Kindergarten Science SBRC Rubric					
Report Card Standard	TEKS	Performance Assessment	Assessment of Mastery		
			PS	AS	IPS
Process Skills					
Actively participates in conducting investigations using tools safely.	1A Identify and demonstrate safe and healthy practices as outlined in Texas Education Agency-approved safety standards during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately.	Learners design and conduct descriptive investigations of objects or organisms, demonstrating safe practices. Throughout the investigations, students collect and record data and effectively communicate their findings.	Demonstrates a solid ability to generate investigable questions about organisms, objects, or events and conduct safe investigations.	Needs prompting in order to generate investigable questions about organisms, objects, or events and may need reminders about how to conduct investigations safely.	Demonstrates minimal ability to generate investigable questions about organisms, objects, or events and to conduct safe investigations.
	2A asks questions about organisms, objects, and events observed in the natural world.				
	2B Plans and conducts simple descriptive investigations.				
Observes, collects, records, and communicates scientific data.	2C Collect data and make observations using simple tools. 2D Record and organize data and observations using pictures, numbers, and words. 2E Communicate observations about simple descriptive investigations. 4A Collect information using tools, including…(See TEKS) 4B Use senses as a tool of observation to identify properties and patterns of organisms, objects, and events in		Actively collects, illustrates, labels and writes observations and explanations with details.	Needs prompting to collect, illustrate, label and write observations and explanations with details.	Demonstrates minimal ability to collect, illustrate, label and write observations and explanations with details.

	the environment.				
Identifies a problem, makes predictions based on data, and generates a possible solution.	3A Identify and explain a problem such as the impact of littering and propose a solution. 3B Make predictions based on observable patterns in nature. 3C Explore that scientists investigate different things in the natural world and use tools to help in their investigations.	Learners mirror the work of scientists by identifying real problems, using collected data to make predictions, and designing problem solutions. Throughout the process, learners plan for and model conservation of resources.	Demonstrates a solid ability to individually make predictions based on data and design possible solutions to identified problems.	Demonstrates a partial ability to individually make predictions based on data and design possible solutions to identified problems with prompting.	Demonstrates minimal ability to individually make predictions based on data and design possible solutions to identified problems.
Demonstrates how to use, conserve, and dispose of natural resources and materials.	1B Demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling paper, plastic, and metal.		Actively participates in the proper use and disposal of natural resources independently	Needs prompting to properly use and dispose of natural resources independently	Minimally participates in the proper use and disposal of natural resources independently
Life Science					
Classifies living organisms and non-living objects.	9A Differentiate between living and nonliving things based upon whether or not they have basic needs and produce offspring.	Learners observe a terrarium that includes plants, animals such as worms or insects, and moist soil. Learners make technical drawings of the terrarium and label examples of living and nonliving things. Learners explain how the needs of the plant and the needs of the animal within the terrarium are met and	Demonstrates a solid ability to classify living organisms and nonliving objects based on characteristics. Demonstrates a solid understanding that living organisms have basic needs.	Demonstrates a partial ability to classify living organisms and nonliving objects based on characteristics. Demonstrates a partial understanding that living organisms have basic needs.	Demonstrates minimal ability to classify living organisms and nonliving objects based on characteristics. Demonstrates a minimal understanding that living organisms have basic needs.

Understands that living organisms have basic needs.	9B Examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants.	identify features of each organism that helps it survive.	Demonstrates solid understanding that living organisms have basic needs.	Demonstrates partial understanding that living organisms have basic needs.	Demonstrates minimal understanding that living organisms have basic needs.
Identifies the parts and life cycles of plants/animals.	10A Sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape. 10B Identify parts of plants. 10C Identify ways that young plants resemble their parent plant. 10D – Observe changes that are a part of a simple life cycle of a plant: seed, seedling, plant, flower, fruit.	Learners work collaboratively to create a plan for a school garden or in-class planter. The plan includes a drawing of the plants that will be grown with their parts labeled and an explanation of how the plants' needs will be met and how they will change throughout their lifetimes.	Independently sorts plants and animals into groups based on physical characteristics. Demonstrates a solid ability to identify parts of plants, compare young plants to the parent plant, and to identify changes through life cycles.	With assistance, sorts plants and animals into groups based on physical characteristics. Demonstrates partial ability to identify parts of plants, compare young plants to the parent plant, and to identify changes through life cycles.	Demonstrates minimal ability to sort plants and animals into groups based on physical characteristics. Demonstrates minimal ability to identify parts of plants, compare young plants to the parent plant, and to identify changes through life cycles.
Physical Science					
Observes and records properties of objects, including shape, color, and texture.	5A Observe and record properties of objects, including relative size and mass, such as bigger or smaller, and heavier or lighter, shape, color, and texture. 5B Observe, record, and discuss how materials can be changed by heating or cooling.	Learners will plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. Observations will be recorded in an organized manner and learners will	Demonstrates a solid ability to observe and record properties of objects, including shape, color, and texture.	Demonstrates partial ability to observe and record properties of objects, including shape, color, and texture.	Demonstrates minimal ability to observe and record properties of objects, including shape, color, and texture.

		make and defend a claim based upon collected evidence.			
Describes the location of an object and ways that it can move.	6A Use the senses to explore different forms of energy such as light, thermal, and sound. 6B Explore interactions between magnets and various materials. 6C Observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside. 6D Observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow.	Learners plan and conduct an investigation to compare the effects of different strengths or directions of pushes or pulls on the motion of objects. Observations and data are collected and recorded in an organized manner. Claims are made based on evidence.	Demonstrates a solid ability to describe the location and motion of an object.	Demonstrates partial ability to describe the location and motion of an object.	Demonstrates minimal ability to describe the location and motion of an object.
Earth Science					
Compares and describes properties of rocks, soil, and water	7A Observe, describe, compare and sort rocks by size, shape, color, and texture. 7B Observe and describe physical properties of natural sources of water, including color and clarity. 7C Give examples of ways rocks, soil, and water are useful.	Learners plan and conduct a field investigation to a local pond ecosystem and describe the properties of the water (color, clarity, odor, relative temperature.) They record observations in an organized manner and make a claim about the quality or health of the	Demonstrates a solid ability to compare and describe properties of rocks, soil, wood and water.	Demonstrates partial ability to compare and describe properties of rocks, soil, wood and water.	Demonstrates minimal ability to compare and describe properties of rocks, soil, wood and water.

		pond, supported with evidence. Learners classify a large pile of rocks into groups based on similar properties. When given a new sample, learners place it into an appropriate classification group and justify their reasoning.			
Describes patterns in nature (weather, seasons, and objects in the sky).	8A Observe and describe weather changes from day to day and over seasons. 8B Identify events that have repeating patterns, including seasons of the year and day and night. 8C Observe, describe, and illustrate objects in the sky such as the clouds, moon, and stars, including the sun.	Learners record observations of the weather and patterns of motion of objects in the sky (such as clouds) over an extended period of time. Learners create a weather report describing the changes, conditions, and patterns observed.	Demonstrates a solid ability to describe patterns in nature (weather, seasons, and objects in the sky).	Demonstrates partial ability to describe patterns in nature (weather, seasons, and objects in the sky).	Demonstrates minimal ability to describe patterns in nature (weather, seasons, and objects in the sky).