

**The Nature of Science**  
**Measurement Topic: Scientific Knowledge**  
 Grade One

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

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| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>   |
| 3.5              | In addition to score 3.0, in-depth inferences and applications with partial success  |
| <b>Score 3.0</b> | <b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Describing the consistency of the results of a experiment conducted multiple times (UNIT: Introduction to Science)</li> <li>• Communicating a scientific idea using evidence (UNIT: Introduction to Science)</li> </ul> |

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| 2.5              | No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements  |
| <b>Score 2.0</b> | <b>Student exhibits major errors or omissions with score 3.0 elements. No major omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing or recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Experiment</li> <li>○ Consistent</li> <li>○ Evidence</li> </ul> </li> <li>• Performing basic processes, such as:           <ul style="list-style-type: none"> <li>○ Recognizing or recalling accurate statements about the importance of scientists using evidence</li> <li>○ Recognizing or recalling that repeated scientific investigations have consistent results</li> </ul> </li> </ul> |
| 1.5              | Partial knowledge of score 2.0 elements<br>Major errors or omissions regarding score 3.0 elements   |
| <b>1.0</b>       | <b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>   |
| 0.5              | With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements   |

**The Nature of Science**  
**Measurement Topic: Scientific Inquiry - The Scientific Method**  
 Grade One

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

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| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>  |
| 3.5              | In addition to score 3.0, in-depth inferences and applications with partial success   |
| <b>Score 3.0</b> | <b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Planning simple investigations as a strategy for evaluating predictions based on questions developed from observations of the natural world (UNIT: Introduction to Science)</li> <li>• Making observations related to the 5 senses about living things, nonliving objects, and events (UNIT: Introduction to Science)</li> </ul> |

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| 2.5              | No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements  |
| <b>Score 2.0</b> | <b>Student exhibits major errors or omissions with score 3.0 elements. No major omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing or recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Question</li> <li>○ Observations</li> </ul> </li> <li>• Performing basic processes, such as:           <ul style="list-style-type: none"> <li>○ Making simple observations during teacher conducted investigation</li> <li>○ Answering basic questions after observing a teacher conducted investigation</li> </ul> </li> </ul> |
| 1.5              | Partial knowledge of score 2.0 elements<br>Major errors or omissions regarding score 3.0 elements   |
| <b>1.0</b>       | <b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>   |
| 0.5              | With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements   |

**The Nature of Science**  
**Measurement Topic: Scientific Inquiry – Data Collection and Analysis**  
 Grade One

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

|                  |   |
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| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>  |
| 3.5              | In addition to score 3.0, in-depth inferences and applications with partial success   |
| <b>Score 3.0</b> | <p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• Making measurements of length, weight, temperature, capacity and volume using standard and nonstandard units and appropriate instruments in investigations (UNIT: Introduction to Science)</li> <li>• Safely using tools and instruments (<i>e.g., thermometers, magnifiers, rulers, balances, scissors, hammers, pliers, screwdrivers</i>) to construct, measure, and/or look at objects for investigations (UNIT: Introduction to Science)</li> <li>• Recording and communicating findings from observations of an investigation, using a variety of methods such as drawings, journaling, pictographs, and bar graphs (UNIT: Introduction to Science)</li> </ul> |

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| 2.5              | No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements   |
| <b>Score 2.0</b> | <p><b>Student exhibits major errors or omissions with score 3.0 elements. No major omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing or recalling specific terminology such as:             <ul style="list-style-type: none"> <li>○ Measurement</li> <li>○ Tools</li> <li>○ Graph</li> </ul> </li> <li>• Performing basic processes, such as:             <ul style="list-style-type: none"> <li>○ Making measurements of length, weight, temperature, capacity and volume in a practice situation</li> <li>○ Demonstrating the safe use of tools and instruments</li> <li>○ Recognizing or recalling accurate statements about the reasons for recording data</li> </ul> </li> </ul> |
| 1.5              | Partial knowledge of score 2.0 elements<br>Major errors or omissions regarding score 3.0 elements  |
| <b>1.0</b>       | <b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>  |
| 0.5              | With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements  |

**The Nature of Science**  
**Measurement Topic: Common Themes in Science**  
 Grade One

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

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| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>   |
| 3.5              | In addition to score 3.0, in-depth inferences and applications with partial success  |
| <b>Score 3.0</b> | <p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• Identifying the parts of things and how one part connects to and affects another in grade level curriculum (UNIT: Introduction to Science)</li> <li>• Identifying and recording instances of things that change and the different ways they change (UNIT: Introduction to Science)</li> <li>• Describing the different sizes, weights, ages and speeds of things observed (UNIT: Introduction to Science)</li> <li>• Identifying similarities and differences between a model of an object and the real thing (UNIT: Introduction to Science)</li> </ul> |

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| 2.5              | No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements   |
| <b>Score 2.0</b> | <p><b>Student exhibits major errors or omissions with score 3.0 elements. No major omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing or recalling specific terminology such as:             <ul style="list-style-type: none"> <li>○ Model</li> <li>○ System</li> </ul> </li> <li>• Performing basic processes, such as:             <ul style="list-style-type: none"> <li>○ Recognizing parts of a system</li> <li>○ Recognizing or recalling accurate statements about change</li> <li>○ Recognizing or recalling accurate sizes, weights, ages and speeds</li> <li>○ Recognizing or recalling accurate statements about the importance of using models in science</li> </ul> </li> </ul> |
| 1.5              | Partial knowledge of score 2.0 elements<br>Major errors or omissions regarding score 3.0 elements  |
| <b>1.0</b>       | <b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>  |
| 0.5              | With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements  |

**The Nature of Science**  
**Measurement Topic: Engineering**  
 Grade One

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

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| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>  |
| 3.5              | In addition to score 3.0, in-depth inferences and applications with partial success   |
| <b>Score 3.0</b> | <b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Describing the relationship between the properties of a material and its typical uses and determining the best material for a specific use (UNIT: Properties)</li> <li>• Comparing and contrasting manmade and natural materials (UNIT: Properties)</li> </ul> |

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| 2.5              | No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements  |
| <b>Score 2.0</b> | <b>Student exhibits major errors or omissions with score 3.0 elements. No major omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing or recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Natural materials</li> <li>○ Manmade materials</li> </ul> </li> <li>• Performing basic processes, such as:           <ul style="list-style-type: none"> <li>○ Identifying characteristics of natural materials and human-made materials</li> <li>○ Recognizing or recalling examples of the use of various properties of natural materials</li> </ul> </li> </ul> |
| 1.5              | Partial knowledge of score 2.0 elements<br>Major errors or omissions regarding score 3.0 elements   |
| <b>1.0</b>       | <b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>   |
| 0.5              | With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements   |

**The Living Environment**  
**Measurement Topic: Needs of Organisms**  
 Grade One

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

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| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>   |
| 3.5              | In addition to score 3.0, in-depth inferences and applications with partial success  |
| <b>Score 3.0</b> | <b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Describing evidence that plants are alive and need air, water, light, and nutrients to grow (UNIT: Plants)</li> </ul> |

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| 2.5              | No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements   |
| <b>Score 2.0</b> | <b>Student exhibits major errors or omissions with score 3.0 elements. No major omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing or recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Nutrients</li> </ul> </li> <li>• Performing basic processes, such as:           <ul style="list-style-type: none"> <li>○ Recognizing or recalling accurate statements about the needs of plants</li> </ul> </li> </ul> |
| 1.5              | Partial knowledge of score 2.0 elements<br>Major errors or omissions regarding score 3.0 elements  |
| <b>1.0</b>       | <b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>  |
| 0.5              | With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements  |

**The Living Environment**  
**Measurement Topic: Life Cycles of Plants and Animals**  
 Grade One

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

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| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>   |
| 3.5              | In addition to score 3.0, in-depth inferences and applications with partial success  |
| <b>Score 3.0</b> | <b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Describing the changes observed in plants as they progress through their life cycle (UNIT: Plants)</li> </ul> |

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| 2.5              | No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements  |
| <b>Score 2.0</b> | <b>Student exhibits major errors or omissions with score 3.0 elements. No major omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing or recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Germination</li> </ul> </li> <li>• Performing basic processes, such as:           <ul style="list-style-type: none"> <li>○ Recognizing or recalling accurate statements about the changes observed in plants</li> </ul> </li> </ul> |
| 1.5              | Partial knowledge of score 2.0 elements<br>Major errors or omissions regarding score 3.0 elements   |
| <b>1.0</b>       | <b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>   |
| 0.5              | With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements   |

**The Living Environment**  
**Measurement Topic: Plant Structures and Functions**  
 Grade One

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

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| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>  |
| 3.5              | In addition to score 3.0, in-depth inferences and applications with partial success   |
| <b>Score 3.0</b> | <b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Describing the structure and function of the stem, bulbs, and roots in the growth of new plants (UNIT: Plants)</li> <li>• Comparing and contrasting flowering plants and grasses of different species in structure, life processes, and reaction to environmental influences (UNIT: Plants)</li> </ul> |

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| 2.5              | No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements  |
| <b>Score 2.0</b> | <b>Student exhibits major errors or omissions with score 3.0 elements. No major omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing or recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Stem</li> <li>○ Bulb</li> </ul> </li> <li>• Performing basic processes, such as:           <ul style="list-style-type: none"> <li>○ Recognizing or recalling accurate statements about the structures and function of the stems, bulbs and roots</li> <li>○ Recognizing or recalling accurate statements about the comparison of flowering plants and grasses in structure, life processes, and reaction to environmental influences</li> </ul> </li> </ul> |
| 1.5              | Partial knowledge of score 2.0 elements<br>Major errors or omissions regarding score 3.0 elements   |
| <b>1.0</b>       | <b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>   |
| 0.5              | With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements   |

**The Living Environment**  
**Measurement Topic: Food Chains and Webs**  
 Grade One

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

|                  |  |
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| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>   |
| 3.5              | In addition to score 3.0, in-depth inferences and applications with partial success  |
| <b>Score 3.0</b> | <b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Classifying animals as plant eaters, animal eaters, or both plant and animal eaters and identifying their primary food source (UNIT: Ecosystems)</li> </ul> |

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| 2.5              | No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements  |
| <b>Score 2.0</b> | <b>Student exhibits major errors or omissions with score 3.0 elements. No major omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing or recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Plant eaters</li> <li>○ Food source</li> </ul> </li> <li>• Performing basic processes, such as:           <ul style="list-style-type: none"> <li>○ Recognizing or recalling examples of plant eaters, animal eaters or both</li> <li>○ Recognizing or recalling accurate statements about the primary food source of animals</li> </ul> </li> </ul> |
| 1.5              | Partial knowledge of score 2.0 elements<br>Major errors or omissions regarding score 3.0 elements   |
| <b>1.0</b>       | <b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>   |
| 0.5              | With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements   |

**The Living Environment**  
**Measurement Topic: Ecosystems**  
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

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| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>  |
| 3.5              | In addition to score 3.0, in-depth inferences and applications with partial success   |
| <b>Score 3.0</b> | <b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Describing evidence that all environments change as a result of the organisms living there (UNIT: Ecosystems)</li> </ul> |

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| 2.5              | No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements   |
| <b>Score 2.0</b> | <b>Student exhibits major errors or omissions with score 3.0 elements. No major omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing or recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Environmental change</li> </ul> </li> <li>• Performing basic processes, such as:           <ul style="list-style-type: none"> <li>○ Recognizing or recalling accurate statements about the changes the organisms cause to their ecosystem</li> </ul> </li> </ul> |
| 1.5              | Partial knowledge of score 2.0 elements<br>Major errors or omissions regarding score 3.0 elements  |
| <b>1.0</b>       | <b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>  |
| 0.5              | With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements  |

**Physical Science**  
**Measurement Topic: Properties of Materials**  
 Grade One

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

|                  |  |
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| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>   |
| 3.5              | In addition to score 3.0, in-depth inferences and applications with partial success  |
| <b>Score 3.0</b> | <b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Explaining that objects have properties that can be analyzed and described using the senses (UNIT: Properties)</li> <li>• Describing, comparing and classifying objects (<i>e.g., size, color, shape, texture, weight, magnetism, ability to float</i>) (UNIT: Properties)</li> </ul> |

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| 2.5              | No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements   |
| <b>Score 2.0</b> | <b>Student exhibits major errors or omissions with score 3.0 elements. No major omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing or recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ The 5 senses</li> <li>○ Properties</li> <li>○ Texture</li> <li>○ Magnetism</li> </ul> </li> <li>• Performing basic processes, such as:           <ul style="list-style-type: none"> <li>○ Describing an object's properties as the qualities or traits of that object</li> </ul> </li> </ul> |
| 1.5              | Partial knowledge of score 2.0 elements<br>Major errors or omissions regarding score 3.0 elements  |
| <b>1.0</b>       | <b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>  |
| 0.5              | With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements  |

**Physical Science**  
**Measurement Topic: Properties of Materials**  
 Grade One

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

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| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>  |
| 3.5              | In addition to score 3.0, in-depth inferences and applications with partial success   |
| <b>Score 3.0</b> | <b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Comparing and contrasting the characteristics (<i>e.g., flexibility, transparency</i>) of various solid objects (UNIT: Matter, Mixtures, and Changes)</li> </ul> |

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| 2.5              | No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements   |
| <b>Score 2.0</b> | <b>Student exhibits major errors or omissions with score 3.0 elements. No major omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Performing basic processes, such as:           <ul style="list-style-type: none"> <li>○ Recognizing or recalling accurate statements about the characteristics of various solid objects</li> </ul> </li> </ul> |
| 1.5              | Partial knowledge of score 2.0 elements<br>Major errors or omissions regarding score 3.0 elements  |
| <b>1.0</b>       | <b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>  |
| 0.5              | With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements  |

**Physical Science**  
**Measurement Topic: Physical States and Changes**  
 Grade One

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

|                  |   |
|------------------|---|
| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>  |
| 3.5              | In addition to score 3.0, in-depth inferences and applications with partial success   |
| <b>Score 3.0</b> | <b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Describing basic characteristics and properties of liquids (UNIT: Matter, Mixtures, and Changes)</li> <li>• Explaining how different materials react to change (<i>e.g. in temperature, pressure, forces</i>) (UNIT: Matter, Mixtures, and Changes)</li> </ul> |

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| 2.5              | No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements   |
| <b>Score 2.0</b> | <b>Student exhibits major errors or omissions with score 3.0 elements. No major omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing or recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Liquid</li> </ul> </li> <li>• Performing basic processes, such as:           <ul style="list-style-type: none"> <li>○ Recognizing or recalling accurate statements about the basic characteristics and properties of liquids</li> <li>○ Recognizing or recalling accurate statements about how different materials react to changes</li> </ul> </li> </ul> |
| 1.5              | Partial knowledge of score 2.0 elements<br>Major errors or omissions regarding score 3.0 elements  |
| <b>1.0</b>       | <b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>  |
| 0.5              | With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements  |

**Physical Science**  
**Measurement Topic: Mixtures and Solutions**  
 Grade One

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

|                  |   |
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| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>  |
| 3.5              | In addition to score 3.0, in-depth inferences and applications with partial success   |
| <b>Score 3.0</b> | <b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Describing characteristics of solutions (UNIT: Matter, Mixtures, and Changes)</li> <li>• Describing how mixtures can be created and separated using various tools (UNIT: Matter, Mixtures, and Changes)</li> </ul> |

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| 2.5              | No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements   |
| <b>Score 2.0</b> | <b>Student exhibits major errors or omissions with score 3.0 elements. No major omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing or recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Mixtures</li> <li>○ Solutions</li> </ul> </li> <li>• Performing basic processes, such as:           <ul style="list-style-type: none"> <li>○ Recognizing or recalling accurate statements about or examples of mixtures and solutions</li> </ul> </li> </ul> |
| 1.5              | Partial knowledge of score 2.0 elements<br>Major errors or omissions regarding score 3.0 elements  |
| <b>1.0</b>       | <b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>  |
| 0.5              | With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements  |

**Earth and Space Science**  
**Measurement Topic: Water on Earth**  
 Grade One

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

|                  |   |
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| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>  |
| 3.5              | In addition to score 3.0, in-depth inferences and applications with partial success   |
| <b>Score 3.0</b> | <p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• Describing the locations of solid and liquid water on Earth (UNIT: The Water Cycle)</li> <li>• Analyzing precipitation such as snow, ice, rain, hail, and sleet as forms of water resulting from different conditions (UNIT: The Water Cycle)</li> <li>• Comparing and contrasting the effect that surface type has on whether water seeps into the surface, runs off, or puddles (UNIT: The Water Cycle)</li> <li>• Describing the effect of evaporation (UNIT: The Water Cycle)</li> <li>• Investigating and explaining the changes in state from solid to liquid made by water and the conditions necessary for these changes (UNIT: The Water Cycle)</li> </ul> |

|                  |  |
|------------------|--|
| 2.5              | No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements   |
| <b>Score 2.0</b> | <p><b>Student exhibits major errors or omissions with score 3.0 elements. No major omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing or recalling specific terminology such as:             <ul style="list-style-type: none"> <li>○ Snow</li> <li>○ Rain</li> <li>○ Evaporation</li> </ul> </li> <li>• Performing basic processes, such as:             <ul style="list-style-type: none"> <li>○ Recognizing or recalling the locations of fresh or frozen water on earth</li> <li>○ Recognizing or recalling accurate statements about the effect of runoff on various surfaces</li> <li>○ Recognizing or recalling accurate statements about the changes in state of water</li> </ul> </li> </ul> |
| 1.5              | Partial knowledge of score 2.0 elements<br>Major errors or omissions regarding score 3.0 elements  |
| <b>1.0</b>       | <b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>  |
| 0.5              | With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements  |