

● Proficiency Scale Explanation (Intro)

	<u>Foundation</u> <u>(50% of Understanding)</u>	<u>Becoming Proficient</u> <u>(65% of Understanding)</u>	<u>Proficient</u> <u>(85% of Understanding)</u>	<u>Mastery</u> <u>(100% of Understanding)</u>
	Simple Content	Simple Content	Target Content	Complex content
	Basic knowledge or skill necessary for mastering the targets.	Skill necessary for mastering the targets.	The level of learning required for ALL students	A performance beyond what a standard requires
U1T1: Draw, interpret, read and analyze graphs, data tables, charts and other diagrams	1) I can define the following terms: <ul style="list-style-type: none">• X- axis• Y-axis• Direct, Indirect, Static (no change)• Graph vs. Chart 2) Collect Data Quizlet	I can identify the independent and dependant variables (Blooket) I can plot data on a graph I can create a scaled graph that is appropriate for the data	I can identify and describe the relationship of the graph (Blooket)	I can make an inference of what will happen as it continues
Understand the relationship between the density of objects and factors (not size and shape) that affect it	1) I can define the following terms: <ul style="list-style-type: none">a) Densityb) Massc) Volume 2) I can use the scale 3) I can find volume using a graduated cylinder 4) I can use a metric ruler Quizlet Blooket	I can: calculate the density when given volume and mass calculate any variable when given the proper information Blooket	I can: explain why mass and volume does not affect density identify the two variables that can change an object's density	I can estimate the density of a floating object within 0.1 g/mL. I can elaborate on how pressure and temperature can change an object's density.

<ul style="list-style-type: none">Calculate the rate of change of an object with the correct unitsDetermine the rate of change based on a graph,table or image	Find the equation (page 1)	<ul style="list-style-type: none">Calculate the rate of change of an object with given straight forward information (word problem) <p>Blooket</p>	Calculate the rate of change from a graph or table	Determine the rate of change based on a image																																							
Sample questions Phrasing Resources Activities		<p>The temperature of water in a container was 60°C. Ten minutes later, the water temperature was 35°C. What was the rate of cooling of the water?</p> <p>(1) 25°C/min (2) 2.5°C/min (3) 35°C/min (4) 3.5°C/min</p>	<p>The rate of temperature change for the water in cup <i>A</i> for the first 10 minutes was approximately</p> <table><tr><th></th><th colspan="2">Temperature of Water (°C)</th></tr><tr><th>Minute</th><th>Cup <i>A</i></th><th>Cup <i>B</i></th></tr><tr><td>0</td><td>90</td><td>20</td></tr><tr><td>1</td><td>88</td><td>20</td></tr><tr><td>2</td><td>86</td><td>20</td></tr><tr><td>3</td><td>85</td><td>21</td></tr><tr><td>4</td><td>83</td><td>21</td></tr><tr><td>5</td><td>82</td><td>22</td></tr><tr><td>6</td><td>81</td><td>22</td></tr><tr><td>7</td><td>80</td><td>22</td></tr><tr><td>8</td><td>79</td><td>22</td></tr><tr><td>9</td><td>78</td><td>23</td></tr><tr><td>10</td><td>77</td><td>23</td></tr></table>		Temperature of Water (°C)		Minute	Cup <i>A</i>	Cup <i>B</i>	0	90	20	1	88	20	2	86	20	3	85	21	4	83	21	5	82	22	6	81	22	7	80	22	8	79	22	9	78	23	10	77	23	<p>The eruption of Mt. St. Helens in 1980 resulted in the movement of volcanic ash across the northwestern United States. The movement of the ash at 1.5 km above sea level is shown as a shaded path on the map. The times marked on the path indicate the length of time the leading edge of the ash cloud took to travel from Mt. St. Helens to each location.</p> <p>7. Calculate the average rate of movement of the volcanic ash for the first 15 hours, following the directions below.</p>
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Basic: All students begin with *BASIC* as this is the beginning of learning for all students. Command of this level allows students to confidently move into proficiency level.

Proficient: Only when students have a command of the basic levels of the standard can they begin to address the essential standards with confidence. All students then use their new knowledge to understand the state standards and demonstrate an application of this knowledge. ALL students are expected to reach this level.

Mastery: Students who have expert command over the standards can then establish genuine mastery of the curriculum through in-depth demonstrations of the standard.