

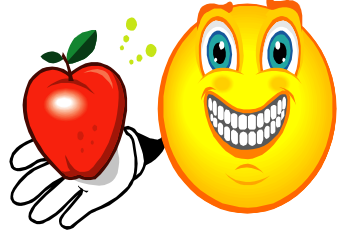



SRPSD Kindergarten Science Rubrics

Life Science: Living Things in our Environment (LT)



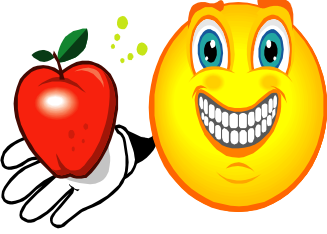

LTK.1 Examine observable characteristics of plants, animals, and people in their local environment.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
			
<p>Keep Trying I'm wondering!</p>	<p>Getting There I need some help!</p>	<p>Good Job I got it!</p>	<p>Wow I am connecting! I am applying!</p>
<p>I can share stories and observations of plants, animals, and people in the local environment with classmates and others. (g)</p>	<p>I can record with assistance, observable characteristics of plants, animals, and people. (b)</p>	<p>I can identify similarities and differences in observable characteristics among different plants, among, different animals, and among different people. (h)</p>	<p>I can sort and classify pictures and drawings of plants, animals, and people using student-developed criteria. (i)</p>

SRPSD Kindergarten Science Rubrics

Physical Science: Observing Forces and Energy (FE)



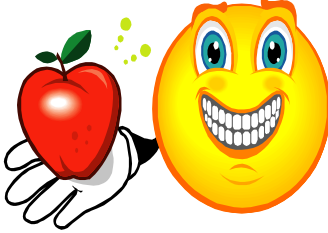

FEK.1 Examine the effects of physical forces, magnetic forces, light energy, sound energy, and heat energy, on objects in their environment.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
			
<p>Keep Trying I'm wondering!</p>	<p>Getting There I need some help!</p>	<p>Good Job I got it!</p>	<p>Wow I am connecting! I am applying!</p>
<p>I can identify natural and artificial sources of light, sound, and heat in their environment. (e)</p> <p>I can observe the effects of magnets on a variety of metallic and non-metallic objects and sort those objects based on their attraction to magnets. (d)</p>	<p>I can conduct simple investigations into the effects of light, sound, and heat on different objects. (f)</p> <p>I am able to investigate how applying or removing physical and magnetic forces can cause objects in their environment to move, stop, change direction. (a)</p>	<p>I can describe personal observations of the effects of light, sound, and heat energy on objects, including self. (g)</p> <p>I can describe the effects of applying forces of varying intensity on various objects. (c)</p>	<p>I can predict effects of the removal of light, sound, and/or heat from their environment. (h)</p> <p>I can predict and test the results of applying physical and magnetic forces. (b)</p>

SRPSD Kindergarten Science Rubrics

Physical Science: Materials and Objects (MO)



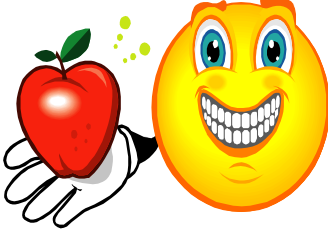

MOK.1 Investigate observable characteristics of familiar objects and materials in their environment.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
			
<p>Keep Trying I'm wondering!</p>	<p>Getting There I need some help!</p>	<p>Good Job I got it!</p>	<p>Wow I am connecting! I am applying!</p>
<p>I am able to sequence or group objects and materials according to one or more student-selected criteria. (f)</p> <p>I can identify and explore ways to use appropriate tools safely to help carry out a variety of useful tasks such as stapling, measuring, hammering, gluing, and cooking. (h)</p>	<p>I can identify different materials that make up familiar objects found in their learning environment. (b)</p> <p>I can identify observable characteristics of materials, such as colour, texture, and odour, and observable characteristics of objects, such as shape, size, and weight. (d)</p>	<p>I can differentiate between objects and the materials used to construct the object. (c)</p> <p>I can explore how materials may change as a result of processes such as cutting, gluing together, heating, cooling, folding, and pouring them into different containers. (e)</p>	<p>I am able to discuss how familiar objects are designed to meet human needs. (g)</p> <p>I can explain how tools and other objects are designed to meet human needs. (i)</p>

SRPSD Kindergarten Science Rubrics

Earth and Space Science: Exploring Our Natural Surroundings (NS)

NS1.1 Explore features of their natural surroundings (e.g., soil, water, landform, and weather conditions), including changes to those surroundings over time.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
			
Keep Trying I'm wondering!	Getting There I need some help!	Good Job I got it!	Wow I am connecting! I am applying!
I gather and record information about characteristics of their natural surroundings using all of their senses and technologies such as digital cameras, audio recorders, video recorders, and sketchpads. (b)	I can identify, with guidance, changes in one or more aspects of their natural surroundings over a given time interval. (d)	I can describe and illustrate features of their local surroundings such as soil type and texture, weather conditions, presence of water in various forms and states, and landform types. (c)	I can suggest ways in which human activities intentionally or unintentionally cause changes to natural surroundings. (e)