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What grade level curriculum are we using?
What are the learning standards?

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge

Adjustable Curriculum

Student choice of evidence

Adjustable Assessment

Students

Who are the pilots?
What are their dimensions?
Where is their agency?

NEEDS BASED DESIGN

What are the student needs?
What barriers are getting in the way?
What do student require to navigate needs & barriers?

Adjustable Supports & Strategies

Student choice of tools and actions

INSTRUCTIONAL DESIGN

How will students show growth within the learning standard?
How do we know?

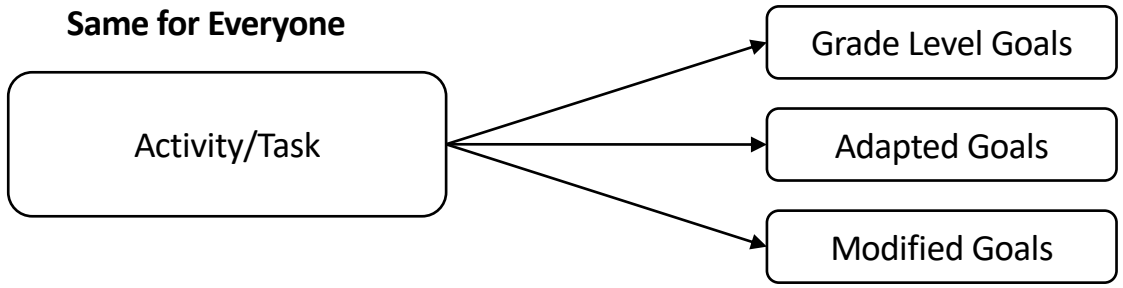
Shelley MOORE PH.D.
2023

Forward Design

Standardized Evaluation

Differentiated

Same for Everyone

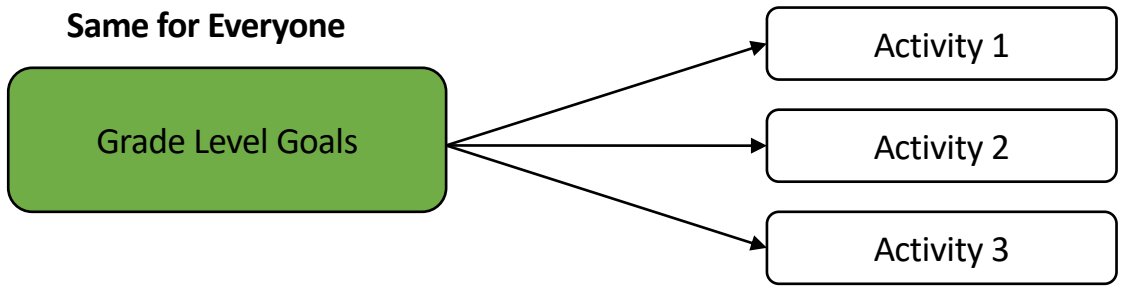


Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone



Does not compromise the integrity evaluation

Standards Based Evaluation

McTigue, 2010

Grade:	Subject Area: Science	Strand/Topic:
Learning Standard: HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells		**Unit Guiding Question(s):** **What is the structure of DNA? What is DNA? What does DNA look like? What does DNA do?** **How are the structures of DNA and the structures of proteins related?** **How can I use evidence to explain how the structure of DNA impacts that structure of proteins?** **How are the structure of proteins and related to the essential functions of life?** **What is the role the systems of specialized cells?**
Key Vocabulary: theories and laws, evidence, natural world, **structure of DNA, DNA, proteins, essential functions of life, life, systems of specialized cells,** organisms		

Learning Goals	Curricular Language What do Students need to Know and Do?	Student Friendly Language
Science and Engineering Practices (skills)	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past , present, future.	I can explain using evidence that there are theories and laws that describe the natural world - I know what evidence is - I know what science and theories and laws* are - I know what the natural world is
Disciplinary Core Ideas (knowledge)	Disciplinary Core Ideas LS1.A: Structure and Function ▯ Systems of specialized cells within organisms help them perform the essential functions of life. ▯ All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.	I know that the systems of specialized cells inside organisms perform essential functions of life • I know what systems of specialized cells are • I know what organisms are • I know what the essential* functions of life are I know that cells have genetic information in DNA molecules I know that genes are parts of DNA that are instructions for how proteins are formed I know how cells work
Crosscutting Concepts (Big Idea)	Structure and Function ▯ Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem.	I understand that structures are made of many different components that are connected and have specific functions.

Name:	Date:

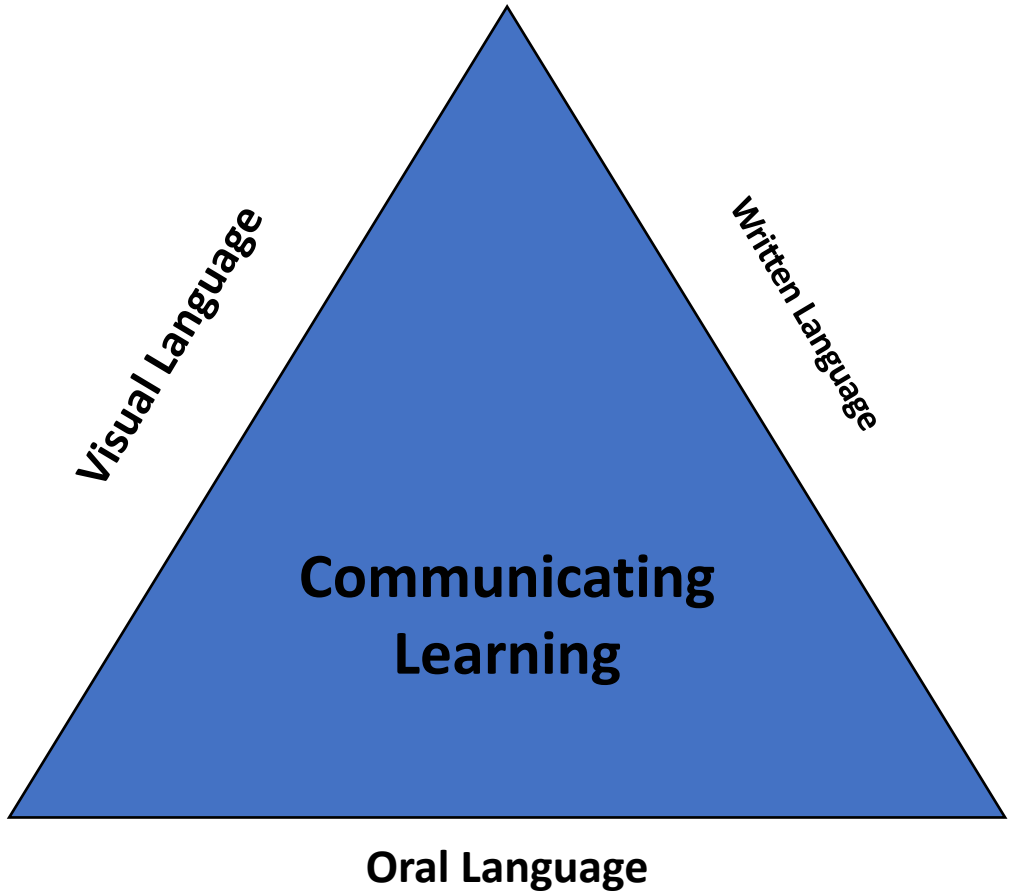
Performance Expectation: HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells

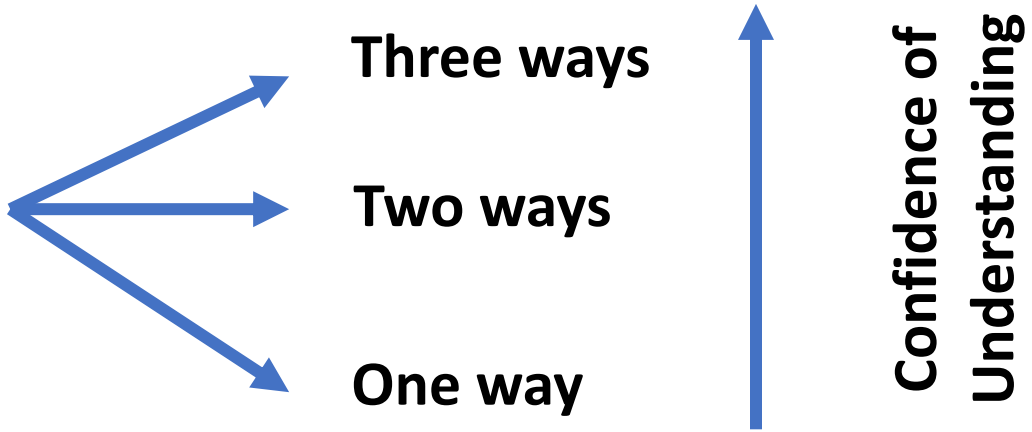
Important words to know and use: theories and laws, evidence, natural world, structure of DNA, DNA, proteins, essential functions of life, life, systems of specialized cells, organisms

I still need support	Learning Goals	I need some challenge
	• I can explain using evidence that there are theories and laws that describe the natural world	
	• I know that the systems of specialized cells inside organisms perform essential functions of life • I know that cells have genetic information in DNA molecules • I know that genes are parts of DNA that are instructions for how proteins are formed • I know how cells work	
	• I understand that structures are made of many different components that are connected and have specific functions.	

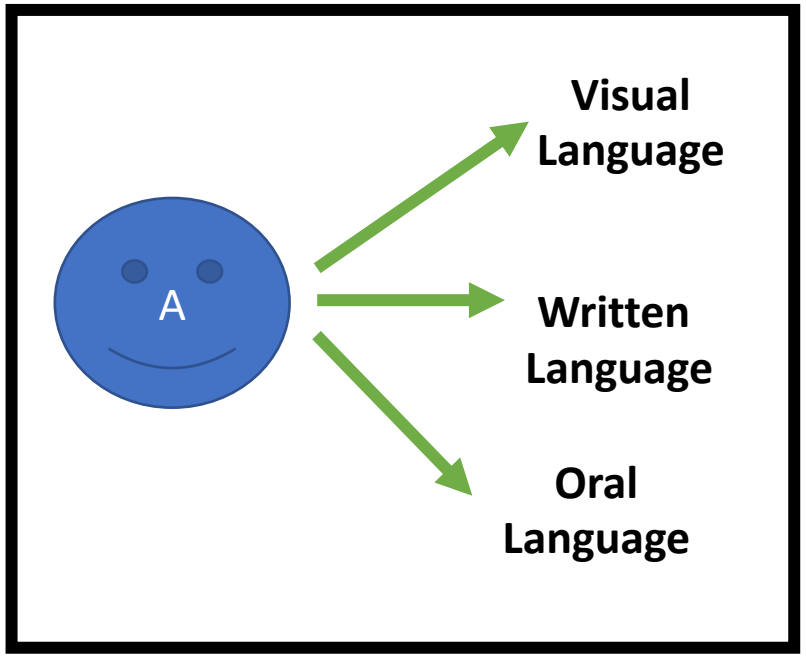
Name:	Date:
Performance Expectation: HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells	
Important words to know and use: theories and laws, evidence, natural world, structure of DNA, DNA, proteins, essential functions of life, life, systems of specialized cells, organisms	
Learning Goals	**Evidence of Learning**
• I can explain using evidence that there are theories and laws that describe the natural world	
• I know that the systems of specialized cells inside organisms perform essential functions of life • I know that cells have genetic information in DNA molecules • I know that genes are parts of DNA that are instructions for how proteins are formed • I know how cells work	
• I understand that structures are made of many different components that are connected and have specific functions.	

How do student show what they know?





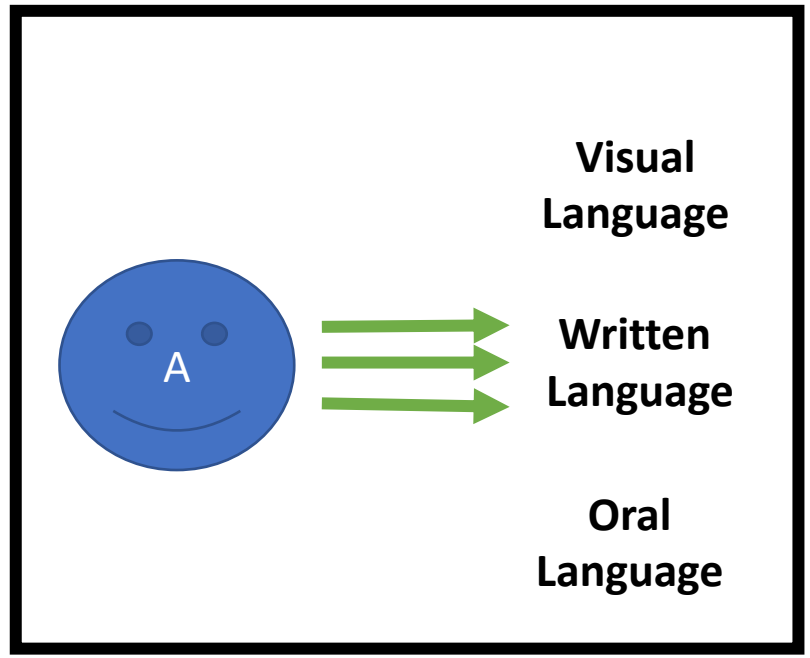
All Languages (in literacy) are Treated Equal!



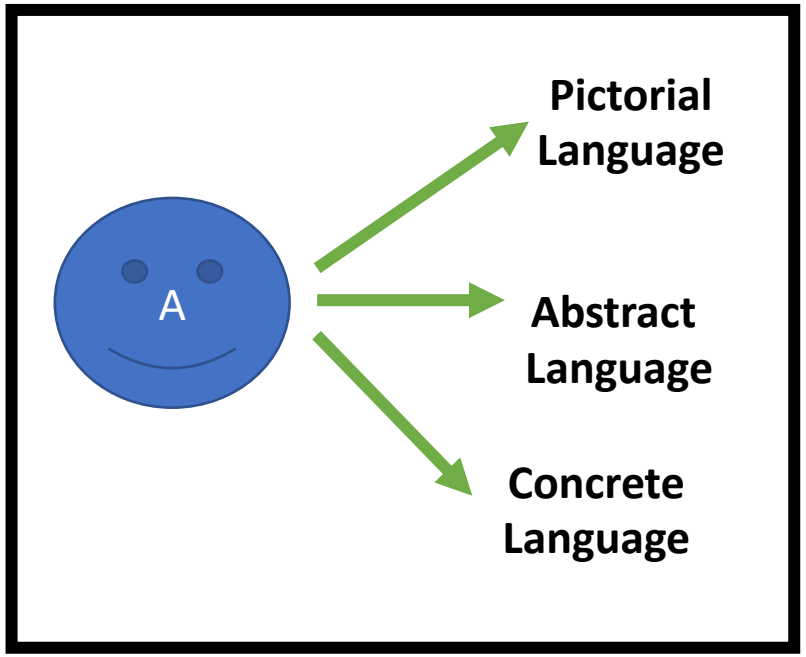
The MORE WAYS students can demonstrate learning, the more confident we are of meeting a goal

Instead of

The NUMBER OF TIMES, a student can show their learning in one way, the more confident we are of meeting a goal



All Languages (in numeracy) are Treated Equal!



The MORE WAYS students can demonstrate learning, the more confident we are of meeting a goal

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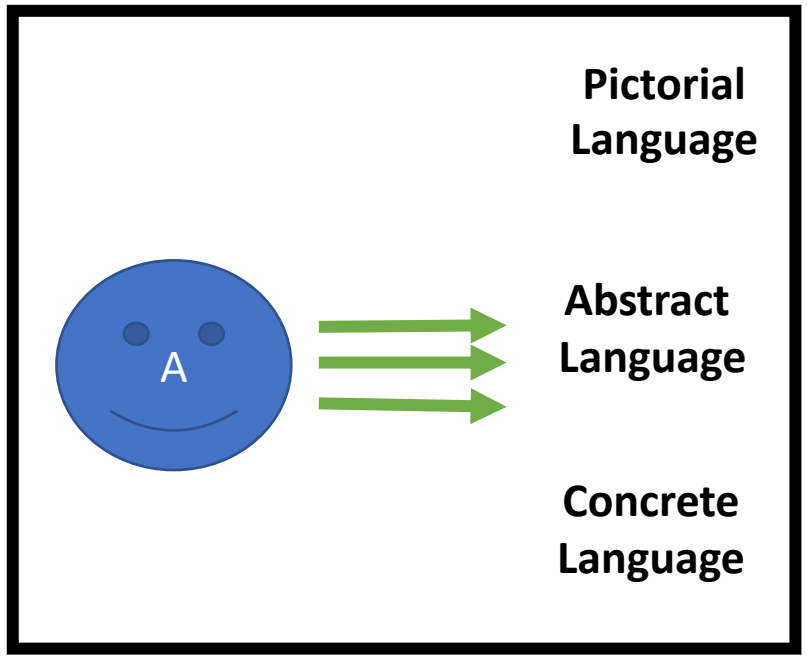
The NUMBER OF TIMES, a student can show their learning in one way, the more confident we are of meeting a goal



Grade: 9	Subject Area: Science	Strand/Topic:
Learning Standard: HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells		**Unit Guiding Question(s):** **What is the structure of DNA? What is DNA? What does DNA look like? What does DNA do?** **How are the structures of DNA and the structures of proteins related?** **How can I use evidence to explain how the structure of DNA impacts that structure of proteins?** **How are the structure of proteins and related to the essential functions of life?** **What is the role the systems of specialized cells?**
Key Vocabulary: theories and laws, evidence, natural world, **structure of DNA, DNA, proteins, essential functions of life, life, systems of specialized cells,** organisms		

Learning Goals	Curricular Language What do Students need to Know and Do?	Student Friendly Language
Science and Engineering Practices (skills)	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past , present, future.	I can explain using evidence that there are theories and laws that describe the natural world - I know what evidence is - I know what science and theories and laws* are - I know what the natural world is
Disciplinary Core Ideas (knowledge)	Disciplinary Core Ideas LS1.A: Structure and Function ▯ Systems of specialized cells within organisms help them perform the essential functions of life. ▯ All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.	I know that the systems of specialized cells inside organisms perform essential functions of life • I know what systems of specialized cells are • I know what organisms are • I know what the essential* functions of life are I know that cells have genetic information in DNA molecules I know that genes are parts of DNA that are instructions for how proteins are formed I know how cells work
Crosscutting Concepts (Big Idea)	Structure and Function ▯ Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem.	I understand that structures are made of many different components that are connected and have specific functions.

Grade: 9	Subject Area: Science	Strand/Topic:
Learning Standard: HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells		**Unit Guiding Question(s):** **What is the structure of DNA? What is DNA? What does DNA look like? What does DNA do?** **How are the structures of DNA and the structures of proteins related?** **How can I use evidence to explain how the structure of DNA impacts that structure of proteins?** **How are the structure of proteins and related to the essential functions of life?** **What is the role the systems of specialized cells?**
Key Vocabulary: theories and laws, evidence, natural world, **structure of DNA, DNA, proteins, essential functions of life, life, systems of specialized cells,** organisms		

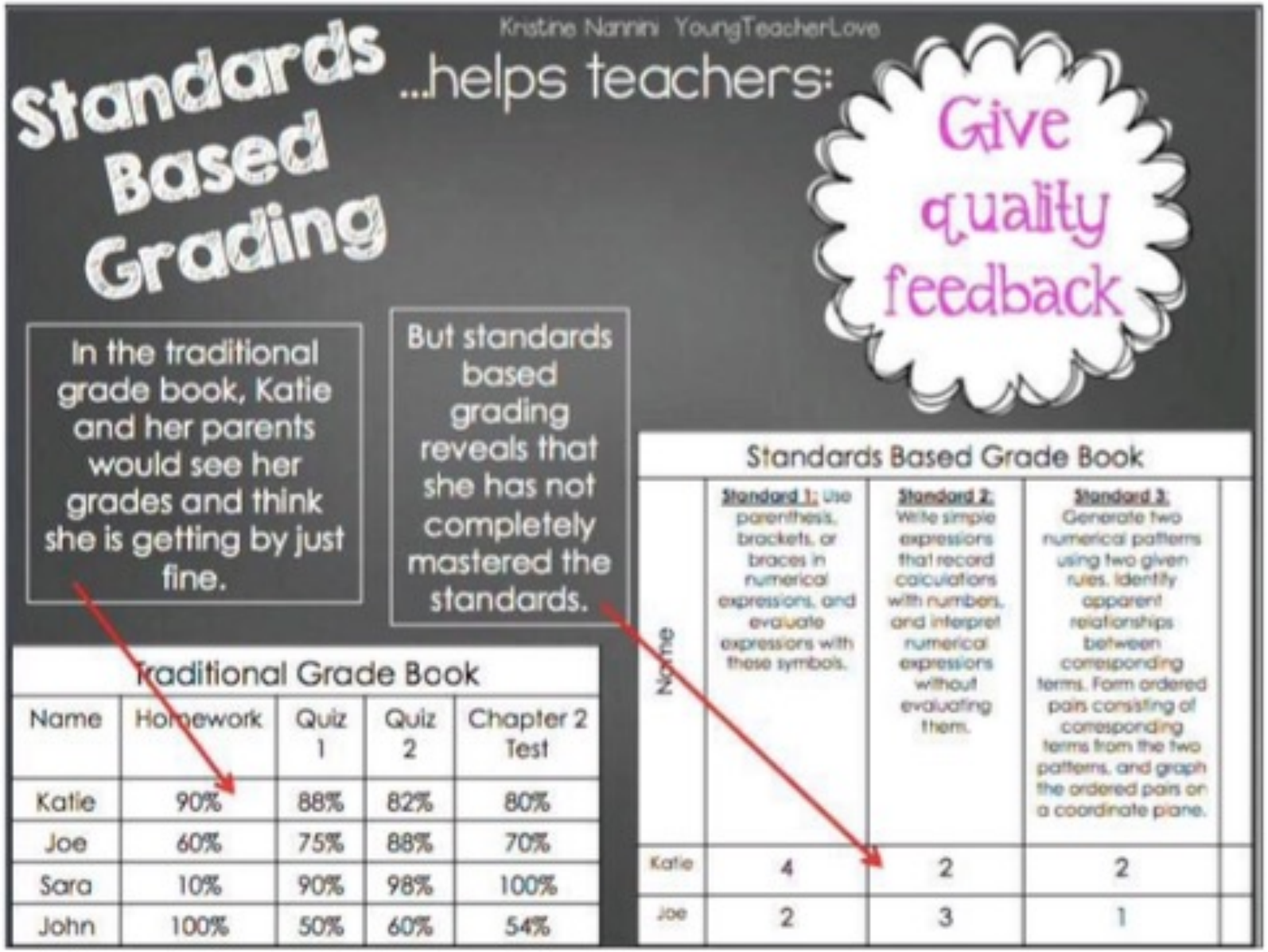
Learning Goals	Curricular Language What do Students need to Know and Do?		**Summative Task:** The Cell-tastic voyage: Exploring the Wonders of Cellular Structures and Functions		
			Visual/pictorial/ concrete (observations)	Written/abstract (products)	Oral language/ presentations (conversations)
Science and Engineering Practices (skills)	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past , present, future.	• I can explain using evidence that there are theories and laws that describe the natural world	hands-on demonstration	Written experimental plan	experimental design as part of an adventurous quest
Disciplinary Core Ideas (knowledge)	Disciplinary Core Ideas LS1.A: Structure and Function ▯ Systems of specialized cells within organisms help them perform the essential functions of life. ▯ All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.	• I know that the systems of specialized cells inside organisms perform essential functions of life • I know that cells have genetic information in DNA molecules • I know that genes are parts of DNA that are instructions for how proteins are formed • I know how cells work	3D model of a cell	infographic or poster	a virtual tour
Crosscutting Concepts (Big Idea)	Structure and Function ▯ Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem.	• I understand that structures are made of many different components that are connected and have specific functions.	Visual reflection	Written reflection	Oral reflection

Name:	Date:

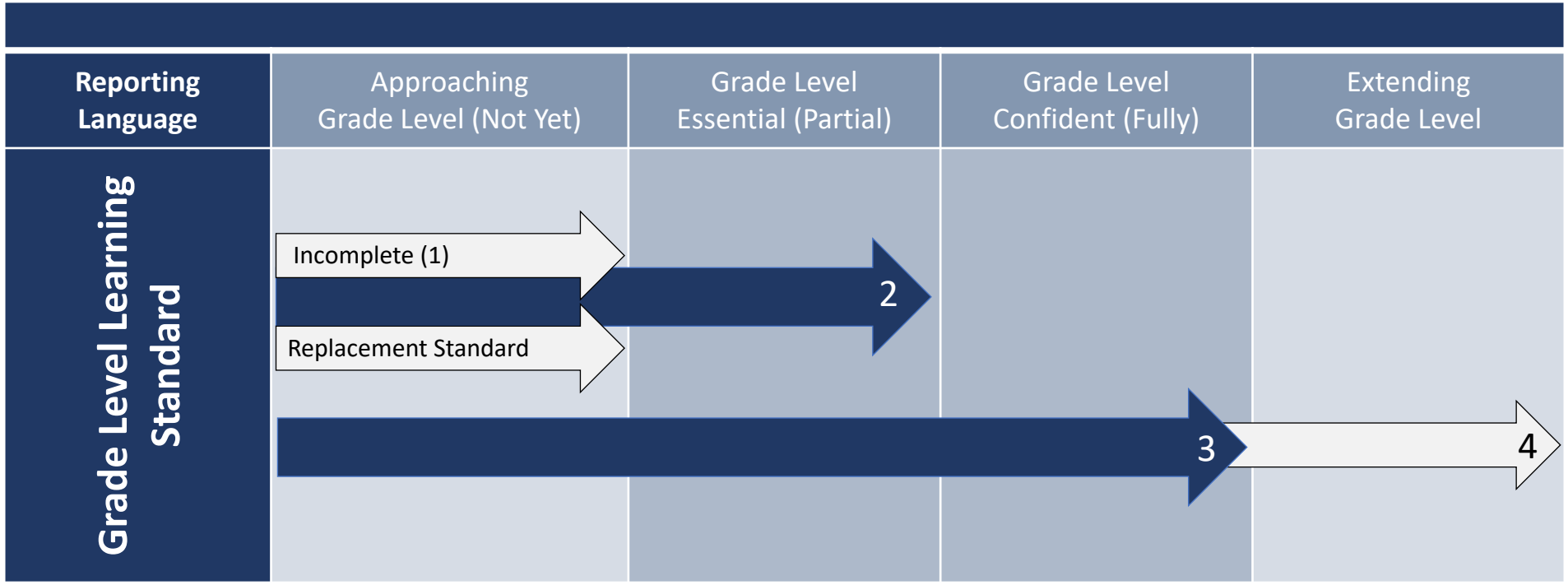
Performance Expectation: HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells

Goals	My evidence of learning	Showing my Learning			I Need Support	I Need Challenge
	Actvtivities/ tasks	written	oral	visual		
• I can explain using evidence that there are theories and laws that describe the natural world						
• I know that the systems of specialized cells inside organisms perform essential functions of life • I know that cells have genetic information in DNA molecules • I know that genes are parts of DNA that are instructions for how proteins are formed • I know how cells work						
• I understand that structures are made of many different components that are connected and have specific functions.						

1. Standards based vs. standardized curriculum



An Additive Continuum of Proficiency



S, Moore, 2024

Next Generation Science Standards (NGSS)		
Subject Area: Science	**Strand: Matter and Its Interactions**	**Grade: 5**
Performance Expectation: 5-PS1-1 **Students can develop a model to describe that matter is made of particles too small to be seen**	**Guiding Unit Question:** How do we know that something exists if we cannot see it?	
Unit Vocabulary (Content): properties, structures, scale, proportion, quantity, models, particles, bulk matter,	**Unit Vocabulary (Skills):** make, observe	

Foundations	Student Friendly Language	Access Point	Essential	Confident	Extend
Science & Engineering Practices	I can make a model to help me understand an idea by:	following/ participating in creating a model	planning and creating a model	creating a model to solve a problem	Adjusting or revising a model I have created
Disciplinary Core Ideas	I know that matter is made up of particles that are too small to see by: I know that models can help us see particles that are too small to see by:	describing what matter is describing that there are different states of matter describing examples of different kinds of matter in the world	describing what bulk matter is describing that matter (that I can see) is made up of tiny particles (that are too small to see) describing examples of models that help to observe particles that are too small to see	describing how collecting many tiny particles can help us observe how matter takes up space describing which part of the model is bulk matter, and which part of the model is particles	describing the relationship between matter and particles using the model to describe the relationship between matter and how particles move when they are collected
Crosscutting Concepts	I know that objects in the world can be very large and very small by:	describing objects in the world that are very small and very large	describing what microscopic and macroscopic is and examples of each in the world	describing what is similar and what is different between microscopic and macroscopic objects in the world	describing what scale is and how it helps us understand microscopic and macroscopic objects

***Description: can include but are not limited to written, oral, pictorial, and kinesthetic**

Standards Based Grade Book (NGSS													Evaluation				
Learning Standard/ Performance Expectation																	
Possible Evidence of Learning																	
Reporting Language	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Total**	**Out of**	**%**	**Letter Grade**	**4-Point**
Evaluation	**IE/IEP**	**2.5**	**3**	**4**	**IE/IEP**	**2.5**	**3**	**4**	**IE/IEP**	**2.5**	**3**	**4**					
Student 1 (IEP)																	
Student 2																	
Student 3																	
Student 4																	
Student 5																	
Student 6																	

Standards Based Grade Book (NGSS)																	
Learning Standard/ Performance Expectation	**5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen**												**Evaluation**				
	Science and Engineering Practices				**Disciplinary Core Ideas**				**Crosscutting Concepts**								
Possible Evidence of Learning																	
Reporting Language	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Total**	**Out of**	**%**	**Letter Grade**	**4-Point**
Evaluation	**IE/IEP**	**2.5**	**3**	**4**	**IE/IEP**	**2.5**	**3**	**4**	**IE/IEP**	**2.5**	**3**	**4**		**12**			
Student 1 (IEP)	•				•				•	•			3	**3***	100%	A*	4*
Student 2	•	•			•	•			•	•			7.5	**12**	63%	D	2.5
Student 3	•	•	•	•	•	•	•	•	•	•	•		11	**12**	92%	A-	3.67
Student 4			•	•	•	•	•		•	•			IE	**12**			
Student 5	•	•	•	•	•	•							IE	**12**			
Student 6	•	•	•		•	•	•	•	•	•	•	•	11	**12**	92%	A-	3.67

Student 1 (IEP)

Next Generation Science Standards (NGSS)		
Subject Area: Science	**Strand: Matter and Its Interactions**	**Grade: 5**
Performance Expectation: 5-PS1-1 **Students can develop a model to describe that matter is made of particles too small to be seen**	**Guiding Unit Question:** How do we know that something exists if we cannot see it?	
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Foundations	Student Friendly Language	Access Point	Essential	Confident	Extend
Science & Engineering Practices	I can make a model to help me understand an idea by:	following/ participating in creating a model	planning and creating a model	creating a model to solve a problem	Adjusting or revising a model I have created
Disciplinary Core Ideas	I know that matter is made up of particles that are too small to see by: I know that models can help us see particles that are too small to see by:	describing what matter is describing that there are different states of matter describing examples of different kinds of matter in the world	describing what bulk matter is describing that matter (that I can see) is made up of tiny particles (that are too small to see) describing examples of models that help to observe particles that are too small to see	describing how collecting many tiny particles can help us observe how matter takes up space describing which part of the model is bulk matter, and which part of the model is particles	describing the relationship between matter and particles using the model to describe the relationship between matter and how particles move when they are collected
Crosscutting Concepts	I know that objects in the world can be very large and very small by:	describing objects in the world that are very small and very large	describing what microscopic and macroscopic is and examples of each in the world	describing what is similar and what is different between microscopic and macroscopic objects in the world	describing what scale is and how it helps us understand microscopic and macroscopic objects

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Standards Based Grade Book (NGSS)																	
Learning Standard/ Performance Expectation	**5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen**												**Evaluation**				
	Science and Engineering Practices				**Disciplinary Core Ideas**				**Crosscutting Concepts**								
Possible Evidence of Learning																	
Reporting Language	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Total**	**Out of**	**%**	**Letter Grade**	**4-Point**
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Student 1 (IEP)	•				•				•	•			3	**3***	100%	A*	4*
Student 2	•	•			•	•			•	•			7.5	**12**	63%	D	2.5
Student 3	•	•	•	•	•	•	•	•	•	•	•		11	**12**	92%	A-	3.67
Student 4			•	•	•	•	•		•	•			IE	**12**			
Student 5	•	•	•	•	•	•							IE	**12**			
Student 6	•	•	•		•	•	•	•	•	•	•	•	11	**12**	92%	A-	3.67

Student 2 – 63%

Next Generation Science Standards (NGSS)		
Subject Area: Science	**Strand: Matter and Its Interactions**	**Grade: 5**
Performance Expectation: 5-PS1-1 **Students can develop a model to describe that matter is made of particles too small to be seen**	**Guiding Unit Question:** How do we know that something exists if we cannot see it?	
Unit Vocabulary (Content): properties, structures, scale, proportion, quantity, models, particles, bulk matter,	**Unit Vocabulary (Skills):** make, observe	

Foundations	Student Friendly Language	Access Point	Essential	Confident	Extend
Science & Engineering Practices	I can make a model to help me understand an idea by:	following/ participating in creating a model	planning and creating a model	creating a model to solve a problem	Adjusting or revising a model I have created
Disciplinary Core Ideas	I know that matter is made up of particles that are too small to see by: I know that models can help us see particles that are too small to see by:	describing what matter is describing that there are different states of matter describing examples of different kinds of matter in the world	describing what bulk matter is describing that matter (that I can see) is made up of tiny particles (that are too small to see) describing examples of models that help to observe particles that are too small to see	describing how collecting many tiny particles can help us observe how matter takes up space describing which part of the model is bulk matter, and which part of the model is particles	describing the relationship between matter and particles using the model to describe the relationship between matter and how particles move when they are collected
Crosscutting Concepts	I know that objects in the world can be very large and very small by:	describing objects in the world that are very small and very large	describing what microscopic and macroscopic is and examples of each in the world	describing what is similar and what is different between microscopic and macroscopic objects in the world	describing what scale is and how it helps us understand microscopic and macroscopic objects

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Standards Based Grade Book (NGSS)																	
Learning Standard/ Performance Expectation	**5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen**												**Evaluation**				
	Science and Engineering Practices				**Disciplinary Core Ideas**				**Crosscutting Concepts**								
Possible Evidence of Learning																	
Reporting Language	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Total**	**Out of**	**%**	**Letter Grade**	**4-Point**
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Student 4			•	•	•	•	•		•	•			IE	**12**			
Student 5	•	•	•	•	•	•							IE	**12**			
Student 6	•	•	•		•	•	•	•	•	•	•	•	11	**12**	92%	A-	3.67

Student 3 – 92%

Next Generation Science Standards (NGSS)		
Subject Area: Science	**Strand: Matter and Its Interactions**	**Grade: 5**
Performance Expectation: 5-PS1-1 **Students can develop a model to describe that matter is made of particles too small to be seen**	**Guiding Unit Question:** How do we know that something exists if we cannot see it?	
Unit Vocabulary (Content): properties, structures, scale, proportion, quantity, models, particles, bulk matter,	**Unit Vocabulary (Skills):** make, observe	

Foundations	Student Friendly Language	Access Point	Essential	Confident	Extend
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	Science and Engineering Practices				**Disciplinary Core Ideas**				**Crosscutting Concepts**								
Possible Evidence of Learning																	
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Student 4			•	•	•	•	•		•	•			IE	**12**			
Student 5	•	•	•	•	•	•							IE	**12**			
Student 6	•	•	•		•	•	•	•	•	•	•	•	11	**12**	92%	A-	3.67

Student 3 – 92%

Next Generation Science Standards (NGSS)		
Subject Area: Science	**Strand: Matter and Its Interactions**	**Grade: 5**
Performance Expectation: 5-PS1-1 **Students can develop a model to describe that matter is made of particles too small to be seen**	**Guiding Unit Question:** How do we know that something exists if we cannot see it?	
Unit Vocabulary (Content): properties, structures, scale, proportion, quantity, models, particles, bulk matter,	**Unit Vocabulary (Skills):** make, observe	

Foundations	Student Friendly Language	Access Point	Essential	Confident	Extend
Science & Engineering Practices	I can make a model to help me understand an idea by:	following/ participating in creating a model	planning and creating a model	creating a model to solve a problem	Adjusting or revising a model I have created
Disciplinary Core Ideas	I know that matter is made up of particles that are too small to see by: I know that models can help us see particles that are too small to see by:	describing what matter is describing that there are different states of matter describing examples of different kinds of matter in the world	describing what bulk matter is describing that matter (that I can see) is made up of tiny particles (that are too small to see) describing examples of models that help to observe particles that are too small to see	describing how collecting many tiny particles can help us observe how matter takes up space describing which part of the model is bulk matter, and which part of the model is particles	describing the relationship between matter and particles using the model to describe the relationship between matter and how particles move when they are collected
Crosscutting Concepts	I know that objects in the world can be very large and very small by:	describing objects in the world that are very small and very large	describing what microscopic and macroscopic is and examples of each in the world	describing what is similar and what is different between microscopic and macroscopic objects in the world	describing what scale is and how it helps us understand microscopic and macroscopic objects

***Description: can include but are not limited to written, oral, pictorial, and kinesthetic**

Standards Based Grade Book (NGSS)																	
Learning Standard/ Performance Expectation	**5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen**												**Evaluation**				
	Science and Engineering Practices				**Disciplinary Core Ideas**				**Crosscutting Concepts**								
Possible Evidence of Learning																	
Reporting Language	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Total**	**Out of**	**%**	**Letter Grade**	**4-Point**
Evaluation	**IE/IEP**	**2.5**	**3**	**4**	**IE/IEP**	**2.5**	**3**	**4**	**IE/IEP**	**2.5**	**3**	**4**		**12**			
Student 1 (IEP)	•				•				•	•			3	**3***	100%	A*	4*
Student 2	•	•			•	•			•	•			7.5	**12**	63%	D	2.5
Student 3	•	•	•	•	•	•	•	•	•	•	•		11	**12**	92%	A-	3.67
Student 4			•	•	•	•	•		•	•			IE	**12**			
Student 5	•	•	•	•	•	•							IE	**12**			
Student 6	•	•	•		•	•	•	•	•	•	•	•	11	**12**	92%	A-	3.67

Student 4 – IE

Next Generation Science Standards (NGSS)		
Subject Area: Science	**Strand: Matter and Its Interactions**	**Grade: 5**
Performance Expectation: 5-PS1-1 **Students can develop a model to describe that matter is made of particles too small to be seen**	**Guiding Unit Question:** How do we know that something exists if we cannot see it?	
Unit Vocabulary (Content): properties, structures, scale, proportion, quantity, models, particles, bulk matter,	**Unit Vocabulary (Skills):** make, observe	

Foundations	Student Friendly Language	Access Point	Essential	Confident	Extend
Science & Engineering Practices	I can make a model to help me understand an idea by:	following/ participating in creating a model	planning and creating a model	creating a model to solve a problem	Adjusting or revising a model I have created
Disciplinary Core Ideas	I know that matter is made up of particles that are too small to see by: I know that models can help us see particles that are too small to see by:	describing what matter is describing that there are different states of matter describing examples of different kinds of matter in the world	describing what bulk matter is describing that matter (that I can see) is made up of tiny particles (that are too small to see) describing examples of models that help to observe particles that are too small to see	describing how collecting many tiny particles can help us observe how matter takes up space describing which part of the model is bulk matter, and which part of the model is particles	describing the relationship between matter and particles using the model to describe the relationship between matter and how particles move when they are collected
Crosscutting Concepts	I know that objects in the world can be very large and very small by:	describing objects in the world that are very small and very large	describing what microscopic and macroscopic is and examples of each in the world	describing what is similar and what is different between microscopic and macroscopic objects in the world	describing what scale is and how it helps us understand microscopic and macroscopic objects

***Description: can include but are not limited to written, oral, pictorial, and kinesthetic**

Student 4 – with evidence
9.5/12
79%
3.2

Standards Based Grade Book (NGSS)																	
Learning Standard/ Performance Expectation	**5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen**												**Evaluation**				
	Science and Engineering Practices				**Disciplinary Core Ideas**				**Crosscutting Concepts**								
Possible Evidence of Learning																	
Reporting Language	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Total**	**Out of**	**%**	**Letter Grade**	**4-Point**
Evaluation	**IE/IEP**	**2.5**	**3**	**4**	**IE/IEP**	**2.5**	**3**	**4**	**IE/IEP**	**2.5**	**3**	**4**		**12**			
Student 1 (IEP)	•				•				•	•			3	**3***	100%	A*	4*
Student 2	•	•			•	•			•	•			7.5	**12**	63%	D	2.5
Student 3	•	•	•	•	•	•	•	•	•	•	•		11	**12**	92%	A-	3.67
Student 4			•	•	•	•	•		•	•			IE	**12**			
Student 5	•	•	•	•	•	•							IE	**12**			
Student 6	•	•	•		•	•	•	•	•	•	•	•	11	**12**	92%	A-	3.67

Student 5 – IE

Next Generation Science Standards (NGSS)		
Subject Area: Science	**Strand: Matter and Its Interactions**	**Grade: 5**
Performance Expectation: 5-PS1-1 **Students can develop a model to describe that matter is made of particles too small to be seen**	**Guiding Unit Question:** How do we know that something exists if we cannot see it?	
Unit Vocabulary (Content): properties, structures, scale, proportion, quantity, models, particles, bulk matter,	**Unit Vocabulary (Skills):** make, observe	

Foundations	Student Friendly Language	Access Point	Essential	Confident	Extend
Science & Engineering Practices	I can make a model to help me understand an idea by:	following/ participating in creating a model	planning and creating a model	creating a model to solve a problem	Adjusting or revising a model I have created
Disciplinary Core Ideas	I know that matter is made up of particles that are too small to see by: I know that models can help us see particles that are too small to see by:	describing what matter is describing that there are different states of matter describing examples of different kinds of matter in the world	describing what bulk matter is describing that matter (that I can see) is made up of tiny particles (that are too small to see) describing examples of models that help to observe particles that are too small to see	describing how collecting many tiny particles can help us observe how matter takes up space describing which part of the model is bulk matter, and which part of the model is particles	describing the relationship between matter and particles using the model to describe the relationship between matter and how particles move when they are collected
Crosscutting Concepts	I know that objects in the world can be very large and very small by:	describing objects in the world that are very small and very large	describing what microscopic and macroscopic is and examples of each in the world	describing what is similar and what is different between microscopic and macroscopic objects in the world	describing what scale is and how it helps us understand microscopic and macroscopic objects

***Description: can include but are not limited to written, oral, pictorial, and kinesthetic**

Student 5 – with evidence
9/12
75%
3.0

What is one useful idea?

What is one thing you want to try?

What is one thing you want to think about?

What is one thing you want to learn more about?

What is one ting you want to share with someone who is not here today?

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