

Kindergarten Science GSE Learning Map

Prioritized Standard: SKE1.b Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objects (sun, moon, stars) in the day and night sky. Develop a model to communicate the changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day using pictures and words. (Clarification statement: Students are not expected to understand tilt of the Earth, rotation, or revolution.) *Earth Science*

	Proficiency Scale
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Plan and carry out an investigation exploring patterns over time, day to night and night to day</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Develop a model to communicate with pictures and words the changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> sky, day, night, sun, moon, stars, clouds</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify the time of day when you would see the sun, moon, stars, and clouds</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Kindergarten Science GSE Learning Map

Prioritized Standard: SKE2.a Obtain, evaluate, and communicate information to describe the physical attributes of earth materials (soil, rocks, water, and air). Ask questions to identify and describe earth materials—soil, rocks, water, and air. *Earth Science*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will</p> <p><u>Learning Target 1:</u> Identify similarities and differences in earth materials: soil, rocks, water, and air</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Ask questions to identify and describe earth materials: soil, rocks, water, and air</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> soil, rock, water, air</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify the types of the earth material</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Kindergarten Science GSE Learning Map

Prioritized Standard: SKE2.b Obtain, evaluate, and communicate information to describe the physical attributes of earth materials (soil, rocks, water, and air). Construct an argument supported by evidence for how rocks can be grouped by physical attributes (size, weight, texture, color). *Earth Science*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will</p> <p><u>Learning Target 1:</u> Construct an argument supported by evidence for how rocks can be grouped by physical attributes such size, weight, texture, color, followed by an alternative argument to support why they did not choose a specific way to group their rocks</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Construct an argument supported by evidence for how rocks can be grouped by physical attributes such as size, weight, texture, color</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> rock, size, weight, texture, color</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Group rocks based on attributes</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Kindergarten Science GSE Learning Map

Prioritized Standard: SKL1.a Obtain, evaluate, and communicate information about how organisms (alive, not alive) and non-living materials are grouped. Construct an explanation based on observations to recognize the differences between organisms and nonliving objects. *Life Science*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Create a model or chart illustrating the difference between organisms and nonliving objects based on their attributes. Explanations should include observations that can be used to justify and explain the definition of a living organism</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Construct an explanation based on observations to recognize the differences between organisms and nonliving objects</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> living, non-living, different, alike</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify the criteria for living and nonliving such as life cycle and life processes</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Kindergarten Science GSE Learning Map

Prioritized Standard: SKL2 Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms. *Life Science*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Create a model or chart illustrating and explaining how animals can be grouped according to their features <u>Learning Target 2:</u> Create a model or chart illustrating and explaining how plants can be grouped according to their features</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Construct an argument supported by evidence for how animals can be grouped according to their features (SKL2.a) <u>Learning Target 2:</u> Construct an argument supported by evidence for how plants can be grouped according to their features (SKL2.b)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> alike, different, animal, plant, flower, tree, offspring</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Sort organisms by observable features</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Kindergarten Science GSE Learning Map

Prioritized Standard: SKP1.b Obtain, evaluate, and communicate information to describe objects in terms of the materials they are made of and their physical attributes. Use senses and science tools to classify common materials, such as buttons or swatches of cloth, according to their physical attributes (color, size, shape, weight, and texture). *Physical Science*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Construct an argument using evidence to classify objects based on their physical attributes</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Use senses and science tools to classify common materials, such as buttons or swatches of cloth, according to their physical attributes (color, size, shape, weight, texture)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> color, shape, size, weight, texture</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Describe an object's physical attributes</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Kindergarten Science GSE Learning Map

Prioritized Standard: SKP2.a Obtain, evaluate, and communicate information to compare and describe different types of motion. (While not explicit, the concept of gravity is incorporated into SKP2 when students are investigating the motion of objects in relation to the application of a force. - Reference to GPS SKP3) Plan and carry out an investigation to determine the relationship between an object's physical attributes and its resulting motion (straight, circular, back and forth, fast and slow, and motionless) when a force is applied. (Examples could include toss, drop, push, and pull.) *Physical Science*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Create a chart or model illustrating and explaining the relationship between an object's physical attributes and its resulting motion (straight, circular, back and forth, fast and slow, and motionless) when a force is applied</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Plan and carry out an investigation to determine the relationship between an object's physical attributes and its resulting motion (straight, circular, back and forth, fast and slow, and motionless) when a force is applied</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> push, pull, collide, direction, distance, force</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Describe an object's physical attributes</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success