

Standard	4 Exceeding	3 Meeting	2 Developing	1 Area of Concern
	Student has independently exceeded grade level expectations and demonstrated a deep level of understanding of the standard.	Student meets grade level expectations with consistency and accuracy.	Student is developing an understanding of, but is not yet meeting grade level expectations and demonstrates inconsistent progress toward standard.	Student is not demonstrating an understanding of the grade level expectation for the standard.
Structures and Properties of Matter				
2-PS1-1	<ul style="list-style-type: none"> • Plan/conduct investigation to describe/classify different materials by observable properties <ul style="list-style-type: none"> ➤ Observations could include: color, texture, hardness, flexibility ➤ Patterns could include: similar properties that different materials share 			
2-PS1-2	<ul style="list-style-type: none"> • Analyze data from testing materials to determine which materials have the best properties for their intended purpose <ul style="list-style-type: none"> ➤ Examples of properties could include: strength, flexibility, hardness, texture, absorbency ➤ Quantitative measurement limited to length 			
2-PS1-3	<ul style="list-style-type: none"> • Make Observations/use evidence to construct account that objects are made of small pieces that can be made into new objects <ul style="list-style-type: none"> ➤ Examples of pieces could include: books, building bricks, or other assorted small objects 			
2-PS1-4	<ul style="list-style-type: none"> • Construct an argument with evidence that some changes caused by heating/cooling can be reversed and some cannot <ul style="list-style-type: none"> ➤ Examples of reversible changes could include materials such as water and butter at different temperatures ➤ Examples of irreversible changes could include: cooking an egg, freezing a plant leaf and heating paper 			

Interdependent Relationships in Ecosystems	
2-LS2-1	<ul style="list-style-type: none"> • Plan and conduct an investigation to determine if plants need sunlight and water to grow <ul style="list-style-type: none"> ➤ Limit testing to one variable at a time
2-LS2-2	<ul style="list-style-type: none"> • Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants <ul style="list-style-type: none"> ➤ Designs can be conveyed through sketches, drawings, or physical models
2-LS4-1	<ul style="list-style-type: none"> • Make observations of plants/animals to compare the diversity of life in different habitats <ul style="list-style-type: none"> ➤ Emphasis on the diversity of living things in each of a variety of different habitats ➤ Does not include specific animal/plant names in specific habitats
Earth's Systems: Processes that Shape Earth	
2-ESS1-1	<ul style="list-style-type: none"> • Use information from sources to provide evidence that Earth events can occur quickly/slowly <ul style="list-style-type: none"> ➤ Examples of events and timescales could include: volcanic explosions and earthquakes which happen fast ➤ OR erosion of rocks which occurs slowly ➤ Does not include quantitative measurements of timescales
2-ESS2-1	<ul style="list-style-type: none"> • Compare multiple solutions to slow/prevent wind or water from changing the shape of the land <ul style="list-style-type: none"> ➤ Examples of solutions could include: different designs of kids and windbreaks to hold back wind and water ➤ AND different designs for using shrubs, grass and trees to hold back the land
2-ESS2-3	<ul style="list-style-type: none"> • Obtain information to identify where solid/liquid water is found on earth <ul style="list-style-type: none"> ➤ Using maps/globes, etc.