

**Strand:Earth and Space Science**

**Topic: 2.ESS.1- Weather**

**Level: 2nd Grade**

Score	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.		Sample Activities
4.0			<ul style="list-style-type: none"> <li>● create an activity based on today's weather</li> <li>● predict the weather season and weather trend</li> <li>● answer questions based on weather data</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Records detailed weather observations (including cloud cover, cloud type, and type of precipitation on a daily basis over a period of weeks)</li> <li>● Correlates observations to the time of year</li> <li>● Charts and graphs collected data (can be assessed with 2.DA.1)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Explains how precipitation matches season</li> <li>● use data to create a chart or graph</li> <li>● record cloud type (can have a chart with cloud types up in the classroom for students to reference), cloud cover, and precipitation for weeks (given premade weather charts)</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ observation, cirrus, cumulus, stratus, cumulonimbus, snow, rain, sleet, hail, precipitation</li> </ul> </li> <li>● performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ identify cloud cover</li> <li>○ identify cloud type</li> <li>○ Identify type of precipitation</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● The student can identify/label different cloud types, cloud cover, and precipitation using images</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.		

<b>Strand: Engineering</b>		
<b>Topic: 2.E.3 - Analyze data to compare results of an investigation</b>		
<b>Level: 2nd Grade</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b>	
	<b>Sample Activities</b>	
	<ul style="list-style-type: none"> <li>Students can explain which solution worked best and why after seeing all solutions. (friendly controversy)</li> </ul>	
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Creates two objects to solve a problem</li> <li>Investigates which object best solves the problem</li> <li>Analyzes data to compare the strengths and weaknesses of how each performs</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<ul style="list-style-type: none"> <li>Create item to solve a problem, such as... heat something up, insulator, bridge to hold weight, boat that doesn't sink, catapult, etc.</li> <li>Use a graphic organizer to compare performance.</li> </ul>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>analyze, investigate, constructed, <b>compare</b></li> </ul> </li> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>Brainstorms solutions with peers</li> <li>Draws or makes models to solve a problem</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<ul style="list-style-type: none"> <li>Discuss solutions orally, through drawings or models.</li> <li>Work with peers to create a solution.</li> </ul>	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	