

**Science Rubrics: Grade K  
Grade Level Focus – Characteristics**

**Anchorage School District  
June 25, 2008**

**Trisha Herminghaus**  
**[Herminghaus trisha@asdk12.org](mailto:herminghaus_trisha@asdk12.org)**  
**907-742-4858**

**Judy Onslow**  
**[Onslow judy@asdk12.org](mailto:onslow_judy@asdk12.org)**  
**907-742-4860**

**Joanna Hubbard**  
**[Hubbard joanna@asdk12.org](mailto:hubbard_joanna@asdk12.org)**  
**907-742-4451**

**Texas Gail Raymond**  
**[Raymond Gail@asdk12.org](mailto:raymond_gail@asdk12.org)**  
**907-742-4854**

<b>LIFE SCIENCE – Myself and Others</b>		
<b>The students understand that people have observable physical characteristics that are similar and different in many ways.</b>		
<b>Grade K</b>		
<b>Level 4.0</b>	<b>Student exceeds Level 3 indicators by making in-depth inferences or applications.</b>	
	Level 3.5	In addition to Level 3.0 performance, in-depth inferences and applications with partial success.
<b>Level 3.0</b>	<p><b>While engaged in tasks involving individuals’ characteristics the student:</b></p> <ul style="list-style-type: none"> <li>• <b>observes and communicates similarities and differences in physical characteristics</b></li> <li>• <b>uses graphs and charts to organize and compare data</b></li> <li>• <b>uses appropriate terms when talking to others about their observations</b></li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	Level 2.5	No major errors or omissions regarding the simpler details and processes and partial knowledge of more complex ideas and processes.
<b>Level 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> <li>○ different, same, color, texture, past, present, future</li> <li>○ body, hair, eye, hand, skin, height</li> </ul> </li> <li>• performs basic processes such as: <ul style="list-style-type: none"> <li>○ observes and communicates limited information about physical characteristics</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	Level 1.5	Partial knowledge of the simpler details and processes but major errors or omissions regarding more complex ideas and procedures .
<b>Level 1</b>	<b>Student demonstrates partial understanding and abilities of Level 3 indicators only with significant support.</b>	
	Level 0.5	With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.
<b>Level 0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>EARTH SCIENCE – Pebbles, Sand, &amp; Silt</b>		
<b>The student understands that rocks have a variety of observable characteristics.</b>		
<b>Grade K</b>		
<b>Level 4.0</b>	<b>Student exceeds Level 3 indicators by making in-depth inferences or applications.</b>	
	Level 3.5	In addition to Level 3.0 performance, in-depth inferences and applications with partial success.
<b>Level 3.0</b>	<b>While engaged in tasks involving rocks, the student:</b> <ul style="list-style-type: none"> <li>• sorts earth materials by observable characteristics.</li> <li>• uses appropriate terms to describe characteristics of earth materials</li> </ul> <b>The student exhibits no major errors or omissions.</b>	
	Level 2.5	No major errors or omissions regarding the simpler details and processes and partial knowledge of more complex ideas and processes.
<b>Level 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> <li>○ same, different, characteristics</li> <li>○ pebbles, gravel, sand, silt</li> </ul> </li> <li>• performs basic processes such as: <ul style="list-style-type: none"> <li>○ observing and communicating limited information about physical characteristics</li> <li>○ recognizing that pebbles, sand, and silt are earth materials</li> </ul> </li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	
	Level 1.5	Partial knowledge of the simpler details and processes but major errors or omissions regarding more complex ideas and procedures
<b>Level 1.0</b>	<b>Student demonstrates partial understanding and abilities of Level 3 indicators only with significant support.</b>	
	Level 0.5	With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.
<b>Level 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>PHYSICAL SCIENCE – Wood and Paper</b>		
<b>The student understands that wood and paper have a variety of observable characteristics.</b>		
<b>Grade K</b>		
<b>Level 4.0</b>	<b>Student exceeds Level 3 indicators by making in-depth inferences or applications.</b>	
	Level 3.5	In addition to Level 3.0 performance, in-depth inferences and applications with partial success.
<b>Level 3.0</b>	<p><b>While engaged in tasks involving wood and paper, the student:</b></p> <ul style="list-style-type: none"> <li>• compares materials using observable characteristics</li> <li>• identifies sources of wood and paper</li> <li>• describes changes observed during investigations</li> <li>• builds an object using wood and or paper</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	Level 2.5	No major errors or omissions regarding the simpler details and processes and partial knowledge of more complex ideas and processes..
<b>Level 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> <li>○ wood, paper</li> <li>○ float, sink, recycle, waterlogged</li> </ul> </li> <li>• performs basic processes such as: <ul style="list-style-type: none"> <li>○ observing and communicating limited information about observable characteristics of wood and paper</li> <li>○ identifying objects made of wood or paper</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	Level 1.5	Partial knowledge of the simpler details and processes but major errors or omissions regarding more complex ideas and procedures
<b>Level 1.0</b>	<b>Student demonstrates partial understanding and abilities of Level 3 indicators only with significant support.</b>	
	Level 0.5	With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.
<b>Level 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	