







<b>Name:</b> <b>Date:</b>	<b>Coordinated Competency Assessment</b>			
<b>Topic:</b>	<b>Force and Motion 2</b>			
 <b>Science 2</b>	<b>Demonstrate Curiosity about the natural world (Questioning and Predicting)</b>			
<b>Endeavor(s):</b>	a. During brainstorming/ discussion contribute ideas or responds to others' ideas b. Explore the forces of motion on the playground c. Remain focused on a science question during investigation			
<b>Areas Requiring Support</b>	<b>Proficient</b>		<b>Areas Requiring Challenge</b>	
	a. independently offers ideas and responds to others' ideas b. can name two/three examples of forces present in the playground c. can name the question and show progress in investigation			
 <b>Science 2</b>	<b>Evaluating</b>			
<b>Endeavor(s):</b>	a. Compare observations with think/pair/ share partner by stating same or different b. Discuss a possible reason that the observation was different.			
<b>Areas Requiring Support</b>	<b>Proficient</b>		<b>Areas Requiring Challenge</b>	
	a. can show same/different b. can describe a reason why the observation was different			
 <b>Science 2</b>	<b>Planning and Conducting</b>			
<b>Endeavor(s):</b>	a. makes a prediction b. describes process c. forms a conclusion			
<b>Areas Requiring Support</b>	<b>Proficient</b>		<b>Areas Requiring Challenge</b>	
	generally complete; completes three aspects with some detail			
 <b>Science 2</b>	<b>Communicating observations and ideas orally, or using written language and drawing</b>			
<b>Endeavor(s):</b>	a. think/pair/share activity b. recording observations during an experiment			
<b>Areas Requiring Support</b>	<b>Proficient</b>		<b>Areas Requiring Challenge</b>	
	a. communicates with a partner, b. completes task with little support c. observations are complete and easy to follow			
 <b>Writing to Inform 2</b>				
<b>Aspect</b>	<b>Emerging</b>	<b>Beginning</b>	<b>Developed</b>	<b>Applying</b>
<b>Meaning (Information)</b> -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
<b>Conventions</b> -Spelling	-may omit letters and sounds	-frequent spelling errors (but all sounds are represented)	-most common words are spelled correctly	-most spelling is correct
 <b>My Critical Thinking</b> <u>I can ask open-ended questions and gather information</u>				
A question I still have about force and motion is: _____ _____ _____				

