

Science Practices	Not Enough Evidence	Beginning	Developing	Proficient	Advanced	Expert
Creating a Graph	I either do not create a graph, or attempt the graph but neglect to label the axes.	I create a graph, and the axes are labeled. This may be a loose sketch, hand-plotted on graph paper, or made on Excel, depending on the assessment.	I create a graph between the relevant independent and dependent variables; axes are labeled with variables and units. I include a trendline(s) for the graph.	The graph axes are labeled correctly. There are reference values on both axes. The trendline for the graph is selected based on an overtly stated relationship. (The shape must be in agreement with the stated relationship, although the relationship may be incorrect.)	The shape of the trendline, the relationship on which it is based, and any values on the axes are correct and overtly displayed. With multiple lines or parts, there is consistency in scale (values are correct with respect to each other, even without numbers). I generate the equation of the trendline, when appropriate.	I include the correct equation of the trendline, with accurate use of slope and y-int (or, if non-linear, the coefficient). I draw a correct graph in a complex situation, and/or correctly make predictions of how changes will affect the graph, using the features of the graph to justify my reasoning.
Engaging with Content	I earned less than 75% on all of the content mastery checkpoints for the unit.	I demonstrate foundational fluency with the unit concepts by earning at least 75% on any one of the content mastery checkpoints for the unit. I use no more than the allotted attempts.	I demonstrate foundational fluency with the unit concepts by earning at least 85% on 2 of the content mastery checkpoints for the unit. I complete all of the allotted attempts. I overtly use terminology and Big Ideas from this unit when discussing my thinking about this assignment.	I demonstrate foundational fluency with the unit concepts by earning at least 95% on the most recent content mastery checkpoint for the unit. I correctly state the Big Ideas to explain my decision-making, experimental design, data analysis, and/or performance (good and poor).	I correctly apply the Big Ideas from this unit to explain my decision-making, experimental design, data analysis, and performance (good and poor).	I fully integrate the Big Ideas appropriately and correctly throughout my discussion. I use Big Ideas from this unit as well as other relevant units.
Using the Engineering Design Process	I do not present any relevant product and/or evidence of using the EDP.	I build the base model. I use some steps of the engineering design process (EDP). There is evidence of the product.	I produce a product that addresses the assigned task. I present evidence the steps from the EDP were used to evolve my product. I present evidence of the product.	I produce a product that meets all listed criteria. I document the evolution of my product so that my use of the Engineering Design Process is easy to follow. I worked through the EDP multiple times.	My final product is the best possible model based on the collected data. I provide convincing evidence to link the collected data to the final design. My presentation documents the methodical and iterative steps of the engineering design cycle to show how I developed my product.	The efficient use of resources is a driving factor in the design process. My final presentation completely documents my understanding of the essential steps of the engineering design cycle by highlighting the details without being repetitive or off-topic.