

ELEMENTARY SCIENCE – Supported Independence

Grade Span	Emerging	Attained	Surpassed
Elementary General Statement	Based on the <i>Supported Independence EBs</i> , ¹ a student who is emerging toward the performance standard should typically, with moderate assistance, be able to...	Based on the <i>Supported Independence EBs</i> , ¹ a student who attained the performance standard should typically, with minimal assistance, be able to...	Based on the <i>Supported Independence EBs</i> , ¹ a student who surpassed the performance standard should typically, with limited to no assistance, be able to...
Constructing New Scientific Knowledge Performance Level Descriptor	Demonstrate a <i>limited</i> ability to: <ul style="list-style-type: none"> • Answer basic questions about the world based on observation and/or description • Identify simple devices 	Demonstrate a <i>basic</i> ability to: <ul style="list-style-type: none"> • Answer basic questions about the world based on observation and/or description • Identify simple devices 	Demonstrate a <i>consistent</i> ability to: <ul style="list-style-type: none"> • Answer basic questions about the world based on observation and/or description • Identify simple devices
Reflecting on Scientific Knowledge Performance Level Descriptor	Demonstrate a <i>limited</i> ability to: <ul style="list-style-type: none"> • Identify uses of technology • Develop an awareness of the natural world 	Demonstrate a <i>basic</i> ability to: <ul style="list-style-type: none"> • Identify uses of technology • Develop an awareness of the natural world 	Demonstrate a <i>consistent</i> ability to: <ul style="list-style-type: none"> • Identify uses of technology • Develop an awareness of the natural world
Using Life Science Knowledge Performance Level Descriptor	Demonstrate a <i>limited</i> ability to: <ul style="list-style-type: none"> • Discriminate between living/non-living • Identify characteristics of animals • Differentiate between plants/animals • Match life cycles • Identify healthy foods • Identify basic requirements for all living things 	Demonstrate a <i>basic</i> ability to: <ul style="list-style-type: none"> • Discriminate between living/non-living • Identify characteristics of animals • Differentiate between plants/animals • Match life cycles • Identify healthy foods • Identify basic requirements for all living things 	Demonstrate a <i>consistent</i> ability to: <ul style="list-style-type: none"> • Discriminate between living/non-living • Identify characteristics of animals • Differentiate between plants/animals • Match life cycles • Identify healthy foods • Identify basic requirements for all living things

¹ When using age/grade appropriate instructional materials.

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<p>Using Physical Science Knowledge Performance Level Descriptor</p>	<p>Demonstrate a <i>limited</i> ability to:</p> <ul style="list-style-type: none"> • Identify attributes of common objects • Identify how materials are useful • Identify states of matter • Recognize movement of objects including parts of the body • Identify simple machines • Identify sources of light/shadow 	<p>Demonstrate a <i>basic</i> ability to:</p> <ul style="list-style-type: none"> • Identify attributes of common objects • Identify how materials are useful • Identify states of matter • Recognize movement of objects including parts of the body • Identify simple machines • Identify sources of light/shadow 	<p>Demonstrate a <i>consistent</i> ability to:</p> <ul style="list-style-type: none"> • Identify attributes of common objects • Identify how materials are useful • Identify states of matter • Recognize movement of objects including parts of the body • Identify simple machines • Identify sources of light/shadow
<p>Using Earth Science Knowledge Performance Level Descriptor</p>	<p>Demonstrate a <i>limited</i> ability to:</p> <ul style="list-style-type: none"> • Identify conservation/recycling routines or materials • Recognize states/uses of water • Identify sources of safe vs. unsafe drinking water • Identify weather conditions • Identify the sun, moon, and Earth • Identify differences between day/night 	<p>Demonstrate a <i>basic</i> ability to:</p> <ul style="list-style-type: none"> • Identify conservation/recycling routines or materials • Recognize states/uses of water • Identify sources of safe vs. unsafe drinking water • Identify weather conditions • Identify the sun, moon, and Earth • Identify differences between day/night 	<p>Demonstrate a <i>consistent</i> ability to:</p> <ul style="list-style-type: none"> • Identify conservation/recycling routines or materials • Recognize states/uses of water • Identify sources of safe vs. unsafe drinking water • Identify weather conditions • Identify the sun, moon, and Earth • Identify differences between day/night

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