Grade K Standards-Based Report Card Rubric – Grade K

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

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		- 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 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.	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 understand t	**SKE1**	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 both. -Develop 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 both. -Develop a model to communicate the changes that occur in	Student independently -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	Options include but not limited to: Labs, Performance Task, Classroom	Q3

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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 area. -Plan 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 area. -Plan 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 area. -Plan 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 area. -Plan 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

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

Kindergarten Grade

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