

8A	Observe, measure, record, and compare day-to-day weather changes in different locations at the same time that include air temperature, wind direction, and precipitation.				Can accurately observe, measure, record and compare weather changes in different locations with teacher support .	Can regularly observe, measure, record and compare weather changes in different locations with accuracy .	Can consistently observe, measure, record and compare weather changes in different locations with complete accuracy .	Skips 4th identify and compare characteristics in 5th
8B	Describe and illustrate the Sun as a star composed of gases that provides light and thermal energy.				Describes the sun as important but is not able to recall all of its characteristics.	Partially describes what the sun is classified as, what it is made up of, and what it gives the earth.	Independently describes what the sun is classified as, what it is made up of, and what it gives the earth.	
8CD	Construct models that demonstrate the relationship of the Sun, Earth, and the Moon; AND identify the planets in Earth's Solar System and their position in relation to the Sun.				Identify few planets in Earth's solar system without correlation to position in relation of the sun and constructs models of the Sun, Earth, and Moon with assistance	Identify some of the planets in Earth's solar system and most of their positions in relation to the sun and constructs models of the Sun, Earth, and Moon	Identify all of the planets in Earth's solar system and their position in relation to the sun and constructs models of the Sun, Earth, and Moon	8D Is specific to 3rd grade focusing on order of planets related to the sun 8D Tested specifically in 5th
3.9 Organisms and environments								
9A	Observe and describe the physical characteristics of environments and how they support populations and communities of plants and animals within an ecosystem;				Descriptions of physical characteristics in an environment are unclear or inaccurate and lack connection to supporting plant and animal populations/communities within those environments	Describes one environment using one or two unique physical characteristics or partially explains how those characteristics support plant and animal populations/communities within those environments	Describes two or more environments using at least three unique physical characteristics and explains how those characteristics support plant and animal populations/communities within those environments	9A Skips 4th expands to interactions with living and non living in 5th Tested specifically in 5th
9B	Identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem, such as removal of frogs from a pond or bees from a field.				Can partially identify the flow of energy and describe a food chain, but is unclear about how changes will affect the ecosystem.	Can identify and describe the flow of energy in a food chain and/or can partially predict how changes will affect the ecosystem.	Can identify and describe the flow of energy in a food chain and predict how changes will affect the ecosystem.	
9C	Describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations.				Can minimally describe environmental changes where some organisms thrive and others perish or move to new locations	Can partially describe environmental changes where some organisms thrive and others perish or move to new locations	Can independently describe environmental changes where some organisms thrive and others perish or move to new locations	9C Skips 4th expands to predict changes by living organisms in 5th
3.1 Organisms and environments								
10A	Explore how structures and functions of plants and animals allow these organisms to survive in a particular environment.				Struggles to identify structures and functions of plants and animals and describe how they contribute to survival in their environment without teacher support.	May be able to identify the structures of plants and animals, but struggles to connect it with the function and how it contributes to survival in their environment	Is able to identify structures and functions of plants and animals and describe how they contribute to survival in their environment.	
10B	Investigate and compare how animals and plants such as tomato plants, frogs, and lady beetles undergo a series of orderly changes in their diverse life cycles.				Major misconceptions or inadequate understanding of the ability to identify and compare how animals and plants undergo a series of orderly changes in their diverse life cycles.	Minor misconceptions or incomplete understanding of the ability to identify and compare how animals and plants undergo a series of orderly changes in their diverse life cycles.	Complete and correct understanding of the ability to identify and compare how animals and plants undergo a series of orderly changes in their diverse life cycles.	Expanded in 4th to life cycles explore, illustrate and compare Tested specifically in 5th