



Standard	4 Exceeding	3 Meeting	2 Developing	1 Area of Concern
	Student has independently exceeded grade level expectations and demonstrated a deep level of understanding of the standard.	Student meets grade level expectations with consistency and accuracy.	Student is developing an understanding of, but is not yet meeting grade level expectations and demonstrates inconsistent progress toward standard.	Student is not demonstrating an understanding of the grade level expectation for the standard.
<b>Forces and Interactions: Pushes and Pulls</b>				
K-PS2-1	<input type="checkbox"/> Conduct and investigation/compare the effects of different strengths/directions of pushes and pulls on objects <ul style="list-style-type: none"> <li>➤ Examples of pushes or pulls could include a string attached to an object being pulled</li> <li>➤ OR a person pushing an object</li> <li>➤ OR a person stopping a rolling ball</li> <li>➤ OR two objects colliding</li> <li>➤ Do not include objects that don't touch like magnets.</li> </ul>			
K-PS2-2	<input type="checkbox"/> Use data and designed solutions to see changes in the speed/direction of an object with a push or a pull <ul style="list-style-type: none"> <li>➤ Examples of problems requiring a solution could include: having a marble or other object move a certain distance, follow a particular path, and knock down other objects.</li> <li>➤ Examples of solutions could include tools such as a ramp to increase the speed of an object and a structure that would cause an object such as a marble or ball to turn.</li> <li>➤ Do not include friction as a mechanism for change in speed</li> </ul>			
<b>Interdependent Relationships in Ecosystems: Animals, Plants and Their Environment</b>				



K-LS1-1	<ul style="list-style-type: none"> <li>□ Observe and describe patterns of what plants/animals/humans need to survive               <ul style="list-style-type: none"> <li>➤ Examples of pattern could include: animals need to take in food but plants do not                   <ul style="list-style-type: none"> <li>➤ OR the different kinds of food needed by different types of animals</li> <li>➤ OR the requirement of plants to have light</li> <li>➤ AND that all living things need water</li> </ul> </li> </ul> </li> </ul>
K-ESS2-2	<ul style="list-style-type: none"> <li>□ Use arguments/evidence for how plants/animals/humans change the environment to meet their needs.               <ul style="list-style-type: none"> <li>➤ Examples of plants and animals changing the environment could include: A squirrel digs in the ground to hide its food</li> <li>➤ OR tree roots can break concrete</li> </ul> </li> </ul>
K-ESS3-1	<ul style="list-style-type: none"> <li>□ Use a model to show relationship between needs of plants/animals/humans and where they live.               <ul style="list-style-type: none"> <li>➤ Examples of relationships could include: deer eat buds and leaves, therefore they usually live in forested areas</li> <li>➤ OR grasses need sunlight so they often grow in meadows</li> <li>➤ Plants, animals and their surroundings make up a system</li> </ul> </li> </ul>
K-ESS3-3	<ul style="list-style-type: none"> <li>□ Communicate solutions that reduce local impact of humans on land/water/air/other living things               <ul style="list-style-type: none"> <li>➤ Examples of human impact could include: cutting trees to produce lumber for building or paper</li> <li>➤ OR using resources to produce bottles</li> <li>➤ Examples of solutions could include: reusing paper and recycling cans and bottles</li> </ul> </li> </ul>
<b>Weather and Climate</b>	
K-PS3-1	<ul style="list-style-type: none"> <li>□ Make observations to determine the effect of sunlight on Earth’s surface.               <ul style="list-style-type: none"> <li>➤ Examples of Earth’s surface could include: sand, soil, rocks and water</li> <li>➤ Temperature is presented relatively and limited to warmer/cooler</li> </ul> </li> </ul>
K-PS3-2	<ul style="list-style-type: none"> <li>□ Use tools/materials to design/build structures that will reduce the warming effect of sunlight.               <ul style="list-style-type: none"> <li>➤ Examples of structures could include: umbrellas, canopies, tents that minimize the warming effect of sun</li> </ul> </li> </ul>

K-ESS2-1	<ul style="list-style-type: none"><li>□ Use/share observations of local weather conditions to describe patterns over time<ul style="list-style-type: none"><li>➤ Examples of qualitative observations could include: descriptions of the weather (sunny, cloudy, rainy, warm)</li><li>➤ Examples of quantitative observations could include: numbers of sunny, windy and rainy days in a month</li><li>➤ Examples of patterns could include that it is usually cooler in the morning than in the afternoon</li><li>➤ OR the number of sunny days versus cloudy days in different months</li><li>➤ Limit number use to whole numbers and temperature terms relative (warmer / cooler)</li></ul></li></ul>
K-ESS3-2	<ul style="list-style-type: none"><li>□ Ask questions/obtain information about how weather forecasting is used to prepare for/respond to severe weather<ul style="list-style-type: none"><li>➤ Emphasis is on local forms of severe weather</li></ul></li></ul>