The Content and Concepts section on the new progress report for science is where you grade science content strands.

If you are still teaching the CA 1998 science standards, use them to determine a grade in the Content and Concepts report card category.

If you have begun teaching NGSS, use Disciplinary Core Ideas standards and the Crosscutting Concepts standards together to determine a grade in the Content and Concepts report card category.

### Kindergarten

#### Physical Sciences
1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:
   a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).
   b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.
   c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.

#### Life Sciences
2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:
   a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
   b. Students know stories sometimes give plants and animals attributes they do not really have.
   c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, ears, wings, legs).
# LAUSD Elementary Progress Report Connections to Science Standards

## Conducts Investigations

The **Conducts Investigations** section on the new progress report for science is where you grade science content strands.

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### Where is your school on the transition to NGSS?

If you are still teaching the CA 1998 science standards, use the Investigation and Experimentations Standards to determine a grade in the **Conducts Investigations** report card category.

**Investigation and Experimentation Standards**

- **a. Scientific progress is made by asking meaningful questions and conducting careful investigations.** As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
  - Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.
  - Measure and estimate the weight, length, or volume of objects.
  - Formulate and justify predictions based on cause-and-effect relationships.
  - Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.
  - Construct and interpret graphs from measurements.
  - Follow a set of written instructions for a scientific investigation.

If you have begun teaching NGSS, use Science and Engineering Practices to determine a grade in the **Conducts Investigations** report card category.

### Science

- **51. Asking questions (for science) and defining problems (for engineering).**
- **52. Developing and using models.**
- **53. Planning and carrying out investigations.**
- **54. Analyzing and interpreting data.**
- **55. Using mathematics, information and computer technology, and computational thinking.**
- **56. Constructing explanations (for science) and designing solutions (for engineering).**
- **57. Engaging in argument from evidence.**
- **58. Obtaining, evaluating, and communicating information.**
The **Constructs Relevant Questions** section on the new progress report for science is where you grade content science strands.

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**Content and Concepts**
- Conducts Investigations
- Constructs Relevant Questions

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**Investigation and Experimentation Standards**
6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
   a. Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.
   b. Measure and estimate the weight, length, or volume of objects.
   c. Formulate and justify predictions based on cause-and-effect relationships.
   d. Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.
   e. Construct and interpret graphs from measurements.
   f. Follow a set of written instructions for a scientific investigation.

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**Where is your school on the transition to NGSS?**

If you are still teaching the CA 1998 science standards, use them to determine a grade in the **Constructs Relevant Questions** report card category.

If you have begun teaching NGSS, use Science and Engineering Practices and the Crosscutting Concepts together to determine a grade in the **Constructs Relevant Questions** report card category.

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**Science**
- Asking questions (for science) and defining problems (for engineering).
- Developing and using models.
- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematics, information and computer technology, and computational thinking.
- Constructing explanations (for science) and designing solutions (for engineering).
- Engaging in argument from evidence.
- Obtaining, evaluating, and communicating information.

**Crosscutting Concepts**
1. Patterns
2. Cause & effect
3. Scale, proportion, & quantity
4. Systems & system models
5. Energy & matter
6. Structure & function
7. Stability & change