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| Demonstrates an awareness of Science content (includes: questioning, investigating, and drawing conclusions) | **4**  **Exceeds Expectations**  Demonstrates with mastery  (exceeds) | **3**  **Meets Expectations**  Independently demonstrates  (meets) | **2**  **Approaching Expectations**  Demonstrates with support  (progressing) | **1**  **Does Not Meet Expectations**  Not demonstrated at this time  (area of concern) |
| Quarter 1   * Weather (daily, monthly and seasonal changes) * Life cycles * Personal Health (hygiene) * Genetic Information * Fire Safety   Quarter 2   * Scientific Method (QPEOC) * Animal Adaptations * Physical Changes   Quarter 3   * Earth/Moon/Sun * Day/night, shadows * Personal Health   (healthy lifestyles)   * Five Senses   Quarter 4   * Plants * Environment * Living/Non-Living Needs * Magnetism * Properties of Matter   (color/size/weight, sink/float) | Student independently demonstrates and applies accurate science content.  Student independently   * initiates/generates questions * makes predictions based on prior knowledge/experience and begins to hypothesize (I think this…because…) * collects and records data/information * explains observations, including specific details * draws accurate conclusions based on the information collected * alters misconceptions found during the investigation * extends knowledge beyond the classroom investigation * uses scientific language and poses, “What if?” questions about the investigation to connect what was learned to real life | Student demonstrates and applies accurate science content.  Student   * generates questions * makes predictions based on prior knowledge/experience and begins to hypothesize (I think this…because…) * collects and records data/information * explains observations, including specific details * draws accurate conclusions based on the information collected * *may* alter misconceptions found during the investigation * extends knowledge beyond the classroom investigation * uses scientific language and poses, “What if?” questions about the investigation to connect what was learned to real life | Student demonstrates and applies science content with support.  Student (with support)   * generates questions * makes predictions based on prior knowledge/experience and begins to hypothesize (I think this…because…) * collects and records data/information * explains observations, including specific details * draws accurate conclusions based on the information collected * *may* alters misconceptions found during the investigation * extends knowledge beyond the classroom investigation * uses scientific language and poses, “What if?” questions about the investigation to connect what was learned to real life | Student demonstrates and applies science content with extensive support..  Student (with extensive support or does not demonstrate)   * generates questions * makes predictions based on prior knowledge/experience and begins to hypothesize (I think this…because…) * collects and records data/information * explains observations, including specific details * draws accurate conclusions based on the information collected * *does not* alter misconceptions found during the investigation * extends knowledge beyond the classroom investigation * uses scientific language and poses, “What if?” questions about the investigation to connect what was learned to real life |