

1st Quarter Kindergarten Science Proficiency Scales

<p>Grade Level: Kindergarten</p>		<p>Standard: K.PS1.A.1 <u>Make qualitative observations of the physical properties of objects</u> (i.e., size, shape, color, mass).</p>	
<p>Score</p>		<p>Expectation Descriptor</p>	<p>Additional Information</p>
<p>4 Proficient</p>		<p>The student can:</p> <ul style="list-style-type: none"> Describe at least three physical properties of an object both verbally and pictorially. 	<p>Assessed in MySci Unit 4: Seeing, Hearing, Smelling, and Touching Like A Scientist, Lessons 2-5, 7 & Unit 4 Assessment</p>
<p>3 Approaching Proficient</p>		<p>The student can:</p> <ul style="list-style-type: none"> Describe at least two physical properties of an object both verbally and pictorially. 	
<p>2 Beginning Progress</p>		<p>The student can:</p> <ul style="list-style-type: none"> Describe at least one physical property of an object both verbally and pictorially. 	
<p>1 Of Concern</p>		<p>The student can:</p> <ul style="list-style-type: none"> Unable to describe at least one physical property of an object both verbally and pictorially. 	

Grade Level: Kindergarten	Standard: K.ESS3.B.1 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	
Score	Expectation Descriptor	Additional Information
<p style="text-align: center;">4 Proficient</p>	<p>The student can:</p> <ul style="list-style-type: none"> ● identify a way humans pollute the Earth (trash/litter) <u>AND</u> ● Give two examples of a solution to the problem (recycle, reduce, reuse) 	<p>Assessed in MySci Unit 4: Seeing, Hearing, Smelling, and Touching Like A Scientist, Lesson 6 & Unit 4 Assessment</p> <p>Examples of solutions: recycle soda cans, use tupperware instead of plastic</p>
<p style="text-align: center;">3 Approaching Proficient</p>	<p>The student can:</p> <ul style="list-style-type: none"> ● identify a way humans pollute the Earth (trash/litter) <u>AND</u> ● Give one example of a solution to the problem (recycle, reduce, reuse) 	
<p style="text-align: center;">2 Beginning Progress</p>	<p>The student can:</p> <ul style="list-style-type: none"> ● identify a way humans pollute the Earth (trash/litter) <u>OR</u> ● Give one example of a solution to the problem (recycle, reduce, reuse) 	
<p style="text-align: center;">1 Of Concern</p>	<p>Student is unable to identify a problem OR develop a way to reduce impact.</p>	

2nd Quarter Kindergarten Science Proficiency Scales

MySci Unit 2- Sun and Shade

Grade Level: Kindergarten	<u>Standard: K.PS3.B.1 With prompting and support, use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.</u>	
Score	Expectation Descriptor	Additional Information
4 Proficient	The student can: <ul style="list-style-type: none">● design and build a structure that protects an object from the effects of the Sun (or light source) with teacher support <u>AND</u>● explain how their structure protects their object	Assessed in Unit 2: Sun and Shade: Lessons 2-3
3 Approaching Proficient	The student can: <ul style="list-style-type: none">● design and build a structure that protects an object from the effects of the Sun (or light source) with teacher support	
2 Beginning Progress	The student can: <ul style="list-style-type: none">● build a structure that protects an object from the effects of the Sun (or light source) when given a design or model	
1 Of Concern	The student is unable to design or build a structure.	

	Standard: K.ESS2.D.1 Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days vs cloudy days in different months.]	
Score	Expectation Descriptor	Additional Information
4 Proficient	The student can: <ul style="list-style-type: none"> describe at least 3 local weather conditions. 	<ul style="list-style-type: none"> Assessed in Unit 2: Sun and Shade: Lessons 3-6 and Unit 2 Assessment Weather Observation page in Nature Unfolds Science Notebook(MDC)
3 Approaching Proficient	The student can: <ul style="list-style-type: none"> describe at least 2 local weather conditions. 	
2 Beginning Progress	The student can: <ul style="list-style-type: none"> describe at least 2 local weather conditions with teacher support. 	
1 Of Concern	The student can: <ul style="list-style-type: none"> describe 0-1 local weather conditions with teacher support. 	

3rd Quarter Kindergarten Science Proficiency Scales

Unit 3- Make it Go!

Grade Level: Kindergarten	Standard: K.PS2.A.2 Describe ways to change the motion of an object (i.e., how to cause an object to go slower, go faster, go farther, change direction, stop).	
Score	Expectation Descriptor	Additional Information
<p style="text-align: center;">4 Proficient</p>	<p>The student can:</p> <ul style="list-style-type: none"> ● Demonstrate and explain that they can change the movement of an object by doing three of the following:. - How to make an object slow down - How to make an object go faster - How to make an object stop - How to make and object change directions 	<p>Assessed in MySci Unit 3: Make It Go! Lessons 3-5 and Unit Assessment</p>
<p style="text-align: center;">3 Approaching Proficient</p>	<p>The student can:</p> <ul style="list-style-type: none"> ● Demonstrate and explain that they can change the movement of an object by doing two of the following:. - How to make an object slow down - How to make an object go faster - How to make an object stop - How to make and object change directions 	
<p style="text-align: center;">2 Beginning Progress</p>	<p>The student can:</p> <ul style="list-style-type: none"> ● Demonstrate that they can change the movement of an object by doing two of the following:. - How to make an object slow down - How to make an object go faster - How to make an object stop - How to make and object change directions 	
<p style="text-align: center;">1 Of Concern</p>	<p>The student can:</p> <ul style="list-style-type: none"> ● Demonstrate that they can change the movement of an object by doing one of the following:. - How to make an object slow down - How to make an object go faster - How to make an object stop - How to make and object change directions 	

Grade Level: Kindergarten	Standard: K.PS2.A.1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.	
Score	Expectation Descriptor	Additional Information
4 Proficient	<p>The student can</p> <ul style="list-style-type: none"> • Show or explain that they redesigned their galimotos to either make it stay together without falling apart and/or push or pull easier (AND) • show and explain how their galimoto will move when a push or a pull is applied to it (AND) • show and explain that the harder or softer that the push or pull is applied will affect how fast/slow or how far the galimoto will go 	<p>Assessed with MySci Unit 3: Make It Go! Lesson 6: How are we being engineers when we make a galimoto?</p> <p>Can use the science journals (student p. 15) to have students show their original designs and their redesign.</p> <p>Possible questions for assessment:</p> <ul style="list-style-type: none"> • How did you redesign your galimoto and why? • Show me how your galimoto moves and why? • How can you make your galimoto go faster/slower?
3 Approaching Proficient	<p>The student can</p> <ul style="list-style-type: none"> • Show and explain how their galimoto will move when a push or a pull is applied to it (AND) • Show and explain that the harder or softer that the push or pull is applied will affect how fast/slow or how far the galimoto will go 	
2 Beginning Progress	<p>With Teacher support the student can</p> <ul style="list-style-type: none"> • Show how their galimoto will move when a push or a pull is applied to it (OR) • Show that the harder or softer that the push or pull is applied will affect how fast/slow or how far the galimoto will go 	
1 Of Concern	<p>The student is unable to show that an object moves when a push or a pull is applied to it.</p>	

4th Quarter Kindergarten Science Proficiency Scales

MDC- Nature Unfolds

Grade Level: Kindergarten	Standard: K.LS1.C.1 Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]	
Score	Expectation Descriptor	Additional Information
4 Proficient	The student can describe all 4 of the following: <ul style="list-style-type: none">● list 1 need that plants have● list 1 need that animals have● list 1 thing that animals need that plants do not need● list 1 thing that plants need that animals do not need	Can use Venn diagram worksheet from Lesson 7 for assessing
3 Approaching Proficient	The student can describe 3 of the following: <ul style="list-style-type: none">● list 1 need that plants have● list 1 need that animals have● list 1 thing that animals need that plants do not need● list 1 thing that plants need that animals do not need	
2 Beginning Progress	The student can describe 2 of the following: <ul style="list-style-type: none">● list 1 need that plants have● list 1 need that animals have● list 1 thing that animals need that plants do not need● list 1 thing that plants need that animals do not need	
1 Of Concern	The student can describe 1 or 0 of the following with teacher help: <ul style="list-style-type: none">● list 1 need that plants have● list 1 need that animals have● list 1 thing that animals need that plants do not need● list 1 thing that plants need that animals do not need	

Grade Level: Kindergarten	Standard: K.ESS3.A.1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	
Score	Expectation Descriptor	Additional Information
<p style="text-align: center;">4 Proficient</p>	<p>The student can:</p> <ul style="list-style-type: none"> ● Explain AND create a picture of how an animal or plant's habitat satisfies 3 of its needs. 	<p>Assessed in Unit 1: Introduction to Plants and Animals - Lesson 8 Design Challenge</p> <p>*Can be combined with Unit 5 Module B Informational Writing/Note-Taking Sheet</p>
<p style="text-align: center;">3 Approaching Proficient</p>	<p>The student can:</p> <ul style="list-style-type: none"> ● Explain AND create a picture of how an animal or plant's habitat satisfies 2 of its needs. 	
<p style="text-align: center;">2 Beginning Progress</p>	<p>The student can:</p> <ul style="list-style-type: none"> ● Explain OR create a picture of how an animal or plant's habitat satisfies at least 1 of its needs without teacher support. 	
<p style="text-align: center;">1 Of Concern</p>	<p>The student can:</p> <ul style="list-style-type: none"> ● Explain OR create a picture of how an animal or plant's habitat satisfies 1 - 0 of its needs with teacher support. 	