

Content Area: Science

<b>Strand: Scientific Inquiry</b>	<b>Missouri GLE: 7-1- A-a &amp; 7-1- A-b</b>
<b>Reporting Topic: Developing investigations</b>	
<b>Grade: 3</b>	

<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences or applications that go beyond what was taught. For example, the student may:</b></p> <ul style="list-style-type: none"> <li>Investigate new knowledge by developing a question based upon new generalizations and principles.</li> <li>Predict and generalize the results of the original experiment design if a variable changes.</li> </ul>
	<b>3.5</b> In addition to 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Pose questions about objects, materials, organisms, and events in the environment.</li> <li>Work in a group to solve a problem, giving due credit to the ideas and contributions of each group member.</li> <li>Conduct a fair test to answer a question.</li> </ul> <p><b>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</b></p>
	<b>2.5</b> No major errors or gaps in 2.0 content and partial knowledge of 3.0 content.
<b>Score 2.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Recognize an example of a question that would be appropriate when developing an investigation.</li> <li>Identify examples of tools that are used when conducting a scientific inquiry.</li> <li>Recognize or recall specific terminology: scientific inquiry</li> </ul> <p><b>The student exhibits no major errors or gaps in the simpler details and processes.</b></p>
	<b>1.5</b> Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.
<b>Score 1.0</b>	<b>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</b>
	<b>0.5</b> With help, a partial understand of the 2.0 content and none of the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>