

## NSCAS Science Summative Achievement Level Descriptors (ALDs) – Draft

<p>Across the grade level DCIs of the physical, Earth/space, and life sciences, when engaging in <u>highly familiar phenomena</u>, a student performing in the <b>Developing level</b> can:</p>	<p>Across the grade level DCIs of the physical, Earth/space, and life sciences, when engaging in <u>familiar phenomena</u>, a student performing in the <b>On-Track level</b> can:</p>	<p>Across the grade level DCIs of the physical, Earth/space, and life sciences, when engaging in <u>unfamiliar phenomena</u>, a student performing in the <b>College and Career Ready level</b> can:</p>
<p><b>Teacher note:</b> DCIs and CCCs are interchangeable to the context of the learner making sense of the phenomenon. For example, where you may see cause and effect as the referenced CCC, it may make sense to exchange with structure and function for making sense of the phenomenon.</p>		
<p><b>1A Asking Questions AQ-5D:</b> Identify scientific questions <u>using observable patterns</u> that are testable and relevant to a given phenomenon that can generate evidence to make sense of the phenomenon.</p> <p><u>Use cause and effect relationships</u> to generate questions that can be investigated about a phenomenon and predict possible outcomes.</p> <p>Identify questions that ask what would happen <u>to a system</u> within a phenomenon if one variable is changed.</p>	<p><b>1A Asking Questions AQ-5OT:</b> Ask scientific questions <u>based on observed patterns</u> about a <u>familiar</u> phenomenon that can generate evidence to make sense of the phenomenon.</p> <p><u>Use cause and effect relationships</u> to generate <u>relevant</u> questions that can be investigated about a phenomenon and predict reasonable outcomes.</p> <p>Generate relevant questions that ask what would happen <u>to a system</u> within a phenomenon if one variable is changed.</p>	<p><b>1A Asking Questions AQ-5CCR:</b> Refine scientific questions and formulate relevant and testable claims (hypotheses) <u>based on observed patterns</u> about an <u>unfamiliar</u> phenomenon that can generate evidence to make sense of the phenomenon.</p> <p><u>Use cause and effect relationships</u> to justify questions that can be investigated about a phenomenon and predict reasonable outcomes.</p> <p>Generate relevant questions using information from <u>multiple sources</u> that ask what would happen <u>to a system</u> within a phenomenon if one variable is changed.</p>
<p><b>1A Asking Questions AQ-8D:</b> Ask questions from observation of phenomena, models, or unexpected results, to clarify and/or seek additional information <u>in a system</u>.</p> <p>Evaluate questions to identify or clarify evidence and/or the premise(s) of an argument to make sense of the phenomenon <u>using cause and effect relationships</u>.</p> <p>Ask questions to identify <u>relationships</u> between independent and dependent variables to make sense of the phenomenon.</p>	<p><b>1A Asking Questions AQ-8OT:</b> Ask questions from observation of phenomena, models, or unexpected results, to clarify <u>and</u> seek additional information <u>in a system</u>.</p> <p>Evaluate questions requiring empirical evidence to challenge the premise of an argument or the interpretation of a data set to make sense of the phenomenon <u>using cause and effect relationships</u>.</p> <p>Ask questions to <u>determine relationships</u> between independent and dependent variables</p>	<p><b>1A Asking Questions AQ-8CCR:</b></p> <p>Ask questions requiring empirical evidence that challenge the premise of an argument or the interpretation of a data set to make sense of the phenomenon <u>using cause and effect relationships</u>.</p> <p>Ask questions to determine <u>relationships</u>, including quantitative <u>relationships</u>, between independent and</p>

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	<p>and <u>relationships in models</u> to make sense of the phenomenon.</p>	<p>dependent variables to make sense of the phenomenon.</p>
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<b>Key</b>	<p><b>AQ-5D, AQ-5OT, AQ-5CCR, ...</b> = SEP abbreviation – grade and ALD level abbreviation</p> <p><b>Blue</b> = SEP</p> <p><b>Blue Highlighted</b> = SEP growth</p> <p><b>Green Underlined</b> = CCC</p> <p><b>Green Underlined &amp; Highlighted</b> = CCC growth</p> <p><b>Orange</b> = DCI</p> <p><b>Orange Highlighted</b> = DCI Growth</p>
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Across the grade level DCIs of the physical, Earth/space, and life sciences, when engaging in <u>highly familiar phenomena</u> , a student performing in the <b>Developing level</b> can:	Across the grade level DCIs of the physical, Earth/space, and life sciences, when engaging in <u>familiar phenomena</u> , a student performing in the <b>On-Track level</b> can:	Across the grade level DCIs of the physical, Earth/space, and life sciences, when engaging in <u>unfamiliar phenomena</u> , a student performing in the <b>College and Career Ready level</b> can:
<p><b>1B Defining Problems DP-5D:</b> Use <b>core scientific ideas</b> to define a simple engineering design problem that can be solved through the development of an <u>object or tool for a specific function</u>.</p> <p>Use <b>core scientific ideas</b> to identify questions that define a simple design problem for an <u>object or tool for a specific function</u>.</p> <p>Identify constraints on materials, time, or cost of the <b>engineering design</b> for achieving a successful <u>object or tool for a specific function</u>.</p>	<p><b>1B Defining Problems DP-OT:</b> Define a simple design problem that can be solved through the development of <u>a process or system</u> that requires application of <b>core scientific ideas</b>.</p> <p>Generate questions that define a simple design problem in <u>a process or system</u> that lead to the application of <b>core scientific ideas</b>.</p> <p>Determine constraints on materials, time, or cost of the <b>engineering design</b> for achieving a successful <u>process or system</u>.</p>	<p><b>1B Defining Problems DP-5CCR:</b> Use <b>core scientific ideas</b> to define a simple design problem that can be solved through the development of <u>an object, tool, process, and system</u>.</p> <p>Generate and evaluate questions to define a simple design using multiple criteria and constraints in a <u>system</u>.</p> <p>Prioritize constraints on materials, time, or cost for achieving a successful <u>object, tool, process and system</u>.</p>
<p><b>1B Defining Problems DP-8D:</b> Using the <b>engineering design process</b>, identify a design problem that can be solved through the development of an <u>object or tool for a specific function and/or process or systems</u>.</p>	<p><b>1B Defining Problems DP-8OT</b> Using the <b>engineering design process</b>, define a design problem that can be solved through the development of an <u>object or tool for a specific function and/or process or systems</u> and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.</p>	<p><b>1B Defining Problems DP-8CCR:</b> Using the <b>engineering design process</b>, define a design problem that involves the development of <u>a process or system</u> with interacting components, criteria, and constraints.</p>

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<p>Orange = DCI  <span style="background-color: #FFDAB9; padding: 2px;">Orange Highlighted</span> = DCI Growth</p>
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<p><b>2 Developing and Using Models MOD-5D:</b>            Use a model to <u>identify relevant components of a system</u> that describe a <u>given phenomenon</u>.</p> <p>Use a model that represents <u>a system</u> to explain <u>phenomenon</u>.</p>	<p><b>2 Developing and Using Models MOD-5OT:</b>            Develop and use a model to describe and/or predict <u>phenomena</u>, <u>making explicit any invisible features of a given natural system</u>.</p> <p>Develop a model to describe <u>the interactions of specific parts of a system</u> and explain or predict a <u>phenomenon</u>.</p> <p>Identify the limitations of a model's <u>system</u> that explains the causes of a <u>phenomenon</u>.</p>	<p><b>2 Developing and Using Models MOD-5CCR:</b>            Develop and use <u>different types of models</u> to describe and/or predict <u>phenomena</u>, making explicit <u>the inputs, outputs, and processes of a given natural system</u>.</p> <p>Evaluate <u>multiple models</u> to determine which <u>best</u> explains, describes, or predicts <u>the behavior of a system</u> for a <u>phenomenon</u>.</p>
<p><b>2 Developing and Using Models MOD-8D:</b>            Evaluate merits of a model of a <u>phenomena</u> or <u>design solution</u> <u>for a specific function</u>.</p> <p>Use a model to predict or describe <u>stability and/or change of phenomena</u>.</p> <p>Identify or modify a model to show the <u>relationships</u> among variables but predict <u>phenomena</u>.</p> <p>Use a model to describe <u>unobservable mechanisms</u> of <u>phenomena</u>.</p>	<p><b>2 Developing and Using Models MOD-8OT:</b>            Evaluate limitations of a model of a <u>phenomena</u> or <u>design solution</u> <u>for a specific function</u>.</p> <p>Develop and/or use a model to predict and/or describe <u>stability and/or change of phenomena</u>.</p> <p>Develop or modify a model, <u>based on evidence</u>, to show the <u>relationships</u> among variables, including those that are not observable but predict <u>observable phenomena</u>.</p> <p>Develop a model to describe <u>unobservable mechanisms</u> of <u>phenomena</u>.</p>	<p><b>2 Developing and Using Models MOD-8CCR:</b>            Evaluate <u>merits and limitations</u> of a model of a <u>phenomena</u> or <u>design solution</u> <u>for a specific function</u>.</p> <p>Develop and revise a model to predict and/or describe <u>stability and/or change of phenomena</u>.</p> <p>Develop or modify <u>multiple models</u>, based on evidence, to show the <u>relationships</u> among variables, including those that are not observable but predict <u>observable phenomena</u>.</p> <p>Develop a model to <u>test unobservable mechanisms</u> of <u>phenomena</u>.</p>

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<p>Use a model to generate data to test ideas about <b>phenomena</b> in <u>natural or designed systems</u>, including those representing inputs and outputs.</p>	<p><b>Develop</b> a model to generate data to test ideas about <b>phenomena</b> in <u>natural or designed systems</u>, including those representing inputs and outputs, and those at <u>unobservable scales</u>.</p>	<p><b>Develop and use</b> a model to generate data to test ideas about <b>phenomena</b> in <u>natural or designed systems</u>, including those representing inputs and outputs, and those at <u>unobservable scales</u>.</p>
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Across the grade level DCIs of the physical, Earth/space, and life sciences, when engaging in <u>highly familiar phenomena</u> , a student performing in the <b>Developing level</b> can:	Across the grade level DCIs of the physical, Earth/space, and life sciences, when engaging in <u>familiar phenomena</u> , a student performing in the <b>On-Track level</b> can:	Across the grade level DCIs of the physical, Earth/space, and life sciences, when engaging in <u>unfamiliar phenomena</u> , a student performing in the <b>College and Career Ready level</b> can:
<p><b>3 Planning and Carrying Out Investigations INV-5D:</b> Collect and organize data that support an explanation of a <u>phenomenon</u> <u>using standard units for measurements</u>.</p> <p>Identify observations and/or measurements that can be used to explain <u>the cause</u> of a <u>phenomenon</u> or a design solution.</p> <p>Identify variables that could change in a <u>system</u> and be used as evidence to explain or predict a <u>phenomenon</u>.</p> <p>Use given observations to identify which proposed <u>object, tool, or process</u> meets success criteria for <u>designing a solution</u>.</p>	<p><b>3 Planning and Carrying Out Investigations INV-5OT:</b> <u>Evaluate</u> methods and/or tools for data collection and organization <u>using standard units for measurements</u> to serve as evidence for explaining a <u>phenomenon</u>.</p> <p>Make and use observations and/or measurements to explain <u>the cause</u> of a <u>phenomenon</u> or a design solution.</p> <p><u>Make predictions</u> about what would happen in a <u>system</u> <u>within a phenomenon</u> if a variable changes.</p> <p><u>Identify the strengths and weaknesses of proposed design solutions</u> by testing <u>two different models</u> for the same object, tool, or process to determine which better meets the success criteria.</p>	<p><b>3 Planning and Carrying Out Investigations INV-5CCR:</b> <u>Justify</u> methods and/or tools for data collection and organization <u>using standard units for measurements</u> that support explanation of a <u>phenomenon</u>.</p> <p>Explain how <u>patterns found in</u> observations and measurements support explanation of a <u>phenomenon</u> or design solution.</p> <p><u>Make and justify</u> predictions about what would happen in a <u>system</u> <u>within a phenomenon</u> if a variable changes.</p> <p><u>Record, categorize, and organize</u> observations to <u>justify the strengths and weaknesses of proposed design solutions</u> using <u>two different models</u> for the same object, tool, or process to determine which better meets the success criteria.</p>
<p><b>3 Planning and Carrying Out Investigations INV-8D:</b> Plan an investigation collaboratively to make sense of a <u>phenomena</u> and in the design:</p> <ul style="list-style-type: none"> <li>● identify variables and controls</li> </ul>	<p><b>3 Planning and Carrying Out Investigations INV-8OT:</b> Plan an investigation <u>individually and/or collaboratively</u> to make sense of a <u>phenomena</u>, and in the design:</p> <ul style="list-style-type: none"> <li>● identify <u>cause and effect relationship</u> between <u>independent and dependent variables</u> and controls</li> </ul>	<p><b>3 Planning and Carrying Out Investigations INV-8CCR:</b> Plan an investigation <u>individually</u> to make sense of a <u>phenomena</u>, and in the design:</p> <ul style="list-style-type: none"> <li>● identify <u>relationships between</u> independent and dependent variables and controls</li> </ul>

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<ul style="list-style-type: none"> <li>● identify tools <u>for a specific function</u> to gather data from a provided list</li> <li>● identify how measurement will be recorded <u>using standard units of measurement</u></li> </ul> <p style="color: blue;">Conduct an investigation <u>identifying patterns</u> in data to serve as the basis for evidence <u>to make sense of a phenomena</u>.</p> <ul style="list-style-type: none"> <li>● Identify the methods for collecting data</li> <li>● Collect data from investigation to serve as evidence or answer specific questions.</li> <li>● Identify data produced to determine if data provides relevant evidence.</li> </ul>	<ul style="list-style-type: none"> <li>● <u>identify tools needed for a specific function</u> to gather data</li> <li>● identify how measurement will be recorded <u>and organized using standard units of measurement</u></li> <li>● <u>identify how much data is needed.</u></li> </ul> <p style="color: blue;">Conduct an investigation or evaluate or revise the experimental design to <u>determine cause/effect relationships</u> in data to serve as the basis for evidence <u>to make sense of a phenomena</u>.</p> <ul style="list-style-type: none"> <li>● <u>Evaluate the accuracy of various methods for collecting data.</u></li> <li>● <u>Collect and organize</u> data from investigation to serve as evidence or answer specific questions.</li> <li>● <u>Evaluate data produced to determine if data provides relevant evidence.</u></li> </ul>	<ul style="list-style-type: none"> <li>● identify tools needed <u>for a specific function</u> to gather data</li> <li>● identify how measurement will be recorded and organized <u>using standard units of measurement</u></li> <li>● identify how much data is needed.</li> </ul> <p style="color: blue;">Conduct an investigation <u>and/or evaluate and/or</u> revise the experimental design to <u>determine relationships</u> in data to serve as the basis for evidence <u>to make sense of a phenomena</u>.</p> <ul style="list-style-type: none"> <li>● Evaluate the accuracy of various methods for collecting data.</li> <li>● Collect and organize data from investigation to serve as evidence or answer specific questions.</li> <li>● Evaluate data produced to determine if data provides relevant evidence.</li> </ul>
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<p><b>4 Analyzing and Interpreting Data DATA-5D:</b>  <u>Identify patterns</u> in data to make sense of and explain phenomena.</p> <p>Identify appropriate graphical representations of data that can be used to <u>reveal patterns</u> across data sets to make sense of phenomena</p> <p>Use data to evaluate the quality of a design solution in performing a specific function.</p>	<p><b>4 Analyzing and Interpreting Data DATA-5OT:</b>  <u>Compare and contrast patterns</u> in data from multiple investigations to <u>discuss similarities and differences</u> and to make sense of and explain phenomena.</p> <p>Represent data from relevant observations in various graphical ways to <u>reveal patterns that indicate relationships</u> to explain phenomena.</p> <p>Use data to evaluate and refine the quality of design solutions in performing a specific function.</p>	<p><b>4 Analyzing and Interpreting Data DATA-5CCR:</b>  <u>Analyze</u> data from multiple investigations to determine how the patterns can <u>explain causes</u> of phenomena.</p> <p>Analyze and interpret categorical and/or numerical data to <u>predict or explain the patterns that indicate relationships</u> in the data.</p> <p>Use data to <u>justify</u> changes to a design solution to better perform the <u>intended function</u>.</p>
<p><b>4 Analyzing and Interpreting Data DATA-8D:</b></p> <p>Construct, analyze, or interpret graphical display of data or large data sets to identify <u>patterns</u> to make sense of phenomena</p> <ul style="list-style-type: none"> <li>● Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify <u>qualitative relationships</u>.</li> <li>● Identify <u>cause and effect</u> relationships in data.</li> <li>● Apply concepts of <u>statistics and probability (including mean and mode)</u> to analyze and characterize data.</li> <li>● Consider limitations of data analysis (e.g., <u>measurement error</u>), or seek to improve precision and accuracy of data</li> </ul>	<p><b>4 Analyzing and Interpreting Data DATA-8OT:</b></p> <p>Construct, analyze, and/or interpret graphical display of data and/or large data sets to identify <u>linear and nonlinear relationships</u> to make sense of phenomena.</p> <ul style="list-style-type: none"> <li>● Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify <u>quantitative relationships</u>.</li> <li>● Distinguish between <u>causal and correlational</u> relationships in data.</li> <li>● Apply concepts of <u>statistics and probability (including mean, median, mode, and variability)</u> to analyze and characterize data.</li> <li>● Consider limitations of data analysis (e.g., <u>measurement error</u>), and/or seek to improve precision and accuracy of data</li> </ul>	<p><b>4 Analyzing and Interpreting Data DATA-8CCR:</b></p> <p>Construct, analyze, and interpret graphical display of data and/or large data sets to identify <u>relationships</u> to make sense of phenomena.</p> <ul style="list-style-type: none"> <li>● Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify <u>quantitative relationships</u>.</li> <li>● Distinguish between <u>causal and correlational</u> relationships in data.</li> <li>● Apply concepts of <u>statistics and probability (including mean, median, mode, and variability)</u> to analyze and characterize data.</li> <li>● Consider limitations of data analysis (e.g., <u>measurement error</u>), and seek to improve precision and accuracy of data with better</li> </ul>



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<p>with better technological tools and <u>methods</u> (e.g., <u>multiple trials</u>).</p> <ul style="list-style-type: none"> <li>• Analyze data to define an operational range for a proposed <u>model or system</u>.</li> </ul>	<p>with better technological tools and <u>methods</u> (e.g., <u>multiple trials</u>).</p> <ul style="list-style-type: none"> <li>• Analyze data to define an <u>optimal operational range</u> for a proposed <u>model or system</u> that best meets criteria for <u>success</u>.</li> </ul>	<p>technological tools and <u>methods</u> (e.g., <u>multiple trials</u>).</p> <ul style="list-style-type: none"> <li>• Analyze data to define an optimal operational range for a proposed <u>model or system</u> that best meets criteria for success.</li> </ul>
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<p><b>5 Using Mathematics and Computational Thinking MATH-5D:</b> Use provided simple data sets to find and communicate <u>patterns</u> that support an explanation of the cause of a phenomenon.</p> <p>Describe quantitative <u>patterns from given graphical displays of data</u> that address scientific questions or engineering problems.</p> <p>Use data from <u>provided charts and/or graphs</u> to explain whether a proposed object or tool meets criteria for success.</p>	<p><b>5 Using Mathematics and Computational Thinking MATH-5OT:</b> Organize simple data sets to <u>reveal patterns</u> that suggest relationships.</p> <p>Describe, measure, estimate, and/or graph <u>quantities</u> to provide evidence of <u>patterns</u> that address scientific questions or engineering problems.</p> <p>Complete or modify <u>graphs or charts</u> to evaluate whether a proposed object or tool meets criteria for success.</p>	<p><b>5 Using Mathematics and Computational Thinking MATH-5CCR:</b> Organize more complex data sets to <u>reveal patterns</u> and <u>make predictions</u> about a phenomenon.</p> <p>Describe, measure, estimate, graph and <u>compare quantities</u> to provide evidence of <u>patterns</u> that address scientific questions or engineering problems.</p> <p>Construct and/or compare multiple <u>graphs and charts</u> to evaluate whether a proposed object or tool meets criteria for success.</p>
<p><b>5 Using Mathematics and Computational Thinking MATH-8D:</b></p> <p>Use qualitative data to make sense of phenomena.</p> <p>Use digital tools to analyze data sets for <u>patterns and trends</u> to make sense of phenomena.</p> <p>Identify mathematical representations to <u>describe evidence (any CCC)</u> or support scientific conclusions to make sense of phenomena or design solutions.</p>	<p><b>5 Using Mathematics and Computational Thinking MATH-8OT:</b></p> <p>Use qualitative and/or quantitative data to make sense of phenomena.</p> <p>Use digital tools to analyze <u>large</u> data sets for <u>patterns and trends</u> to make sense of phenomena.</p> <p>Use mathematical representations to <u>describe evidence (any CCC)</u> and/or support scientific conclusions and to make sense of phenomena or design solutions.</p>	<p><b>5 Using Mathematics and Computational Thinking MATH-8CCR:</b></p> <p>Use qualitative and quantitative data to make sense of phenomena.</p> <p>Use digital tools to analyze large data sets for <u>patterns and trends</u> to make a prediction to make sense of phenomena.</p> <p>Use mathematical representations to <u>describe evidence (any CCC)</u> and/or support scientific conclusions and to make sense of phenomena or design solutions.</p>

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<p>Use algorithms (a series of ordered steps) <u>in a system</u> to solve a problem or make sense of phenomena.</p> <p>Use mathematical concepts and/or processes (such as ratio, rate, percent, basic operations, and simple algebra) with support to solve scientific and engineering questions and problems supported by <u>evidence</u>.</p>	<p><u>Create</u> algorithms (a series of ordered steps) <u>in a system</u> to solve a problem or make sense of phenomena.</p> <p><u>Apply</u> mathematical concepts and/or processes (such as ratio, rate, percent, basic operations, and simple algebra) to solve scientific and engineering questions and problems supported by <u>evidence</u>.</p>	<p><u>Evaluate</u> algorithms (a series of ordered steps) <u>in a system</u> to determine the best solution to a problem or make sense of phenomena.</p> <p>Apply mathematical concepts and/or processes (such as ratio, rate, percent, basic operations, and simple algebra) to solve scientific and engineering questions and problems supported by <u>evidence</u> from testing and comparing proposed solutions.</p>
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<p><b>Key</b></p>	<p><b>AQ-5D, AQ-5OT, AQ-5CCR, ...</b> = SEP abbreviation – grade and ALD level abbreviation</p> <p>Blue = SEP</p> <p>Blue Highlighted = SEP growth</p> <p>Green Underlined = CCC</p> <p>Green Underlined &amp; Highlighted = CCC growth</p> <p>Orange = DCI</p> <p>Orange Highlighted = DCI Growth</p>
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## NSCAS Science Summative Achievement Level Descriptors (ALDs) – Draft

Across the grade level DCIs of the physical, Earth/space, and life sciences, when engaging in <u>highly familiar phenomena</u> , a student performing in the <b>Developing level</b> can:	Across the grade level DCIs of the physical, Earth/space, and life sciences, when engaging in <u>familiar phenomena</u> , a student performing in the <b>On-Track level</b> can:	Across the grade level DCIs of the physical, Earth/space, and life sciences, when engaging in <u>unfamiliar phenomena</u> , a student performing in the <b>College and Career Ready level</b> can:
<p><b>6A Constructing Explanation CE-5D:</b> Given relevant information, use <u>observed patterns</u> to construct an evidence-based account for <u>natural phenomena</u>.</p> <p>Identify <u>evidence (measurements, observations, patterns)</u> that could be used to support an explanation of <u>natural phenomena</u>.</p>	<p><b>6A Constructing Explanation CE-5OT:</b> <u>Select relevant information</u> to construct an explanation of <u>observed relationships between components in a system</u> for a <u>natural phenomenon</u>.</p> <p>Use <u>evidence (measurements, observations, patterns)</u> to construct or support an explanation for a <u>natural phenomenon</u>.</p> <p>Identify <u>the evidence (measurements, observations, patterns)</u> that supports particular points in an explanation of a <u>natural phenomenon</u>.</p>	<p><b>6A Constructing Explanation CE-5CCR:</b> <u>Evaluate multiple explanations</u> used to explain <u>the relationships between components of a system</u> for a given phenomenon.</p> <p><u>Evaluate evidence (measurements, observations, patterns)</u> to be used to construct and support an explanation of a <u>natural phenomenon</u>.</p>
<p><b>6A Constructing Explanation CE-8D:</b></p> <p>Construct an explanation that includes qualitative or quantitative <u>relationships</u> between variables that describes <u>phenomena</u>.</p> <p>Construct an explanation using given <u>models or representations</u> for <u>real-world phenomena</u>, examples, or events.</p> <p>Construct a scientific explanation based on <u>evidence</u> obtained from sources (including the students’ own experiments) and the assumption that <u>theories and laws that describe the natural world</u> operate today as they did in the past and will continue to do so in the future.</p>	<p><b>6A Constructing Explanation CE-8OT:</b></p> <p>Construct an explanation that includes qualitative or quantitative <u>relationships</u> between variables that predicts and/or describes <u>phenomena</u>.</p> <p>Construct an explanation using <u>models or representations</u> for <u>real-world phenomena</u>, examples, or events.</p> <p>Construct a scientific explanation based on <u>valid and reliable evidence</u> obtained from sources (including the students’ own experiments) and the assumption that <u>theories and laws that describe the natural world</u> operate today as they did in the past and will continue to do so in the future.</p>	<p><b>6A Constructing Explanation CE-8CCR:</b></p> <p>Construct an explanation that includes qualitative or quantitative <u>relationships</u> between variables that predicts and describes <u>phenomena</u>.</p> <p>Construct an explanation using <u>models or representations</u> for <u>real-world phenomena</u>, examples, or events.</p> <p>Construct a scientific explanation based on valid and reliable <u>evidence</u> obtained from sources (including the students’ own experiments) and the assumption that <u>theories and laws that describe the natural world</u> operate today as they did in the past and will continue to do so in the future.</p>

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<p>Apply scientific ideas, principles, and/or <u>evidence</u> to construct an explanation for real-world phenomena, examples, or events.</p> <p>Apply scientific reasoning with scaffolded support to show why the data or <u>evidence</u> is relevant for the explanation or conclusion for real-world phenomena, examples, or events.</p>	<p>Apply scientific ideas, principles, and/or <u>evidence</u> to construct, revise and/or use an explanation for real-world phenomena, examples, or events.</p> <p>Apply scientific reasoning to show why the data or <u>evidence</u> is focused and relevant for the explanation or conclusion for real-world phenomena, examples, or events.</p>	<p>Apply scientific ideas, principles, and/or <u>evidence</u> to construct, revise and use an explanation for real-world phenomena, examples, or events.</p> <p>Apply scientific reasoning to show why focused and relevant data or <u>evidence</u> may limit the explanation or conclusion for real-world phenomena, examples, or events.</p>
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## NSCAS Science Summative Achievement Level Descriptors (ALDs) – Draft

Across the grade level DCIs of the physical, Earth/space, and life sciences, when engaging in <u>highly familiar phenomena</u> , a student performing in the <b>Developing level</b> can:	Across the grade level DCIs of the physical, Earth/space, and life sciences, when engaging in <u>familiar phenomena</u> , a student performing in the <b>On-Track level</b> can:	Across the grade level DCIs of the physical, Earth/space, and life sciences, when engaging in <u>unfamiliar phenomena</u> , a student performing in the <b>College and Career Ready level</b> can:
<p><b>6B Designing Solutions DS-5D:</b></p> <p><u>Identify evidence (observations, measurements, patterns)</u> used to design a solution to a problem in the <u>natural and designed world</u>.</p> <p>Use <u>structure and function to identify scientific ideas</u> to solve a design problem.</p> <p>Use <u>structure and function relationships to compare given solutions to design problems based on how well they meet the criteria of the design solution</u>.</p>	<p><b>6B Designing Solutions DS-5OT:</b></p> <p><u>Use evidence (observations, measurements, patterns)</u> to design a solution to a problem in the <u>natural and designed world</u>.</p> <p>Use <u>structure and function to apply scientific ideas</u> to solve design problems.</p> <p>Use <u>structure and function relationships to generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution</u>.</p>	<p><b>6B Designing Solutions DS-5CCR:</b></p> <p>Use <u>structure and function to apply scientific ideas to test a solution to a design problem</u>.</p> <p>Use <u>structure and function relationships to construct and/or implement a solution to a problem based on how well they meet the criteria and constraints of the design solution</u>.</p>
<p><b>6B Designing Solutions DS-8D:</b></p> <p>Identify <u>scientific ideas or principles to design, construct, or test a design of an object, tool, process or system</u>.</p> <p>Undertake a design project, engaging in the design cycle, to construct or implement a solution that meets specific design <u>criteria and constraints for real-world phenomena, examples, or events</u>.</p> <p>Improve performance of a design by prioritizing criteria, making tradeoffs, testing, revising, and re-testing to solve <u>real-world problems with evidence</u>.</p>	<p><b>6B Designing Solutions DS-8OT:</b></p> <p>Apply <u>scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system</u>.</p> <p>Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design <u>criteria and constraints for real-world phenomena, examples, or events</u>.</p> <p>Optimize performance of a design by prioritizing criteria, making tradeoffs, testing, revising, and re-testing to solve <u>real-world problems with evidence</u>.</p>	<p><b>6B Designing Solutions DS-8CCR:</b></p> <p>Apply <u>scientific ideas or principles to design, construct, and test a design of an object, tool, process or system</u>.</p> <p>Undertake a design project, engaging in the design cycle, to construct and implement a solution that meets specific design <u>criteria and constraints for real-world phenomena, examples, or events</u>.</p> <p>Optimize performance of a design by prioritizing criteria, making tradeoffs, testing, revising, and re-testing to solve <u>real-world problems with evidence</u>.</p>

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## NSCAS Science Summative Achievement Level Descriptors (ALDs) – Draft

Across the grade level DCIs of the physical, Earth/space, and life sciences, when engaging in <u>highly familiar phenomena</u> , a student performing in the <b>Developing level</b> can:	Across the grade level DCIs of the physical, Earth/space, and life sciences, when engaging in <u>familiar phenomena</u> , a student performing in the <b>On-Track level</b> can:	Across the grade level DCIs of the physical, Earth/space, and life sciences, when engaging in <u>unfamiliar phenomena</u> , a student performing in the <b>College and Career Ready level</b> can:
<p><b>7 Engaging in Argument from Evidence ARG-5D:</b></p> <p>Compare arguments and identify the evidence presented that is used to support the claims for <u>the causes of a given phenomenon</u>.</p> <p>Distinguish among facts and speculation in an explanation of a <u>given phenomenon</u> occurring <u>within a system</u>.</p> <p>Support an argument using data, evidence, and/or a model for <u>the cause of a given phenomenon</u>.</p> <p>Identify data that could be used to evaluate claims about <u>cause and effect of a given phenomenon</u>.</p>	<p><b>7 Engaging in Argument from Evidence ARG-5OT:</b></p> <p>Compare and refine arguments based on an evaluation of the evidence presented that is used to support the claims <u>for the causes of a given phenomenon</u>.</p> <p>Distinguish among facts, <u>reasoned judgment based on research findings</u>, and speculation in an explanation of a <u>given phenomenon</u> occurring <u>within a system</u>.</p> <p>Construct and/or support an argument using data, evidence, and/or a model for <u>the cause of a given phenomenon</u>.</p> <p>Use data to evaluate claims about <u>cause and effect of a given phenomenon</u>.</p>	<p><b>7 Engaging in Argument from Evidence ARG-5CCR:</b></p> <p>Compare, and refine arguments based on an evaluation of the evidence presented that is used to support the claims <u>for the causes and effects of a given phenomenon</u> and justify your reasons for the modifications.</p> <p>Evaluate the evidence used in an explanation of a <u>given phenomenon</u> <u>occurring within a system</u> to determine whether or not the evidence is factual, and research based.</p> <p>Construct and support an argument using data, evidence, and a model for <u>the cause of a given phenomenon</u>.</p> <p>Generate data to evaluate claims about <u>cause and effect of a given phenomenon</u>.</p>



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<p><b>7 Engaging in Argument from Evidence ARG-8D:</b></p> <p>Compare or critique two arguments on the <b>same topic</b> and analyze whether they emphasize similar or different <u>evidence and/or interpretations of facts</u>.</p> <p>Respectfully provide or receive critique about one's <b>explanations, procedures, models and questions</b> by citing relevant <u>evidence</u> or posing and responding to questions that elicit <u>pertinent</u> elaboration and detail.</p> <p>Collaboratively, construct, use, and/or present an oral and written argument supported by empirical <u>evidence</u> and scientific reasoning to support or refute an explanation or a model for <b>a phenomenon or a solution to a problem</b>.</p> <p>Identify an oral or written argument that supports or refutes the advertised performance of a device, process, or system, based on empirical <u>evidence</u> concerning whether or not the technology meets relevant <u>criteria and constraints</u> for <b>a phenomenon or a solution to a problem</b>.</p> <p>Identify competing <b>design solutions</b> based on jointly developed and agreed-upon <u>design criteria</u>.</p>	<p><b>7 Engaging in Argument from Evidence ARG-8OT:</b></p> <p>Compare <b>and</b> critique two arguments on the <b>same topic</b> and analyze whether they emphasize similar or different <u>evidence and/or interpretations of facts</u>.</p> <p>Respectfully provide <b>and/or</b> receive critique about one's <b>explanations, procedures, models and questions</b> by citing relevant <u>evidence and/or</u> posing and responding to questions that elicit <u>pertinent</u> elaboration and detail.</p> <p><b>Individually</b>, construct, use, and/or present an oral and written argument supported by empirical <u>evidence</u> and scientific reasoning to support or refute an explanation or a model for <b>a phenomenon or a solution to a problem</b>.</p> <p>Make an oral or written argument that supports or refutes the advertised performance of a device, process, or system, based on empirical <u>evidence</u> concerning whether or not the technology meets relevant <u>criteria and constraints</u> for <b>a phenomenon or a solution to a problem</b>.</p> <p>Evaluate competing <b>design solutions</b> based on jointly developed and agreed-upon <u>design criteria</u>.</p>	<p><b>7 Engaging in Argument from Evidence ARG-8CCR:</b></p> <p>Compare and critique <b>multiple</b> arguments on the <b>same topic</b> and analyze whether they emphasize similar or different <u>evidence and/or interpretations of facts</u>.</p> <p>Respectfully provide <b>and</b> receive critique about one's <b>explanations, procedures, models and questions</b> by citing relevant <u>evidence and</u> posing and responding to questions that elicit <u>pertinent</u> elaboration and detail.</p> <p><b>Individually</b>, construct, use, <b>and</b> present an oral and written argument supported by empirical <u>evidence</u> and scientific reasoning to support or refute an explanation or a model for <b>a phenomenon or a solution to a problem</b>.</p> <p>Make an oral or written argument that supports <b>and</b> refutes the advertised performance of a device, process, or system, based on empirical <u>evidence</u> concerning whether or not the technology meets relevant <u>criteria and constraints</u> for <b>a phenomenon or a solution to a problem</b>.</p> <p>Evaluate competing <b>design solutions</b> based on jointly developed and agreed-upon <b>human impact</b> <u>design criteria</u>.</p>
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## NSCAS Science Summative Achievement Level Descriptors (ALDs) – Draft

Green Underlined & Highlighted = CCC growth

Orange = DCI

Orange Highlighted = DCI Growth

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## NSCAS Science Summative Achievement Level Descriptors (ALDs) – Draft

<p>Across the grade level DCIs of the physical, Earth/space, and life sciences, when engaging in <u>highly familiar phenomena</u>, a student performing in the <b>Developing level</b> can:</p>	<p>Across the grade level DCIs of the physical, Earth/space, and life sciences, when engaging in <u>familiar phenomena</u>, a student performing in the <b>On-Track level</b> can:</p>	<p>Across the grade level DCIs of the physical, Earth/space, and life sciences, when engaging in <u>unfamiliar phenomena</u>, a student performing in the <b>College and Career Ready level</b> can:</p>
<p><b>8 Obtaining, Evaluating, and Communicating Information INFO-5D:</b>                      Read and comprehend simplified text and information from books and/or other reliable media to summarize and <u>explain (using patterns, cause and effect, or structure and function)</u> scientific and technical ideas and explain how they are supported by evidence.</p> <p>Compare or combine information or data across two simple texts or other reliable media to communicate <u>simple scientific information or data using one or more elements from a selected crosscutting concept.</u></p> <p>Combine information in written text with a given corresponding table, diagram, or chart to <u>identify patterns</u> that support the engagement in other scientific and/or engineering practices to <u>make sense of a highly familiar phenomenon.</u></p> <p>Given information from books and/or other reliable media, identify <u>evidence (patterns, measurements, cause/effect)</u> of relevant content that explains <u>phenomena or solutions to a design problem.</u></p> <p>Given graphic organizers and/or multiple information sources <u>communicate scientific or</u></p>	<p><b>8 Obtaining, Evaluating, and Communicating Information INFO-5OT:</b>                      Read and comprehend grade-appropriate text and information from books and/or other reliable media to summarize and <u>explain (using patterns, cause and effect, or structure and function)</u> scientific and technical ideas and explain how they are supported by evidence.</p> <p>Compare <u>and/or</u> combine information across complex texts and/or other reliable media to describe how <u>scientific ideas</u> are supported by <u>evidence (patterns, measurements, observations).</u></p> <p>Combine information in written text with corresponding tables, diagrams, and/or charts <u>to identify patterns</u> that support the engagement in other scientific and/or engineering practices to <u>make sense of a familiar phenomenon.</u></p> <p>Obtain and combine information from books and/or other reliable media to <u>communicate evidence (patterns, measurements, cause/effect)</u> of relevant content that explains <u>phenomena or solutions to a design problem.</u></p> <p>Communicate <u>scientific and/or technical information</u> orally <u>and/or</u> in written formats</p>	<p><b>8 Obtaining, Evaluating, and Communicating Information INFO-5CCR:</b>                      Read, comprehend, and <u>analyze complex</u>, grade-appropriate text and information from books and/or other reliable media to summarize and <u>explain (using patterns, cause and effect, or structure and function)</u> scientific and technical ideas and explain how they are supported by evidence.</p> <p><u>Analyze and synthesize</u> information across complex texts and other reliable media to <u>explain how science ideas are supported by evidence.</u></p> <p>Combine information in written text with corresponding tables, diagrams, and charts <u>to explain causal accounts</u> that support the engagement in other scientific and/or engineering practices to <u>make sense of an unfamiliar phenomenon.</u></p> <p><u>Synthesize information from</u> reliable books and media sources to <u>communicate scientific ideas</u> that are supported by <u>evidence (patterns, measurements, observations).</u></p> <p>Communicate <u>scientific and technical information</u> orally and/or in written formats <u>including various</u></p>

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<p>technical information orally or in written format and may include various forms of media, tables, diagrams, or charts to <u>describe a component and its interaction within a system.</u></p>	<p>including various forms of media, and may include tables, diagrams, and/or charts to <u>describe multiple components and interactions within a system.</u></p>	<p>forms of media, tables, diagrams, and/or charts by <u>analyzing interactions within a system.</u></p>
<p><b>8 Obtaining, Evaluating, and Communicating Information INFO-8D:</b>          Critically read scientific texts adapted for classroom use to determine the central ideas or obtain scientific and/or technical information <u>to describe patterns in or evidence about</u> the natural and designed world(s) to make sense of phenomena or a solution to a problem.</p> <p>Integrate qualitative or quantitative scientific and/or technical information in written text with information contained in media and visual displays to <u>clarify claims and findings</u> to make sense of phenomena or a solution to a problem.</p> <p>Obtain and combine information from an appropriate source and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported <u>by evidence</u> to make sense of phenomena or a solution to a problem.</p>	<p><b>8 Obtaining, Evaluating, and Communicating Information INFO-8OT:</b>          Critically read scientific texts adapted for classroom use to determine the central ideas and/or obtain scientific and/or technical information <u>to describe patterns in and/or evidence about</u> the natural and designed world(s) to make sense of phenomena or a solution to a problem.</p> <p>Integrate qualitative and/or quantitative scientific and/or technical information in written text with information contained in media and visual displays to <u>clarify claims and findings</u> to make sense of phenomena or a solution to a problem.</p> <p>Gather, read, synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported <u>by evidence</u> to make sense of phenomena or a solution to a problem.</p>	<p><b>8 Obtaining, Evaluating, and Communicating Information INFO-8CCR:</b>          Critically read multiple scientific texts to determine the central ideas and/or obtain scientific and/or technical information <u>to describe patterns in and/or evidence about</u> the natural and designed world(s) to make sense of phenomena or a solution to a problem.</p> <p>Integrate qualitative and quantitative scientific and/or technical information in written text with information contained in media and visual displays to <u>clarify claims and findings</u> to make sense of phenomena or a solution to a problem.</p> <p>Gather, read, synthesize information from multiple sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported <u>by evidence</u> to make sense of phenomena or a solution to a problem.</p>

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<p>Evaluate data, hypotheses, or conclusions <u>with evidence</u> in scientific and technical texts in light of competing information or accounts to make sense of phenomena or a solution to a problem.</p> <p>Communicate scientific and/or technical information (e.g., <u>about a proposed object, tool, process, system</u>) in writing or through oral presentation to make sense of phenomena or a solution to a problem.</p>	<p>Evaluate data, hypotheses, <u>and/or</u> conclusions <u>with evidence</u> in scientific and technical texts in light of competing information or accounts to make sense of phenomena or a solution to a problem.</p> <p>Communicate scientific and/or technical information (e.g., <u>about a proposed object, tool, process, system</u>) in writing and/or through oral presentation to make sense of phenomena or a solution to a problem.</p>	<p>Evaluate data, hypotheses, <u>and</u> conclusions <u>with evidence</u> in scientific and technical texts in light of competing information or accounts to make sense of phenomena or a solution to a problem.</p> <p>Communicate scientific and/or technical information (e.g., <u>about a proposed object, tool, process, system</u>) in writing, oral presentation, and digital media to make sense of phenomena or a solution to a problem.</p>
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