



Reporting Standard on Report Card: Uses models to demonstrate chemical reactions and conservation of mass.					
Standard	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
8.P1U1.1	1	<p>Defines chemical reaction.</p> <p>Attempts to create model.</p>	<p>Describes chemical reactions and conservation of mass but may have an inaccurate model.</p> <p>Or</p> <p>Creates model, but unable to defend how it represents chemical reactions or atom conservation.</p>	<p>Develop and use a model to demonstrate that atoms and molecules can be combined or rearranged in chemical reactions to form new compounds with the total number of each type of atom conserved.</p>	<p>Work independently to apply content knowledge or skills to a greater depth than expected by the standard.</p>

Reporting Standard on Report Card: Understands physical and chemical properties of matter.					
Standard	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
8.P1U1.2	1	<p>Defines physical and chemical properties.</p>	<p>Identifies substances based on physical or chemical properties.</p>	<p>Obtain and evaluate information regarding how scientists identify substances based on unique physical and chemical properties.</p>	<p>Work independently to apply content knowledge or skills to a greater depth than expected by the standard.</p>



Report Card Rubric Science – 8th Grade

Reporting Standard on Report Card: Constructs explanations and solutions on efficient energy transfer from one source to another.					
Standard	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
8.P4U1.3	1	Defines energy.	Identifies an energy transfer.	Construct an explanation on how energy can be transferred from one energy store to another.	Work independently to apply content knowledge or skills to a greater depth than expected by the standard.
8.P4U2.5	1-2	Identifies an energy transfer.	Describes how energy is transferred from one source to another.	Develop a solution to increase efficiency when transferring energy from one source to another.	Work independently to apply content knowledge or skills to a greater depth than expected by the standard.

Reporting Standard on Report Card: Develops and uses models to explain waves.					
Standard	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
8.P4U1.4	1	Lists a wave characteristic or interaction.	Describes characteristics of waves and interactions. Or Creates model, but unable to explain model.	Develop and use mathematical models to explain wave characteristics and interactions.	Work independently to apply content knowledge or skills to a greater depth than expected by the standard.



Report Card Rubric Science – 8th Grade

Reporting Standard on Report Card: Constructions explanations on heredity and mutations.					
Standard	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
8.L3U1.9	2	Defines traits.	Describes traits or mutations.	Construct an explanation of how genetic variations occur in offspring through the inheritance of traits or through mutations.	Work independently to apply content knowledge or skills to a greater depth than expected by the standard.

Reporting Standard on Report Card: Supports an evidence-based argument on how technology based genetic research has both positive and negative effects on human lives.					
Standard	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
8.L3U3.10	2	Identifies evidence that is positive or negative regarding advancements in genetic research technology.	Communicates how advancements in technology in genetic research has positive or negative effects on human lives. OR Provides an argument to both sides but does not support it using evidence.	Communicate how advancements in technology have furthered the field of genetic research and use evidence to support an argument about the positive and negative effects of genetic research on human lives.	Work independently to apply content knowledge or skills to a greater depth than expected by the standard.



Report Card Rubric Science – 8th Grade

Reporting Standard on Report Card: Gathers evidence and uses models to explain how natural selection can lead to an increase and decrease of specific traits in a population over time and lead to evolution.					
Standard	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
8.L4U1.11	2	Defines natural selection or identifies models.	Interprets a model but may include inaccurate or incomplete explanation.	Develop and use a model to explain how natural selection may lead to increases and decreases of specific traits in populations over time.	Work independently to apply content knowledge or skills to a greater depth than expected by the standard.
8.L4U1.12	2	Defines natural selection.	Collects evidence about natural selection.	Gather and communicate evidence on how the process of natural selection provides an explanation of how new species can evolve.	Work independently to apply content knowledge or skills to a greater depth than expected by the standard.

Reporting Standard on Report Card: Supports arguments on how human activity impacts the environment.					
Standard	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
8.E1U3.8	3	Constructs an argument about human consumption of limited resources impacts the biosphere.	Collects evidence about how human consumption of limited resources impacts the biosphere.	Construct and support an argument about how human consumption of limited resources impacts the biosphere.	Work independently to apply content knowledge or skills to a greater depth than expected by the standard.



Report Card Rubric Science – 8th Grade

Reporting Standard on Report Card: Uses data to predict natural hazards and geologic events.					
Standard	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
8.E1U3.7	3	Describes geological events and natural hazards.	Collections data about historical patterns pertaining natural hazards and other geological events.	Obtain, evaluate, and communicate information about data and historical patterns to predict natural hazards and other geological events.	Work independently to apply content knowledge or skills to a greater depth than expected by the standard.