

Kindergarten Science Report Card Rubric – Fourth 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.

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Earth and Space				
K.9A,B I can identify, describe, predict, and illustrate objects in the sky and patterns of day and night and their characteristics.	The student does not identify, describe, predict, and illustrate objects in the sky and patterns of day and night and their characteristics.	The student with teacher support can identify, describe, predict, and illustrate objects in the sky and patterns of day and night and their characteristics.	The student can independently, describe, predict, and illustrate objects in the sky and patterns of day and night and their characteristics.	The student can construct and support an argument that shows they can predict, describe, and illustrate when objects in the sky can be observed.
K10B I can observe and describe weather changes from day to day and over seasons..	The student does not observe and describe weather changes from day to day and over seasons.	The student can collaboratively observe and describe weather changes from day to day and over seasons.	The student can independently observe and describe weather changes day to day and over seasons.	The student can independently model the repeating pattern of day and night and describe weather patterns over seasons.
K.10C I can demonstrate how wind moves objects such as windsock, pinwheels, and ribbons.	The student cannot demonstrate how wind moves objects such as windsock, pinwheels, and ribbons.	The student can demonstrate how wind moves objects such as windsocks, pinwheels, and ribbons with teacher assistance.	The student can independently demonstrate how wind moves objects such as windsocks, pinwheels, and ribbons.	The student can independently demonstrate how wind moves objects such as windsocks, pinwheels, and ribbons in different types of weather.

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Earth and Space				
K.10A I can describe and classify rocks based on their observable properties including size, shape, color, and texture.	The student cannot describe and/or classify rocks based on their observable properties including size, shape, color, and texture.	The student can describe and classify rocks based on their observable properties of size and shape.	The student can describe and classify rocks based on their observable properties of size, shape, color, and texture.	The students can record, describe, and classify rocks based on their observable properties including size, shape, color and texture.
K.11A I can observe and generate examples of practical uses for rocks, soil, and water.	The student cannot observe and generate examples of practical uses for rocks, soil, and water.	The student can observe but is unable to generate examples of practical uses for rocks, soil, and water.	The student can observe and generate examples of practical uses for rocks, soil, and water with teacher assistance.	The student can independently observe and generate examples of practical uses for rocks, soil, and water.

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Organisms and Environments				
K.12A I can observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space in order to survive.	The student cannot observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space in order to survive.	The student can observe but not identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space in order to survive.	The student can observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space in order to survive.	The student can observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space in order to survive. In addition, the student is able to explain effects on the plant if basic needs are not present.
K.12B I can observe and identify the dependence of animals on air, water, food, space, and shelter.	K.12B I can observe and identify the dependence of animals on air, water, food, space, and shelter.	The student can observe but not identify the dependence of animals on air, water, food, space, and shelter.	The student can observe and identify the dependence of animals on air, water, food, space, and shelter.	The student can observe and identify the dependence of animals on air, water, food, space, and shelter. In addition, the student is able to explain the connection between animals and themselves.
K.13A I can identify the structures of plants including roots, stems, leaves, flowers, and fruits.	The student cannot identify the structures of plants including roots, stems, leaves, flowers, and fruits.	The student can identify with teacher assistance the structures of plants including roots, stems, leaves, flowers, and fruits.	The student can identify the structures of plants including roots, stems, leaves, flowers, and fruits.	The student can identify the structures of plants including roots, stems, leaves, flowers, and fruits and explain their function.
K.13B I can identify the structures of animals that allow them to interact with their environments such as by seeing, hearing, moving, and grasping objects.	The student does not identify the structures of animals that allow them to interact with their environments such as by seeing, hearing, moving, and grasping objects.	The student can identify with teacher assistance the structures of animals that allow them to interact with their environments such as by seeing, hearing, moving, and grasping objects.	The student can identify the structures of animals that allow them to interact with their environments such as by seeing, hearing, moving, and grasping objects.	The student can identify and explain the structures of animals that allow them to interact with their environments such as by seeing, hearing, moving, and grasping objects and why they are important to that animal.

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Organisms and Environments				
K.13C I can identify and record the changes from seed, seedling, plant, flower, and fruit in a simple plant life cycle.	The student does not identify and record the changes from seed, seedling, plant, flower, and fruit in a simple plant life cycle.	The student can identify but is unable to record the changes from seed, seedling, plant, flower, and fruit in a simple plant life cycle.	The student can identify and record the changes from seed, seedling, plant, flower, and fruit in a simple plant life cycle.	The student can identify, record, and explain the changes from seed, seedling, plant, flower, and fruit in a simple plant life cycle.
K.13D I can identify ways the young plant resembles the parent plant.	The student does not identify ways that a young plant resembles a parent plant.	The student can identify ways the young plants resemble the parent plants with teacher assistance.	The student can identify ways the young plants resemble the parent plant.	The student is able to identify and compare differences and similarities between the young plants and parent plants.