

# Proficiency Scales

Science  
GRADE 2  
2020



SOUTHWESTERN UNION  
EDUCATION

## PROFICIENCY SCALES

**Proficiency scales serve as a starting point** for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

**A proficiency scale is composed of a series of levels** as follows:

**Score 3.0**—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

**Score 2.0**—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

**Score 4.0**—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

**Scores 1.0 and 0.0**—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

**Half-point Scores**—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

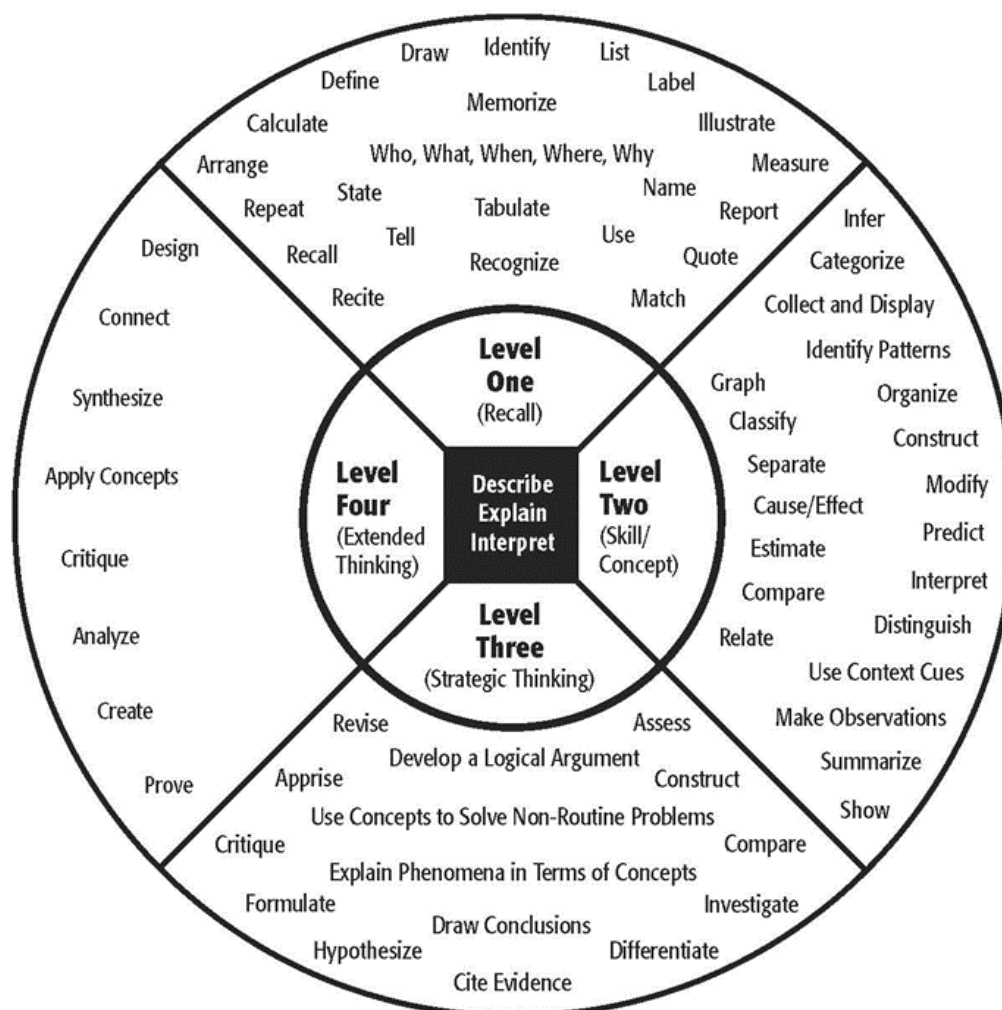
**Proficiency scales become** the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

**The proficiency scales are organized** according to the domains and strands in the NAD standards.

**The cognitive rigor or complexity of the 3.0 learning targets** has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

# Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

## **DISCIPLINARY TRANSFER GOALS**

There are a small number of overarching, long-term transfer goals in each subject area. They are meant to be integrated within and across grade-level instruction. Below are the transfer goals for science

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information



# ESSENTIAL QUESTIONS AND BIG IDEAS

## for SCIENCE DOMAINS

K-8

### Life Sciences

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**Essential Question:** How do living organisms give evidence of God as the Designer, Creator, and Sustainer of life?

**Big Idea:** The complexity, order, and design of living organisms provide strong evidence of God as the Designer, Creator and Sustainer of life.

### Physical Sciences

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**Essential Question:** How does the order and consistency of natural laws provide evidence of God as the Designer, Creator, and Sustainer of the physical world?

**Big Idea:** Matter and energy are organized and behave according to natural laws that cannot be explained by chance, but are consistent and give evidence of God as the Designer, Creator, and Sustainer.

### Health Sciences

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**Essential Question:** Why does God want human beings to choose to have a healthy mind and body?

**Big Idea:** God designed a plan for healthful living that leads to optimum spiritual, physical, mental, and emotional health.

### Earth and Space Sciences

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**Essential Question:** How do the structure and physical phenomena of Earth and space provide evidence of God as Designer, Creator, and Sustainer of the universe?

**Big Idea:** The structure and processes of Earth and space are organized and governed by natural laws that give evidence of God as Designer, Creator, and Sustainer.

### Engineering, Technology, and Applications of Science

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**Essential Question:** How has God equipped humans to apply knowledge of science to solve problems for the benefit of His Creation?

**Big Idea:** God designed humans to wonder, question, and develop an attitude of inquiry as scientific principles are applied to the materials and forces of nature for the benefit of His Creation.

Subject: **Science**Domain: **Physical Sciences**  
Strand: **Matter and Its Interactions**Grade: **2**

**Standard:** S.K-2.PS.4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed (e.g., water, butter) and some cannot (e.g., cooking an egg, freezing a plant leaf, heating paper) (2-PS1-4))

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot (<i>e.g., make and defend the claim that some changes caused by heating or cooling can be reversed and some cannot—such as by melting and freezing water or butter to show reversible changes and cooking an egg, freezing a plant leaf, or burning paper to show irreversible changes</i>) <b>DOK 3</b></li></ul> <p><b>I can make observations to show that some changes caused by heating or cooling can be reversed and some cannot.</b></p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Change, cool, freeze, heat, irreversible, melt, reversible, temperature</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Describe different types of changes that can be caused by heating</li><li>Describe different types of changes that can be caused by cooling</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Science**Domain: **Physical Sciences**  
Strand: **Matter and Its Interactions**Grade: **2**

**Standards:** S.K-2.PS.1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties (e.g., color, texture, hardness, flexibility) (2-PS1-1)  
S.K-2.PS.2 Analyze data obtained from testing different materials to determine which materials have the properties (e.g., strength, flexibility, hardness, texture, absorbency) that are best suited for an intended purpose (2-PS1-2)  
S.K-2.PS.3 Make observations to construct an evidence-based account of how an object made of a small set of pieces (e.g., blocks, building bricks, other assorted small objects) can be disassembled and made into a new object (2-PS1-3)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties (<i>e.g., observe and describe the color, texture, hardness, and flexibility of different kinds of materials, and sort the materials into groups based on patterns in their shared properties</i>) <b>DOK 3</b> <b>I can describe and classify different kinds of materials by their observable properties.</b></li><li>Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose (<i>e.g., test the strength, flexibility, hardness, texture, and absorbency of various materials, and use this qualitative information to decide which materials would work best for a given purpose</i>) <b>DOK 3</b> <b>I can collect data to show which materials will work best for a specific purpose.</b></li><li>Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object (<i>e.g., observe as the same set of blocks or building bricks is taken apart and put back together—by the student or the teacher—to form various structures, and use these observations to defend the claim that an object made of a small set of pieces can be disassembled and made into a new object</i>) <b>DOK 3</b> <b>I can make observations to show how an object made of a small set of pieces can be made into a new object.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Classify, color, flexibility, hardness, material, observable property, pattern,</i></li></ul>	

	<p><i>property, shared property, states of matter, texture</i></p> <ul style="list-style-type: none"> <li>• <i>Absorbency, flexibility, flexible, hard, hardness, material, porous, property, purpose, rough, scratchy, smooth, soft, strength, strong, texture</i></li> <li>• <i>Assemble, disassemble, evidence-based, form, observation, piece, reassemble</i></li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>• Sort materials into teacher-provided groups based on their observable properties</li> <li>• Describe the properties of various materials (<i>e.g., strong, flexible, hard, soft, rough, scratchy, smooth, and porous</i>)</li> <li>• Describe an object as being made of smaller pieces (<i>e.g., describe a snap-cube structure as being made of individual pieces</i>)</li> </ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	





Subject: Science		Domain: Life Sciences	Grade: 2
		Strand: Ecosystems	
<b>Standard:</b> S.K-2.LS.4 Plan and conduct an investigation to determine if plants need sunlight and water to grow, ensuring that only one variable is tested at a time (2-LS2-1)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none"><li>Plan and conduct an investigation to determine if plants need sunlight and water to grow (<i>e.g., plan and carry out an investigation—testing one variable at a time—to figure out if plants need sunlight and water to grow</i>) <b>DOK 3</b> <b>I can show whether plants need sunlight and water to grow.</b></li></ul>		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Grow, investigation, plant, sunlight, variable, water</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Identify different things that help plants to grow</li></ul>		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	
Score 0.0	Even with help, no success		

Subject: **Science**Domain: **Life Sciences**Grade: **2**Strand: **Life: Origins, Unity, and Diversity****Standards:** S.K-2.LS.7 Make observations of plants and animals to compare the diversity of life in different habitats (2-LS4-1)

S.K-2.LS.8 Apply scientific principles to begin to conduct a personal model that explains how life began on earth and acknowledges God as the Creator

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Make observations of plants and animals to compare the diversity of life in different habitats (<i>e.g., observe various plants and animals—firsthand or from media—and use these observations to make comparisons between the different kinds of living things in different habitats on land and in water</i>) <b>DOK 3</b> <b>I can make observations of plants and animals to compare the different kinds of life in different habitats.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Animal, compare, comparison, diversity of life, habitat, land, living thing, observation, plant, water</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Describe different types of animals and different types of habitats</li><li>Apply scientific principles to construct a personal model that explains origins of life on earth and acknowledges God as the Creator</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Science**Domain: **Life Sciences**  
Strand: **Ecosystems**Grade: **2****Standard:** S.K-2.LS.5 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants (2-LS2-2)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants (<i>e.g., create a sketch, drawing, or physical model that demonstrates how animals move seeds around or pollinate plants</i>) <b>DOK 3</b> <b>I can show how an animal disperses seeds or pollinates plants.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Animal, disperse, function, plant, pollinate, seed</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Identify animals that disperse seeds or pollinate plants</li><li>Describe how animals disperse seeds or pollinate plants</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Science**Domain: **Earth and Space Sciences**  
Strand: **Earth's Systems**Grade: **2****Standard:** S.K-2.ES.3 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land (2-ESS2-1))

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land (<i>e.g., compare different designs of dikes and windbreaks to hold back water and wind or different designs that use shrubs, grass, and trees to prevent erosion</i>) <b>DOK 3</b></li></ul> <b>I can compare ways to slow or prevent wind or water from changing the shape of the land.</b>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Dike, erosion, grass, land, prevent, rock, shrub, water, weather, weathering, wind, windbreak</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Explain ways in which wind and water can change the shape of the land</li><li>Describe how various solutions prevent wind and water from changing the shape of the land</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Science**Domain: **Earth and Space Sciences**  
Strand: **Earth's Systems**Grade: **2****Standard:** S.K-2.ES.5 Obtain information to identify where water is found on Earth and that it can be solid or liquid (2-ESS2-3)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Obtain information to identify where water is found on Earth and that it can be solid or liquid (<i>e.g., obtain information using various texts; text features, such as headings, tables of contents, glossaries, electronic menus, and icons; and other media to identify that water on Earth is found in oceans, rivers, lakes, and ponds and that it can exist as solid ice or in liquid form</i>) <b>DOK 3</b> <b>I can find information about where water is found on Earth and that it can be solid or liquid.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Earth, electronic menu, forms of water, glossary, heading, ice, icon, lake, liquid, ocean, pond, river, solid, table of contents, text feature, water</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Describe the forms of water</li><li>Identify sources of water (both liquid and solid) on Earth</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Science**Domain: **Earth and Space Sciences**  
Strand: **Earth's Place in the Universe**Grade: **2****Standard:** S.K-2.ES.11 Use information from several sources to provide evidence that Earth events (e.g., volcanic explosions, earthquakes, rock erosion) can occur quickly or slowly (2-ESS1-1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Use information from several sources to provide evidence that Earth events can occur quickly or slowly (<i>e.g., use observations from media to make and defend the claim that Earth's events can occur quickly or slowly; for instance, volcanic explosions and earthquakes occur quickly compared to the erosion of rocks, which occurs slowly</i>) <b>DOK 3</b></li></ul> <b>I can use information from several sources to show that Earth events can happen quickly or slowly.</b>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Earth event, earthquake, erosion, quickly, slowly, volcanic explosion</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Identify examples of Earth events that occur quickly and slowly</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Science**Domain: **Earth and Space Sciences**  
Strand: **Earth's Systems**Grade: **2****Standard:** S.K-2.ES.4 Develop a model to represent the shapes and kinds of land and bodies of water in an area (2-ESS2-2)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Develop a model to represent the shapes and kinds of land and bodies of water in an area (<i>e.g., create a diagram, drawing, physical replica, diorama, dramatization, or storyboard that represents the shapes and kinds of land and bodies of water in an area</i>) <b>DOK 3</b></li></ul> <b>I can show the shapes and kinds of land and bodies of water in an area.</b>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Body of water, Earth material, land, landform, shape, types of landforms, types of bodies of water</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Identify kinds of land and bodies of water in an area</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Science**Domain: **Engineering**  
Strand: **Engineering Design**Grade: **2****Standard:** S.K-2.ET.3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs (K-2-ETS1-3)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs (e.g., <i>test two different solutions to the same problem and compare their performances</i>)</li></ul> <p><b>DOK 3</b> <b>I can test two different solutions to the same problem to compare their performances.</b></p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Compare, data, design, different, perform, performance, problem, same, solution, solve, strength, test, weakness</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Describe the purpose of testing</li><li>Describe the strengths and weaknesses of each object in terms of solving the problem</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Science		Domain: Health Sciences	Grade: 2
		Strand: Health Promotion and Disease Prevention, Health Resources	
<b>Standards:</b> S.K-2.HS.1 Read texts and use media to determine the dimensions of health (e.g., nutrition, exercise) and patterns of behavior (e.g., eating healthy foods, daily exercise) that impact personal health S.K-2.HS.4 Conduct an investigation to identify health professionals and other adults who can help to promote health			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none"><li>Read texts and use media to determine the dimensions of health (<i>e.g., nutrition, exercise</i>) and patterns of behavior (<i>e.g., eating healthy foods, daily exercise</i>) that impact personal health <b>DOK 3</b> <b>I can use texts and media to determine what impacts my health.</b></li><li>Conduct an investigation to identify health professionals and other adults who can help to promote health (<i>e.g., explore the Careers in Science sections of chapters in the Health Unit of By Design to identify health professionals who can help to promote health</i>) <b>DOK 3</b> <b>I can identify health professionals who can help to promote health.</b></li></ul>		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Behavior, dimension, health, impact, media, pattern, professional, promote, text</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Identify some dimensions of health that impact personal health</li><li>Identify some patterns of behavior that impact personal health</li><li>Identify some adults who can help to promote health</li></ul>		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	
Score 0.0	Even with help, no success		

Subject: **Science**Domain: **Health Sciences**  
Strand: **Healthy Lifestyle Choices**Grade: **2**

**Standards:** S.K-2.HS.6 Use a model to differentiate between situations when a health-related decision can be made individually or when assistance is needed  
S.K-2.HS.8 Ask questions and obtain information about God's plan for healthy living

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Use a model to differentiate between situations when a health-related decision can be made individually or when assistance is needed (<i>e.g., use a chart that lists reasons for calling 911 to make decisions regarding whether assistance is needed for different health-related situations</i>) <b>DOK 3</b> <b>I can use a model to help me decide when a health-related decision can be made individually or when assistance is needed.</b></li><li>Ask questions and obtain information about God's plan for healthy living (<i>e.g., choose several essential questions from Chapter 3 of By Design and answer them by reading the story of Daniel and his three friends in Daniel 1</i>) <b>DOK 2</b> <b>I can find answers to questions about God's plan for healthy living.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Assistance, decision, health, situation</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Identify reasons for calling 911</li><li>Identify stories in the Bible that address healthy living</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	