

| Indicator | Standard | 1 – Beginner Learner | 2 – Developing Learner | 3 – Proficient Learner | 4 – Distinguished Learner | Evidence | Assessed |
|-------------|----------|-------------------------------------|-----------------------------|---------------------------|-------------------------------|---------------|----------|
| Uses | SKL1 | Even with teacher support, does | With teacher support, | - Construct an | Student independently | Options | Q2 |
| science and | SKL2 | not | does | explanation based on | - Construct an explanation | include but | |
| engineering | SKP1 | - Construct an explanation based | - Construct an explanation | observations to | based on observations to | not limited | |
| practices | SKE2 | on observations to recognize the | based on observations to | recognize the | recognize the differences | to: | |
| and | | differences between organisms | recognize the differences | differences between | between organisms and | Labs, | |
| reasoning | | and nonliving objectsDevelop | between organisms and | organisms and | nonliving objects | Performance | |
| skills | | a model to represent how a set of | nonliving objects | nonliving objects | Develop a model to | | |
| to explore | | organisms and nonliving objects | Develop a model to | Develop a model to | represent how a set of | Task, | |
| and | | are sorted into groups based on | represent how a set of | represent how a set of | organisms and nonliving | Classroom | |
| understand | | their attributes. | organisms and nonliving | organisms and | objects are sorted into | Discussion, | |
| sorting | | -Construct an argument | objects are sorted into | nonliving objects are | groups based on their | Formative | |
| | | supported by evidence for how | groups based on their | sorted into groups | attributes. | Assessments, | |
| | | animals can be grouped | attributes. | based on their | -Construct an argument | Assessment | |
| | | according to their features. | -Construct an argument | attributes. | supported by evidence for | Probes, | |
| | | - Construct an argument | supported by evidence for | -Construct an | how animals can be | Teacher | |
| | | supported by evidence for how | how animals can be | argument supported | grouped according to | Observations. | |
| | | plants can be grouped according | grouped according to | by evidence for how | their features. | Presentations | |
| | | to their features. | their features. | animals can be | - Ask questions and make | Fresentations | |
| | | - Ask questions and make | - Construct an argument | grouped according to | observations to identify | | |
| | | observations to identify the | supported by evidence for | their features. | the similarities and | | |
| | | similarities and differences of | how plants can be | - Ask questions and | differences of offspring to | | |
| | | offspring to their parents and to | grouped according to | make observations to | their parents and to other | | |
| | | other members of the same | their features. | identify the similarities | members of the same | | |
| | | species | - Ask questions and make | and differences of | species. | | |
| | | -Ask questions to compare and | observations to identify | offspring to their | Ask questions to compare | | |
| | | sort objects made of different | the similarities and | parents and to other | and sort objects made of | | |
| | | materials. (Common materials | differences of offspring to | members of the same | different materials. | | |
| | | include clay, cloth, plastic, wood, | their parents and to other | species. | (Common materials | | |
| | | paper, and metal.) | members of the same | -Ask questions to | include clay, cloth, plastic, | | |
| | | - Use senses and science tools to | species. | compare and sort | wood, paper, and metal.) | | |
| | | classify common objects, such as | -Ask questions to | objects made of | - Use senses and science | | |
| | | buttons or swatches of cloth, | compare and sort objects | different materials. | tools to classify common | | |
| | | according to their physical | made of different | (Common materials | objects, such as buttons | | |
| | | attributes (color, size, shape, | materials. (Common | include clay, cloth, | or swatches of cloth, | | |
| | | weight, and texture). | materials include clay, | plastic, wood, paper, | according to their physical | | |
| | | | | and metal.) | attributes (color, size, | | |



| | - Plan and carry out an investigation to predict and observe whether objects, based on their physical attributes, will sink or float. -Ask questions to identify and describe earth materials—soil, rocks, water, and air. -Construct an argument supported by evidence for how rocks can be grouped by physical attributes (size, weight, texture, color). - Use tools to observe and record physical attributes of soil such as texture and color. | cloth, plastic, wood, paper, and metal.) - Use senses and science tools to classify common objects, such as buttons or swatches of cloth, according to their physical attributes (color, size, shape, weight, and texture). - Plan and carry out an investigation to predict and observe whether objects, based on their physical attributes, will sink or float. -Ask questions to identify and describe earth materials—soil, rocks, water, and air. -Construct an argument supported by evidence for how rocks can be grouped by physical attributes (size, weight, texture, color). - Use tools to observe and record physical attributes of soil such as texture and color. | - Use senses and science tools to classify common objects, such as buttons or swatches of cloth, according to their physical attributes (color, size, shape, weight, and texture) Plan and carry out an investigation to predict and observe whether objects, based on their physical attributes, will sink or floatAsk questions to identify and describe earth materials—soil, rocks, water, and airConstruct an argument supported by evidence for how rocks can be grouped by physical attributes (size, weight, texture, color) Use tools to observe and record physical attributes of soil such as texture and color. | shape, weight, and texture). - Plan and carry out an investigation to predict and observe whether objects, based on their physical attributes, will sink or float. -Ask questions to identify and describe earth materials—soil, rocks, water, and air. -Construct an argument supported by evidence for how rocks can be grouped by physical attributes (size, weight, texture, color). - Use tools to observe and record physical attributes of soil such as texture and color. | | |
|---|---|---|---|---|---|----|
| Uses science and engineering practices and reasoning sk ills to explore and | Even with teacher support, does not -Ask questions to classify objects according to those seen in the day sky, the night sky, and both. -Develop a model to communicate the changes that occur in the sky during the day, as day turns into night, during the | With teacher support, does -Ask questions to classify objects according to those seen in the day sky, the night sky, and bothDevelop a model to communicate the changes that occur in the sky | -Ask questions to classify objects according to those seen in the day sky, the night sky, and bothDevelop a model to communicate the | Student independently -Ask questions to classify objects according to those seen in the day sky, the night sky, and bothDevelop a model to communicate the changes that occur in the sky during the day, as day | Options include but not limited to: Labs, Performance Task, Classroom | Q3 |



| he sun and moon | | night, and as night turns into day using pictures and words. | during the day, as day turns into night, during the night, and as night turns into day using pictures and words | the sky during the day, as day turns into night, during the night, and as night turns into day using pictures and words. | turns into night, during the night, and as night turns into day using pictures and words. | Discussion, Formative Assessments, Assessment Probes, Teacher Observations, Presentations | |
|---|------|---|--|---|---|---|----|
| Uses science and engineering practices and reasoning sk ills to explore and understand | S1E1 | Even with teacher support, does not -Plan and carry out an investigation to determine the relationship between an object's physical attributes and its resulting motion (straight, circular, back and forth, fast and slow, and motionless) when a force is applied. (Examples could include toss, drop, push, and pull.) -Construct an argument as to the best way to move an object based on its physical attributes. | With teacher support, does -Plan and carry out an investigation to determine the relationship between an object's physical attributes and its resulting motion (straight, circular, back and forth, fast and slow, and motionless) when a force is applied. (Examples could include toss, drop, push, and pull.) -Construct an argument as to the best way to move an object based on its physical attributes. | -Plan and carry out an investigation to determine the relationship between an object's physical attributes and its resulting motion (straight, circular, back and forth, fast and slow, and motionless) when a force is applied. (Examples could include toss, drop, push, and pull.) -Construct an argument as to the best way to move an object based on its physical attributes. | Student independently -Plan and carry out an investigation to determine the relationship between an object's physical attributes and its resulting motion (straight, circular, back and forth, fast and slow, and motionless) when a force is applied. (Examples could include toss, drop, push, and pull.) -Construct an argument as to the best way to move an object based on its physical attributes. | Options include but not limited to: Labs, Performance Task, Classroom Discussion, Formative Assessments, Assessment Probes, Teacher Observations, Presentations | Q3 |
| Uses science and engineering practices and reasoning sk ills to explore and understand basic needs of plants and animals | S1L1 | Even with teacher support, does not -Ask questions to determine the sequence of the life cycle of common animals in your areaPlan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time. | With teacher support, does -Ask questions to determine the sequence of the life cycle of common animals in your areaPlan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording | -Ask questions to determine the sequence of the life cycle of common animals in your areaPlan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording | Student independently -Ask questions to determine the sequence of the life cycle of common animals in your areaPlan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording | Options include but not limited to: Labs, Performance Task, Classroom Discussion, Formative Assessments, Assessment | Q3 |



| -Construct an explanation of | changes over a period | changes over a | changes over a period | Probes, | |
|--------------------------------|-------------------------|-----------------------|-------------------------|---------------|--|
| an animal's role in dispersing | of time. | period of time. | of time. | Teacher | |
| seeds or in the pollination of | -Construct an | -Construct an | -Construct an | Observations, | |
| plants. | explanation of an | explanation of an | explanation of an | Presentations | |
| -Develop models to illustrate | animal's role in | animal's role in | animal's role in | | |
| the unique and diverse life | dispersing seeds or in | dispersing seeds or | dispersing seeds or in | | |
| cycles of organisms other than | the pollination of | in the pollination of | the pollination of | | |
| humans | plants. | plants. | plants. | | |
| | -Develop models to | -Develop models to | -Develop models to | | |
| | illustrate the unique | illustrate the unique | illustrate the unique | | |
| | and diverse life cycles | and diverse life | and diverse life cycles | | |
| | of organisms other | cycles of organisms | of organisms other | | |
| | than humans | other than humans | than humans | | |

Kindergarten Grade

| Science | | | | | | | |
|--|-------------|----|----|----|----|--|--|
| Indicators | Related | Q1 | Q2 | Q3 | Q4 | | |
| | Standard(s) | | | | | | |
| Uses science and engineering practices and reasoning | SKP1, SKP2, | | | | | | |
| skills to explore and understand science concepts | SKE1, SKE2, | | | | | | |
| · | SKL1, SKL2 | | | | | | |
| Sort it Out | SKP1, SKE2, | | | | | | |
| | SKL1, SKL2 | | | | | | |
| Sun and Moon | SKE1 | | | | | | |
| Up and Down and All Around (Forces) | SKP2 | | | | | | |