

# 5-8 Science Learning Targets & Scales: 2024-2025

The scales in black are all required, common district targets, which means that somewhere within the science program each year, these must be **instructed, practiced, assessed, and reported**. In addition, you will see available optional targets, some science-specific and some cross-disciplinary, with titles in blue. These have been vetted and tested in the district and are in the JumpRope bank to be used in your classes. Please see the Teacher Version KUDs for links to the benchmark sheets for these scales.

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| <b>Develop Models</b> | I can develop a model that <b>identifies components</b> of a phenomenon.           | I can develop a model that <b>shows some connections</b> between <b>components</b> of a phenomenon. | I can <b>develop a model</b> to <b>clearly show</b> how <b>all components work together</b> to explain a phenomenon. | I can develop and revise a model to <b>predict</b> future events, or <b>generalize</b> in order to make sense of new situations, or <b>clarify</b> misconceptions about this science topic. |

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| <b>Construct Explanations</b> | I can construct an accurate <b>statement</b> about a scientific phenomenon.          | I can construct an accurate <b>explanation</b> that uses <b>some evidence</b> to demonstrate an <b>understanding</b> of a scientific phenomenon. | I can construct an accurate and <b>thorough explanation using evidence</b> that demonstrates an <b>understanding</b> of a scientific phenomenon. | In addition, I can extend my explanation of a scientific phenomenon to <b>predict</b> future events or <b>apply</b> my understanding to new contexts. |

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| <b>Evidence and Reasoning</b> | I can <b>connect</b> either <b>evidence OR reasoning</b> to a claim.                 | I can defend a claim with <b>general evidence</b> and use <b>some scientific reasoning</b> . | I can use <b>specific and sufficient evidence and thorough, logical reasoning</b> to defend a claim. | I can <b>apply</b> this evidence and reasoning in defense of <b>new claims</b> . |

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| <b>Analyze Data</b> | I can <b>collect data</b> and <b>identify the variables</b> that need to be explained. | I can <b>identify trends or patterns</b> in my data set. | I can analyze data to <b>define a relationship</b> between variables and <b>make a claim</b> . | I can analyze and <b>evaluate limitations</b> to determine how it may have impacted the results. |

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| <b>Graph</b> | I can <b>use a template</b> to construct a graph.                                  | I can construct an <b>appropriate OR complete</b> graph for the given data. | I can construct an <b>appropriate, accurate, AND complete</b> graph. | Additionally, I can use a graph to <b>make accurate predictions</b> using the data set. |

## Scales for Optional Targets: Science-Specific

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| <b>Plan Investigations</b> | I can <b>gather the evidence</b> to answer a scientific question.                    | I can <b>plan an investigation</b> that provides evidence to answer a scientific question. | I can plan a <b>fair, clearly described</b> investigation that provides evidence to answer a scientific question. | I can identify how sources of <b>error and limitations</b> within my test may have affected my data. |

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| <b>Design Process</b> | I can <b>design</b> a solution to a problem and <b>generate data</b> through testing. | I can <b>design</b> a solution to a problem and <b>generate sufficient data</b> through testing. | I can design a solution to a problem, generate sufficient data, and <b>evaluate the data</b> and use it to <b>modify the design</b> . | I can <b>apply</b> my learning to address <b>new criteria and constraints</b> in future design solutions. |

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| <b>Obtain Information</b> | I can <b>identify</b> relevant information that relates to the purpose.            | I can <b>communicate</b> how relevant information <b>supports</b> the purpose. | I can <b>synthesize</b> and communicate how the <b>most specific</b> and relevant information from a variety of formats support the purpose. | I can <b>connect</b> the information to a different context. |

## Optional Targets and Scales: Any Discipline

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| <b>Note-taking</b><br>Grades 5-8 | I list notes that relate to my general topic.                                      | I list notes that relate to the specific topic or to my research question. | <b>I take relevant, organized notes in a way that supports my purpose.</b> | I can make sense of my notes by making connections between categories and developing further questions. |

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| <b>Discipline Specific Vocabulary Use</b><br>Grades 5-8 | My vocabulary use helps me explain my ideas.                                         | My vocabulary use is relevant and accurate. | <b>My vocabulary use is intentional, precise and varied.</b> | My vocabulary use shows depth of understanding and intentionality. |

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| <b>Speaking</b><br>Grades 5-8 | I can speak or present to others.                                                    | I can speak or present using some of the following: appropriate eye contact, adequate | <b>I can speak or present fluently using appropriate eye contact,</b> | I can speak or present clearly and concisely while choosing a style appropriate to |

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|  |  | volume, articulation, pace, and body language. | <b>adequate volume, articulation, and style.</b> | purpose, audience, and task. |
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| <b>Presentation</b><br>Grades 5-8 | I can present information.                                                         | I use an organizational strategy to present information. | <b>I can present information intentionally (integrating text, graphics, images, voice, concept maps and color) to accurately convey meaning.</b> | My presentation is comprehensive, conveys meaning and engages the audience. |

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| <b>Big Ideas</b><br>Grades 5-8 | I can identify details and facts from a source.                                    | I can create topics using details and facts from a source. | <b>I can determine big ideas by making connections between topics.</b> | I can communicate universal understandings using multiple big ideas. |

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| <b>Multiple Perspectives</b><br>Grades 5-8 | I can show understanding of one perspective of an event or issue.                    | I can show understanding of multiple perspectives of the same event or issue. | <b>I can develop multiple perspectives of an event, individual, idea and articulate the evidence and analysis to support these perspectives.</b> | I can recognize multiple perspectives and show understanding of why they are similar or differ. |

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| <b>Goal Setting</b><br><br>Grades 5-8 | I can identify a goal to further my learning. | I can create specific, measurable, and attainable action steps in support of my goal. | <b>I can make informed decisions and take constructive risk to engage as a learner in support of my goals.</b> | I can reflect on my progress to inform my course and revise action steps or set new goals as a result of my reflection. |
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| <b>Communicating Purpose</b><br><br>Grades 5-8                                     | I can communicate ideas connected to a topic. | I can communicate in a format that is appropriate for my context and audience. | <b>I can communicate with purpose to clearly convey my thoughts to the targeted audience.</b> | I can anticipate or empathize with the needs of my audience and adjust my communication to best fit the context and purpose. |
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| <b>Discussion</b><br><br>Grades 5-8                                                 | I can be a part of discussions. | I can contribute to discussions through listening and participation. | <b>I can contribute to discussions by balancing active listening and participation; I can make connections and observations, and ask questions.</b> | In addition, my participation in discussions shows awareness of others and pushes the conversation further. |
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