

Kindergarten Science

2019-2020 Performance Assessments

First Quarter						
Reporting Category	Report Card Section	TEKS	Example Performance Task	Assessment of Mastery		
				1 (Developing)	2 (Approaching)	3 (Mastery)
Matter and Energy	Record properties of objects, including bigger or smaller, heavier or lighter, shape, color, and texture	K.5(A) The student is expected to observe and record properties of objects, including bigger or smaller, heavier or lighter, shape, color, and texture.	Example: The block is heavier than the paper. The blue block is smaller than the yellow block. The white paper is a rectangle and it is smooth.	With full teacher's assistance, record properties of three different objects including: bigger or smaller, heavier or lighter, shape, color, and texture.	With some teacher's assistance, record properties of three different objects including: bigger or smaller, heavier or lighter, shape, color, and texture.	Independently record properties of three different objects including: bigger or smaller, heavier or lighter, shape, color, and texture.
				<i>*Record: to write information about (could include: writing, drawing and completing charts)</i>		
Force, Motion and Energy	Use their senses to explore different forms of energy	K.6(A) The student is expected to use the senses to explore different forms of energy such as light, thermal, and sound.	Example: I see the light energy produced by the light bulb. I hear the bell produced by sound energy.	With full teacher's assistance, identify three forms of energy using senses.	With some teacher's assistance, identify three forms of energy using senses.	Independently identify three forms of energy using senses.
				<i>Identify: to look at closely for clues or evidence (could include: writing, speaking, drawing)</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, Motion and Energy	Describe the direction and speed that different objects move	K.6(D) The student is expected to observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow.	<u>Example:</u> The student is moving fast in a zigzag.	With full teacher's assistance, describe three or more ways that objects can move.	With some teacher's assistance, describe three or more ways that objects can move.	Independently describe three or more ways that objects can move.
				<i>*Describe: to explain or tell about using words (could include: writing or speaking)</i>		
Earth and Space	Describe and sort rocks by size, shape, color, and texture	K.7(A) The student is expected to observe, describe, and sort rocks by size, shape, color, and texture.	<u>Example:</u> I can describe the rock as big, oval, brown and rough. I can sort rocks based on their size.	With full teacher's assistance, describe three or more rocks by size, shape, color, and texture.	With some teacher's assistance, describe three or more rocks by size, shape, color, and texture.	Independently describe three or more rocks by size, shape, color, and texture.
				<i>*Describe: to explain or tell about using words (could include: writing or speaking) *Sort: to separate into groups according to properties</i>		

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Third Quarter						
Reporting Category	Report Card Section	TEKS	Example Performance Task	Assessment of Mastery		
				1 (Developing)	2 (Approaching)	3 (Mastery)
Earth and Space	Describe weather changes from day to day and over seasons	K.8(A) The student is expected to observe and describe weather changes from day to day and over seasons.	Example: Today is hotter than yesterday or Today it is raining and yesterday it was sunny. It is hotter in the summer and colder in the winter.			
	<i>*Describe: to explain or tell about using words (could include: writing or speaking)</i>					
Earth and Space	Identify events that have repeating patterns	K.8(B) The student is expected to identify events that have repeating patterns, including seasons of the year and day and night.	Example: Every year the seasons happen in the order spring, summer, fall, winter.			
	<i>*Identify: to look at closely for clues or evidence (could include: writing, speaking, drawing)</i>					
Organisms and Environments	Differentiate between living and nonliving things based on whether they have basic needs or produce offspring and	K.9(A) The student is expected to differentiate between living things and nonliving things based upon whether they have basic needs and produce offspring.	Example: The bird is living because it needs food, shelter and water and it produces baby birds. The computer is nonliving because it does not have any basic needs.			



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	can classify objects as living and nonliving			*Differentiate: to tell the difference between two or more objects (could include: writing, speaking, drawing)
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Fourth Quarter						
Reporting Category	Report Card Section	TEKS	Example Performance Task	Assessment of Mastery		
				1 (Developing)	2 (Approaching)	3 (Mastery)
Organisms and Environments	Sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape	K.10(A) The student is expected to sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape.	<u>Example:</u> I sorted the plants by the shape of the leaves.			
				*Identify: to look at closely for clues or evidence (could include: writing, speaking, drawing)		
	Identify the parts of a plant and the parts of an animal	K.10(B) The student is expected to identify basic parts of plants and animals.	<u>Example:</u> The raccoon has a tail, eyes, four legs, a pointy nose and furry head.			
				*Identify: to look at closely for clues or evidence (could include: writing, speaking, drawing)		