# 💦 Water: Runoff or Absorb? (Kindergarten)

**Student Name:** _____ **Project Title:** *Permeable/Absorption (Sink) vs. Impermeable/Runoff (Slide).*

| Criteria | 🧪 Lead Scientist (Exceeds) | 🔍 Lab Assistant (Meets) | 💧 Junior Observer (Approaching) | ☁️ Starting Scientist (Needs Support) |
|---|---|---|---|---|
| **Predictions** | Made a prediction for every material and explained *why* (e.g., "The sponge has holes"). | Made a prediction for every material before the experiment started. | Predicted some materials, but missed others or changed them mid-test. | Did not record predictions or needed constant prompting. |
| **Experiment Results** | Correctly recorded all results and noticed the water moving toward the **storm drain**. | Correctly recorded whether water **absorbed** or **ran off** for most materials. | Recorded some results but confused "sink" and "slide" on the paper. | Result sheet is incomplete or needs teacher to circle answers. |
| **Vocabulary Usage** | Used **"Absorb"** and **"Runoff"** correctly in conversation using hand gestures. | Used at least one vocabulary word correctly during the outdoor walk. | Recognizes the words when heard but does not use them yet. | Needs teacher support to identify the correct vocabulary words. |
| **Natural vs. Human-made** | Clearly explained that natural things (soil) "drink" while human-made (concrete) "slide." | Identified one natural and one human-made material during the test. | Noticed the materials are different but wasn't sure how the water changed. | Does not yet see the difference between natural and human-made surfaces. |

## Teacher Scoring Guide:

- **12–10 Points:** 🧪 **Lead Scientist** (Deep Understanding)
- **9–7 Points:** 🔍 **Lab Assistant** (Solid Understanding)
- **6 or less:** 💧 **Junior Observer** (Needs More Practice)

**Teacher Tip:** Try circling the icons (Test Tube, Magnifying Glass, Water Drop) when grading. It makes the feedback "readable" for a Kindergarten or 1st-grade student before they even read the words!

## How to Use This Rubric for Grading:

Because Kindergarten and 1st-grade students are still developing literacy skills, this rubric is designed to be **visually accessible** and **action-oriented**. Here is how to implement it effectively:

- **The "Circle the Icon" Method:** Instead of just writing a number at the top of the page, circle the corresponding icon (the Test Tube, Magnifying Glass, or Water Drop). This allows the student to immediately understand their "Scientist Level" without needing to read the full text.
- **Observational Grading:** You don't have to wait for the paper to be turned in! Use the **Vocabulary Usage** and **Natural vs. Human-made** rows to grade "on the fly" while you are outside. If you hear a student use the word "Runoff" correctly while pointing at the sidewalk, you can pre-mark their rubric right there.
- **Evidence-Based Feedback:** In the margins of the rubric, jot down one specific "Scientist Quote" from the student (e.g., *"The grass is like a sponge!"*). This provides concrete evidence for parents and ties back to the **PA STEELS** targets regarding physical characteristics.
- **Self-Reflection:** Show the rubric to the students before the experiment. Ask them, *"What does a Lead Scientist do with their clipboard?"* This sets clear expectations for their behavior and recording accuracy during the outdoor portion.