

# Competency Rubric Example: Science – Patterns (Grades 3-4)

This is a competency rubric for the Patterns competency within Science for grades 3-4. A rubric is a tool teachers use to determine where students are in their learning.

There are competency rubrics like this one for each competency in each content area for Kindergarten, grades 1-2, grades 3-4 and grades 5-6. These are “grade banded,” meaning for more than one grade, to acknowledge that learning moves at different paces for different students.

SLP BLAINE   FRIDLEY SPRING LAKE PARK SPRING LAKE PARK SCHOOLS		Science: Patterns		
		Competency: Making observations, identifying or creating, and transferring patterns in order to make predictions.		
Grade Level Competency: Grades 3-4 Students will make observations that will allow them to predict and model the relationships between patterns. Students will make connections to personal experiences and phenomena.				
Criteria	Extending	Proficient	In Progress	Beginning
Analyze and Create Representation	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can use scientific language to explain and model connections in a pattern and apply to personal experiences or natural phenomena. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can explain and model connections in a pattern. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I am acquiring the knowledge and skills necessary to create a pattern connected to a scientific event. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4
Predict Relationships		I can use evidence to justify and analyze connections between scientific events and	I can use evidence to justify the connections between scientific events and apply those	I am acquiring the skills to explain and apply the connections between scientific

- This is the content area (Science) and the competency (Patterns).** Each content area has 4-8 competencies. Science has five. These are consistent from grades K-12. Competencies represent the most critical and enduring concepts from each content area and the skills and mindsets needed to be successful.
- This is the competency description (for Patterns).** This language describes the big concept and is consistent for grades K-12.
- This is the grade level competency description (for Patterns at grade 3-4).** Each competency grows in complexity as the child grows. The grade level description in this example defines what this competency look like for grades 3-4.
- This is a rubric criteria.** Each competency is broken down into multiple criteria. For this example, “Analyze and Create Representations” is one criteria students have to learn as a part of the Patterns competency. You can also see that ”Predict Relationships” is another criteria. Students may master some criteria very quickly and may need more time for others.
- These are the rubric performance levels – beginning, in progress, proficient and extending.** These describe what the learning looks like when a student is beginning to grasp the concept, when learning is in progress, and when a student is proficient. Teachers use rubric criteria and performance level descriptions to help identify and show students (and their families) exactly where students are in their learning and what the next steps will be.