

<b><i>Essential Standard: Impact of Science, Technology and Human Activity #2. Identify the link between technological developments and the scientific discoveries made possible through their development (e.g. Hubble telescope and stellar evolution, composition and structure of universe, the electron microscope and cell organelles, sonar and composition of the Earth, manned and unmanned space missions and space exploration, Doppler radar and weather conditions, MRI and CAT scans and brain activity).</i></b>		
<b>Course: Science</b>		<b>Grade Level: 6-8</b>
<u>Score 4.0</u> More Complex Learning Goal	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	<u>Score 3.5</u>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications with partial success.
<u>Score 3.0</u> TARGET! “Challenging but Attainable”	<p>The student demonstrates an understanding of <u>links between technological development by...</u></p> <ul style="list-style-type: none"> <li>• Describe how technological advancements lead to various improvements, study, or discoveries.</li> <li>• Compare/contrast various technological developments</li> </ul> <p>The student exhibits no errors or omissions on proficient questions.</p>	
	<u>Score 2.5</u>	The student exhibits no major errors or omissions regarding the score 2.0 elements and partial knowledge of the score 3.0 elements.
<u>Score 2.0</u> Simpler Learning Goal	<p>The student exhibits no major errors or omissions regarding the simpler details and processes, such as...</p> <ul style="list-style-type: none"> <li>• Identify technological developments from a list of choices.</li> <li>• Match technological developments with their discoveries/methods from a list of choices</li> </ul> <p>However, the student exhibits major errors or omissions with score 3.0 elements.</p>	
	<u>Score 1.5</u>	The student demonstrates partial knowledge of the score 2.0 elements but major errors or omissions regarding the score 3.0 elements.
<u>Score 1.0</u>	With help, the student demonstrates partial understanding of some of the score 2.0 elements and some of the score 3.0 elements.	
	<u>Score 0.5</u>	With help, the student demonstrates partial understanding of some of the score 2.0 elements but not the score 3.0 elements.