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| **Advanced**  **Score 4.0** | In addition to the Proficient (3.0) performance, makes ***indepth*** inferences and extended applications of what was learned, including connections to other experiences. | | Planetary Motion/Time/  Seasons  Universe /Solar System | *Students will be able to…*   * Predict the impact on the Earth if it no longer had a moon * Explain the seasons if the Earth did not tilt on its axis   -------------------------------------------------------------------------------   * Describe how life on the Earth would be altered if the distance from the Sun were to change * Hypothesize what would happen to the Earth if our Sun died |
|  | **Proficient +**  **Score 3.5** | In addition to the complex ideas and processes (Proficient 3.0) performance, ***partial success*** at in-depth inferences and extended applications of what was learned, including connections to other experiences. | | |
| **Proficient**  **Score 3.0** | ***No major*** errors or omissions regarding any of the information and simple (Basic, 2.0) or complex processes (Proficient, 3.0) that was explicitly taught. | | Planetary Motion/Time/  Seasons  Universe /Solar System | *Students will be able to…*   * Relate the Earth’s position to the sun with the amount of daylight that is received in the different hemispheres * Connect the position of the Earth’s tilt relative to the sun with equinox, solstice and seasons   -------------------------------------------------------------------------------   * Compare and contrast terrestrial and gaseous planets * Illustrate the difference between stars, planets and moons |
|  | **Basic +**  **Score 2.5** | ***No major*** errors or omissions regarding any of the information and/or simpler details and processes (Basic, 2.0) and ***partial*** knowledge of the more complex ideas and processes (Proficient 3.0) | | |
| **Basic**  **Score 2.0** | ***No major*** errors or omissions regarding the simpler details and processes (Basic, 2.0), but ***major*** errors or omissions regarding the more complex ideas and processes (Proficient, 3.0). | | Planetary Motion/Time/  Seasons  Universe /Solar System | *Students will be able to…*   * Recognize and recall specific terminology (e.g. revolution, rotation, eclipse, tide, year, day, month, solstice, equinox, hemisphere, axis, sun, waxing , waning, moon phases, gibbous, crescent, quarters, full moon, new moon); and * Perform basic processes, such as…   + Identify how seasons change according to the planet’s orientation to the sun and the tilt of the Earth   + Recognize the phases of the moon in relation to its position around the Earth   + Describe how the definition of a day and a year depends on the location of a planet relative to the sun   -------------------------------------------------------------------------------   * Recognize and recall specific terminology (e.g. terrestrial planet, gaseous planet, orbit, astronomical unit, light year, galaxy, star, constellation); and * Perform basic processes, such as…   + Describe the components of a solar system, galaxy, and universe   + Use kilometers, astronomical units, and light years to measure celestial distances   + List the planets in order from the sun   + Identify the factors that affect the characteristics of a planet   Categorize according to size the universe, galaxies, stars, planets, moons, and asteroids |
| **Below Basic**  **Score 1.0** | A ***partial*** understanding of ***some*** of the simpler details and processes (Basic 2.0), but ***major*** errors or omissions regarding the more complex ideas and processes (3.0). | | | |
| **Failing**  **Score 0** | ***No*** evidence or ***insufficient*** evidence of student learning. | | | |