

<u>Essential Standard: Inquiry #6: Use quantitative and qualitative data as support for reasonable explanations (conclusions)</u>		
Course: Science		Grade Level: 6-8
<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 the use of quantitative and qualitative data as support for reasonable explanations (conclusions)_ by....</p> <ul style="list-style-type: none"> • Recognize quantitative data as a support for reasonable explanations • Recognize qualitative data as a support for reasonable explanations • Use an observation to create an explanation • Use an inference to create an explanation • Identify whether the hypothesis was supported or not supported • Support the results of the conclusion with quantitative/qualitative data • Identify a future lab based on changing the IV <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 <u>no major errors or omissions regarding the simpler details and processes, such as....</u></p> <ul style="list-style-type: none"> • Identify quantitative data as a support for reasonable explanations • Identify qualitative data as a support for reasonable explanations • Identify what is an observation • Identify what is an inference <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.