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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/SeasonsUniverse /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
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|  | **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/SeasonsUniverse /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
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|  | **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/SeasonsUniverse /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. |