

## 5<sup>th</sup> Grade Learning Progression Scales

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| <b>Learning Goal:</b> | Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identifications of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.                   |  |
| <b>Standard(s):</b>   | <b>SC.5.N.1.1</b> Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identifications of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. |  |
| <b>DOK</b>            | <b>Level 3: Strategic Thinking and Complex Reasoning</b>   |  |
| <b>Scale</b>          |  | <b>Sample Progress Monitoring Assessment Activities</b>  |
| <b>4.0</b>            | In addition to 3.0, in-depth inferences and applications that go beyond what was taught the student is able to:<br>Develop a hypothesis, define a variable and control, and set up an investigation using multiple tools and procedures.   | Student is able to develop a hypothesis that is scientifically investigable, construct investigations, collect and evaluate data, and communicate and defend findings in a scientific forum. |
| <b>3.0 Target</b>     | The student understands and is able to:<br>I can define a problem and use appropriate references to support my understanding. I can plan and carry out different types of scientific investigations.<br>The student exhibits no major errors or omissions.   | Student is able to state a problem to research and investigate.  |
| <b>2.0</b>            | There are no major errors or omission regarding the simpler details and processes; however, the student exhibits major errors or omissions regarding the more complex ideas and processes.<br><br>The student is able to:<br>I can locate and use reference materials to research scientific questions.  | Student is able to choose and research a scientific topic and communicate results in a scientific forum.   |
| <b>1.0</b>            | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:<br>With help I can identify some scientific tools and use them in a guided inquiry lab.   | Student can identify basic tools such as: forceps, dropper, microscope, hand lens, and petri dish. Student is able to complete a guided inquiry lab.   |