

Sample #14: K–2 Science Continuum

Criterion	Indicator	Rating	Rationale (use words and phrases from the <i>Rubric for Rubrics</i>)
Coverage/ Organization	1A: Covers the Right Content	5	<ul style="list-style-type: none"> • There is a clear link to content standards and important learning in science. It has the “ring of truth.”
	1B: Criteria Are Well Organized	5	<ul style="list-style-type: none"> • Traits appear to be independent and are divided up in a logical fashion.
	1C: Number of Levels Fits Targets and Uses	5	<ul style="list-style-type: none"> • The levels in developmental continua are more accurately characterized as stages, as in this rubric. Four levels appear to be enough to distinguish progress without so many that it is impossible to distinguish among them.
Clarity	2A: Levels Defined Well	4	<ul style="list-style-type: none"> • Statements tend to be descriptive, but a few might lead to inaccurate judgments across levels. For example, under the trait <i>Uses Senses to Observe</i>, how does “some detail” in Developing differ from “consistently use detail” in Using? Or, how does “students can often identify the rule for classifying” at the Using level differ from “students can . . . independently identify and/or explain the rule” at the Applying level?
	2B: Levels Parallel	4	<ul style="list-style-type: none"> • The levels seem to be mostly parallel, although it requires some work to track features across levels.