

**I AM Performance Level Descriptors (PLDs)  
Grade 6 Science**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Analyzing, Interpreting, and Computational Thinking</b>				
<b>6.ESS.2.a.1</b>	Demonstrate how Earth's rotation, revolution, tilt, and interaction with the sun and moon cause seasons, tides, changes in daylight hours, eclipses, and phases of the moon.	Recognize that Earth rotates	Identify the movement of the Earth, sun and moon within a model.	Demonstrate how Earth's rotation, revolution, tilt, and interaction with the sun cause seasons, changes in daylight hours
<b>6.LS.1.a.1</b>	Investigate and describe how homeostasis is maintained as living things seek out their basic needs of food, water, shelter, space, and air.	Identify the basic needs of living things.	Identify how living things get their basic needs met in an environment.	Describe how balance is maintained in an environment as living things meet their needs.
<b>6.PS.3.a.1</b>	Describe how potential and kinetic energy can be transferred from one form to another.	Identify different forms of energy	Restate how potential and kinetic energy transfer.	Generate examples of potential and kinetic energy and how energy changes from one form to another.
<b>6–8.CD.2.a.1</b>	Apply troubleshooting strategies to identify and solve routine hardware and software problems that occur during everyday computer use.	Identify hardware and/or software (i.e., a mouse is hardware; Google Docs is software).	Recognize a problem with the hardware and/or software.	Apply troubleshooting strategies to identify and solve routine hardware and software problems that occur during everyday computer use.
<b>6–8.DI.1.a.1</b>	Use the basic steps in algorithmic problem-solving to design solutions (e.g., problem statement and exploration, examination of sample instances, design, implementing a solution, testing, and evaluation).	Identify basic steps in algorithmic problem-solving (e.g., problem statement and exploration, examination of sample instances, design, implementing a solution, testing, and evaluation).	Use the basic steps in algorithmic problem-solving (e.g., problem statement and exploration, examination of sample instances, design, implementing a solution, testing, and evaluation).	Use the basic steps in algorithmic problem-solving to design solutions (e.g., problem statement and exploration, examination of sample instances, design, implementing a solution, testing, and evaluation).

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<b>SEPS.3</b>	Planning and conducting investigations	Identify parts of an investigation	Read an investigation	Organize an investigation
<b>Explaining Solutions, Reasoning, and Communicating</b>				
<b>6.PS.4.a.1</b>	Investigate the properties of light, sound, and other energy waves and how they are reflected, absorbed, and transmitted through materials and space.	Identify that light and sound travel in waves.	Identify materials that reflect light or sound waves.	Recognize that light or sound waves can be reflected or absorbed by different materials.
<b>6–8.IC.3.a.1</b>	Determine the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources.	Identify facts and opinions.	Identify reliable and relevant electronic resources.	Construct a list of appropriate electronic resources for a given topic.
<b>6–8.NC.2.a.1</b>	Exhibit dispositions necessary for collaboration: providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, socialization.	Recognize multiple perspectives.	Identify appropriate feedback for a given situation.	Apply appropriate feedback to make improvements.
<b>SEPS.6</b>	Constructing explanations and designing solutions	Match solutions to problems.	Recognize that a given problem has more than one solution.	Develop an appropriate solution for a given problem.
<b>SEPS.7</b>	Engaging in argument based on evidence	Recognize multiple points of view in an argument.	Identify evidence to support a specific argument.	Engage in argument based on evidence.

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<b>SEPS.8</b>	Obtaining, evaluating, and communicating information	Identify ways to communicate information.	Choose the best form of communication for a specific purpose.	Locate and restate information obtained from a source.(e.g., sources can include a passage, graph, table)
<b>Investigating</b>				
<b>6.ESS.3.a.1</b>	Compare and contrast the Earth, its moon, and other planets in the solar system, including comets and asteroids. (Comparisons should be made in regard to size, surface features, atmospheric characteristics, and the ability to support life.)	Identify the physical characteristics of Earth and its moon.	Group objects within the solar system according to their physical characteristics.	Compare physical characteristics of Earth, its moon, and other planets within the solar system.
<b>6.LS.3.a.1</b>	Describe specific relationships (predator/prey, consumer/producer, parasite/host) and symbiotic relationships among organisms.	Identify organisms as predator, prey, consumer, or producer within a given environment.	Classify a variety of organisms according to their relationships within an environment.	Describe the relationships of specific organisms within an environment.
<b>6.LS.4.a.1</b>	Investigate how changes in biotic and abiotic components in a given habitat can be beneficial or detrimental to native plants and animals.	Identify both living and non-living things in an environment.	Identify changes in an environment that can impact both living and non-living things.	Predict the outcome of changes in an environment on living and non-living things.
<b>6.PS.2.a.1</b>	Describe the motion of an object graphically showing the relationship between time and position.	Describe the position of an object.	Identify the direction of a moving object.	Compare objects traveling at different rates.

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<b>6–8.IC.1.a.1</b>	Exhibit legal and ethical behaviors when using technology and information and discuss the consequences of misuse.	Identify improper or proper use of computers. (e.g., Dos and Don'ts)	Describe how computers can be used for ethical and unethical purposes.	Distinguish between situations where computer use can be either helpful or harmful.
<b>6–8.IC.2.a.1</b>	Identify the positive and negative impacts of technology on one's personal life, society, and our culture.	Identify how technology impacts personal life.	Identify how technology impacts the lives of others.	Identify the positive and negative impacts of technology on one's personal life, society, and our culture.
<b>SEPS.4</b>	Analyzing and interpreting data	Identify information from data.	Identify patterns in data.	Identify data that stands apart.
<b>SEPS.5</b>	Using mathematics and computational thinking	Identify that math can be used in other content areas	Identify ways to use math to make predictions in science.	Identify ways to use math to confirm patterns in science.

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<b>Questioning and Modeling</b>				
<b>6.ESS.1.a.1</b>	Describe the role of gravity and inertia in maintaining the regular and predictable motion of celestial bodies.	Recognize gravity or inertia	Explain gravity and inertia	Describe the role of gravity and inertia in maintaining the regular and predictable motion of celestial bodies.
<b>6.LS.2.a.1</b>	Describe the role of photosynthesis in the flow of energy in food chains, energy pyramids, and food webs.	Recognize the parts of photosynthesis (i.e., that plants need sun, water, carbon dioxide)	Identify the process of photosynthesis	Describe the role of photosynthesis in the flow of energy in food chains, energy pyramids, and food webs.
<b>6.PS.1.a.1</b>	Distinguish between the terms position, distance, and displacement, as well as the terms speed and velocity.	Identify a term (position, distance, displacement, speed or velocity)	Explain the terms position, distance, and displacement	Distinguish between the terms position, distance, and displacement, as well as, the terms speed and velocity.
<b>6–8.CD.1.a.1</b>	Demonstrate an understanding of the relationship between hardware and software.	Identify hardware or software (i.e., a mouse is hardware; Google Docs is software)	Identify examples of hardware and software (i.e., a mouse is hardware; Google Docs is software)	Demonstrate an understanding of the relationship between hardware and software.
<b>6–8.DI.3.a.1</b>	Represent data in a variety of ways (e.g., text, sounds, pictures, and numbers), and use different visual representations of problems, structures, and data (e.g., graphs, charts, network diagrams, flowcharts).	Identify a form of data (e.g., graphs, charts, network diagrams, flowcharts).	Represent data in a variety of ways (e.g., text, sounds, pictures, and numbers)	Represent data in a variety of ways (e.g., text, sounds, pictures, and numbers), and use different visual representations of problems, structures, and data (e.g., graphs, charts, network diagrams, flowcharts).
<b>6–8.E.1.a.1</b>	Identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	Identify the criteria of a design	Identify the criteria of a design and constraints to ensure a successful solution	Identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles

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<b>6–8.PA.1.a.1</b>	Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.	Identify tools or technology resources	Apply an appropriate tool or technology resource that supports personal learning	Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.
<b>SEPS.1</b>	Asking questions and defining problems	Pose a question that addresses a natural world problem	Pose a question that addresses a natural world problem that can be scientifically tested	Pose and refine a question that addresses a natural world problem that can be scientifically tested
<b>SEPS.2</b>	Developing and using models that illustrate ideas and explanations. Identify and correctly use tools to construct, obtain, and evaluate questions and problems.	Label a model and use tools correctly (i.e., pencil, paper, ruler, calculator, protractor, laboratory equipment, safety gear, a spreadsheet, experiment data collection software, and other technological tools)	Construct a model (i.e., drawing, diagrams, physical replicas, mathematical representations, and analogies) to demonstrate understanding using the correct tools	Develop and use models that illustrate ideas and explanations. Identify and correctly use tools to construct, obtain, and evaluate questions and problems.