

2nd Grade Science

2019-2020 Performance Assessments

First Quarter							
Reporting Category	Report Card Wording	TEKS	Example Performance Task	Assessment of Mastery			
				1 (Developing)	2 (Approaching)	3 (Mastery)	
Matter and Energy	Classifies matter by physical properties	2.5(A) classify matter by physical properties, including relative temperature, texture, flexibility, and whether material is a solid or liquid.	Example: The juice is a liquid. The table is smooth. Outside is colder than the inside of my house.	With full teacher's assistance, classify matter by 3 or more different physical properties.	With some teacher's assistance, classify matter by 3 or more different physical properties.	Independently classify matter by 3 or more different physical properties.	
					<i>*Classify: to group according to similar properties (could include: writing, speaking, and physical demonstration)</i>		
	Compares changes in materials caused by heating and cooling	2.5(B) compare changes in materials caused by heating and cooling.	Example: The water evaporated in the hot sun. The crayon changes from a hard stick to a liquid when heated. The lava got thicker when it was cooled .	With full teacher's assistance, compare changes of 3 or more materials caused by heating and cooling.	With some teacher's assistance, compare changes of 3 or more materials caused by heating and cooling.	Independently compare changes of 3 or more materials caused by heating and cooling.	
					<i>*Compare: to look at what is the same or different (could include: writing or speaking)</i>		

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Second Quarter						
Reporting Category	Report Card Section	TEKS	Example Performance Task	Assessment of Mastery		
				1 (Developing)	2 (Approaching)	3 (Mastery)
Force and Motion	Investigates the effects on objects by increasing or decreasing amounts of light, heat, and sound energy	2.6(A) investigate the effects on objects by increasing or decreasing amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butter.	Example: I can see the words in the book more clearly when I turn on the light. The pan gets hot when I put it on the stove. I can make it louder when I hit the drum harder.	With full teacher's assistance, describe the effects on three or more objects by increasing or decreasing amounts of light, heat, and sound energy.	With some teacher's assistance, describe the effects on three or more objects by increasing or decreasing amounts of light, heat, and sound energy.	Independently describe the effects on three or more objects by increasing or decreasing amounts of light, heat, and sound energy.
					<i>*Describe: to explain or tell about using words (could include: writing or speaking)</i>	
Force and Motion	Identifies how magnets are used in everyday life	2.6(B) observe and identify how magnets are used in everyday life	Example: I use magnets to hold objects on my refrigerator. My teacher uses magnets to hold up posters on the chalkboard when teaching a lesson. A roofer can use a magnet to find nails in the grass.	With full teacher's assistance, identify three ways magnets are used in everyday life.	With some teacher's assistance, identify three ways magnets are used in everyday life.	Independently identify three ways magnets are used in everyday life.
					<i>*Identify: to look at closely for clues or evidence (could include: writing, speaking, drawing)</i>	
Earth and Space	Describes and compares rocks by size, texture, and color	2.7(A) observe, describe, and compare rocks by size, texture, and color.	Example: This rock is larger than this one. This rock is rough. I love the turquoise color of this rock.	With full teacher's assistance, describe three or more rocks by size, texture, and color. AND With full teacher's assistance, compare three or	With some teacher's assistance, describe three or more rocks by size, texture, and color. AND With some teacher's	Independently describe three or more rocks by size, texture, and color. AND Independently compare three or more rocks by size, texture, and color.



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				more rocks by size, texture, and color.	assistance, compare three or more rocks by size, texture, and color.	
				*Compare: to look at what is the same or different (could include: writing or speaking)		

Third Quarter						
Reporting Category	Report Card Section	TEKS	Example Performance Task	Assessment of Mastery		
				1 (Developing)	2 (Approaching)	3 (Mastery)
Earth and Space	Distinguishes between natural and manmade resources	2.7(C) distinguish between natural and manmade resources.	Example: Plants, Rocks, Water, and air are natural resources. Paper, Chairs, and plastic are man-made resources.			
				*Distinguish: to tell one thing from another (could include: speaking or writing)		
	Measures, records, and graphs weather information in order to identify patterns in the data	2.8(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data.	Example: Fahrenheit or Celsius Wind vane-direction of wind Rain gauge--measure the amount of rainfall Snow falling from clouds.			
				*Measure: to determine the amount of physical activity)		
			*Record: to write information about (could include: writing, drawing)			

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				and completing charts)		
				*Graph: to make a diagram that show 2 or more sets of information		
	Describes and records patterns of objects in the sky, including the appearance of the moon.	2.8(C) observe, describe, and record patterns of objects in the sky, including the appearance of the Moon.	Example: The sun rises in the East, and sets in the West. The earth revolves around the sun once a year. The moon revolves around the earth monthly.			
*Describe: to explain or tell about using words (could include: writing or speaking)						
*Record: to write information about (could include: writing, drawing and completing charts)						

Fourth Quarter						
Reporting Category	Report Card Section	TEKS	Example Performance Task	Assessment of Mastery		
				1 (Developing)	2 (Approaching)	3 (Mastery)
Organisms and Environment	Identifies the basic needs of plants and animals.	2.9(A) identify the basic needs of plants and animals.	Example: Air, food, water and space are needed for plants and animals to survive.			
	*Identify: to look at closely for clues or evidence (could include: writing, speaking, drawing)					
	Compares the ways living organisms depend on each other and on their environments	2.9(C) compare the ways living organisms depend on each other and on their environments such as through food chains.	Compare the ways living organisms depend on each other and on their environments Example: Plants depend on water,			



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			sunlight, carbon dioxide to survive. Animals depend on plants for food. Plants provide oxygen for animals.			
				*Compare: to look at what is the same or different (could include: writing or speaking)		
	Records and compares how the physical characteristics and behavior of animals help them meet their basic needs.	2.10(A) observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs.	Example: Fish have fins to help them swim. Birds have wings to help them fly. Humans have legs and feet to help them walk. Some fish work in groups to attack their prey. Some organisms inject poison. into their prey.			
				*Record: to write information about (could include: writing, drawing and completing charts)		
				*Compare: to look at what is the same or different (could include: writing or speaking)		
	Records and compares how the physical characteristics of plants help them meet their basic needs	2.10(B) observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant.	Example: Roots keep plants secure and absorb water and nutrients. Stems carry water to the other parts of the plant.			
				*Record: to write information about (could include: writing, drawing and completing charts)		
				*Compare: to look at what is the same or different (could include: writing or speaking)		



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