



Science (mark students in each trimester)

Understands and applies key vocabulary

- Student demonstrates an understanding of the major vocabulary by using key words during classroom discussion and written responses.

Assessment Opportunities

- Whole group lessons/activities
- Cooperative/Individual projects

Beginning	Approaching	Meeting	Exceeding
The student shows some application of key vocabulary.	The student uses major vocabulary during classroom discussion and written responses but needs significant teacher assistance.	The student independently uses major vocabulary during classroom discussion and written responses.	The student independently applies key vocabulary across the curriculum. The student generates synonyms and antonyms for key vocabulary. Student is able to use precise terminology related to the content area.



Science: Chemical Tests (mark students in trimester ONLY when kit is taught)

Describes observable physical properties of matter.

- Distinguish between a scientific fact and an opinion, providing clear explanations that connect observations and results (e.g., a scientific act can be supported through making observations).
- Identify and describe examples of common technological changes past to present in the community (e.g., energy production, transportation, communications, agriculture, packaging materials) that have either positive or negative impacts on society or the environment.
- Generate questions about objects, organisms, or events that can be answered through scientific investigations.
- Design and describe an investigation (a fair test) to test one variable.
- State a conclusion that is consistent with the information/data.
- Identify appropriate tools or instruments for specific tasks and describe the information they can provide.
- Categorize systems as either natural or human-made.
- Identify what different models represent.
- Use models to make observations to explain how systems work.
- Use appropriate, simple modeling tools and techniques to describe or illustrate a system.
- Identify and describe observable patterns.
- Predict future conditions/events based on observable patterns.
- Use physical properties [e.g., mass, shape, size, volume, color, texture, magnetic property, state (i.e., solid, liquid, and gas), conductivity (i.e., electrical and heat)] to describe matter.
- Categorize/group objects using physical characteristics.
- Identify energy forms and examples (e.g., light, heat, electrical).
- Describe the flow of energy through an object or system.
- Recognize or illustrate simple direct current series and parallel circuits composed of batteries, light bulbs (or other common loads), wire, and on/off- switches.

Beginning	Approaching	Meeting	Exceeding
Student rarely describes observable physical properties of matter. The assignments for this kit are partially completed and/or contain errors; significant teacher assistance is required.	Student sometimes describes observable physical properties of matter. The assignments for this kit are partially completed and/or contain errors.	Student consistently describes observable physical properties of matter. The assignments for this kit are completed with few errors.	Student consistently and independently describes observable physical properties of matter. Student asks higher level thinking questions for independent scientific investigation.



Science: Ideas & Inventions (mark students in trimester ONLY when kit is taught)

Identifies and describes technological changes that impact on society or the environment

- Distinguish between a scientific fact and an opinion, providing clear explanations that connect observations and results (e.g., a scientific act can be supported through making observations).
- Identify and describe examples of common technological changes past to present in the community that have either positive or negative impacts on society or the environment.
- Generate questions about objects, organisms, or events that can be answered through scientific investigations.
- State a conclusion that is consistent with the information/data.
- Identify appropriate tools or instruments for specific tasks and describe the information they can provide
- Use models to make observations to explain how systems work.
- Use appropriate, simple modeling tools and techniques to describe or illustrate a system.
- Identify and describe observable patterns.
- Predict future conditions/events based on observable patterns.
- Identify physical characteristics (e.g., height, hair color, eye color, attached earlobes, ability to roll tongue) that appear in both parents and could be passed on to offspring.
- Use physical properties [e.g., mass, shape, size, volume, color, texture, magnetic property, state (i.e., solid, liquid, and gas), conductivity (i.e., electrical and heat)] to describe matter.
- Categorize/group objects using physical characteristics.
- Describe the position of an object by locating it relative to another object or the background (e.g., geographic direction, left, up).

Beginning	Approaching	Meeting	Exceeding
Student rarely identifies and describes technological changes that impact on society or the environment. The assignments for this kit are partially completed and/or contain errors; significant teacher assistance is required.	Student sometimes identifies and describes technological changes that impact on society or the environment. The assignments for this kit are partially completed and/or contain errors.	Student consistently identifies and describes technological changes that impact on society or the environment. The assignments for this kit are completed with few errors.	Student consistently and independently identifies and describes technological changes that impact on society or the environment. Student asks higher level thinking questions for independent scientific investigation.



Science: Electric Circuits (mark students in trimester ONLY when kit is taught)

Understands basic energy types & sources and how energy can be changed from one form to another

- Distinguish between a scientific fact and an opinion, providing clear explanations that connect observations and results.
- Identify and describe examples of common technological changes past to present in the community that have either positive or negative impacts on society or the environment.
- Generate questions about objects, organisms, or events that can be answered through scientific investigations.
- Design and describe an investigation (a fair test) to test one variable.
- State a conclusion that is consistent with the information/data.
- Identify appropriate tools or instruments for specific tasks and describe the information they can provide.
- Categorize systems as either natural or human-made.
- Identify what different models represent.
- Use models to make observations to explain how systems work.
- Use appropriate, simple modeling tools and techniques to describe or illustrate a system.
- Identify and describe observable patterns.
- Predict future conditions/events based on observable patterns.
- Use physical properties [e.g., mass, shape, size, volume, color, texture, magnetic property, state (i.e., solid, liquid, and gas), conductivity (i.e., electrical and heat)] to describe matter.
- Categorize/group objects using physical characteristics.
- Identify energy forms and examples (e.g., light, heat, electrical).
- Describe the flow of energy through an object or system.
- Recognize or illustrate simple direct current series and parallel circuits composed of batteries, light bulbs (or other common loads), wire, and on/off- switches.

Beginning	Approaching	Meeting	Exceeding
Student rarely demonstrates an understanding of basic energy types & sources and how energy can be changed from one form to another. The assignments for this kit are partially completed and/or contain errors; significant teacher assistance is required.	Student sometimes demonstrates an understanding of basic energy types & sources and how energy can be changed from one form to another. The assignments for this kit are partially completed and/or contain errors.	Student consistently demonstrates an understanding of basic energy types & sources and how energy can be changed from one form to another. The assignments for this kit are completed with few errors.	Student consistently and independently demonstrates an understanding of basic energy types & sources and how energy can be changed from one form to another. Student asks higher level thinking questions for independent scientific investigation.