

Kindergarten Science Report Card Rubric – First Nine Weeks

Learning Goal	1 = Area of Concern	2 = Progress Being Made Towards Kindergarten State Standards	3 = Meets Kindergarten State Standards	4 = Understanding Goes Beyond Kindergarten State Standards
Matter and How Energy Changes Matter				
K.6A I can identify and record observable physical properties of objects, and generate ways to classify objects.	The student does not identify and record observable physical properties of objects, and generate ways to classify objects.	The student identifies and records observable physical properties of objects, and generates ways to classify objects.	The student identifies and records observable physical properties of objects including shape, color, texture and material. and The student generates ways to classify objects in different ways.	The student can construct and support an argument to identify and record observable physical properties of objects including shape, color, texture and material. and The student generates ways to classify objects in different ways including attributes such as larger and smaller and heavier and lighter.
Force, Motion, and Forms of Energy				
K.7A I can describe and predict how a magnet interacts with various materials and how magnets can be used to push and pull.	The student does not describe and predict how a magnet interacts with various materials and how magnets can be used to push and pull.	The student collaboratively describes observations about how a magnet interacts with various materials and how magnets can be used to push and pull.	The student independently describes and predicts observations about how a magnet interacts with various materials and how magnets can be used to push and pull.	The student can construct and support an argument that predicts and describes how magnets interact with different materials.
K.8A,B I can communicate and compare the effects of different amounts of light on the appearance of objects and explain that light travels and is blocked by other objects creating shadows.	The student does not communicate or compare the effects of different amounts of light on the appearance of objects and explain that light travels and is blocked by other objects creating shadow.	The student can communicate and compare the effects of different amounts of light on the appearance of objects and explain that light travels and is blocked by other objects creating shadows with teacher support.	The student can independently communicate and compare the effects of different amounts of light on the appearance of objects and explain that light travels and is blocked by other objects creating shadows	The student can construct and support an argument that communicates and compares how light travels through some objects and is blocked by others, creating shadows.