

Science ISL 2020 NSTA Standards

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEARING EXPECTATIONS	BELOW EXPECTATIONS
5A) IMPLEMENT ASSESSMENTS THAT SHOW ALL STUDENTS HAVE LEARNED AND CAN APPLY DISCIPLINARY KNOWLEDGE, NATURE OF SCIENCE, SCIENCE AND ENGINEERING PRACTICES, AND CROSSCUTTING CONCEPTS IN PRACTICAL, AUTHENTIC, AND REAL-WORLD SITUATIONS.	Includes all of Meets, plus: Multiple assessments throughout the project are carefully implemented to show all students have learned, and provide a variety of opportunities for engaging STEM concepts and disciplinary knowledge through engaging, authentic, and real-world situations.	The project documents the implementation of assessments that are designed to show all students have learned and can apply disciplinary knowledge, nature of science, science and engineering practices, and crosscutting concepts in practical, authentic, and real-world situations.	The assessments implemented as described in the project document attempts to better understand student learning, but may not address their understanding of cross-cutting concepts, or provide evidence of assessment of their application of these concepts in authentic and real-world situations.	Assessments are not provided in the project, or those that are do not effectively explore students' ability to apply disciplinary knowledge, the nature of science, STEM practices in authentic, real-world situations according to best practices in the field.
5B) COLLECT, ORGANIZE, ANALYZE, AND REFLECT ON FORMATIVE AND SUMMATIVE EVIDENCE AND USE THOSE DATA	Includes all of Meets, plus: The process of collecting, analyzing, and reflecting on student assessment data is integrated	Evidence of the collection, organization, analysis of data and reflections on formative and summative assessments are	Some evidence of the collection, organization, analysis of data is provided; however there may not be a clear connection between the	The project does not provide documentation of efforts to collect, organize, and analyze data; and or the data provided may not reflect

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEARING EXPECTATIONS	BELOW EXPECTATIONS
TO INFORM FUTURE PLANNING AND TEACHING.	throughout the project. Reflections on instruction include clear rationale for the selection of the types of assessments chosen, as well as the timing of administration aligned to best practices in the field.	provided in the project. The use of those data to inform future planning and teaching is also documented in accordance with best practices in the field. Assessments used are aligned to standards and outcomes.	gathering of these data and instructional decision-making, or attempts to use data to inform instructional-decision-making may appear to be missing.	objectives, standards, and outcomes according to best practice.
5C) ANALYZE SCIENCE- SPECIFIC ASSESSMENT DATA BASED UPON STUDENT DEMOGRAPHICS, CATEGORIZING THE LEVELS OF LEARNER KNOWLEDGE, AND REFLECT ON RESULTS FOR	Includes all of Meets, plus: Reflection on the learning achieved by specific individuals at different levels, and the class as a whole provides logical, evidence-based conclusions about learning and suggests opportunities for future growth and development	The project includes analysis of student performance and levels of knowledge at different levels and based on differing learner characteristics. Clear evidence is provided documenting instructional decision-making for students with differing needs as a result of information	Some evidence of an awareness of the influence of learner needs, demographics, and levels is present in the project; however, clear connections between data gathered and instructional practice may be missing, or decisions based on data may not be	Documentation of the analysis of analyze science-specific assessment data based upon student demographics, categorization of the levels of learner knowledge, and/or reflection on results for subsequent lesson plans may not be provided, clear, or may not be connected to

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEARING EXPECTATIONS	BELOW EXPECTATIONS
SUBSEQUENT LESSON PLANS.	according to best practices in the field.	learned from assessments provided.	aligned to best practices in the field.	desired learning outcomes.