

5th Grade Learning Progression Scales

Learning Goal:	The students can investigate and describe that physical and/or chemical changes are affected by temperature.	
Standard(s):	SC.5.P.9.1 Investigate and describe that many physical and chemical changes are affected by temperature (DOK Level 3: Strategic Thinking & Complex Reasoning)	
Scale		Sample Progress Monitoring Assessment Activities
4.0	In addition to 3.0, in-depth inferences and applications that go beyond what was taught the student is able to: describe particle motion in changes of states of matter.	http://www.cpalms.org/Public/PreviewResourceLesson/Preview/18850
3.0 Target	The student understands and is able to: investigate and describe that physical and/or chemical changes are affected by temperature The student exhibits no major errors or omissions.	Cooking in the Chemical Kitchen Resource ID#: 9269 http://www.cpalms.org/Public/PreviewResourceLesson/Preview/9269
2.0	There are no major errors or omission regarding the simpler details and processes; however, the student exhibits major errors or omissions regarding the more complex ideas and processes. The student is able to: identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking	Given choices, students can differentiate between physical and chemical changes. This can be done with illustrations of various changes in matter with the student writing the caption for the picture identifying it as a physical or chemical change.
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to: describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.	Substances Dealing With Heat, CPalms Resource ID#: 13583 http://www.cpalms.org/Public/PreviewResource/Preview/13583