Proficiency Scales

Science
GRADE 3
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.

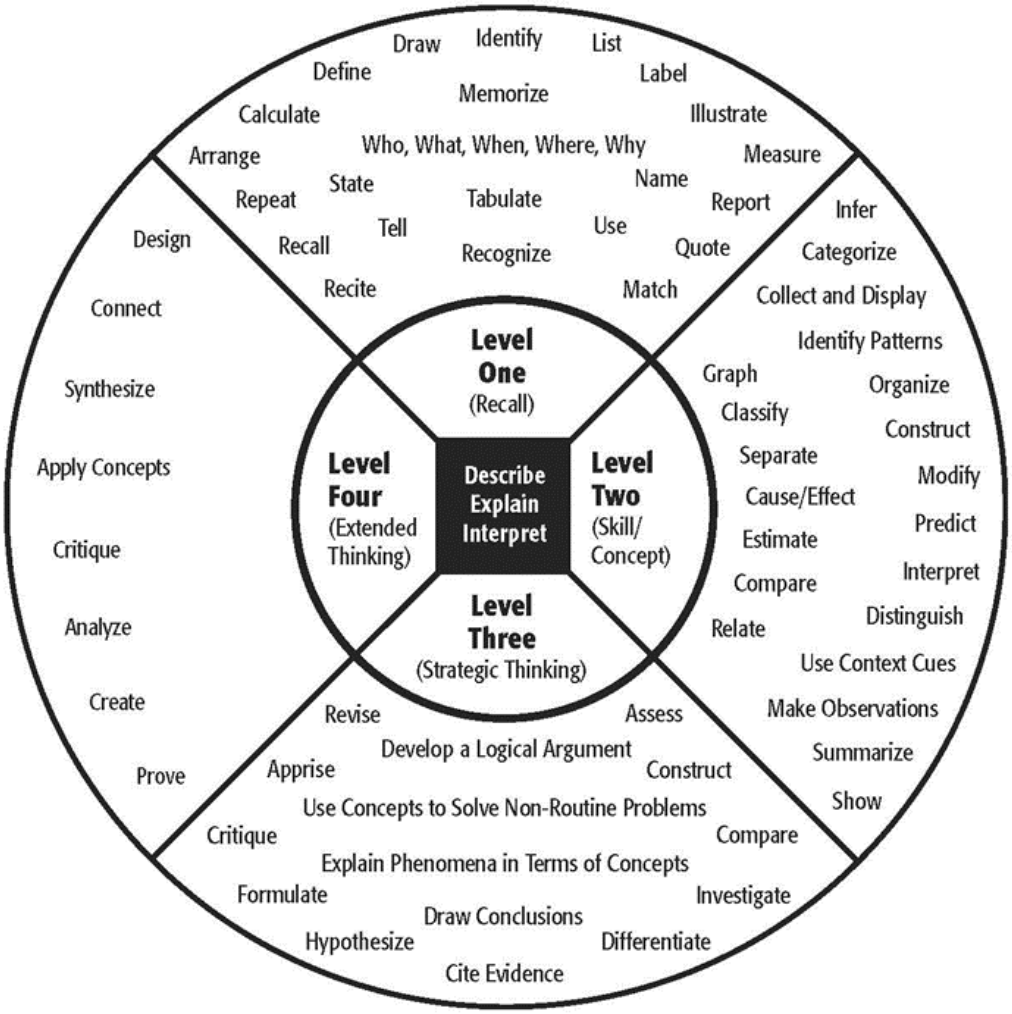
Proficiency scales become the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

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

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

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

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

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

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

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: **Motion and Stability**	Grade: **3**

Standards: S.3-5.PS.5 Plan and conduct an investigation to provide evidence of the effects of balanced (e.g., pushing two opposite sides of a box) and unbalanced (e.g., pushing one side of a box) forces on the motion of an object (3-PS2-1)

S.3-5.PS.6 Observe and/or measure an object's motion to provide evidence that a pattern can be used to predict future motion (e.g., child swinging, ball rolling in a bowl, pendulum) (3-PS2-2)

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: • Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object *(e.g., test the relative, qualitative effects of balanced and unbalanced forces on the motion of an object, such as by pushing on one side of a ball to make it move versus pushing equally on opposite sides of a box to show that the box does not move at all)* **DOK 3** **I can show the effects of balanced and unbalanced forces on the motion of an object.** • Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion *(e.g., use observations of an object moving in a predictable pattern—such as a child swinging on a swing, a ball rolling back and forth in a bowl, or two children playing on a see-saw—to show that the future motion of the object can be predicted)* **DOK 3** **I can make observations of an object's motion to show that a pattern can predict future motion.**	
	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: • *Applied force, balanced force, change of direction, change of motion, change of speed, effect, force, motion, unbalanced force* • *Future motion, measure of motion, motion, past motion, pattern, position over time, predictable, relative position* The student will perform basic processes, such as: • Describe balanced and unbalanced forces • Describe the effect of force on the motion of an object	

	• Observe and describe the motion of various objects • Describe patterns in the motion of various objects	
	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: **Motion and Stability**	Grade: **3**

Standards: S.3-5.PS.7 Ask questions to determine cause and effect relationships (e.g., distance between objects affects strength of the force, orientation of magnets affect direction of magnetic force) of electric or magnetic interactions between two objects not in contact with each other (3-PS2-3)

S.3-5.PS.8 Define a simple design problem (e.g., constructing a door latch, creating a device to keep two moving objects from touching) that can be solved by applying scientific ideas about magnets (3-PS2-4)

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	The student will: • Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other *(e.g., figure out how the distance between objects affects the strength of an electric force when investigating the static electricity between two objects [such as the electrical force between hair and an electrically charged balloon or a charged rod and a piece of paper] and how the orientation of magnets affects the direction of the magnetic forces between two objects [such as the force between two permanent magnets, between an electromagnet and steel paperclips, or exerted by one magnet versus two magnets])* **DOK 3** **I can ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.** • Define a simple design problem that can be solved by applying scientific ideas about magnets *(e.g., generate a design problem that can be solved with magnets, such as constructing a latch to keep a door shut or creating a device to keep two moving objects from touching each other)* **DOK 3** **I can design a problem that can be solved by applying scientific ideas about magnets.**	
	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: • *Attraction, charge attraction, charge repulsion, charged rod, contact, direction, distance, electric interaction, electrical force, electrically charged, electromagnet, force, exert, magnet, magnetic attraction, magnetic force, magnetic interaction, magnetic repulsion, orientation, static electricity, strength* • *Design problem, magnet, magnetic attraction, magnetic force, magnetic*	

	repulsion, orientation The student will perform basic processes, such as: • Describe the effects of electric and magnetic forces between two objects not in physical contact with each other • Describe the qualitative effects of magnetic forces	
	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: **Molecules to Organisms**	Grade: **3**

Standard: S.3-5.LS.1 Develop models (e.g., drawings, diagrams) to describe that organisms have unique and diverse life cycles but all have birth, growth, reproduction, and death in common (3-LS1-1)

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: • Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death *(e.g., create models of the life cycles of different organisms, and use them to explain that certain changes organisms go through during their lives form a common pattern)* **DOK 3** **I can develop models to describe how the life cycles of organisms are alike and different.**	
	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: • *Birth, death, growth, life cycle, organism, reproduction* The student will perform basic processes, such as: • Identify the stages of a life cycle	
	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: **3**

Standard: S.3-5.LS.5 Construct an argument that some animals form groups that help members survive (3-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: • Construct an argument that some animals form groups that help members survive *(e.g., make and defend the claim that being part of a group helps animals obtain food, defend themselves, and cope with changes)* **DOK 3** **I can support the idea that some animals form groups that help members survive.**	
	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: • *Animals, cope, defend, food, group, member, survive* The student will perform basic processes, such as: • Identify animals that form groups to survive • Describe benefits of forming groups	
	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: **Heredity**	Grade: **3**

Standard: S.3-5.LS.7 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms (3-LS3-1)

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: • Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms *(e.g., analyze data and identify patterns in the similarities and differences in traits shared among siblings or between offspring and their parents—particularly of nonhuman organisms—to show that traits are inherited from parents and varied within a group of similar organisms)* **DOK 3** **I can use data to show that plants and animals have traits inherited from their parents and that the traits vary across similar groups.**	
	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: • *Animal, difference, group, inherit, inherited characteristic, nonhuman, offspring, organism, parent, plant, sense, sibling, similar, trait, variation* The student will perform basic processes, such as: • Describe traits inherited from parents • Describe similarities and differences in traits among siblings or between parents and offspring	
	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: **Heredity; Life: Origins, Unity, and Diversity**	Grade: **3**

Standards: S.2-5.LS.8 Use evidence to support the explanation that traits can be influenced by the environment (e.g., Galapagos finches, peppered moth) (3-LS3-2)
S.2-5.LS.13 Construct an argument with evidence to support that God has created within living things a pool of variations that allows organisms to adapt to changes in the environment

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: • Use evidence to support the explanation that traits can be influenced by the environment *(e.g., make and defend the claim that the environment can influence the traits of organisms—such as the lack of growth of plants due to insufficient water or the weight gain of a pet dog due to too much food and too little exercise)* **DOK 3** **I can use evidence to support the idea that traits can be influenced by the environment.**	
	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: • *Adaptation, difference, environment, individual difference, influence, organism, similarity, trait* The student will perform basic processes, such as: • Describe how traits can be influenced by the environment • Describe how organisms have adapted to particular environments • Construct an argument with evidence to support that God has created within living things a pool of variations that allows organisms to adapt to changes in the environment	
	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: **Life: Origins, Unity, and Diversity**	Grade: **3**

Standards: S.3-5.LS.11 Construct an argument with evidence (e.g., needs, characteristics) that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all (3-LS4-3)

S.3-5.LS.12 Make a claim about the merit of a plant or animal adaptation in response to an environmental change (e.g., land characteristics, water distribution, temperature, food, other organisms) (3-LS4-4)

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	The student will: • Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all *(e.g., use the needs and characteristics of organisms and habitats to defend the claim that in a particular habitat, some organisms survive well and some do not, and that the organisms and their habitat make up a system in which the parts depend on each other)* **DOK 3** **I can support the idea that a particular habitat influences how well organisms can survive.** • Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change *(e.g., evaluate a solution to a problem caused by an environmental change—such as changes in land, water distribution, temperature, food, and other organisms—and give an opinion about the effectiveness of this solution)* **DOK 3** **I can tell if a solution to a problem caused when the environment changes will work.**	
	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: • *Characteristic, depend, habitat, need, organism, survival of organisms, survive, system* • *Animal, beneficial change, change, detrimental change, environment, food, land characteristic, organism, plant, temperature, water distribution* The student will perform basic processes, such as: • Describe characteristic habitats for a variety of organisms • Describe how traits can be advantageous in certain habitats and	

	disadvantageous in others • Describe changes that can happen to the environment • Describe possible solutions to a problem caused by environmental change • Describe the effects of environmental change on plants and animals	
	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: **Life: Origins, Unit,y, and Diversity**	Grade: **3**

Standard: S.3-5.LS.10 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing (e.g., plants with larger thorns are less likely to be eaten by predators, animals with better camouflage coloration are more likely to survive and to reproduce) (3-LS4-2)

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: • Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing *(e.g., use observations and patterns to explain how variations in traits among individuals of the same species may provide advantages in survival and reproduction—such as plants that have larger thorns than other plants may be less likely to be eaten by predators or animals that have better camouflage coloration than other animals may be more likely to survive and produce offspring)* **DOK 3** **I can show how the variations in characteristics among individuals of the same species may provide advantages.**	
	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: • *Advantage, camouflage, characteristic, coloration, environment, mate, offspring, organism, predator, relationship, reproduce, species, survive, variation* The student will perform basic processes, such as: • Describe variations in traits among organisms in a group • Describe the relationship between particular traits and survival in particular environments	
	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: **Life: Origins, Unity, and Diversity**	Grade: **3**

Standards: S.3-5.LS.9 Analyze and interpret data (e.g., type, size, distributions) from fossils to provide evidence of the organisms and the environments (e.g., marine fossils on dry land, tropical plant fossils in Arctic areas, fossils of extinct organisms) in which they lived long ago (3-LS4-1)
S.3-5.LS.14 Apply scientific principles to construct a personal model that explains origins of life 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: • Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago *(e.g., analyze and interpret the type, size, and distribution of fossil organisms—such as marine fossils found on dry land or tropical plant fossils found in Arctic areas as well as fossils of extinct organisms—to defend claims about the environment in which the organisms once lived)* **DOK 3** **I can use data from fossils to show the organisms and the environments in which they lived long ago.**	
	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: • *Arctic, dinosaur, distribution, environment, extinct, fossil, marine, organism, size, tropical, type* The student will perform basic processes, such as: • Describe fossils and the environments in which they were found • Apply scientific principles to construct a personal model that explains origins of life on earth and acknowledges God as the Creator	
	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: **3**

Standards: S.3-5.ES.1 Represent data (e.g., average temperature, precipitation, wind direction) in tables and graphical displays to describe typical weather conditions expected during a particular season (3-ESS2-1)
S.3-5.ES.2 Obtain and combine information to describe climates in different regions of the world (3-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: • Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season *(e.g., represent average temperature, precipitation, and wind direction in pictographs and bar graphs in order to describe typical weather conditions expected during a particular season)* **DOK 3** **I can use tables and graphs to describe typical weather conditions during a particular season.** • Obtain and combine information to describe climates in different regions of the world *(e.g., gather and synthesize information from books and other reliable media to describe the range of typical weather conditions, as well as the extent to which those conditions vary over time, in different regions of the world)* **DOK 3** **I can find and use information to describe climates in different regions of the world.**	
	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: • *Average, Celsius, Fahrenheit, precipitation, season, temperature, typical, weather condition, wind direction* • *Climate, region, typical, vary, weather condition* The student will perform basic processes, such as: • Describe the typical weather conditions expected during particular seasons • State accurate information about climates in different regions of the world	
	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 and Human Activity**	**Grade: 3**

Standard: S.3-5.ES.7 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard (e.g., barriers to prevent flooding, wind resistant roofs, lightning rods) (3-ESS3-1)

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: • Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard *(e.g., judge the effectiveness of a design solution to a weather-related hazard, such as flood barriers, wind-resistant roofs, and lightning rods)* **DOK 3** **I can tell if a solution reduces the impacts of a weather-related hazard.**	
	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: • *Barrier, effective, flood, hazard, impact, lightning rod, reduce, resistant, weather-related, wind* The student will perform basic processes, such as: • Describe the impacts of a weather-related hazard • Describe how a design solution reduces the impact of a weather-related hazard	
	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: 3**

Standard: S.3-5.ET.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost (3-5-ETS1-1)

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: • Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost *(e.g., define a simple design problem that includes constraints [available materials and resources that limit possible solutions to a problem] and criteria [the desired features of a solution that determine its success])* **DOK 3** **I can define a simple design problem that includes success criteria and resources.**	
	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: • *Available, constraint, cost, criteria, design problem, feature, limit, material, possible, problem, question formulation, resource, solution, specify, success, time* The student will perform basic processes, such as: • Identify criteria for success • Identify constraints on solutions	
	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: **Health Promotion and Disease Prevention, Healthy Lifestyle Choices**	**G**rade: **3**

Standards: S.3-5.HS.1 Make observations to construct an evidence-based link between healthy behaviors and personal health
S.3-5.HS.7 Construct a model that illustrates the various influences that impact personal health
S.3-5.HS.10 Select a personal health goal, evaluate health resources to develop and implement a plan aimed at achieving the goal, and monitor progress toward the goal

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: • Make observations to construct an evidence-based link between healthy behaviors and personal health *(e.g., observe healthy behaviors of people in the community and make a connection to personal health)* **DOK 3** **I can observe healthy behaviors of people in my community and make a connection to personal health.** • Construct a model that illustrates the various influences that impact personal health *(e.g., create a graphic organizer that identifies the various influences that impact personal health)* **DOK 2** **I can create a model that identifies things that impact personal health.** • Select a personal health goal, evaluate health resources to develop and implement a plan aimed at achieving the goal, and monitor progress toward the goal *(e.g., develop a goal for healthy, balanced eating; use resources such as texts and websites to develop and implement a plan to achieve the goal; monitor progress toward the goal)* **DOK 3** **I can select a goal for healthy living, use resources to help me develop and implement a plan to achieve my goal, and monitor my progress toward the goal.**	
	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: • *Behavior, develop, evidence-based, health, goal, illustrate, impact, implement, influence, model, monitor, observation, plan, progress, resource* The student will perform basic processes, such as: • Identify healthy behaviors • Identify influences that impact health	

	• Locate several resources on health *(e.g., texts, websites, other media)*	
	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	