Help nswe			
	rele • Q and • Q	evan Quant d rec Qualit	t, ap titati ords tativ	prop ve D with e Da	oriat Oata h un ta: I	toutinely collects data that is: tely labeled, organized, & honest : Routinely measures accurately hits Routinely records observations etail and not inferences	irre be pre • Q uni • Q	leva relud dicti diant ts ar	nt octanions titat e m	r ne t to ive	eeds reco Data	the type of data collected is support to identify relevancy; May ord observations contrary to a: Accuracy is inconsistent and/or Observations very general not very							
Student Name			Student Name		S	core	es		Student Name	Scores									
	Scores																		

		(Gra	de	6 S	cience: Formative Assessme	nt '	Tra	ckiı	ng (of S	cience Skills						
					Α	NE1: Classify by attributes and dis	spla	y of	Rel	eva	nt D	Data Data						
4: Excelling						3: Got it						2: Almost	1	: Ne	ed	Help	,	
• Displaying Appropriately: Takes	• 10	dent	ify R	Relev	/ent	Attributes: Identifies relevant	• lc	lenti	ify R	elev	/ent	Attributes: Includes characteristics	Any	oth	er a	nswe	ŗ	
the initiative to display the data in												questions or problem						
various ways that reveal various					-	differences						oriately: The type of organization of						
patterns		-	-	-		priately: Information is organized						not reveal patterns and trends or is						
Use of Convensions with Displayer Craphs with property						way appropriate to the data so that			-			e type of data						
Displays: Graphs with proper x	Ι.					s are apparent ons with Displays: Charts and graphs						ns with Displays: Data or information but a minor error in the labels may						
and y axis						e titles and labels and information		pres		orre	ctiy	but a fillior error in the labels may						
		olott	-	-				pics	CIII									
Student Name	1.0		cor		,	Student Name		S	core	es		Student Name		Scores				
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																	_	

		Gı	rad	e 6	Sci	ence: Formative Assessm	ent T	rac	kin	g o	f So	cience Skills						
	Α	E2:	Ana	alysi	is of	data representations: trends	, discı	repa	nci	es a	nd	sources of error						
4: Excelling						3: Got it						2: Almost	1	: Ne	ed	Help		
 Pattern, trends, relationship: Independently communicates additional patterns, trends or relationships Discrepancy: Change to the experimental design is suggested to eliminate the occurrence of the source of error 	app • D pos	orop iscr	riato epar	e pa ncy:	tterr Iden	elationship: Describes an n, trend, or relationship Itifies a discrepancy, noting a Perror	sim • D	plis iscr	tic epar	ncy:	Ider	elationship: Is unclear or overly ntifies a discrepancy, but is unable to e source of error						
Student Name		S	cor	es		Student Name		S	cor	es		Student Name		Se	core	es		

		Gı	rad	e 6	Sci	ence: Formative Assessme	nt T	rac	kin	g o	f Sc	cience Skills					
						AE3: Conclusio											
4: Excelling						3: Got it						2: Almost	1	: Ne	ed	Help	
 Reflects science understanding beyond that made available to students, indicating additional independent research Compares findings to other similar investigations 	rea • Si sup • Is pre	son tate por rele dict	for s a reting evar	resu elat evic it to 'hyp	Its bions dencing in the internal internal in the internal internal in the internal internal in the internal	ial question and						ecorded results and observations or direasoning	Any	oth	er a	nswer	
Student Name	Scores Student Name							S	cor	es		Student Name	Scores				

	Grade 6 Science: Formative Ass									ng c	of S	cience Skills										
						AE4: Applications of	leai	rnin	g													
4: Excelling	Ger	noral	llv. d	emo	nctra	3: Got it ates evidence of one or more of the	Noc	de ei	unno	ort O	r nro	2: Almost mpting to:		: Ne								
	foll Ju kno Doscie Id E	owinustificowled owled isplacentificentificowled dentificowled walua	ng: es sta dge, lys ev ic kno fies h ates	atem valua owle now the r	nents Ition dge, findi eleva		Ju knoDi scieIdEv	stify wled splan ntific entification	stat Ige, y eva c kno y ho te th	eme aluat owle w fir ne re	ion odge, nding leva	oy making connections to scientific of the concept taking into account other gs can be applied to other situations ncy and reliability of sources oster a new idea	Any	otne	er an	swei						
Student Name	, L		cor		tore	Student Name		S	core	es		Student Name	Scores									