**Hi there!**

I'm glad you're using this resource. Continue to check our website (realsciencechallenge.com) to find more resources. And, sign up for our newsletter to receive updates on materials that will be available soon.

I spend countless hours writing, researching, editing and generating graphics/charts for each question. I want to continue creating useful content for you to use - however, I also want to ensure my work is fairly compensated.

Therefore, below are the terms and conditions for use of our materials.

What is allowed:

- photocopying our content for your students to use.
- posting a copy of our content (ie. questions, rubrics) on a password protected site for your students to access and/or complete.
- copying our questions into your tests or assignments. Please give credit in this case.

What is not allowed:

- Selling our content.
- Repackaging our content in your own materials and then selling it. NOTE: giving credit to us still does not make this okay.
- Distributing and/or posting our content online (for example, on social media or a blog.

Thank you for supporting us. And, we look forward to helping you with your teaching practice. Please feel free to reach out to us if you have any questions or suggestions.

Sincerely,

Kent
REAL Science Challenge Founder
Science Department Head (Burnaby South Secondary)

Contact Kent at realsciencechallenge@gmail.com

# Sample One-Column Rubric - Graphing

| Emerging/Developing | Proficient | Extending |
|---|---|---|
| | ☐ Labeled Axis<br>☐ Consistent scale<br>☐ Maximum size<br>☐ Clear, ruled lines<br>☐ Labeled datasets* | ☐ Correct choice in line, bar, or pie graph |

Note:

- Used to assess proficiency in standards (ie science skills or practices).
- Proficiency is measured on a range starting at “emerging” and then progressing to “developing”, “proficient”, and “extending”.
- See below for the proficiency scale published by the BC Ministry of Education.

| The Provincial Proficiency Scale | EMERGING | DEVELOPING | PROFICIENT | EXTENDING |
|---|---|---|---|---|
| | The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning. |

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## Sample Graphing Assignment

Graph the following data using the format (ie. line graph or bar graph) that is the most appropriate. Be sure to label and title your graph, use pencil and ruler to draw, provide a consistent scale on both the x- and y-axis, and maximize the size of your graph. If both sets of data appear on the same graph, find a way to distinguish the different data sets on the graph.

| **Monthly Temperatures (Average Daily High)** | |
|---|---|
| **Month** | **Temp** |
| Jan | 7 |
| Feb | 8 |
| Mar | 10 |
| Apr | 13 |
| May | 17 |
| Jun | 20 |
| Jul | 22 |
| Aug | 22 |
| Sept | 19 |
| Oct | 14 |
| Nov | 9 |
| Dec | 7 |

Table 1

| **Monthly Temperatures (Average Daily High)** | |
|---|---|
| **Month** | **Temp** |
| Jan | 26 |
| Feb | 27 |
| Mar | 24 |
| Apr | 21 |
| May | 17 |
| Jun | 15 |
| Jul | 14 |
| Aug | 16 |
| Sept | 18 |
| Oct | 20 |
| Nov | 22 |
| Dec | 24 |

Table 2

Contact Kent at realsciencechallenge@gmail.com