

| | | |
|--|---|---|
| <p><u>Essential Standard: Impact of Science, Technology and Human Activity #4. Describe ways in which science and society influence one another (e.g. scientific knowledge and the procedures used by scientists influence the way many individuals in society think about themselves, others and the environments; societal challenges often inspire questions for scientific research; social priorities often influence research priorities through the availability of funding for research).</u></p> | | |
| <p>Course: Science</p> | | <p>Grade Level: 6-8</p> |
| <p><u>Score 4.0</u> More Complex Learning Goal</p> | <p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p> | |
| | <p><u>Score 3.5</u></p> | <p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications with partial success.</p> |
| <p><u>Score 3.0</u> TARGET! “Challenging but Attainable”</p> | <p>The student demonstrates an understanding of <u>ways science and society influence one another by...</u></p> <ul style="list-style-type: none"> • Describe how a societal challenge inspires scientific research • Describe how society reacts to scientific discoveries <p>The student exhibits no errors or omissions on proficient questions.</p> | |
| | <p><u>Score 2.5</u></p> | <p>The student exhibits no major errors or omissions regarding the score 2.0 elements and partial knowledge of the score 3.0 elements.</p> |
| <p><u>Score 2.0</u> Simpler Learning Goal</p> | <p>The student exhibits no major errors or omissions regarding the simpler details and processes, such as...</p> <ul style="list-style-type: none"> • Identify Scientific developments for society challenges from a list of choices • Identify societal reactions to scientific research from a list of choices. <p>However, the student exhibits major errors or omissions with score 3.0 elements.</p> | |
| | <p><u>Score 1.5</u></p> | <p>The student demonstrates partial knowledge of the score 2.0 elements but major errors or omissions regarding the score 3.0 elements.</p> |
| <p><u>Score 1.0</u></p> | <p>With help, the student demonstrates partial understanding of some of the score 2.0 elements and some of the score 3.0 elements.</p> | |
| | <p><u>Score 0.5</u></p> | <p>With help, the student demonstrates partial understanding of some of the score 2.0 elements but not the score 3.0 elements.</p> |