

**ELEMENTARY SCIENCE – Functional Independence**

| Grade Span   | Emerging  | Attained  | Surpassed  |
|--|---|---|--|
| <p><b>Elementary</b><br/><b>General Statement</b></p>                            | <p>Based on the <i>Functional Independence EBS</i>,<sup>1</sup> a student who is <b>emerging toward the performance standard</b> should typically be able to...</p>   | <p>Based on the <i>Functional Independence EBS</i>,<sup>1</sup> a student who <b>attained the performance standard</b> should typically be able to...</p>   | <p>Based on the <i>Functional Independence EBS</i>,<sup>1</sup> a student who <b>surpassed the performance standard</b> should typically be able to...</p>   |
| <p><b>Constructing New Scientific Knowledge Performance Level Descriptor</b></p> | <p>Demonstrate a <i>limited</i> ability to:</p> <ul style="list-style-type: none"> <li>• Identify questions based on observation and/or description</li> <li>• Identify sources of scientific information</li> </ul>  | <p>Demonstrate a <i>basic</i> ability to:</p> <ul style="list-style-type: none"> <li>• Identify questions based on observation and/or description</li> <li>• Identify sources of scientific information</li> </ul>  | <p>Demonstrate a <i>consistent</i> ability to:</p> <ul style="list-style-type: none"> <li>• Identify questions based on observation and/or description</li> <li>• Identify sources of scientific information</li> </ul>  |
| <p><b>Reflecting on Scientific Knowledge Performance Level Descriptor</b></p>    | <p>Demonstrate a <i>limited</i> ability to:</p> <ul style="list-style-type: none"> <li>• Identify ways technology is used in everyday life</li> </ul>   | <p>Demonstrate a <i>basic</i> ability to:</p> <ul style="list-style-type: none"> <li>• Identify ways technology is used in everyday life</li> </ul>   | <p>Demonstrate a <i>consistent</i> ability to:</p> <ul style="list-style-type: none"> <li>• Identify ways technology is used in everyday life</li> </ul>   |
| <p><b>Using Life Science Knowledge Performance Level Descriptor</b></p>          | <p>Demonstrate a <i>limited</i> ability to:</p> <ul style="list-style-type: none"> <li>• Identify observable body parts of animals</li> <li>• Identify life cycles of familiar organisms</li> <li>• Identify the basic life requirements of plants and animals</li> <li>• Identify functions of plant parts</li> <li>• Identify how parents and their young look alike</li> <li>• Identify animal adaptations</li> <li>• Identify the effects of humans on the environment</li> </ul> | <p>Demonstrate a <i>basic</i> ability to:</p> <ul style="list-style-type: none"> <li>• Identify observable body parts of animals</li> <li>• Identify life cycles of familiar organisms</li> <li>• Identify the basic life requirements of plants and animals</li> <li>• Identify functions of plant parts</li> <li>• Identify how parents and their young look alike</li> <li>• Identify animal adaptations</li> <li>• Identify the effects of humans on the environment</li> </ul> | <p>Demonstrate a <i>consistent</i> ability to:</p> <ul style="list-style-type: none"> <li>• Identify observable body parts of animals</li> <li>• Identify life cycles of familiar organisms</li> <li>• Identify the basic life requirements of plants and animals</li> <li>• Identify functions of plant parts</li> <li>• Identify how parents and their young look alike</li> <li>• Identify animal adaptations</li> <li>• Identify the effects of humans on the environment</li> </ul> |

<sup>1</sup> When using age/grade appropriate instructional materials.

**ELEMENTARY SCIENCE – Functional Independence**

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|---|--|--|---|
| <p><b>Using Physical Science Knowledge Performance Level Descriptor</b></p> | <p>Demonstrate a <i>limited</i> ability to:</p> <ul style="list-style-type: none"> <li>• Identify useful properties of materials</li> <li>• Identify mixtures/components of mixtures</li> <li>• Identify common physical changes in matter</li> <li>• Describe the motion of common objects</li> <li>• Describe the interaction of magnetic/non-magnetic materials</li> <li>• Identify simple machines used to change effort</li> <li>• Identify properties and sources of sounds</li> <li>• Identify sources of light/shadow</li> </ul> | <p>Demonstrate a <i>basic</i> ability to:</p> <ul style="list-style-type: none"> <li>• Identify useful properties of materials</li> <li>• Identify mixtures/components of mixtures</li> <li>• Identify common physical changes in matter</li> <li>• Describe the motion of common objects</li> <li>• Describe the interaction of magnetic/non-magnetic materials</li> <li>• Identify simple machines used to change effort</li> <li>• Identify properties and sources of sounds</li> <li>• Identify sources of light/shadow</li> </ul> | <p>Demonstrate a <i>consistent</i> ability to:</p> <ul style="list-style-type: none"> <li>• Identify useful properties of materials</li> <li>• Identify mixtures/components of mixtures</li> <li>• Identify common physical changes in matter</li> <li>• Describe the motion of common objects</li> <li>• Describe the interaction of magnetic/non-magnetic materials</li> <li>• Identify simple machines used to change effort</li> <li>• Identify properties and sources of sounds</li> <li>• Identify sources of light/shadow</li> </ul> |
| <p><b>Using Earth Science Knowledge Performance Level Descriptor</b></p>    | <p>Demonstrate a <i>limited</i> ability to:</p> <ul style="list-style-type: none"> <li>• Identify features of and changes in the earth’s surface/types of earth materials</li> <li>• Identify routines related to conservation</li> <li>• Identify the states/sources/uses of water</li> <li>• Identify weather conditions/seasonal changes/safety precautions</li> </ul>  | <p>Demonstrate a <i>basic</i> ability to:</p> <ul style="list-style-type: none"> <li>• Identify features of and changes in the earth’s surface/types of earth materials</li> <li>• Identify routines related to conservation</li> <li>• Identify the states/sources/uses of water</li> <li>• Identify weather conditions/seasonal changes/safety precautions</li> </ul>  | <p>Demonstrate a <i>consistent</i> ability to:</p> <ul style="list-style-type: none"> <li>• Identify features of and changes in the earth’s surface/types of earth materials</li> <li>• Identify routines related to conservation</li> <li>• Identify the states/sources/uses of water</li> <li>• Identify weather conditions/seasonal changes/safety precautions</li> </ul>  |

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