

Kindergarten Science and English Language Arts Unit 4: Forces and Motion

Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart - SAMPLE

Language Development Supports

Sensory Supports

Photographs
Gestures
Realia

Graphic Supports

Table
Sentence frames

Interactive Supports

Intentional partnerships

Standards

Outcomes

K-PS2-1

Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

- A. Identify a push
- B. Identify a pull
- C. Identify motion
- D. Define *push*
- E. Define *pull*

- F. Define *motion*
- G. Identify relative strengths (e.g., hard push, light/weak push, etc.)
- H. Identify directions (e.g., away, toward, forward, backward, sideways, etc.)
- I. Name relative strengths
- J. Name directions

Student Name:

Identifies *push*, *pull*, *motion* by exhibiting **receptive language** (actions during TPR)

Demonstrates **productive language** by speaking *push*, *pull*, *motion* during TPR

Demonstrates understanding of **definition** of *push*, *pull*, *motion* through actions or verbal response to question.

Identifies relative strengths (hard push, light/weak push, etc.) by pointing

Names relative strengths (hard push, light push, etc.)

Identifies directions (away, toward, forward, backward, sideways, etc.) by pointing

Names directions (away, toward, forward, backward, sideways, etc.)