

SRPSD Grade 2 Science Rubrics

Life Science: Animal Growth and Changes (AN)

AN2.1 Analyze the growth and development of familiar animals, including birds, fish, insects, reptiles, amphibians, and mammals, during their life cycles.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
I can match an adult animal with its offspring.	I can identify and describe the stages of a life cycle. b) c) d) f)	I can explain and compare the stages of life cycles of animals. e) h)	I can use my knowledge of life cycles to make predictions about animals' growth and development. g) i) j)

AN2.2 Compare the growth and development of humans with that of familiar animals.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
I can describe ways humans grow and develop.	I can identify and describe the stages of life in humans. c)	I can compare human growth and development to animals. e) d)	I can explain and predict differences in growth and development between humans and animals.

AN2.3 Assess the interdependence of humans and animals in natural and constructed environments.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
I can describe the location of where an animal lives. a) b)	I can describe how humans and animals interact with each other. f) g)	I can describe the influence of the environment on human and animal interactions. d)	I can use my knowledge of how humans and animals interact to predict whether an interaction will help or harm. e)

Physical Science: Liquids and Solids (LS)

LS2.1 Investigate properties (e.g., colour, taste, smell, shape, and texture) of familiar liquids and solids.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
I can describe a solid or a liquid using colour, taste, smell, shape, and texture.	I can identify and provide examples of whether a substance is a solid or a liquid. b)	I can compare properties between solids & liquids, liquids & liquids, and solids & solids. e) f) g) i) h)	I can use my knowledge about physical properties and states of matter to sort liquids and solids and predict how they will change. j) k)

LS2.2 Investigate interactions between liquids and solids, and technologies based on those interactions.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
I can explain a time when I mixed a liquid & liquid, solid & solid, or liquid & solid. b)	I can observe and record the interactions between liquids and solids. e) f) h)	I can explain the interactions between liquids and solids when combined. c) d)	I can use my knowledge of combining solids and liquids to solve a problem. g) i) j)

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Physical Science: Motion and Relative Position (MP)

MP2.1 Analyze methods of determining the position of objects relative to other objects.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
I can tell where an object is or find it. a)	I understand the terms used to identify the position of an object. b)	I can compare various ways to describe the location of an object. h) f) c) g)	I can create an accurate set of instructions to get to a location. i)

MP2.2 Investigate factors, including friction, which affect the motion of natural and constructed objects, including self.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
I know what motion means. a) b)	I can describe the way objects move. c) e) h)	I can explain the factors that affect an object's movement. d) g) i) j)	I can use my knowledge of motion to make an object move faster, slower, or change direction.

Earth and Space Science: Air and Water in the Environment (AW)

AW2.1 Investigate properties of air and water (in all three states of matter) within their environment.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
I can tell the difference between air and water. a)	I can observe, measure, and record air and water in the environment in all 3 states. b) c)	I can describe and compare the properties of air and water. d) f)	I can explain the effects on the properties of air and water during each change of state. (melting, freezing, evaporation...) f) g)

AW2.2 Assess the importance of air and water for the health and survival of living things, including self, and the environment.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
I understand what would happen if I didn't have air or water.	I know where water comes from. b) e) g)	I can explain how water is used and why it is important. c) d) f)	I can make a plan for keeping our air and water clean. h) i) j)