

# 1<sup>st</sup> Grade Benchmarks Science

Level 5 – Student performance exceeds year-end standard

Level 4 – Student performance meets year-end standard

Level 3 – Student performance approaches year-end standard

Level 2 – Student demonstrates limited performance to year-end standard

Level 1 – Student does not yet evidence understanding or application of skills related to year-end standard

NOTE: MPI and MPII performance levels are determined based on performance expectations at the time of reporting

<b>Student Performance Standard – Student</b>	<b>Level 1 Below</b>	<b>Level 2 Limited</b>	<b>Level 3 Approaches</b>	<b>Level 4 Meets</b>	<b>Level 5 Exceeds</b>
Plans and gathers information to solve a problem.	Engages in planning and conducting an investigation with adult guidance.	Works collaboratively some of the time; observations and measurements may not be related to scientific question, noted problem or goal; predictions may not be based on prior experiences or related to question/problem/goal being studied.	Works collaboratively most of the time to plan and conduct an investigation; evaluates some ways of observing and/or measuring a phenomenon to determine which way can answer a question; makes some observations and/or measurements related to a problem or a goal; makes some predictions based on prior experiences.	Works collaboratively to plan and conduct an investigation; evaluates different ways of observing and/or measuring a phenomenon to determine which way can answer a question; makes observations and/or measurements related to a problem or a goal; makes predictions based on prior experiences.	In addition to Level 4 performance, offers explanations or examples in order to assist peers; makes connections to previous learning or to related experiences outside of science instructional time.
Conducts observations and evaluates solutions.	Records information with adult support; makes predictions with adult support.	Records some information; information may be inaccurate or unrelated; makes predictions with scaffolding and supports.	Records most information; uses and shares some recorded information; makes some predictions of what occurred.	Records information (observations, thoughts, and ideas); uses and shares pictures, drawings and/or writing of observations; compares predictions to what occurred.	In addition to Level 4 performance, develops and shares pictures, drawings or writing that include significant details or evidences understanding of perspective; draws on previous learning and background knowledge to make predictions.

<p>Constructs a model to represent a solution.</p>	<p>Distinguishes between a model and the object, process or event represented with adult support; develops and uses models to represent specific relationships, scales or patterns with adult support.</p>	<p>Distinguishes between models and the actual object; distinguishing models of processes or events may be more difficult; develops and uses models to represent specific relationships, scales or patterns.</p>	<p>Distinguishes between most models and the actual object, process or event represented; develops and/or uses models to represent some relationships, scales or patterns.</p>	<p>Distinguishes between a model and the actual object, process and/or events the model represents; develops and/or uses a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural or designed worlds.</p>	<p>In addition to Level 4 performance, identifies alternative or additional models that more effectively represent aspects of relationship, scale or pattern.</p>
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