

PERFORMANCE TASK ASSESSMENT LIST
Science Journal

Element	Assessment Points	
	Points Possible	Earned Assessment
		Self
1. The student's name is listed.	_____	_____
2. All entries are dated.	_____	_____
3. Many science concepts are explored.	_____	_____
4. Diagrams, sketches, and drawings indicate logical thought.	_____	_____
5. Observations are organized and written in complete sentences.	_____	_____
6. Questions show higher-order thinking such as analysis, synthesis, and evaluation.	_____	_____
7. "What if. . .?" statements show that relevant and interesting independent and dependent variables are being considered.	_____	_____
8. Sketches of inventions and models show understanding of science concepts.	_____	_____
9. Graphic organizers are used to organize thinking.	_____	_____
10. Problems and concerns are identified, and ideas are provided for their solution.	_____	_____
11. Interesting and enjoyable elements are identified and reasons given for them.	_____	_____
12. Exploration as a learner is evident.	_____	_____
13. Goals to improve study habits have been set.	_____	_____
14. Lists of interesting information and ideas from sources, such as newspapers, magazines, and television, are included.	_____	_____
Total	_____	_____

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Science Journal

	Rating
The student's science journal shows that he/she has very thoughtfully considered many elements of science and has tackled some very tough concepts. Unanswered questions are revisited as more and more complete answers are constructed. It is clear that the student is able to look inside to see himself/herself as a learner, finding and solving problems, and striving to improve work habits.	
The student's science journal is very organized and complete. Many science concepts appear in it, and it is clear that the student has spent much time and hard work to explore ideas and phenomena through graphics and in writing. Good, clear thinking is found throughout. The student has shown some ability to explore how he or she goes about learning and has set and followed some goals for improvement.	
The student's science journal is incomplete. It shows little effort to be complete or detailed. Little higher-order thinking is evident. There also is little evidence that the student understands himself/herself as a learner. Strengths and weaknesses have not been explored well.	
The student's science journal is very incomplete and unorganized or has not been completed.	

Comments: