Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Points: \_\_\_\_\_\_\_ / 21

**Weather Station and Data Collection Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **0** | **1** | **2** | **3** |
| **Inquiry**  Students should be using books, video links, and website links to find information about weather instruments. | Students did not complete basic research on weather instruments. | Students completed basic research with teacher support but did not record any of the information they discovered. | Students completed grade-level appropriate research and recorded some information they discovered with the help of the teacher. | Students completed grade-level appropriate research and recorded the important information they discovered with minimal help from the teacher. |
| **Critical Thinking**  **Creativity**  Students should create a picture of what they would like the school’s weather station to look like. | Students have not included a reasonable plan for placement and construction of the weather station and have failed to include appropriate weather tools at the station. | Students’ drawings include a reasonable plan for placement and construction of the weather station.  OR  Students have included images and descriptions of appropriate weather tools at the station. | Students’ drawings include a reasonable plan for placement and construction of the weather station.  AND  Students have included images and descriptions of appropriate weather tools at the station. | Students’ drawings include a unique or creative plan for placement and construction of the weather station.  AND  Students have included images and descriptions of appropriate weather tools at the station. |
| **Standards Based Assessment (Double Points)**  S4E4.a – TSW Identify weather instruments and explain how each is used in gathering weather data and making forecasts. | Majority of grade-appropriate weather instruments are missing or have inaccurate descriptions on the weather station picture. | Some grade appropriate weather instruments are missing or have inaccurate descriptions on the weather station picture. | All grade-appropriate weather instruments are named and described on the weather station picture. | All grade-appropriate weather instruments are named and described with thorough detail on the weather station picture. |
| **Standards Based Assessment (Double Points)**  S4E4.a – TSW Identify weather instruments and explain how each is used in gathering weather data and making forecasts. | Student does not maintain an accurate chart, line plot, or graph of the data gathered at the weather station. | Student creates and maintains a chart of the data gathered at the weather station state but some measurements or measurement units are inaccurate. | Student creates and maintains an accurate chart of the data gathered at the weather station (including appropriate measurement units). | Student creates and maintains an accurate line plot or graph of the data gathered at the weather station (including appropriate measurement units). |
| **Collaboration**  **Communication** | Students were unable to collaborate productively with peers even when given teacher support.  AND  Students effectively communicated their ideas with their peers and adults given some teacher support. | Students struggled to collaborate productively with peers even when given teacher support.  OR  Students struggled to communicate their ideas with their peers and adults when given teacher support. | Students collaborated productively with peers given some teacher support.  AND  Students effectively communicated their ideas with their peers and adults given some teacher support. | Students collaborated both independently and productively with peers.  AND  Students effectively communicated their ideas with their peers and adults given little to no teacher support. |