Kindergarten Science Progress Report Card Rubric

Science Reporting Standard	December:Weather	March: Forces and Motion	June: Animals, Plants, and Their Environment Unit Energy from the Sun
Demonstrates understanding of unit concepts, facts, and principles. SCORING: ***E: Independently demonstrates and applies understanding of all of the following unit concepts:*** ***M: Consistently demonstrates understanding of all of the following unit concepts:*** ***P: Inconsistently demonstrates understanding of two or more of the unit concepts.***	• Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. • People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1) • Weather conditions during the different (meteorological) seasons of the temperate zone: snowy winter, warm spring, hot summer, and cool autumn.	• Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2) • Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2) • When objects touch or collide, they push on one another and can change motion. (K-PS2-1) • A bigger push or pull makes things speed up or slow down more quickly. (K-PS2-1) • A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (K-2-ETS1-1)	Animals, Plants, and Their Environment Unit • All animals need food in order to live and grow. They obtain their food from plants or from other animals. • Plants need water and light to live and grow. (K-LS1-1) • Living things need water, air, and resources from the land, and they live in places that have the things they need. (K-ESS3-1) • Plants and animals can change their environment. (K-ESS2-2) • Energy from Sunlight Unit: • Sunlight warms Earth's surface. (K-PS3-1), (K-PS3-2) • A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2-ETS1-1) • Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1) • Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1)

Observes, questions, investigates, explains, and communicates using appropriate vocabulary. ***E: Independently demonstrates and applies understanding of all of the following unit concepts:*** ***M: Consistently demonstrates understanding of all of the following unit concepts:*** ***P: Inconsistently demonstrates understanding of one or more of the unit concepts.***	• Uses and shares observations of local weather conditions to describe patterns over time. • Create a tool to measure wind.	• Conducts investigations to compare the effects of different strength and directions of pushes and pulls on the motion of an object. • Analyzes data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	Animals, Plants, and Their Environment Unit • Uses observations to describe patterns of what plants and animals (including humans) need to survive. Energy from Sunlight Unit: • Make observations to determine the effect of sunlight on Earth's surface. • Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem • Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.