LindberghSchools

Excellence in **Learning**. Designing the **Future**.

7th Grade Proficiency Scales

English Language Arts
Mathematics
Science
Social Studies

EE: Exceeds Expectations **ME**: Mastery of Essential Skills **NM**: Near Mastery **SD**: Still Developing **AC**: Area of Concern

7th Grade ELA Proficiency Scales

Proficiency Scales	
Reading	• Infer and Analyze • Theme and Summarizing • Historical / Cultural Context
Writing	• Conduct Research • Writing Process
Speaking and Listening	• Speaking Clearly • Body Language

Unit	Proficiency Scale with Link	
Unit 1: Realistic Fiction Stories	• Infer and Analyze • Theme and Summarizing	• Historical / Cultural Context • Conduct Research • Writing Process
Unit 2: Realistic Fiction Writing	• Writing Process	
Unit 3: Nonfiction	• Infer and Analyze • Conduct Research	• Speaking Clearly • Body Language
Unit 4: Historical Fiction	• Infer and Analyze • Theme and Summarizing • Historical / Cultural Context	• Speaking Clearly • Body Language
Unit 5: Argumentative Writing	• Conduct Research • Writing Process	
Unit 6: Windows and Mirrors	• Infer and Analyze • Theme and Summarizing	• Historical / Cultural Context
Unit 7: Dystopian / Science Fiction	• Infer and Analyze • Theme and Summarizing • Historical / Cultural Context	• Speaking Clearly • Body Language

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Reading: Inferencing with Text Evidence	
7.R.1.A: Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
EE	The student will independently and proficiently do all of ME and the following examples to meet EE expectations. ● Select evidence that most clearly supports the argument ● Distinctly details the relationship between the evidence and the argument ● Connect to real-world situations and/or additional text
ME	*The student independently will:* ☐ **Provide a claim that thoroughly restates the question and provides an argument that can be defended by textual evidence** ☐ **Provide context to introduce text evidence** ☐ **Use multiple evidence from the text to support conclusions made from the text (i.e., relationships/interactions across content)** ☐ **Infer and analyze (read between the lines) using evidence from the text to support thinking about the text** ☐ **Uses third-person pronouns throughout the response**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*Examples could include:* ● Infer and draw conclusions about a grade-level text (claim) ● Cites sufficient textual evidence that supports the claim ● Explain and interpret the text evidence using critical thinking skills to support claim ● Use transitions to introduce text evidence (i.e. For instance, For example…)
AC	Partial understanding with extensive teacher support; significant growth needed
NE	No Evidence of Learning

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Reading: Theme	
7.R.1.D.a: Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence	
EE	The student will independently and proficiently do all of ME and the following examples to meet EE expectations. ● Analyze the theme development throughout the text ● The theme offers deep insights and connections to the real world or another text.
ME	*The student independently will:* ☐ **Use textual evidence to explain the theme** ☐ **Uses their own words to convey the meaning of the theme**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*Examples could include:* ● Determine the theme statement (life lesson) relevant to the text ● Theme is universal to all readers (could apply to multiple texts) ● Theme is not a cliche (overused statement) ● Theme includes the title and author of the text
AC	Partial understanding with extensive teacher support; significant growth needed
NE	No Evidence of Learning

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Reading: Summarizing	
7.R.1.D.b: Using appropriate text, summarize the text distinct from personal opinions	
EE	The student will independently and proficiently do all of ME and the following examples to meet EE expectations. ● Provide an objective summary that accurately represents the main points of the text ● Uses own words to convey meaning of the text with the appropriate incorporation of more advanced vocabulary (examples might include literary terms, technical terms related to content).
ME	*The student independently will:* ☐ **Summarize the text without personal bias** ☐ **Provides accurate information in the summary** ☐ **Uses their own words to convey the meaning of the text** ☐ **Includes prioritized information such as main plot points/main ideas and supporting details.**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*Examples could include:* ● Includes more details/irrelevant details not needed in a summary. ● Uses personal pronouns (i.e. first person or second person language). ● Cites direct quotes instead of writing in their own words. ● Excludes key details from the summary (i.e. character name, setting, etc).
AC	Partial understanding with extensive teacher support; significant growth needed
NE	No Evidence of Learning

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Reading: Historical / Cultural Context	
7.R.3.C: Explain how characters and settings reflect historical and/or cultural contexts	
EE	*The student will independently and proficiently do all of ME and the following to meet EE expectations.* ● Explain how themes reflect historical and/or cultural contexts
ME	*The student independently will:* ☐ **Explain how characters reflect historical and/or cultural contexts** ☐ **Examples may include: social norms and expectations, cultural traditions and values, historical events and movements, and economic and political systems.**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*Examples could include:* ● *Explain how plot and conflict reflect historical and/or cultural contexts.* ● Identifies characters and setting, but does not address the historical or cultural contexts.
AC	Partial understanding with extensive teacher support; significant growth needed
NE	No Evidence of Learning

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Writing: Conducting Research	
7.W.1.A.a Conduct research to answer a question; gather relevant sources, and integrate information using a standard citation system.	
EE	The student will independently and proficiently do all of ME and the following examples to meet EE expectations. *Examples could include:* ● Conduct research and take notes (record quotes and/or paraphrase reading) to answer questions ● Gather relevant and credible sources ● Integrate information using a standard citation system (MLA) ● Avoid plagiarism.
ME	*The student independently will:* ☐ **Conduct research to answer a question** ☐ **Examples may include: using multiple sources, and utilizing databases** ☐ **Gather relevant sources** ☐ **Examples may include: using credible sources** ☐ **Integrate information using a standard citation system** ☐ **Examples may include: creating an MLA Format works cited page and using in-text citations**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*Examples could include:* ● *Utilize several varied sources to conduct research* ● *Demonstrate understanding of credible sources (current, relevant, authority, and purpose)* ● *Avoid plagiarism by:* ○ *"Quoting" the source using proper direct quote conventions* ○ *Citing sources using parenthetical citations (author's last name)*
AC	Partial understanding with extensive teacher support; significant growth needed
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Writing: Writing Process	
7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience	
EE	The student will independently and proficiently do all of ME and the following examples to meet EE expectations. *Examples could include:* ● Follow a writing process to produce compositions that displays focus, organization, elaboration, and coherence. ● Craft a writing piece that is effectively directed towards the intended audience. ● Craft a writing piece that aligns with appropriate style format (narrative, expository, or argumentative). ● Determine and apply transition words, phrases, and clauses to convey sequence and signal shifts.
ME	*The student independently will:* **Follow a writing process to produce clear and coherent writing in which the development, organization, style and voice are appropriate to the task, purpose and audience; Develop writing with narrative, expository and argumentative techniques.** **Examples may include:** ☐ **Narrative: Develop narratives about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters with internal/external traits, well-structured event sequences, narrative techniques, and relevant descriptive details.** ☐ **Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples and details; establish relationships between ideas and supporting evidence** ☐ **Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, and establishing relationships between claims and supporting evidence.**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*Examples could include:* ● Follow a writing process to produce clear and coherent writing ● Develop writing with narrative, expository, and argumentative techniques. ○ Examples may include: ○ **Narrative**: Establishes setting, narrator, plot, and resolution of a story, develops characters that use meaningful dialogue, and uses sensory details to help the reader to imagine the story. ○ **Argumentative:** Writing includes a claim, transitional phrases, textual evidence, and explanation and uses formal language. ○ **Expository:** Writing includes facts, details, and examples.
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Speaking and Listening: Speaking During Presentations	
7.SL.2.A: Speak clearly, audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume and at an understandable pace	
EE	*Examples could include:* ● Voice is at an appropriate pace for duration of presentation ● Accurate pronunciation for duration of presentation
ME	*The student independently will:* **Speak clearly, audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume and at an understandable pace** **Examples may include:** ☐ **Voice that is loud, consistent, and clear** ☐ **Voice is at an appropriate pace for the majority of the presentation.**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*Examples could include:* ● *Voice that is inconsistent in parts of the presentation.* ○ *Examples include: loudness, clarity, and/or pace.*
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Speaking and Listening: Body Language	
7.SL.2.B: Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint	
EE	*Examples could include:* ● Movements that are purposeful and enhance the delivery of a speech, and facial expressions that show appropriate emotion for the topic. ● Make consistent eye contact with the audience when presenting. ● Scanning the audience when presenting to make sure the audience is receiving messages.
ME	*The student independently will:* **Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint** **Examples may include:** ☐ **Adequate posture and non-distracting movement that is maintained throughout a topic presentation** ☐ **Makes consistent eye contact with most of the audience and glances at slides/materials throughout the presentation.**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*Examples could include:* ● *Movement that was distracting or nervous when presenting* ● *Facial expressions that are absent* ● *Occasionally makes eye contact and reads directly from slides/materials throughout the presentation.*
AC	Partial understanding with extensive teacher support; significant growth needed
NE	No Evidence of Learning

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7th Grade Math Proficiency Scales

Operations with Integers

Calculation Errors: _____

7.NS.A Apply and extend previous understandings of operations to add, subtract, multiply and divide integers.	
(EE)	*Examples could include:* ● Solve real-world problems with multiple operations ● Analyze and evaluate errors in a given problem
(ME)	*The student will:* ☐ **Add Integers** ☐ **Subtract Integers** ☐ **Multiply Integers** ☐ **Divide Integers**
(NM)	No major errors or omissions regarding score SD content and substantial success at score ME.
(SD)	*The student will:* ● *Compare and order integers* ● *Write and compare integers that represent a real-world situation* ● *Identify integers vs. non integers* ● *Identify an integers when plotted on a number line* ● *Define and determine absolute value of integers*
(AC)	With support, little to no success
0 (NE)	No evidence submitted

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Operations with Rational Numbers

Calculation Errors: _____

7.NS.A Apply and extend previous understandings of operations to add, subtract, multiply and divide rational numbers.	
EE	*Examples could include:* ● Solve real-world problems with multiple operations ● Analyze and evaluate errors in a given problem
ME	*The student will:* ☐ **Apply integer rules to rational numbers with a calculator..**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● *Compare and order rational numbers* ● *Write and compare rational numbers that represent a real-world situation* ● *Identify integers vs. non integers* ● *Identify a rational number when plotted on a number line* ● *Given a real world situation, compare rational numbers* ● *Define and determine absolute value*
AC	With support, little to no success
NE	No evidence submitted

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Generate Equivalent Expressions

Calculation Errors: _____

7.EEI.A - Use properties of operations to generate equivalent expressions	
EE	*Examples could include:* ● Solve real-world problems with multiple operations ● Analyze and evaluate errors in a given problem ● Uses multiple properties of operations to generate equivalent expressions ● Solve complex multistep word problems with rational coefficients
ME	*The student will:* ☐ **Write algebraic expressions** ☐ **Evaluate algebraic expressions** ☐ **Combine Like Terms with rational coefficients** ☐ **Apply the Distributive Property with rational coefficients** ☐ **Factor algebraic expressions (reverse distributive property with variables)**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● *Understand Like Terms* ● *Use Addition and Subtraction to Combine Like Terms* ● *Distribute a whole number*
AC	With support, little to no success
NE	No evidence submitted

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Algebraic Equations

Calculation Errors: _____

7.EEI.B - Solve problems using numerical and algebraic expressions and equations.	
EE	*Examples could include:* ● Solve real-world problems with multiple operations ● Analyze and evaluate errors in a given problem ● Shows understanding, can apply learning to new contexts and can explain the processes used. ● Solve multi-step equations
ME	*The student will:* ☐ **Write 2 step equations** ☐ **Solve 2 step equations** ☐ **Solve Multi-step equations with parentheses**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● *Solve 1 step equations using inverse operations* ● *Understand a variable in the context of the situation*
AC	With support, little to no success
NE	No evidence submitted

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Inequalities

Calculation Errors: _____

7.EEI.B 4c - Write, solve and graph inequalities in the form px+q<r where p, q and r are rational numbers	
EE	*Examples could include:* ● Solve real-world problems with multiple operations ● Analyze and evaluate errors in a given problem ● Solve complex multistep word problems with rational coefficients
ME	*The student will:* ☐ **Write two step inequalities** ☐ **Solve one step inequalities** ☐ **Solve 2 step inequalities** ☐ **Graph the solutions to inequalities**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● *Write one step inequalities* ● *Apply understanding of solving equations to solving inequalities*
AC	With support, little to no success
NE	No evidence submitted

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Ratios and Proportional Relationships Calculation Errors: _____

7.RP.A.2 - Analyze Proportional Relationships and Use them to Solve Problems	
EE	*Examples could include:* ● Graph real-world problems and determine the slope of the line.
ME	*The student will:* ☐ **Solve problems involving ratios and rates** ☐ **Determine when two quantities are proportional** ☐ **Identify and calculate the constant of proportionality** ☐ **Solve problems using proportions** ☐ **Recognize that the graph of any proportional relationship will pass through the origin.** ☐ **Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation.**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● *Understand ratios are a comparison of two quantities* ● *Find the unit rate* ● *Create tables of equivalent ratios, find missing values in the tables and plot the pairs of values on the Cartesian coordinate plane.*
AC	With support, little to no success
NE	No evidence submitted

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Solving Percent Problems

Calculation Errors: _____

7.RP.A.3 - Solve problems involving ratios, rates, percentages and proportional relationships.	
EE	*Examples could include:* ● Solve real-world problems with multiple operations ● Analyze and evaluate errors in a given problem
ME	*The student will:* ☐ **Represent and use proportions to solve percent problems** ☐ **Solve percent problems in real world contexts** ☐ **Solve percent markup and markdown problems** ☐ **Solve percent change and percent error problems**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● *Understand percents as a ratio out of 100* ● *Convert fractions, decimals, and percents* ● *Solve proportions* ● *Write and solve one step equations*
AC	With support, little to no success
NE	No evidence submitted

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Probability

Calculation Errors: _____

7.DSP.C Develop, use and evaluate probability models.	
EE	*Examples could include:* ● Finding the probability of compound events
ME	*The student will:* ☐ **Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring.** ☐ **Calculate the theoretical probability of simple events** ☐ **Calculate the experimental probability of simple events**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● Can perform simple probability calculations for equally likely outcomes, such as rolling a fair six-sided die or flipping a fair coin. ● Can identify and define key probability terms like event, outcome, sample space, and probability.
AC	With support, little to no success
NE	No evidence submitted

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Circles

Calculation Errors: _____

7.GM.A.4- Understand Concepts of Circles	
EE	*Examples could include:* ● Analyze the relationships among circumference, radius, diameter, area, and Pi in a circle in multi-step real-world contexts.
ME	*The student will:* ☐ **Apply the formula for the circumference of a circle.** ☐ **Solve to find the radius or diameter of a circle when given the circumference.** ☐ **Apply the formula for the area of a circle.** ☐ **Solve to find the radius or diameter of a circle when given the area.**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● *Know how to identify and determine diameter and radius in a circle.* ● *Distinguish the difference between the circumference and area of a circle and identify the appropriate formula.*
AC	With support, little to no success
NE	No evidence submitted

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Scale Drawings

Calculation Errors: _____

7.GM.A.1 -Solve problems involving scale drawings of real objects and geometric figures, including computing actual lengths and areas from a scale drawing and reproducing the drawing at a different scale.	
EE	*Examples could include:* ● Apply real world concepts to problems involving scale drawings
ME	*The student will:* ☐ **Solve problems involving scale drawings of real objects and geometric figures.** ☐ **Compute the actual lengths and areas from a scale drawing.**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● *Solve proportions* ● *Solve for area of geometric figures*
AC	With support, little to no success
NE	No evidence submitted

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Angle Relationships

Calculation Errors: _____

7.GM.B.5 - Use angle relationships (complementary, supplementary, adjacent, and vertical) to write and solve equations for an unknown angle.	
EE	*Examples could include:* ● Finding missing angle measures for a set of parallel lines intersected by a transversal
ME	*The student will:* ☐ **Define angle vocabulary (complementary angles, supplementary angles, vertical angles, adjacent angles, congruent angles, vertex).** ☐ **Find the measure of complementary angles using angle relationships.** ☐ **Find the measure of supplementary angles using angle relationships.** ☐ **Find the measure of vertical angles using angle relationships.**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● *Identify angle types - acute, obtuse, right and straight.* ● *Solve one and two step equations.*
AC	With support, little to no success
NE	No evidence submitted

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Surface Area of 3-D Figures

Calculation Errors: _____

7.GM.B - Apply and extend previous understanding of the area of polygons.	
EE	*Examples could include:* ● Find the volume and surface area of more complex geometric figures (i.e. 3D composite figures, spheres, complex 2D areas like partial areas of circles) ● Apply understanding of surface area to real-world problems.
ME	*The student will:* ☐ **Calculate the area of triangles, quadrilaterals and other polygons composed of triangles and rectangles.** ☐ **Calculate the surface area of prisms** ☐ **Calculate the surface area of pyramids** ☐ **Calculate the surface area of cylinders**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● *Calculate area of polygons (parallelogram, square, triangles, rectangles)*
AC	With support, little to no success
NE	No evidence submitted

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Volume of 3-D Figures

Calculation Errors: _____

7.GM.B - Apply and extend previous understanding of angle measure, area and volume.	
EE	*Examples could include:* ● Finding missing angle measures for a set of parallel lines intersected by a transversal ● Find the volume and surface area of more complex geometric figures (i.e. 3D composite figures, spheres, complex 2D areas like partial areas of circles)
ME	*The student will:* ☐ **Calculate the volume of prisms** ☐ **Calculate the volume of pyramids** ☐ **Calculate the volume of cylinders**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● *Can find the volume of cubes and rectangular prism with provided formula*
AC	With support, little to no success

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7th Grade Science Proficiency Scales

Analyzing and Interpreting Data

Analyze and Interpret Data to Determine Similarities and Differences in Findings	
EE	*Examples could include:* ● Seeking opportunities to demonstrate a deeper understanding of their scientific reasoning ● Transferring knowledge to real world situations
ME	***The student will:*** ❑ **Create an appropriate space to organize data during an experiment** ❑ **Create a graph with appropriate title and axes labels** ❑ **Know when to make a bar graph vs. line graph** ❑ **Make an accurate claim based on the pattern of the data collected** ❑ **Use evidence (data) to back up their claim while comparing it to the other data** ❑ **Give a scientific reason why they got the results they did.**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● Identify independent and dependent variable given a testable question ● Create a hypothesis using cause and effect with reason
AC	Partial understanding with extensive teacher support; significant growth needed
NE	No evidence of learning provided

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Atoms & Molecules

6-8.PS1.A.1 Develop models to describe the atomic composition of simple molecules and forms of extended structures.	
EE	*Examples could include:* ● Seeking opportunities to demonstrate a deeper understanding of their scientific reasoning ● Transferring knowledge to real world situations ● Modeling extended structures and explain how structure is unique (state of matter, types of bonds, etc)
ME	***The student can:*** ❏ **Develop an accurate models showing that molecules are made of 2 or more atoms** ❏ **Correct quantity and type of elements in modeled molecule** ❏ **Elements modeled with accurate quantity of subatomic particles** ❏ **Compare properties of elements vs. molecules they make up (Claim, Evidence, Reason)**
NM	No major errors or omissions regarding score SD content and substantial success at score ME..
SD	*The student will:* ● Identify elements from their chemical symbols ● Understand the difference between atoms and molecules ● Understand basic atomic structure (protons, neutrons, electrons, and location)
AC	Partial understanding with extensive teacher support; significant growth needed
NE	No evidence of learning provided

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Physical vs. Chemical Changes

6-8.PS1.A.2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred	
EE	*Examples could include:* ● Seeking opportunities to demonstrate a deeper understanding of their scientific reasoning ● Transferring knowledge to real world situations ● Model real life changes (water cycle, nitrogen cycle, photosynthesis/respiration, fall color changes)
ME	***The student will:*** ❑ **Construct an explanation showing that the reactants and products are different substances when a chemical reaction happens** ❑ **Provide evidence (observations) to support a claim that a change is physical or chemical (compare before vs. after change)** ❑ **Give scientific reason to explain how evidence supports claim**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● Identify physical properties of substances ● Identify chemical properties of substances ● Identify signs of chemical change ● Classify a change as either physical or chemical
AC	Partial understanding with extensive teacher support; significant growth needed
NE	No evidence of learning provided

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Conservation of Matter

6-8.PS1.B.1 Develop and use a model to describe how the total number of atoms remains the same during a chemical reaction and thus mass is conserved	
EE	*Examples could include:* ● Seeking opportunities to demonstrate a deeper understanding of their scientific reasoning ● Transferring knowledge to real world situations ● Balance chemical equations to explain how mass is conserved ● Explain how recycling and other real life systems conserve mass
ME	***The student will:*** ❑ **Construct a model to show how the number of atoms (and mass) stay the same before and after a chemical reaction** ❑ **Explain how mass is conserved in a chemical change**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● Determine how many atoms of each element are in a molecular formula ● Describe the basic nature of a chemical reaction ● Understand that atoms have mass
AC	Partial understanding with extensive teacher support; significant growth needed
NE	No evidence of learning provided

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Thermal Energy #1: Particle Motion

6-8.PS1.A.4 Develop a model that describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	
EE	*Examples could include:* ● Seeking opportunities to demonstrate a deeper understanding of their scientific reasoning ● Transferring knowledge to real world situations ● Integrating pressure as a factor that also affects particle motion and phase change in addition to changes in temperature (PhET simulation, triple point graph analysis)
ME	***The student will:*** ❏ **Develop a model to show how kinetic energy and potential energy change when a substance is heated or cooled** ❏ **Develop a model to show how particles change their arrangement when a substance is heated or cooled**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● Identify how particles are arranged in different states of matter ● Recognize or recall specific vocabulary (kinetic energy, molecular motion, state, temperature, thermal energy)
AC	Partial understanding with extensive teacher support; significant growth needed
NE	No evidence of learning provided

EE: Exceeds Expectations **ME**: Mastery of Essential Skills **NM**: Near Mastery **SD**: Still Developing **AC**: Area of Concern

Thermal Energy #2: Energy Transfer

6-8.PS3.A.3 Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	
EE	*Examples could include:* ● Seeking opportunities to demonstrate a deeper understanding of their scientific reasoning ● Transferring knowledge to real world situations ● Building an additional thermos using different materials and compare the effectiveness of the two at reducing thermal energy transfer (CER)
ME	***The student will:*** ❏ Apply scientific principles of heat transfer to design, construct, and test a device ❏ Assess the success of reducing thermal energy transfer of the device
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● Describe thermal energy transfer within your device (where is heat lost or gained) ● Identify materials that are good thermal insulators or thermal conductors ● Identify different types of heat transfer (conduction, convection, radiation)
AC	Partial understanding with extensive teacher support; significant growth needed
NE	No evidence of learning provided

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Wave Behavior

6-8.PS4.A.2 Develop and use a model to describe how waves are reflected, absorbed or transmitted through various materials.	
EE	*Examples could include:* ● Seeking opportunities to demonstrate a deeper understanding of their scientific reasoning ● Transferring knowledge to real world situations ○ Sonar Technology: Explain how sound waves are used to detect underwater objects by analyzing reflected sound waves ○ Fiber Optics: discuss how light is transmitted through optical fibers using total internal reflection ○ Acoustic Insulation: investigate the use of materials with specific absorption properties to reduce noise ○ Radar Systems: Explore how radio waves are reflected off objects to determine their location
ME	***The student will:*** ❏ **Differentiate between reflection, transmission, and absorption of light and sound waves** ❏ **Predict how the properties of different media affect the transfer of sound energy.** ❏ **Predict how different surfaces affect the behavior of visible light** ❏ **Analyze how frequency and amplitude affect our perception of sound and light waves**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● Recognize the difference between how mechanical waves and electromagnetic waves transfer energy from one place to another ● Identify and describe amplitude and frequency of mechanical and electromagnetic waves ● Describe reflection, transmission, and absorption of light and sound waves ● Recognize that light travels in a straight line ● Describe everyday uses of electromagnetic radiation
AC	Partial understanding with extensive teacher support; significant growth needed
NE	No evidence of learning provided

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Energy #1: Potential Energy

6-8.PS3.A.2 Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.	
EE	*Examples could include:* ● Seeking opportunities to demonstrate a deeper understanding of their scientific reasoning ● Transferring knowledge to real world situations ● Design your own investigative question using the scientific principles in the standard
ME	***The student will:*** ☐ **Develop a model that demonstrates how potential energy changes when the distances in the system change.** ☐ **Analyze data from scientific investigations to explain how distance affects the amount of potential energy in the system** ☐ **Give a scientific reason to explain the observed outcome**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● Describe potential energy ● Describe different forms of potential energy (gravitational, elastic, static, magnetic)
AC	With support, partial success at score 2.0 content.
NE	Partial understanding with extensive teacher support; significant growth needed
EE	No evidence of learning provided

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Energy #2: Energy Conversions

6-8.PS3.B.1 Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	
EE	*Examples could include:* ● Seeking opportunities to demonstrate a deeper understanding of their scientific reasoning ● Transferring knowledge to real world situations ● Design your own investigative question using the scientific principles in the standard
ME	***The student will:*** ❏ **Compare how kinetic and potential energy change when an object is speeding up or slowing down.** ❏ **Analyze data from scientific investigations to explain how energy is conserved in a system** ❏ **Give a scientific reason to explain the observed outcome**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● Describe kinetic energy ● Describe the difference between kinetic and potential energy ● Identify relative amount of kinetic and potential energy in a moving object
AC	With support, partial success at score 2.0 content.
NE	Partial understanding with extensive teacher support; significant growth needed
EE	No evidence of learning provided

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Energy #3: Kinetic Energy

6-8.PS3.A.1 Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.	
EE	*Examples could include:* ● Seeking opportunities to demonstrate a deeper understanding of their scientific reasoning ● Transferring knowledge to real world situations ● Design your own investigative question using the scientific principles in the standard
ME	*The student will:* ❏ **Construct and interpret graphical displays of data from scientific investigations to explain how mass affects kinetic energy** ❏ **Construct and interpret graphical displays of data from scientific investigations to explain how speed affects kinetic energy** ❏ **Give a scientific reason to explain the observed outcome**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● Recognize that speed is distance/time ● Describe kinetic energy ● Understand that mass and speed affect kinetic energy
AC	Partial understanding with extensive teacher support; significant growth needed
NE	No evidence of learning provided

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Force & Motion #1: Newton's 1st & 2nd Law of Motion

6-8.PS2.A.2 Plan and conduct an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	
EE	*Examples could include:* ● Seeking opportunities to demonstrate a deeper understanding of their scientific reasoning ● Transferring knowledge to real world situations ● Design your own investigative question using the scientific principles in the standard
ME	*The student will:* ❑ **Conduct scientific investigations in order to create accurate force diagrams to show when an object is experiencing balanced vs unbalanced forces** ❑ **Analyze data from scientific investigations to explain how forces affect motion** ❑ **Give a scientific reason to explain the observed outcome**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● Understand that a force is a push or a pull on an object ● Recognize balanced vs unbalanced forces ● Identify forces affecting an object (gravity, inertia, friction, air resistance, and normal force) ● Identify Newton's 1st & 2nd Laws of Motion ● Show that inertia increases when mass increases
AC	Partial understanding with extensive teacher support; significant growth needed
NE	No evidence of learning provided

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Force & Motion #2: Newton's 3rd Law of Motion

6-8.PS2.A.1 Apply physics principles to design a solution that minimizes the force of an object during a collision and develop an evaluation of the solution	
EE	*Examples could include:* ● Seeking opportunities to demonstrate a deeper understanding of their scientific reasoning ● Transferring knowledge to real world situations ● Design your own investigative question using the scientific principles in the standard
ME	*The student will:* ❑ **Design and build a container to protect an egg that is dropped from an elevation** ❑ **Evaluate the effectiveness of their container in relation to forces that affected it**
NM	No major errors or omissions regarding score SD content and substantial success at score ME.
SD	*The student will:* ● Identify forces affecting an object (gravity, inertia, friction, air resistance, and normal force) ● Conduct scientific investigations in order to create accurate force diagrams to show when an object is experiencing balanced vs unbalanced forces ● Understand that a force is a push or a pull on an object ● Identify Newton's 3rd Law of Motion
AC	Partial understanding with extensive teacher support; significant growth needed
NE	No evidence of learning provided

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7th Grade US History Proficiency Scales

Perspectives In U.S. History	
1.1 B Explain connections between historical context and peoples' perspectives at the time in American history.	
4.0 (EE)	*Examples could include:* ● Synthesizes or expands upon the material below in a way that demonstrates comprehensive understanding. ● Create connections about people's perspectives on similar issues throughout various time periods
3.0 (ME)	*The student will:* ❑ **Explain how historical events influenced the perspectives of people.**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and substantial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize key vocabulary terms ● Identify the perspectives of key groups and individuals
1.0 (AC)	Partial understanding with extensive teacher support; significant growth needed

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Analyzing Problems in U.S. History	
1.1 E Analyze the causes and consequences of a specific problem in American history as well as the challenges and opportunities faced by those trying to address the problem	
4.0 (EE)	*Examples could include:* ● Synthesizes or expands upon the material below in a way that demonstrates comprehensive understanding. ● Student provides a sophisticated and original analysis.
3.0 (ME)	*The student will:* ❑ **Summarize and evaluate the causes and effects of problems and/or conflicts that occurred within a given time period.** ❑ **Summarize and evaluate the response to problems and/or conflicts that occurred within a given time period.**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and substantial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize key vocabulary terms ● Identify key events such as major battles, crises, and social movements ● Identify key people such as world and military leaders
1.0 (AC)	Partial understanding with extensive teacher support; significant growth needed

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U.S. Government Systems and Laws	
2.1 A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in American history.	
4.0 (EE)	*Examples could include:* ● Synthesizes or expands upon the material below in a way that demonstrates comprehensive understanding. ● Effectively compare and contrast the historical and modern governance decisions in U.S. society.
3.0 (ME)	*The student will:* ❑ **Evaluate how individuals and groups were influenced by government decisions.** ❑ **Examine the impact of governmental philosophies.**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and substantial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize key vocabulary terms ● Identify key legislation such as Constitutional amendments, government programs, and court decisions.
1.0 (AC)	Partial understanding with extensive teacher support; significant growth needed

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Maps and Graphics	
3.1 A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States History c.1860-2010.	
4.0 (EE)	*Examples could include:* ● Synthesizes or expands upon the material below in a way that demonstrates comprehensive understanding. ● Create maps or graphics to show a thorough understanding of trends and patterns in U.S. history.
3.0 (ME)	*The student will:* ❑ **Use and interpret maps and graphics to understand information about U.S. history.** ❑ **Compare and contrast maps and graphics to explain trends throughout U.S. history.**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and substantial success at score 3.0.
2.0 (SD)	*The student will:* ● Identify key information, data, and components of a given map or graphic
1.0 (AC)	Partial understanding with extensive teacher support; significant growth needed

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U.S. Economics	
4.1 A Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals.	
4.0 (EE)	*Examples could include:* ● Synthesizes or expands upon the material below in a way that demonstrates comprehensive understanding. ● Consider long term effects or implications of economic decisions.
3.0 (ME)	*The student will:* ❑ **Evaluate economic decisions and/or events and their impact on society and/or individuals.**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and substantial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize key vocabulary terms
1.0 (AC)	Partial understanding with extensive teacher support; significant growth needed

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Groups in U.S. Society	
5.1 B Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	
4.0 (EE)	*Examples could include:* ● Synthesizes or expands upon the material below in a way that demonstrates comprehensive understanding. ● Make connections between social changes that were made in different time periods and their impact on groups within U.S. society. ● Describe the inequality that results from social divisions throughout time.
3.0 (ME)	*The student will:* ❑ **Evaluate how groups of people impacted U.S. society during a given time period.** ❑ **Summarize how major events changed and shaped U.S. society.**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and substantial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize key vocabulary terms ● Identify key groups and people within social and political movements
1.0 (AC)	Partial understanding with extensive teacher support; significant growth needed

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Making Historical Arguments	
1.1 D Using an inquiry lens, develop compelling questions about United States history post c.1870 to determine helpful resources and consider multiple points of view represented in the resources.	
4.0 (EE)	*Examples could include:* ● Acknowledges and responds to counterclaims and establishing relationships between claims and supporting evidence ● Synthesizes or expands upon the material below in a way that demonstrates comprehensive understanding
3.0 (ME)	*The student will:* ❑ **Claim (thesis)** includes keywords from the question and addresses the question in a complete sentence using supporting reasoning ❑ Cite sufficient and convincing **evidence** that supports the claim ❑ **Analyze** each piece of evidence to explain how it supports the claim (thesis)
2.5 (NM)	No major errors or omissions regarding score 2.0 content and substantial success at score 3.0.
2.0 (SD)	*Examples could include:* ● Claim may be present but unclear or has insufficient supporting reasons ● Insufficient evidence to support the argument ● Weak analysis of evidence
1.0 (AC)	Partial understanding with extensive teacher support; significant growth needed