### SEP1: Asking Questions and Defining Problems

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| In addition to proficiency, I can make connections to unfamiliar contexts and/or related science concepts | I can ask questions and define problems using all success criteria in familiar contexts  
- Ask questions that arise from observations of phenomena (e.g., models, explanations, relationships)  
- Differentiate between variables to generate and test a hypothesis (e.g., independent, dependent, control, constants)  
- Accurately applies scientific specific concepts (DCI) | I can ask questions and define problems using some success criteria | I can ask questions and define problems with support |

**Standard/ DCI: add here**

### SEP2: Developing and Using Models

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| In addition to proficiency, I can make connections to unfamiliar contexts and/or related science concepts | I can develop and use models using all success criteria in familiar contexts  
- Accuracy of model (e.g., label/key, components)  
- Accurately describes a model to answer the prompt (e.g., explain, caption, critique)  
- Accurately applies scientific specific concepts (DCI) | I can develop and use models using some success criteria | I can develop and use models with support |

**Standard/ DCI: add here**

### SEP3: Planning and Carrying Out Investigations

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| In addition to proficiency, I can make connections to unfamiliar contexts and/or related science concepts | I can plan and carry out investigations using all success criteria in familiar contexts  
- Accurately design an investigation that answers a question or tests a hypothesis with the scientific method (e.g., variables, procedure, methods, tools, data, safety)  
- Accurately carry out an investigation based on the written plan which collects and produces evidence (e.g. quantity, measure, and collection of data needed)  
- Accurately applies scientific specific concepts (DCI) | I can plan and carry out investigations using some success criteria | I can plan and carry out investigations with support |

**Standard/ DCI: add here**

### SEP4: Analyzing and Interpreting Data

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| In addition to proficiency, I can make connections to unfamiliar contexts and/or related science concepts | I can analyze and interpret data using all success criteria in familiar contexts  
- Accurately construct or analyze displays of data sets to identify patterns and relationships (e.g., mean, median, mode, trends, patterns, and/or variability)  
- Accurately interprets data analysis or graphical analysis (e.g., explain, organize, critique, limitations & error)  
- Accurately applies scientific specific concepts (DCI) | I can analyze and interpret data using some success criteria | I can analyze and interpret data with support |

**Standard/ DCI: add here**

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Adopted from Adlai Stevenson High School; Edited by Fargo Public Schools Science Department in North Dakota
### SEP5: Using Mathematics and Computational Thinking

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| In addition to proficiency, I can make connections to unfamiliar contexts and/or related science concepts | I can solve scientific problems using all success criteria in familiar contexts  
- Accurately applies mathematical concepts and processes to solve scientific problems (e.g., measure, identify variables, estimate, show work, units and converting)  
- Use mathematical representations to describes or support scientific concepts (e.g., explain, organize, critique)  
- Accurately applies scientific specific concepts (DCI) | I can solve scientific problems using some success criteria | I can solve scientific problems with support |

**Standard/ DCI: add here**

### SEP6: Constructing Explanations

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| In addition to proficiency, I can make connections to unfamiliar contexts and/or related science concepts | I can construct an explanation for a scientific phenomenon using all success criteria in familiar contexts  
- Accuracy of claim (e.g., qualitative or quantitative)  
- Evidence is accurate and relevant (e.g., specific, in context, trends and patterns)  
- Accurately applies scientific reasoning to support the claim (DCI) | I can construct an explanation for a scientific phenomenon using some success criteria | I can construct an explanation for a scientific phenomenon with support |

**Standard/ DCI: add here**

### SEP7: Engaging in Argument from Evidence

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| In addition to proficiency, I can make connections to unfamiliar contexts and/or related science concepts | I can engage in argument from evidence using all success criteria in familiar contexts  
- Critique the evidence and scientific reasoning to support or refute an explanation (e.g., analyze, compare, evaluate)  
- Accurately defends or refutes an oral or written argument with claim, evidence, reasoning  
- Accurately applies scientific specific concepts (DCI) | I can engage in argument from evidence using some success criteria | I can engage in argument from evidence with support |

**Standard/ DCI: add here**

### SEP8: Obtaining, Evaluating, and Communicating Information

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| In addition to proficiency, I can make connections to unfamiliar contexts and/or related science concepts | I can obtain, evaluate and communicate information using all success criteria in familiar contexts  
- Accurately read, obtain, and/or evaluate scientific information and ideas to describe patterns and/or evidence (e.g., scientific texts, displays, models, media, data sets, equations).  
- Accurately communicates scientific information through writing, presentations and/or discussions (e.g., clarify, compare, patterns, sources, validity and reliability).  
- Accurately applies scientific specific concepts (DCI) | I can obtain, evaluate and communicate information using some success criteria | I can obtain, evaluate and communicate information with support |

**Standard/ DCI: add here**