

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

**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>• Generating basic questions (who, what, when, where, why, and “I wonder...”) from observations of the natural world (UNIT: How Do We Learn)</li> <li>• Making observations related to the 5 senses about living things, nonliving objects, and events (UNIT: How Do We Learn)</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>	<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>○ Recognizing or recalling accurate statements about the 5 senses</li> <li>○ Recognizing or recalling examples of basic questions</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements 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**  
 Kindergarten

**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>	<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: How Do We Learn)</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: How Do We Learn)</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: How Do We Learn)</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>○ Measurement</li> <li>○ Tools</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 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: Classification**  
 Kindergarten

**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>• Categorizing organisms based on a variety of simple criteria (<i>e.g., body features, appendages, methods of movement, body covering</i>) (UNIT: Introduction to Animals)</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>	<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>○ Animal features</li> </ul> </li> <li>• Performing basic processes, such as:           <ul style="list-style-type: none"> <li>○ Identifying examples of animals that exhibit provided characteristics</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements 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**  
 Kindergarten

**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 the basic needs of a wide variety of animals, such as fish, snails, worms, birds, and other common animals native to the region (UNIT: Introduction to Animals)</li> <li>• Explaining how food is used by animals (UNIT: Introduction to Animals)</li> <li>• Comparing and contrasting the needs of animals with the needs of humans which include safety precautions, good hygiene and healthy habits(UNIT: Introduction to Animals)</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>	<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>○ Needs</li> <li>○ Growth</li> </ul> </li> <li>• Performing basic processes, such as:           <ul style="list-style-type: none"> <li>○ Recognizing or recalling examples of the basic needs of animals (e.g. air, water, food, shelter)</li> <li>○ recognizing or recalling examples of the basic needs of humans (e.g. food, water, shelter, security, good hygiene, exercise, good nutrition, avoiding harmful substances)</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements 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**  
 Kindergarten

**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 the basic differences in life cycles of common animals, including humans, as they grow and develop over time (UNIT: Introduction to Animals)</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>	<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>○ Life cycle</li> </ul> </li> <li>• Performing basic processes, such as:           <ul style="list-style-type: none"> <li>○ Recognizing or recalling accurate statements about the life cycles of animals</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements 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**  
 Kindergarten

**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 how the behavior of animals is influenced by the conditions of their environment (UNIT: Introduction to Animals)</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>	<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>○ Animal behavior</li> </ul> </li> <li>• Performing basic processes, such as:           <ul style="list-style-type: none"> <li>○ Recognizing or recalling accurate statements about the influence of the environment on the behavior of animals</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements 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: Animal Body Structures and Functions**  
 Kindergarten

**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>• Identifying structures specific to a wide variety of animals, such as fish, snails, worms, birds, and other common animals native to the region (UNIT: Introduction to Animals)</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>	<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>○ Animal structures</li> </ul> </li> <li>• Performing basic processes, such as:           <ul style="list-style-type: none"> <li>○ Recognizing examples of structures specific to a wide variety of animals</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements 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: Magnetism**  
 Kindergarten

**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>• Explaining the effect of magnets on certain objects whether touching or not (UNIT: Magnetism)</li> <li>• Describing some real-world applications of magnets (UNIT: Magnetism)</li> <li>• Recalling objects that can be damaged by magnets (UNIT: Magnetism)</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>	<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>○ Magnet</li> </ul> </li> <li>• Performing basic processes, such as:           <ul style="list-style-type: none"> <li>○ Identifying objects attracted to magnets</li> <li>○ Recognizing or recalling examples of real-world applications of magnets</li> <li>○ Recognizing objects that can be damaged by exposure to magnets</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements 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: Weather and Climate**  
 Kindergarten

**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>• Observing and describing the cyclical pattern of seasons (UNIT: Seasons)</li> <li>• Correlating the different seasons with different life processes in plants and animals (UNIT: Seasons)</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>	<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>○ Cycle</li> </ul> </li> <li>• Performing basic processes, such as:           <ul style="list-style-type: none"> <li>○ Identifying the four seasons</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements 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