Proficiency Scales

Science
GRADE 5
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.

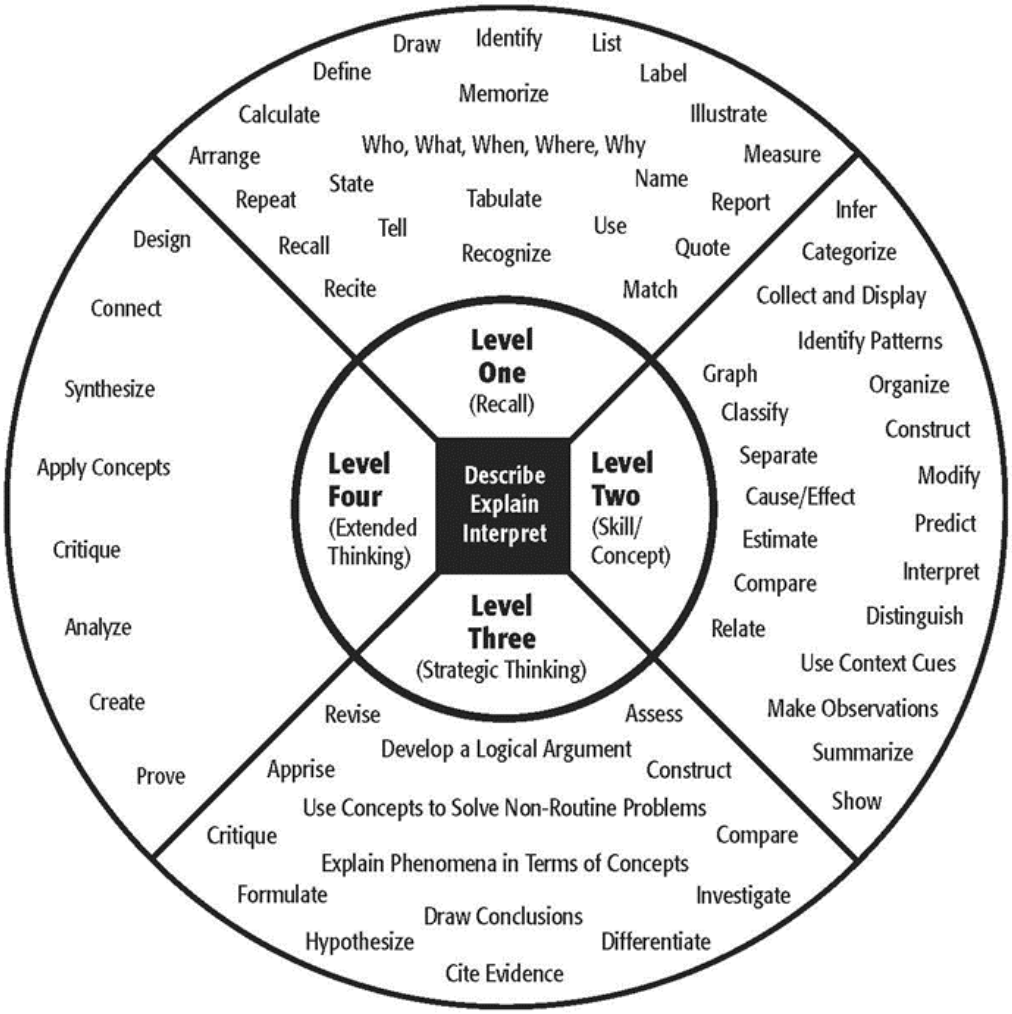
Proficiency scales become the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

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: **5**

Standard: S.3-5.PS.9 Support an argument that the gravitational force exerted by Earth on objects is directed down toward the center of the earth (5-PS2-1)

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	• Support an argument that the gravitational force exerted by Earth on objects is directed down *(e.g., use evidence to show that an object near Earth's surface is drawn "down" to the center of the spherical planet due to its gravitational force)* **DOK 3** **I can support the idea that the gravitational force exerted by Earth on objects is directed down.**	
	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: • *Direction, Earth's gravity, Earth's rotation, Earth's surface, exert, gravitational force, gravity, sphere* The student will perform basic processes, such as: • Describe the relationship between Earth, gravity, and objects on Earth	
	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: **5**

Standards: S.3-5.PS.1 Develop a model to describe that matter is made of particles too small to be seen (e.g., add air to expand a basketball, compress air in a syringe, dissolve sugar in water, evaporate salt water) (5-PS1-1)

S.3-5.PS.3 Make observations and measurements to identify materials (e.g., powders, metals, minerals, liquids) based on their properties (e.g., color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, solubility) (5-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	The student will: • Develop a model to describe that matter is made of particles too small to be seen *(e.g., show that matter is made of microscopic particles by adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, or evaporating salt water)* **DOK 3** **I can demonstrate that matter is made of particles too small to be seen.** • Make observations and measurements to identify materials based on their properties *(e.g., identify various materials—such as baking soda and other powders, metals, minerals, and liquids—based on their color, hardness, reflectivity, electrical conductivity, thermal conductivity, solubility, and response to magnet forces)* **DOK 3** **I can make observations and measurements to identify materials based on their properties.**	
	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: • Compress, dissolve, evaporate, expand, matter, microscopic, particle*, energy, relate, speed* • *Classification of substances, color, electrical conductivity, hardness, magnetic force, material, property, reflectivity, response, solubility, thermal conductivity* The student will perform basic processes, such as: • Describe how matter is constructed of many parts • Describe the properties scientists use to identify materials • Observe and describe the properties of different materials *(e.g., color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility)*	

	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: **5**

Standard: S.3-5.PS.2 Measure and graph quantities to provide evidence that the total weight of matter is conserved regardless of the type of change (e.g., phase changes, dissolving, mixing) that occurs when heating, cooling, or mixing substances (5-PS1-2)

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: • Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved *(e.g., weigh a substance before and after it goes through a phase change, dissolves, or mixes with another substance to form a new one, and then graph the results)* **DOK 3** **I can measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.**	
	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: • *Change, conservation of mass, conservation of matter, conserve, cool, dissolve, heat, matter, mix, phase change, quantity, scale, substance, weigh, weight* The student will perform basic processes, such as: • Name and describe the changes that occur when heating, cooling, or mixing substances • Use scales to measure weight • Plot numbers on a graph	
	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: **5**

Standard: S.3-5.PS.4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances (5-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	The student will: • Conduct an investigation to determine whether the mixing of two or more substances results in new substances *(e.g., observe the mixing of two or more substances and decide whether a chemical reaction has occurred)* **DOK 3** **I can conduct an investigation to determine whether the mixing of two or more substances results in new substances.**	
	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: • *Chemical reaction, mix, substance* The student will perform basic processes, such as: • Describe the signs or signals that indicate a chemical reaction	
	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 and Life Sciences** Strand: **Energy, Molecules to Organisms, Life**	Grade: **5**

Standards: S.3-5.PS.14 Use models (e.g., diagrams, flow charts) to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun (5-PS3-1)
S.3-5.LS.4 Support an argument that plants get the materials they need for growth chiefly from air and water (5-LS1-1)
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: • Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun *(e.g., use diagrams and flow charts to explain that the energy in animals' food originally came from the sun)* **DOK 3** **I can use a model to describe that energy in animals' food was once energy from the sun.** • Support an argument that plants get the materials they need for growth chiefly from air and water *(e.g., make and defend the claim that plant matter comes mostly from air and water, not soil)* **DOK 3** **I can support the idea that plants get the materials they need for growth mainly from air and water.**	
	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, body repair, body warmth, energy, flow chart, food, growth, motion, store, sun, water* • *Air, growth, material, photosynthetic plant, plant, plant matter, soil, water* The student will perform basic processes, such as: • Describe why animals need food • Describe how the sun's energy is stored in food • Describe how plants get the materials they need for growth • Describe the relationship between plants, air, water, and soil • 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: **Life Sciences** Strand: **Ecosystems**	Grade: **5**

Standard: S.3-5.LS.6 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment (5-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: • Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem *(e.g., create a model and use it to describe the conservation of matter and the flow of energy in and out of various ecosystems as well as to define the boundaries of the system)* **DOK 3** **I can develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.**	
	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: • *Air, animal, cycle, decompose, decomposer, environment, food, gas, liquid, matter, organism, plant, soil, solid, waste matter, water* The student will perform basic processes, such as: • Describe different ways in which plants, animals, decomposers, and the environment use matter	
	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: **5**

Standard: S.3-5.ES.13 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky (5-ESS1-2)

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 graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky *(e.g., display data in a bar graph, pictograph, or pie chart to reveal patterns of daily changes, such as the position and motion of Earth with respect to the sun, the length and direction of shadows, the length of day and night, and the seasonal appearance of some stars in the night sky)* **DOK 3** **I can use graphs to show patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.**	
	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: • *Appearance, change, daily, direction, Earth's axis, Earth's orbit, length, motion, night sky, pattern, position, seasonal, shadow, star, visible* The student will perform basic processes, such as: • Plot data about the length and direction of shadows, length of day and night, and seasonal appearance of stars in a graph	
	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: **5**

Standard: S.3-5.ES.12 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth (5-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: • Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth *(e.g., defend the claim that some stars seem brighter than others because of their relative distances from Earth, rather than their size)* **DOK 3** **I can support the idea that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.**	
	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: • *Apparent, astronomical distance, astronomical object, astronomical size, brightness, celestial body, distance, relative, star* The student will perform basic processes, such as: • Identify the distances of different stars (including the sun) from the Earth • Describe the apparent brightness of various stars	
	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: **5**

Standard: S.3-5.ES.6 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth (5-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: • Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth *(e.g., describe and graph the amounts [area and volume] and percentages of fresh water and overall water in various reservoirs on Earth [such as oceans, lakes, rivers, glaciers, groundwater, and polar ice caps] to provide evidence that most fresh water is in glaciers or underground, while only a tiny fraction is in streams, lakes, wetlands, and the atmosphere)* **DOK 3** **I can describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.**	
	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: • *Area, atmosphere, distribution, forms of water, fraction, fresh water, glacier, groundwater, lake, ocean, percentage, polar ice caps, properties of water, reservoir, river, stream, underground, variety, volume, water capacity, wetland* The student will perform basic processes, such as: • Identify the various sources of fresh water on Earth • Describe the amounts and percentages of fresh water and overall water on Earth	
	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: **5**

Standard: S.3-5.ES.5 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact (e.g., influence of ocean on ecosystems, landform shape, climate; influence of the atmosphere on landforms and ecosystems; influence of mountain ranges on winds and clouds) (5-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: • Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact *(e.g., create a model that uses an example [such as the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; or the influence of mountain ranges on winds and clouds in the atmosphere] to describe how Earth's systems [the geosphere, biosphere, hydrosphere, and atmosphere] interact)* **DOK 3** **I can develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.**	
	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: • *Atmosphere, atmospheric composition, atmospheric layer, atmospheric pressure, biosphere, change in the Earth's surface, climate, cloud, Earth material, Earth system, Earth's temperature, ecosystem, gases of the atmosphere, geosphere, hydrosphere, influence, interact, landform, mountain range, ocean, weather, wind, wind pattern* The student will perform basic processes, such as: • Describe the critical elements of the geosphere, biosphere, hydrosphere, and atmosphere • State accurate information about the ways in which the geosphere, biosphere, hydrosphere, and/or atmosphere interact	
	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	With help, partial success at score 2.0 content but not at score 3.0 content

	0.5	
Score 0.0	Even with help, no success	

Subject: **Science**	Domain: **Earth and Space Sciences** Strand: **Earth and Human Activity**	**Grade: 5**

Standard: S.3-5.ES.10 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment (5-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: • Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment *(e.g., gather and synthesize information from books or other reliable media about ways individuals and communities use science to protect the Earth)* **DOK 3** **I can find and combine information about ways individual communities use science ideas to protect the Earth's resources and 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: • *Community, environment, individual, protect, resource, science* The student will perform basic processes, such as: • Describe specific ways that science is used to protect the Earth's resources and 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: **Engineering** Strand: **Engineering Design**	**Grade: 5**

Standard: S.3-5.ET.3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved (3-5-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	The student will: • Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved *(e.g., design and conduct tests to identify failure points or difficulties in various design solutions, with the failure points and difficulties identifying the elements of the design that need to be improved and ultimately determining which solution best solves the problem given the criteria and the constraints)* **DOK 3** **I can plan and conduct fair tests to identify parts of a model that can be improved.**	
	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: • *Aspect, conduct, constraint, control, control of variables, controlled experiment, criteria, design, design solution, determine, difficulty, element, failure point, fair test, identify, improve, model, problem, prototype, replicable experiment, replicable result, solution, solve, test, variable* The student will perform basic processes, such as: • Carry out teacher-provided tests • Describe the need for testing • Describe testing procedures	
	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**	**Grade: 5**

Standards: S.3-5.HS.5 Use scientific evidence to develop a family health plan designed to strengthen and enhance personal health
S.3-5.HS.11 Gather, synthesize, and present information from the Bible 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	The student will: • Use scientific evidence to develop a family health plan designed to strengthen and enhance personal health *(e.g., use information from resources to develop a family health plan to strengthen and enhance personal health)* **DOK 3** **I can use scientific evidence to develop a family health plan to improve health.** • Gather, synthesize, and present information from the Bible about God's plan for healthy living *(e.g., use a Bible concordance to gather information from the Bible about God's plan for healthy living; synthesize the information; present the information to a group of peers)* **DOK 3** **I can gather, integrate, and present information from the Bible about God's plan for health living.**	
	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: • *Enhance, God's plan, health, health plan, healthy, personal, scientific evidence, synthesize* The student will perform basic processes, such as: • Identify resources about family health • Locate information in the Bible about God's plan for healthy living	
	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 Resources, Healthy Lifestyle Choices**	**Grade: 5**

Standards: S.3-5.HS.6 Analyze and communicate the reliability of health information, products, and local services
S.3-5.HS.8 Conduct an investigation to evaluate the accuracy/influence of the media on 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: • Analyze and communicate the reliability of health information, products, and local services *(e.g., examine a variety of different types of ads for health products, choose one of the products and read online reviews of its effectiveness, share your findings)* **DOK 3** **I can review health information, products, or services for their effectiveness and share my findings.** • Conduct an investigation to evaluate the accuracy/influence of the media on health *(e.g., ask family members to think of health ads that have influenced them and to share why or how they were influenced)* **DOK 3** **I can evaluate the influence of the media on health.**	
	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: • *Analyze, communicate, evaluate, health, influence, investigation, media, product, reliability, service* The student will perform basic processes, such as: • Locate an online review of a health product or service • Identify effective ads that have influenced family or friends	
	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	