



RUBRICA DE VALORACION PROCESO DE CIENCIAS NATURALES

FIFTH GRADE

COMPETENCIA:	I IDENTIFY STRUCTURES OF LIVING THINGS THAT ALLOW THEM TO DEVELOP IN AN ENVIRONMENT AND THAT I CAN USE AS CLASSIFICATION CRITERIA.			
Formación integral y competencias: Pensamiento complejo, currículo, didáctica y evaluación. Sergio Tobón https://es.calameo.com/read/000756761b6906ff9c88b	DESCRIPCION DEL DESEMPEÑO BAJO	DESCRIPCION DESEMPEÑO BASICO	DESCRIPCION DESEMPEÑO ALTO	DESCRIPCIÓN DESEMPEÑO SUPERIOR
		Cuenta de manera aislada con nociones generalizadas sobre las competencias a desarrollar. Cuenta con conocimientos previos y experiencias, que asocia a nociones sobre las competencias a desarrollar, pero de las cuales no ha generado una estructura de aplicación.	Cuenta con nociones sobre la realidad y el ámbito de actuación de las competencias a desarrollar, en un desempeño básico y operativo. Aplica elementos técnicos en los procesos relacionados con las competencias a desarrollar, que le permiten resolver problemas sencillos del contexto.	Emplea criterios de argumentación investigativa, que le permiten resolver problemas de diversa índole y mayor complejidad, soportados en las competencias desarrolladas.
INDICADOR / ACTIVIDAD	DESCRIPCION DEL DESEMPEÑO BAJO (1.0)	DESCRIPCION DESEMPEÑO BASICO (2.0)	DESCRIPCION DESEMPEÑO ALTO (3.0)	DESCRIPCIÓN DESEMPEÑO SUPERIOR (4.0)
Classify materials according to state in which it is presented with in order to identify the different aggregation states.	The student finds it difficult to classify materials according to the state in which they are presented and is unable to identify the different states of aggregation.	The student basically classifies materials according to the state in which they are presented and superficially identifies the different states of aggregation.	The student classifies the materials according to the state in which they are presented in order to identify the different states of aggregation.	The student skillfully classifies materials according to the state in which they are presented in order to identify the different states of aggregation.
Explain the relationship between electricity, energy and flow of electrons that allow the creation of electrical objects.	The student finds it difficult to develop electrical objects using the concepts of electricity, energy and electron flow that allow	The student develops electrical objects in a basic way using the concepts of electricity, energy and electron flow that it allows.	The student develops electrical objects using the concepts of electricity, energy and electron flow that allow.	The student skillfully develops electrical objects using the concepts of electricity, energy and electron flow that allow.



COLEGIO
MADRID
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