***Measurement Rubric - Temperature***

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| **Assessment Category** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Knowledge and Understanding****The student…** |  |  |  |  |
| – estimate temperature based on given information | LimitedKnowledge | SomeKnowledge | ConsiderableKnowledge | ThoroughKnowledge |
| - demonstrates temperature |
| – reads and identifies benchmarks (cool, warm, hot, cold) |
| – reads positive temperatures to nearest degree  |
| **Thinking****The student…** |  |  |  |  |
| – demonstrates mathematical thinking (e.g., orally, written and visual representations) | LimitedEffectiveness | SomeEffectiveness | ConsiderableEffectiveness | High Degree of Effectiveness |
| – deconstructs temperature problems to determine necessary information |
| – uses problem solving skills and selects appropriate strategies and tools |
| **Communication****The student…HOW** |  |  |  |  |
| - explains the relationship between hot and cold water | LimitedEffectiveness | SomeEffectiveness | ConsiderableEffectiveness | High Degree of Effectiveness |
| - communicates how and identifies with temperatures |
| - uses appropriate vocabulary and terminology (celsius, temperature, thermometer) |
| **Application****The student…** |  |  |  |  |
| - represents and applies temperature | LimitedEffectiveness | SomeEffectiveness | ConsiderableEffectiveness | High DegreeOf Effectiveness |
| - transfers knowledge and skills to temperature |
| - makes connections to weather  |