

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	Presentations	
		 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,		

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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 explanat	ion of changes over a period	changes over a	changes over a period	Probes,
an animal's role in disp	ersing of time.	period of time.	of time.	Teacher
seeds or in the pollinat	ion of -Construct an	-Construct an	-Construct an	Observations,
plants.	explanation of an	explanation of an	explanation of an	Presentations
-Develop models to illu	ustrate 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 oth	er 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	