

**Rubric:**

<p><b>Standard 1-1 GRC Documentation</b></p>	<p><b>4</b></p>	<p><b>3</b></p>	<p><b>2</b></p>	<p><b>1</b></p>
<p><b>Science &amp; Engineering Practices: <u>Developing and Using Models</u></b></p>	<p>Student independently designs their own scientific model.</p> <p>Analyzes and critiques other students’ models to determine validity and inform their own reflection.</p> <p>Adding additional details (i.e. charges, cross sections) in the next grade band descriptors.</p>	<p>Student independently designs their own scientific model.</p> <p>Analyze other students’ models to determine validity and inform their own reflection.</p>	<p>Student designs a model, with support. Lacks an in depth reflection and/or does not connect to content.</p>	<p>Student did not design a model, with or without, support. Limited or missing reflection.</p>
<p><b>DCI:</b> <a href="#">ESS2.A: Earth's Materials and Systems</a></p> <ul style="list-style-type: none"> <li><a href="#">The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.</a></li> </ul>	<p>Accurately creates a model of a scaled dwelling that could exist safely in an earthquake zone.</p> <p>Applies more than the minimal requirements of the country or regional standards for earthquake safety.</p> <p>Explain reasoning for use of earthquake recommended materials. Ties into a real world event where earthquake recommended material weren’t used and the catastrophic aftermath. What materials would have</p>	<p>Accurately creates a model of a scaled dwelling that could exist safely in an earthquake zone.</p> <p>Applies minimal requirements of the country or regional standards for earthquake safety.</p> <p>Explain reasoning for use of earthquake recommended materials. Ties into a real world event where earthquake recommended material weren’t used and the catastrophic aftermath.</p>	<p>Creates a model that is missing some of the items of the required criteria. Uses some of the content vocabulary correctly.</p> <p>Applies some of the minimal requirements of the country or regional standards for earthquake safety.</p> <p>Minimal explanation of reasoning for use of materials and did not make a connection to a real world event.</p>	<p>Creates an inaccurate model. Misuses the content vocabulary.</p> <p>Does not meet or disregards the recommended minimal requirements of the country or regional standards for earthquake safety.</p> <p>Does not explain reasoning for the use of the materials.</p>

	been available in this part of the world that might have prevented some of the devastation?			
<p><b>Cross-Cutting Concepts:</b>  <b>Scale, Proportion, and Quantity</b></p> <ul style="list-style-type: none"> <li><a href="#">Patterns in rates of change and other numerical relationships can provide information about natural systems.</a></li> <li><a href="#">Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.</a></li> </ul>	<p>Analyze the type of model utilized in greater detail and bringing in other sources to support the analysis.</p> <p>Support evidence of need for an earthquake resistant structure based upon data from a specified real world earthquake.</p>	<p>Analyze the type of model utilized. Defend the accuracy of the chosen model and how it connects to the specific needs of an earthquake resistant dwelling.</p> <p>Support evidence of need for an earthquake resistant structure based upon geographical locale(i.e. Ring of Fire)</p>	<p>Summarize the model with limited understanding of content.</p> <p>Some connection between needs for an earthquake resistant structure and the data, but demonstrates a limited understanding.</p>	<p>Missing or limited explanation or no connection to the concepts.</p> <p>Does not use data in their explanation of their earthquake resistant structure.</p>
<p><b>Communication in the Discipline</b>  <b>Articulate and defend claims using observations and experiences as support.</b></p>	<p>Development, organization and style are appropriate to the task, purpose and audience.</p> <p>Precise writing presents a focused, logical explanation supported with sufficient and relevant information.</p> <p>Shows insightful connections to other concepts or real-world problems.</p>	<p>Development, organization and style are appropriate to the task, purpose and audience.</p> <p>Presents a focused explanation supported with sufficient and relevant information, though model references could be more thorough.</p>	<p>Writing is coherent, but organization and/or may not be appropriate to the task, purpose or audience.</p> <p>Explanation is logical and focused, but needs more supporting evidence.</p>	<p>Writing lacks clarity and/or is inappropriate for the task, purpose or audience.</p> <p>Claims are not supported by evidence.</p> <p>Communicates some procedures, but lacks important details.</p>