**4th Grade Erosion and Weathering Assessment Rubric**

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| 4 Exceeds Expectations | 3 Meets Expectations | 2 Approaching Expectations | 1 Beginning Expectations |
| **Part A**  Provides explanations and evidence for all three situations, and evidence accurately supports the claims.  Reasoning for each makes sense and connects to evidence | Provides explanations for all three situations, although explanations may not be fully supported by evidence or reasoning.  However, evidence and reasoning must connect to at least one situation. | Explanations may be partial, or only for two situations.  Evidence is supported but one piece might not tie directly to phenomenon.  Reasoning is provided but may not support evidence. | Explanations are cursory.  Little or no evidence is provided, or evidence does not link to phenomenon.  Reasoning is not provided, or makes little sense. |
| **Part B**  Model includes diagrams and words and represents ideas of subtractive erosion, particles being moved, and time. | Model includes a diagram and words, but may lack clarity on a specific aspect of erosion, such as what happens and why, and over what span of time. | Model lacks either a diagram or words, and may not provide a convincing understanding for how the process works. | Model is cursory and may still show misconceptions that were studied during the unit, or may go off on tangents that don’t readily explain the phenomenon. |
| **Part C**  Model includes diagrams and words and represents ideas of subtractive erosion, particles being moved, and time. Student demonstrates clearly the connection between ice particles moving and having the same effect on the rock as river water. | Model includes a diagram and words, but may lack clarity on how this process might happen. Student makes a strong approach, but doesn’t apply the erosion model studied earlier, or recognize that ice will move and remove particles in a similar way. | Model lacks either a diagram or words, and may not provide a convincing understanding for how the process works.  Student clearly doesn’t make the connection between ice and water particles acting similarly. | Model is cursory and may still show misconceptions that were studied during the unit, or may go off on tangents that don’t readily explain the phenomenon.  Student doesn’t apply any of the ideas of erosion to a glacier. |