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| Name:  Date: | | Coordinated Competency Assessment | | | | | |
| Topic: | | Force and Motion 2 | | | | | |
| Science 2 | | Demonstrate Curiosity about the natural world (Questioning and Predicting) | | | | | |
| Endeavor(s): | | 1. During brainstorming/ discussion contribute ideas or responds to others’ ideas 2. Explore the forces of motion on the playground 3. Remain focused on a science question during investigation | | | | | |
| Areas Requiring Support | | | Proficient | | | Areas Requiring Challenge | |
|  | | | 1. independently offers ideas and responds to others’ ideas 2. can name two/three examples of forces present in the playground 3. can name the question and show progress in investigation | | |  | |
| Science 2 | | Evaluating | | | | | |
| Endeavor(s): | | 1. Compare observations with think/pair/ share partner by stating same or different 2. Discuss a possible reason that the observation was different. | | | | | |
| Areas Requiring Support | | | Proficient | | | Areas Requiring Challenge | |
|  | | | 1. can show same/different 2. can describe a reason why the observation was different | | |  | |
| Science 2 | | Planning and Conducting | | | | | |
| Endeavor(s): | | 1. makes a prediction 2. describes process 3. forms a conclusion | | | | | |
| Areas Requiring Support | | | Proficient | | | Areas Requiring Challenge | |
|  | | | generally complete; completes three aspects with some detail | | |  | |
| Science 2 | | Communicating observations and ideas orally, or using written language and drawing | | | | | |
| Endeavor(s): | | 1. think/pair/share activity 2. recording observations during an experiment | | | | | |
| Areas Requiring Support | | | Proficient | | | Areas Requiring Challenge | |
|  | | | 1. communicates with a partner, 2. completes task with little support 3. observations are complete and easy to follow | | |  | |
| Writing to Inform 2 | | | | | | | |
| Aspect | Emerging | | | Beginning | Developed | | Applying |
| **Meaning (Information)**  -ideas and information  -details | -little or no accurate information  -often very short; omits parts  -little logical detail/description | | | - some accurate information, usually from discussions and guidance  -has some required parts  -some detail; often irrelevant or repetitious | -accurate basic information  -generally includes all required parts; these are often very basic  -some specific relevant details | | -accurate, logical information, may add parts not discussed in class  -often extra detail  -relevant explanations, examples and details |
| Conventions  -Spelling | -may omit letters and sounds | | | -frequent spelling errors (but all sounds are represented) | -most common words are spelled correctly | | -most spelling is correct |
| **My Critical Thinking**   **I can ask open-ended questions and gather information**  A question I still have about force and motion is:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |