

Kindergarten

Kindergarten Progress Report Standards Updated 8.2024

Science Process Skills	
Organizes and carries out investigations collaboratively with support.	
Uses observations to construct explanations and design solutions.	
Engages in scientific discussions.	

Grade 1

Grade 1 Progress Report Standards Updated 8.2023

Science Process Skills & Notebook Usage	
Asks questions that can be answered by an investigation	
Makes observations in order to answer scientific questions	
Records information in words and/or using accurate scientific sketches	
Make conclusions based on evidence, either orally or in written form	
Sound & Light (Physical Science)	
Demonstrates that vibrating materials can make sound and that sound can make materials vibrate	
Tests and explains how various materials let light pass through, block light, or redirect/reflect light.	
Designs and builds a device that uses light or sound to send a signal over a distance	
Life Cycles (Life Science)	
Observes, describes and completes diagrams of life cycles of at least one animal and plant (revised 2020)	
Recognizes that animals and plants grow and change over time (new 2020)	
Observing Seasonal Changes (Earth Science)	
Observes and describes weather	
Observes and analyzes data to identify seasonal patterns of change	
Describes the predictable patterns of seasonal change.	
Observes and describes patterns of sun and moon.	
Describes how sun and moon appear to rise in one part of the sky, move across the sky, and set.	

Grade 2

Grade 2 Progress Report Standards Updated 8.2023

Science & Engineering Practices/Skills	
Asks questions that can be answered by an investigation	
Makes observations in order to answer scientific questions	
Plans and conducts an investigation or solution to a design problem	
Records information in words and/or using accurate scientific sketches	
Make conclusions based on evidence, either orally or in written form	
Trees (Life Science)	
Explains the structure and function of tree parts	
Can make accurate observations of tree leaves and identify several trees	
Develops and explains model of basic process of photosynthesis	
Properties & Magnets (Physical Science)	
Describe and classify different kinds of materials by observable properties	
Can differentiate between solids and liquids and Identifies effect of heat on solids and liquids	
Identifies and explains the properties of magnets	
Applies knowledge of the properties of magnets to solve a design challenge	
Water Habitats	
Explains that water is found in the ocean, rivers and streams, lakes and ponds, and may be solid or liquid.	
Describes and gives examples of habitats and living things in those habitats	
Identifies the needs of living things and explains how habitat provides basic needs	

Grade 3

Grade 3 Progress Report Standards Updated 8.2023

Science & Engineering Practices/Skills	
Plans, conducts and adjusts investigations based on questions and/or evidence	
Engages in discussion, using evidence and scientific language to communicate ideas	
Records observations and data and creates accurate observational sketches and/or models	
Survivor (Life Science)	
Identifies how certain characteristics (adaptations) help animal or plant species survive in their habitats.	
Identifies changes to habitats and how they might affect organisms' ability to survive.	
Describe fossils and types of organisms that lived long ago and compare them to organisms living on Earth today.	
Energy and Electricity (Physical Science) (new 2020)	
Make observations to show that energy can be transferred from place to place by sound, light, heat, and electric currents.	
Apply understanding of energy (and motion) to test and refine a device that converts Kinetic energy to electrical energy or uses stored energy to cause motion or produce light or sound.	
Describe that energy and fuels humans use are derived from natural resources and that some energy and fuel sources are renewable and some are not.	
Changes in Earth's Surface	
Explain how rocks, soils, and sediments are broken into smaller pieces through weathering and moved around by erosion.	
Use evidence to support a claim how erosion or deposition formed a landscape over long periods of time.	
Compare the effectiveness of design solutions that slow or prevent wind or water from changing the shape of the land.	

Grade 4

Grade 4 Progress Report Standards Updated 8.2024

Science/Engineering Practices	
Develop a model (and/or sketch) to accurately describe a scientific principle or design solution using science notebook.	
Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem (orally and/or in writing).	
Communicate scientific information orally and/or in writing (in science notebook).	
Insects Unit (Life Science)	
Construct an argument that insects have structures that support their survival and are advantageous to these individuals	
Use simple graphical representations to show that species have unique and diverse life cycles.	
Distinguish between inherited characteristics and those characteristics that result from a direct interaction with the environment	
Sight, Light & Stars (Earth and Physical Science)	
Develop a model to describe that light must bounce off an object and enter the eye for the object to be seen.	
Develop a model of a simple wave to communicate that waves: a. are regular patterns of motion along which energy travels, and b. can cause an object to move.	
Use a model to show Earth's relationship to the sun, moon, and stars that explain: a. why people on Earth experience day and night; b. patterns in changes in length and direction of shadows over a day	
Use a model to show changes in the position of the sun, moon and constellations at different times during a day, over a month and over a year	
Forces & Energy	
Describes and gives examples of forces, including friction	
Provides evidence to explain effect of multiple forces, including friction, on an object	
Explains how the speed of an object is related to its energy.	
Predicts outcomes about the changes in energy that occur when objects collide	

Grade 5

Grade 5 Progress Report Standards Updated 8.2023

Science/Engineering Practices	
Plan and conduct an investigation to produce data to serve as the basis for evidence.	
Develop a model (and/or sketch) to accurately describe an abstract scientific principle or design solution	
Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem (orally and/or in writing).	
Communicate scientific and/or technical information orally and/or in writing.	
Weather & Water Unit (Earth and Physical Science)	
Use a particle model of matter to explain common phenomena involving gases, and phase changes between gas and liquid and between liquid and solid.	
Use a model to describe the cycling of water through a watershed through evaporation, precipitation, absorption, surface runoff, and condensation	
Obtain and summarize information about the climate of different regions of the world to illustrate that typical weather conditions over a year vary by region.	
(Give examples of) ways humans can reduce impact on natural resources by changing an agricultural, industrial or community practice/process (if time allows)	
Ecosystems (Life Science)	
Model how matter is cycled in an ecosystem by animals, plants and decomposers.	
Describe how plants use water, carbon dioxide and sun's energy to make their food.	
Explain how scientists develop claims and prove these using evidence-based arguments.	
Explain interdependent relationships between living and nonliving parts of an ecosystem.	
Changes in Matter	
Accurately observes and describes properties of mixtures and solutions	
Provides evidence that a chemical reaction occurs in an experiment	
Measures and graph weights of substances before and after chemical reactions	
Explains that the amount of matter is conserved in chemical reactions and phase changes	