



<b>Science (mark students in each trimester)</b>		
<p><b>Understands and applies key vocabulary</b></p> <ul style="list-style-type: none"> <li>• Student demonstrates an understanding of the major science kit vocabulary by using key words during classroom discussion, pictorial, and written responses.</li> </ul> <p><i>Assessment opportunities:</i></p> <ul style="list-style-type: none"> <li>• Whole group lessons/activities</li> <li>• Cooperative/Individual projects</li> </ul>		
<b>Beginning</b>	<b>Approaching</b>	<b>Meeting</b>
Even with significant teacher assistance, student struggles to apply key vocabulary.	The student uses major vocabulary during classroom discussion, pictorial, and written responses but needs significant teacher assistance.	The student independently uses major vocabulary during classroom discussion, pictorial, and written responses.

<b>Science: Balls &amp; Ramps (mark students in trimester ONLY when kit is taught)</b>		
<p><b>Recognizes change in natural and physical systems</b></p> <ul style="list-style-type: none"> <li>• Student demonstrates the ability to recognize change in natural and physical systems</li> </ul> <p><i>Assessment opportunities:</i></p> <ul style="list-style-type: none"> <li>• Whole group lessons/activities</li> <li>• Cooperative/Individual projects</li> </ul>		
<b>Beginning</b>	<b>Approaching</b>	<b>Meeting</b>
Even with significant teacher assistance, student struggles to understand the concept.	The student demonstrates understanding of the concept through classroom discussion, pictorial, and written responses but needs significant teacher assistance.	The student independently demonstrates understanding of the concept through classroom discussion, pictorial, and written responses.



<b>Science: Animals 2x2 (mark students in trimester ONLY when kit is taught)</b>		
<p><b>Compares the similarities and differences of living things</b></p> <ul style="list-style-type: none"> <li>• Student demonstrates an understanding of comparing similarities and differences of living things: goldfish/guppies, land/water snails, big/little worms, isopods – sowbug/pillbugs, egg/chick</li> </ul> <p><i>Assessment opportunities:</i></p> <ul style="list-style-type: none"> <li>• Whole group lessons/activities</li> <li>• Cooperative/Individual projects</li> </ul>		
<b>Beginning</b>	<b>Approaching</b>	<b>Meeting</b>
Even with significant teacher assistance, student struggles to understand the concept.	The student demonstrates understanding of the concept through classroom discussion, pictorial, and written responses but needs significant teacher assistance.	The student independently demonstrates understanding of the concept through classroom discussion, pictorial, and written responses.

<b>Science: Senses (mark students in trimester ONLY when kit is taught)</b>		
<p><b>Examines objects in the world using the five senses</b></p> <ul style="list-style-type: none"> <li>• Student demonstrates an understanding of the five senses.</li> </ul> <p><i>Assessment opportunities:</i></p> <ul style="list-style-type: none"> <li>• Whole group lessons/activities</li> <li>• Cooperative/Individual projects</li> </ul>		
<b>Beginning</b>	<b>Approaching</b>	<b>Meeting</b>
Even with significant teacher assistance, student struggles to understand the concept.	The student demonstrates understanding of the concept through classroom discussion, pictorial, and written responses but needs significant teacher assistance.	The student independently demonstrates understanding of the concept through classroom discussion, pictorial, and written responses.