

Standard	4 Exceeding	3 Meeting	2 Developing	1 Area of Concern
	Student has independently exceeded grade level expectations and demonstrated a deep level of understanding of the standard.	Student meets grade level expectations with consistency and accuracy.	Student is developing an understanding of, but is not yet meeting grade level expectations and demonstrates inconsistent progress toward standard.	Student is not demonstrating an understanding of the grade level expectation for the standard.
Structure and Properties of Matter				
5-PS1-1	<ul style="list-style-type: none"> • Develop a model to describe that matter is made of particles too small to be seen <ul style="list-style-type: none"> ➤ Examples of evidence supporting a model could include adding air to expand a basketball ➤ OR compressing a syringe, ➤ OR dissolving sugar in water ➤ OR evaporating salt water ➤ Do not include atomic scale mechanism of evaporation or condensation ➤ Do not include defining unseen particles 			
5-PS1-2	<ul style="list-style-type: none"> • Measure/graph quantities showing weight of matter is conserved after heating/cooling/mixing <ul style="list-style-type: none"> ➤ Examples of reactions or changes could include phase changes, dissolving and mixing that forms new substances ➤ Do not include distinguishing between mass/weight 			
5-PS1-3	<ul style="list-style-type: none"> • Make observations / measurements to identify materials by properties <ul style="list-style-type: none"> ➤ Examples of materials to be identified could include: baking soda or other powders, metals, minerals, and liquids. ○ Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic force and solubility ○ Do not use density as identifiable property or distinguishing between mass or weight 			

5-PS1-4	<ul style="list-style-type: none"> • Conduct an investigation to determine if mixing two or more substances results in a new substance <ul style="list-style-type: none"> ➤ When two substances are mixed, a new substance with different properties may be formed
Matter and Energy in Organisms and Ecosystems	
5-PS3-1	<ul style="list-style-type: none"> • Use models to describe transfer of energy from the sun to animal's food/body repair/growth/motion and body warmth <ul style="list-style-type: none"> ➤ Examples of models could include diagrams, and flow charts
5-LS1-1	<ul style="list-style-type: none"> • Support an argument that plants get growth materials from air and water <ul style="list-style-type: none"> ➤ Emphasis is on the idea that plant matter comes mostly from air water, not from the soil
5-LS2-1	<ul style="list-style-type: none"> • Develop a model to describe movement of matter among plants/animals/decomposers/environment <ul style="list-style-type: none"> ➤ Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food ➤ Examples of systems could include organisms, ecosystems, and the Earth ➤ Does not include molecular explanations
Earth's Systems	
5-ESS2-1	<ul style="list-style-type: none"> • Develop a model using an example to describe interaction of geosphere/biosphere/hydrosphere/atmosphere <ul style="list-style-type: none"> ➤ Examples could include the influence of the ocean on ecosystems, landform shape, and climate ➤ Could also include the influence of the atmosphere on landforms and ecosystems through weather and climate; ➤ Could also include the influence of mountain ranges on winds and clouds in the atmosphere ➤ The geosphere, hydrosphere, atmosphere and biosphere are each a system ➤ Limit to the interactions of two systems at a time

5-ESS2-2	<ul style="list-style-type: none"> • Describe/graph amounts of salt water/fresh water in reservoirs for evidence of distribution of water on earth. <ul style="list-style-type: none"> ➤ Limit to oceans, lakes, rivers, glaciers, ground water, and polar ice caps ➤ Do not include the atmosphere
5-ESS3-1	<ul style="list-style-type: none"> • Obtain/combine information about how communities use science to protect resources /environment <ul style="list-style-type: none"> ➤ Human activities in agriculture, industry and everyday life have had major effects on the land, vegetation, streams, ocean, air and even outer space. But individuals and communities are doing things to help protect resources and the environment. ○ Examples could include reduce, reuse, recycle
Space Systems: Stars and the Solar System	
5-PS2-1	<ul style="list-style-type: none"> • Support an argument that gravitational force exerted by Earth on objects is directed down <ul style="list-style-type: none"> ➤ “Down” is a local description of the direction that points toward the center of the spherical earth ➤ Do not include mathematical representation of gravitational force
5-ESS1-1	<ul style="list-style-type: none"> • Support an argument that apparent brightness of the sun compared to other stars is due to relative distance from earth <ul style="list-style-type: none"> ➤ Limited to relative distances, not sizes of stars ➤ Do not include other factors that affect apparent brightness (such as stellar masses, age, stage)
5-ESS1-2	<ul style="list-style-type: none"> • Represent data in a graph to show patterns of daily changes in length/direction of shadows, day/night, seasonable appearance of stars in the night sky. <ul style="list-style-type: none"> ➤ Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months ○ Do not include the causes of seasons