

4 Exceeding	3 Meeting	2 Developing	1 Area of Concern
Student exceeds expectations of this unit.	Student is meeting the expectations for this unit.	Student sometimes meets the expectations for this unit.	Student rarely meets the expectations for this unit.
Inquiry			
<ul style="list-style-type: none"> • Student is able to generate questions based on observations and present findings that lead to future questions. • Student is able to communicate evidence through various illustrations, performances, and models. 	<ul style="list-style-type: none"> • Student is able to generate questions based on observations. • Student can present findings that lead to future questions. 	Student meets 1 of the expectations.	Student meets none of the expectations of this unit.
Sorting Things Out (1PS)			
Student exceeds expectations and demonstrates independent critical thinking skills through enrichment experiences.	<ul style="list-style-type: none"> • Student is able to sort objects according to observable properties. • Student is able to sort materials by their attraction to magnets. • Student is able to identify the 3 states in which water exists on Earth: solid, liquid, and gas. 	Student meets 1 or 2 of the expectations.	Student meets none of the expectations.
Weather Watchers (1ES)			
Student exceeds expectations and demonstrates independent critical thinking skills through enrichment experiences.	<ul style="list-style-type: none"> • Student is able to describe weather in terms of temperature, cloud cover, wind, and precipitation across the seasons. • Student is able to collect data using the appropriate weather collection tools. • Student is able to explain safety precautions that are followed during severe weather events. 	Student meets 1 or 2 of the expectations.	Student meets none of the expectations.

An Animal's Life (1LS)			
<p>Student exceeds expectations and demonstrates independent critical thinking skills through enrichment experiences.</p>	<ul style="list-style-type: none"> • Student can explain that all living things have observable life cycles. • Student is able to compare and contrast observable characteristics of all living organisms. • Student can identify specific needs for survival of organisms. 	<p>Student meets 1 or 2 of the expectations.</p>	<p>Student meets none of the expectations.</p>