Respondent Information

Please enter your state here - Respondent Information

Please enter your state here - Residence State
Respondent Information

Please enter your state here - Role - Other

Respondent Information

Please enter your state here - Educator/Faculty Member - Role
Respondent Information

Please enter your state here - Post-Secondary Faculty/Researcher - Field - General Sciences

Please enter your state here - Post-Secondary Faculty/Researcher - Field - General Engineering

Please enter your state here - Post-Secondary Faculty/Researcher - Field - K-5 Education
<table>
<thead>
<tr>
<th>Respondent Information</th>
<th>Respondent Information</th>
<th>Respondent Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please enter your state here - Post-Secondary Faculty/Researcher - Field - 6-8 Science Education</td>
<td>Please enter your state here - Post-Secondary Faculty/Researcher - Field - 9-12 Science Education</td>
<td>Please enter your state here - Post-Secondary Faculty/Researcher - Field - Special Education Teacher/Expert</td>
</tr>
<tr>
<td>Respondent Information</td>
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<tr>
<td>&lt;span style=&quot;color: red&quot;&gt;Please enter your state here&lt;/span&gt; - Post-Secondary</td>
<td>&lt;span style=&quot;color: red&quot;&gt;Please enter your state here&lt;/span&gt; - Post-Secondary</td>
<td>&lt;span style=&quot;color: red&quot;&gt;Please enter your state here&lt;/span&gt; - Type of Group</td>
</tr>
<tr>
<td>Faculty/Researcher - Field - Mathematics</td>
<td>Faculty/Researcher - Field - Other</td>
<td>State education agency</td>
</tr>
</tbody>
</table>
Respondent Information

Please enter your state here - Type of Group - Other

Please indicate how many individuals are in your group below

Group Name - Comments

Kansas State Department of Education
Respondent Information  
-&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;General Survey on ALL K-12 Standards - Web-based  
-&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Please enter your state here - Group State Information  
-&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Presentation of the Standards - Search for standards by topic/Selection  

Kansas  
3- enough information  
Slightly Satisfied
<table>
<thead>
<tr>
<th>Recommendations for Improving the Web-based Presentation of Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>--To really get a feel for how the three dimensions progress across time, we need to be able to easily sort by each dimension. To really develop curriculum, teachers will need to be able to see the spectrum of what is expected from each dimension.</td>
</tr>
<tr>
<td>--within the DCI foundation box, move all of the (secondary to...) framework text to the bottom, separate with a dotted line and a short sentence that describes that they are links to other DCIs (is this actually repetition of the connection box?)</td>
</tr>
<tr>
<td>--when DCI connections at grade level and across grade levels are added, it would be nice to get a view of one PE and the PEs it is connected with and to be able to click on the links and hop to any of the individual PEs (this would facilitate cross-disciplinary conversations and may actually eliminate the need for the &quot;topics&quot; view)</td>
</tr>
<tr>
<td>--make the code within the performance a hyperlink that either jumps to a page with only that PE and its associated foundation box material, or highlights the relevant text in the boxes (maybe instead of the mouse-overs?)</td>
</tr>
</tbody>
</table>

Slightly Satisfied

Definitely agree
<table>
<thead>
<tr>
<th>General Survey on ALL K-12 Standards - System Architecture - Clarity of the Performance Expectations - Middle School Life Sciences/Selection</th>
<th>General Survey on ALL K-12 Standards - System Architecture - Clarity of the Performance Expectations - Middle School Physical Sciences/Selection</th>
<th>General Survey on ALL K-12 Standards - System Architecture - Clarity of the Performance Expectations - Middle School Earth and Space Sciences/Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somewhat agree</td>
<td>Somewhat agree</td>
<td>Neither agree nor disagree</td>
</tr>
</tbody>
</table>
Neither agree nor disagree  Somewhat agree  Somewhat agree
Somewhat agree    Somewhat agree    Definitely Agree
General Survey on ALL K-12 Standards - System Architecture - Students Would Have a Good Understanding - Science and Engineering Practices/Selection

General Survey on ALL K-12 Standards - System Architecture - Students Would Have a Good Understanding - Crosscutting Concepts/Selection

General Survey on ALL K-12 Standards - Coherence - Developmental Progression - Grade 3-5 - Life Sciences/Selection

Definitely Agree

Somewhat Agree

Definitely Agree
Definitely Agree  |  Definitely Agree  |  Somewhat Agree
Definitely Agree    Somewhat Agree    Somewhat Agree
<table>
<thead>
<tr>
<th>General Survey on ALL K-12 Standards - Coherence - Developmental Progression - Grade 6-8 - Engineering, Technology, and Applications of Science/Selection</th>
<th>General Survey on ALL K-12 Standards - Coherence - Developmental Progression - Grade 9-12 - Life Sciences/Selection</th>
<th>General Survey on ALL K-12 Standards - Coherence - Developmental Progression - Grade 9-12 - Physical Sciences/Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somewhat Agree</td>
<td>Somewhat Agree</td>
<td>Somewhat Agree</td>
</tr>
<tr>
<td>General Survey on ALL K-12 Standards - Coherence - Developmental Progression - Grade 9-12 - Earth and Space Sciences/Selection</td>
<td>General Survey on ALL K-12 Standards - Coherence - Developmental Progression - Grade 9-12 - Engineering, Technology, and Applications of Science/Selection</td>
<td>General Survey on ALL K-12 Standards - Coherence - Developmental Progression - Grade College - Life Sciences/Selection</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat Disagree</td>
<td>Somewhat Agree</td>
<td>Somewhat Agree</td>
</tr>
</tbody>
</table>
General Survey on ALL K-12 Standards - Coherence - Developmental Progression - Grade College - Physical Sciences/Selection

Somewhat Agree

General Survey on ALL K-12 Standards - Coherence - Developmental Progression - Grade College - Earth and Space Sciences/Selection

Somewhat Disagree

General Survey on ALL K-12 Standards - Coherence - Developmental Progression - Grade College - Engineering, Technology, and Applications of Science/Selection

Somewhat Agree
Asking questions isn't enough to develop the practice of asking questions. Many of the bulleted options imply that questions do things they do not—they can be intentionally crafted with the intent to gather information or clarify, but the question itself doesn't do that. There needs to be more in here about crafting a question to do something rather than just saying that "ask questions that..."
Asking questions isn't enough to develop the practice of asking questions. Many of the bulleted options imply that questions do things they do not—they can be intentionally crafted with the intent to gather information or clarify, but the question itself doesn’t do that. There needs to be more in here about crafting a question to do something rather than just saying that "ask questions that..."
modifying models and identifying their limitations happen only extremely infrequently PEs

it doesn't seem like these are effectively communicated within the PEs
"collaboratively" not sure if this appears in any PEs...
this is also sparsely represented in PEs: Make measurements of two different models of the same proposed object, tool or process to determine which better meets criteria for success.

the bullets need to be more explicit within the PEs

the bullets need to be more explicit within the PEs
Needs to be more explicitly incorporated: Consider limitations of data analysis (e.g., measurement error), and seek to improve precision and accuracy of data with better technological tools and methods (e.g., multiple trials). and

Distinguish between causal and correlational relationships.
needs more explicit representation: Consider limitations (e.g., measurement error, sample selection) when analyzing and interpreting data.

and

Compare and contrast various types of data sets (e.g., self-generated, archival) to examine consistency of measurements and observations.

under-represented in PEs:

Decide if qualitative or quantitative data is best to determine whether a proposed object or tool meets criteria for success.
<table>
<thead>
<tr>
<th>under-represented in PEs:</th>
<th>under-represented in PEs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use digital tools (e.g., computers) to analyze very large data sets for patterns and trends.</td>
<td>Apply techniques of algebra and functions to represent and solve scientific and engineering problems.</td>
</tr>
<tr>
<td>Create algorithms (a series of ordered steps) to solve a problem.</td>
<td>Use simple limit cases to test mathematical expressions, computer programs, algorithms, or simulations of a process or system to see if a model “makes sense” by comparing the outcomes with what is known about the real world.</td>
</tr>
<tr>
<td>Use mathematical arguments to describe and support scientific conclusions and design solutions.</td>
<td>Create a simple computational model or simulation of a designed device, process, or system.</td>
</tr>
<tr>
<td>Use digital tools, mathematical concepts, and arguments to test and compare proposed solutions to an engineering design problem.</td>
<td></td>
</tr>
</tbody>
</table>
under-represented in PEs:
Distinguish among facts, reasoned judgment based on research findings, and speculation in an explanation. Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the problem.

under-represented in PEs:
Make quantitative and qualitative claims regarding the relationship between dependent and independent variables. Apply scientific reasoning, theory, and models to link evidence to claims to assess the extent to which the reasoning and data support the explanation or conclusion.
under-represented in PEs: Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. Respectfully provide and receive critiques on scientific arguments by citing relevant evidence and posing and responding to questions that elicit pertinent elaboration and detail. Compare two arguments on the same topic and analyze whether they emphasize similar or different evidence and/or interpretations of facts. Make an oral or written argument that supports or refutes the advertised performance of a device, process, or system, based on empirical evidence concerning whether or not the technology meets relevant criteria and constraints.

under-represented in PEs: Compare and refine arguments based on the strengths and weaknesses of the evidence presented. Respectfully provide and receive critiques on scientific arguments with peers by citing relevant evidence and posing specific questions.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>9-12</td>
<td>Engaging in Argument from Evidence/K-12</td>
</tr>
<tr>
<td>K-2</td>
<td>Obtaining, Evaluating, and Communicating Information/K-2</td>
</tr>
<tr>
<td>3-5</td>
<td>Obtaining, Evaluating, and Communicating Information/K-2</td>
</tr>
</tbody>
</table>

**Critique and evaluate competing arguments, models, and/or design solutions in light of new evidence, limitations (e.g., trade-offs), constraints, and ethical issues.**

**Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments.**

**Construct a counter-argument that is based on data and evidence that challenges another proposed argument.**

**Read and comprehend grade-appropriate texts and media to acquire scientific and/or technical information.**

**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**

**Obtain information by using various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons).**

**Determine the main idea of a scientific text and explain how it is supported by key details; summarize the text.**

**Use multiple sources to generate and communicate scientific and/or technical information orally and/or in written formats, including various forms of media and may include tables, diagrams, and charts.**
under-represented in PEs:
and possible bias of each
publication and methods used.
Read critically using scientific
knowledge and reasoning to
evaluate data, hypotheses,
conclusions that appear in
scientific and technical texts in
light of competing information
or accounts; provide an
accurate summary of the text
distinct from prior knowledge
or opinions.

under-represented in PEs:
Compare, integrate and
evaluate multiple sources of
information presented in
different media or formats
(e.g., visually, quantitatively) in
order to address a scientific
question or solve a problem.
| General Survey on ALL K-12 Standards - Coherence - Foundation Boxes Described at an appropriate level for the grade - 2 - Patterns/3-5 | General Survey on ALL K-12 Standards - Coherence - Foundation Boxes Described at an appropriate level for the grade - 2 - Patterns/6-8 | General Survey on ALL K-12 Standards - Coherence - Foundation Boxes Described at an appropriate level for the grade - 2 - Patterns/9-12 |
General Survey on ALL K-12 Standards - Coherence - Foundation Boxes Described at an appropriate level for the grade - 2 - Cause and Effect/K-2

General Survey on ALL K-12 Standards - Coherence - Foundation Boxes Described at an appropriate level for the grade - 2 - Cause and Effect/3-5

General Survey on ALL K-12 Standards - Coherence - Foundation Boxes Described at an appropriate level for the grade - 2 - Cause and Effect/6-8
<table>
<thead>
<tr>
<th>General Survey on ALL K-12 Standards - Coherence - Foundation Boxes Described at an appropriate level for the grade - 2 - Cause and Effect/9-12</th>
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<tbody>
<tr>
<td>General Survey on ALL K-12 Standards - Coherence - Foundation Boxes Described at an appropriate level for the grade - 2 - Scale, Proportion, and Quantity/K-2</td>
</tr>
<tr>
<td>General Survey on ALL K-12 Standards - Coherence - Foundation Boxes Described at an appropriate level for the grade - 2 - Scale, Proportion, and Quantity/3-5</td>
</tr>
<tr>
<td>General Survey on ALL K-12 Standards - Coherence - Foundation Boxes Described at an appropriate level for the grade - 2 - Scale, Proportion, and Quantity/6-8</td>
</tr>
<tr>
<td>Grade</td>
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<tr>
<td>2</td>
</tr>
<tr>
<td>3-5</td>
</tr>
<tr>
<td>6-8</td>
</tr>
<tr>
<td>9-12</td>
</tr>
</tbody>
</table>
General Survey on ALL K-12 Standards - Coherence - Foundation Boxes Described at an appropriate level for the grade - 2 - Energy and Matter/K-2

General Survey on ALL K-12 Standards - Coherence - Foundation Boxes Described at an appropriate level for the grade - 2 - Energy and Matter/3-5

General Survey on ALL K-12 Standards - Coherence - Foundation Boxes Described at an appropriate level for the grade - 2 - Energy and Matter/6-8
| General Survey on ALL K-12 Standards - Coherence - Foundation Boxes Described at an appropriate level for the grade - 2 - Structure and Function/6-8 |
| General Survey on ALL K-12 Standards - Coherence - Foundation Boxes Described at an appropriate level for the grade - 2 - Structure and Function/9-12 |
| General Survey on ALL K-12 Standards - Coherence - Foundation Boxes Described at an appropriate level for the grade - 2 - Stability and Change/K-2 |
General Survey on ALL K-12 Standards - Coherence - Foundation Boxes Described at an appropriate level for the grade - 2 - Stability and Change/3-5

General Survey on ALL K-12 Standards - Coherence - Foundation Boxes Described at an appropriate level for the grade - 2 - Stability and Change/6-8

General Survey on ALL K-12 Standards - Coherence - Foundation Boxes Described at an appropriate level for the grade - 2 - Stability and Change/9-12
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Somewhat less than</td>
<td>The same as</td>
<td>The same as</td>
</tr>
</tbody>
</table>
K.PS1 Matter and its interactions - K.PS1 Matter and its interactions - K.PS1-a/Is the performance expectation too prescriptive or too vague?

Overall very pleased with the progression of these standards through the drafts and the responsiveness to feedback.

Continue to like the direction of integration of engineering within the other core ideas, but it will be important to include some explanatory text with the views of the engineering standards to indicate that these very PEs are embedded elsewhere—we like the double listing, but newcomers were sometimes confused.

The DCI coding seems to make the topics arrangement obsolete and, though we have advocated for the topics coding in the past, it probably makes more sense to just have one coding—the "topics" arrangement could actually live within the DCI arrangement and coding. This could be done by carefully making the connections between content in the DCI connections box. These could create cross-disciplinary topic groups. If there was an option to see all of the "connected" PEs, it may end up looking quite a bit like the topics arrangement with a stronger emphasis on cross-disciplinary connections. Having both arrangements is nice in some ways, but it adds

4- somewhat too prescriptive
3- grade level appropriate
K.PS1 Matter and its interactions - K.PS1 Matter and its interactions - K.PS1-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

K.PS1 Matter and its interactions - K.PS1 Matter and its interactions - K.PS1-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

K.PS1 Matter and its interactions - K.PS1 Matter and its interactions - K.PS1-a/How relevant is this crosscutting concept to the core idea?

5- completely
4- mostly
K.PS1 Matter and its interactions - K.PS1 Matter and its interactions - K.PS1-b/Is the performance expectation too prescriptive or too vague?

K.PS1 Matter and its interactions - K.PS1 Matter and its interactions - K.PS1-b/How grade-appropriate is this performance expectation?

K.PS1 Matter and its interactions - K.PS1 Matter and its interactions - K.PS1-b/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

3- appropriate

3- grade level appropriate
K.PS1 Matter and its interactions - K.PS1 Matter and its interactions - K.PS1-b/How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student’s understanding of the disciplinary core idea?

K.PS1 Matter and its interactions - K.PS1 Matter and its interactions - K.PS1-c/Is the performance expectation too prescriptive or too vague?

3- somewhat
4- mostly
2- somewhat too vague
3- grade level appropriate

2- slightly
K.PS1-a--Design and conduct an investigation of different kinds of materials to describe their observable properties and classify the materials based on the patterns observed. K.PS1-c--After making observations about different objects, ask questions to clarify whether they are made of natural or human-made materials and to classify the materials by their typical use...still kind of seems like 2 PEs

3- somewhat

shmushed together

3- appropriate
K.PS3 Energy - K.PS3 Energy - K.PS3-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

K.PS3 Energy - K.PS3 Energy - K.PS3-a/How relevant is this crosscutting concept to the core idea?

3- grade level appropriate  5- completely
K.PS3-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? K.PS3 Energy - K.PS3 Energy - K.PS3 Energy - K.PS3 Energy -
K.PS3-b/Is the performance expectation too prescriptive or too vague? K.PS3 Energy - K.PS3 Energy - K.PS3 Energy - K.PS3 Energy -
K.PS3-b/How grade-appropriate is this performance expectation?

5- completely 3- appropriate 3- grade level appropriate
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

5- completely
K.PS3 Energy - Suggest possible changes for those performance expectations that need additional work:

K.LS1 From molecules to organisms: Structures and processes - K.LS1-a/Is the performance expectation too prescriptive or too vague?

K.LS1 From molecules to organisms: Structures and processes - K.LS1-a/How grade-appropriate is this performance expectation?

3- appropriate

3- grade level appropriate
K.LS1 From molecules to organisms: Structures and processes - K.LS1 From molecules to organisms: Structures and processes - K.LS1-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

K.LS1 From molecules to organisms: Structures and processes - K.LS1 From molecules to organisms: Structures and processes - K.LS1-a/How relevant is this crosscutting concept to the core idea?

K.LS1 From molecules to organisms: Structures and processes - K.LS1 From molecules to organisms: Structures and processes - K.LS1-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

5- completely 5- completely
K.LS1 From molecules to organisms: Structures and processes - Suggest possible changes for those performance expectations that need additional work: This is an excellent PE.

K.ESS2 Earth’s systems - K.ESS2-a/Is the performance expectation too prescriptive or too vague?

K.ESS2 Earth’s systems - K.ESS2-a/How grade-appropriate is this performance expectation?

3- appropriate

3- grade level appropriate
K.ESS2 Earth’s systems - K.ESS2 Earth’s systems - K.ESS2 Earth’s systems - K.ESS2-a/Which of the following a/How caused this performance expectation to be more well would meeting this appropriate for a higher grade relevant is this crosscutting level? concept to the core idea? K.ESS2 Earth’s systems - K.ESS2 Earth’s systems - K.ESS2-a/How demonstrate a student's understanding of the disciplinary core idea?

5- completely 5- completely
Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more grade-appropriate for a higher grade level?

3- appropriate  3- grade level appropriate
Earth’s systems - K.ESS2

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student’s understanding of the disciplinary core idea?

- Suggest possible changes for those performance expectations that need additional work:

5- completely

unnecessary reference to K-PS3-a in foundation box (DCI pdf version)

ESS2.D: Weather and Climate

Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-a),(K-ESS2-b),(secondary to K-PS3-a)
K.ESS3 Earth and human activity - K.ESS3 Earth and human activity - K.ESS3-a
Is the performance expectation too prescriptive or too vague?

K.ESS3 Earth and human activity - K.ESS3 Earth and human activity - K.ESS3-a
How grade-appropriate is this performance expectation?

K.ESS3 Earth and human activity - K.ESS3 Earth and human activity - K.ESS3-a
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

3- appropriate
3- grade level appropriate
K.ESS3 Earth and human activity - K.ESS3 Earth and human activity - K.ESS3-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? K.ESS3 Earth and human activity - K.ESS3 Earth and human activity - K.ESS3-b/Is the performance expectation too prescriptive or too vague?

5- completely 5- completely 3- appropriate
b/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

3- grade level appropriate

5- completely
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>5- completely</td>
<td>2- somewhat too vague</td>
<td>3- grade level appropriate</td>
</tr>
</tbody>
</table>
K.ESS3 Earth and human activity - K.ESS3 Earth and human activity - K.ESS3-c/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

K.ESS3 Earth and human activity - K.ESS3 Earth and human activity - K.ESS3-c/How relevant is this crosscutting concept to the core idea?

K.ESS3 Earth and human activity - K.ESS3 Earth and human activity - K.ESS3-c/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

5- completely

5- completely
K.ESS3 Earth and human activity - K.ESS3 Earth and human activity - K.ESS3-d/Is the performance expectation too prescriptive or too vague?

K.ESS3 Earth and human activity - K.ESS3 Earth and human activity - K.ESS3-d/How grade-appropriate is this performance expectation?

K.ESS3 Earth and human activity - K.ESS3 Earth and human activity - K.ESS3-d/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

3- appropriate

3- grade level appropriate
<table>
<thead>
<tr>
<th>K.ESS3 Earth and human activity - K.ESS3 Earth and human activity - K.ESS3-d/How relevant is this crosscutting concept to the core idea?</th>
<th>K.ESS3 Earth and human activity - K.ESS3 Earth and human activity - Suggest possible changes for those performance expectations that need additional work:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5- completely</td>
<td>5- completely</td>
</tr>
</tbody>
</table>
1. PS4 Waves and their applications in technologies for information transfer - 1.PS4 Waves and their applications in technologies for information transfer - 1.PS4 Waves and their applications in technologies for information transfer - 1.PS4-a/Is the performance expectation too prescriptive or too vague?

1. PS4 Waves and their applications in technologies for information transfer - 1.PS4 Waves and their applications in technologies for information transfer - 1.PS4 Waves and their applications in technologies for information transfer - 1.PS4-a/How grade-appropriate is this performance expectation?

1. PS4 Waves and their applications in technologies for information transfer - 1.PS4 Waves and their applications in technologies for information transfer - 1.PS4 Waves and their applications in technologies for information transfer - 1.PS4-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

3- appropriate

3- grade level appropriate
1.PS4 Waves and their applications in technologies for information transfer - 1.PS4

1.PS4 Waves and their applications in technologies for information transfer - 1.PS4-a/How relevant is this crosscutting concept to the core idea?

1.PS4 Waves and their applications in technologies for information transfer - 1.PS4

Waves and their applications in technologies for information transfer - 1.PS4-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

1.PS4 Waves and their applications in technologies for information transfer - 1.PS4-b/Is the performance expectation too prescriptive or too vague?

4- mostly
5- completely
3- appropriate
3. grade level appropriate

4. mostly
1.PS4 Waves and their applications in technologies for information transfer - 1.PS4

Waves and their applications in technologies for information transfer - 1.PS4-b/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

1.PS4 Waves and their applications in technologies for information transfer - 1.PS4-c/Is the performance expectation too prescriptive or too vague?

1.PS4 Waves and their applications in technologies for information transfer - 1.PS4-c/How grade-appropriate is this performance expectation?

5- completely
3- appropriate
3- grade level appropriate
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

3- somewhat

5- completely
Is the performance expectation too prescriptive or too vague?

- somewhat too vague
- grade level appropriate

How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?
1. Waves and their applications in technologies for information transfer - 1.

How relevant is this crosscutting concept to the core idea?

1. Waves and their applications in technologies for information transfer - 1.

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

1. Waves and their applications in technologies for information transfer - 1.

Is the performance expectation too prescriptive or too vague?

4- mostly       5- completely       3- appropriate
1. PS4 Waves and their applications in technologies for information transfer - 1.PS4-e/How grade-appropriate is this performance expectation?

1. PS4 Waves and their applications in technologies for information transfer - 1.PS4-e/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

1. PS4 Waves and their applications in technologies for information transfer - 1.PS4-e/How relevant is this crosscutting concept to the core idea?

3- grade level appropriate

3- somewhat
1. PS4 Waves and their applications in technologies for information transfer - 1. PS4 Waves and their applications in technologies for information transfer - 1. PS4-e/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

1. PS4 Waves and their applications in technologies for information transfer - 1. PS4 Waves and their applications in technologies for information transfer - Suggest possible changes for those performance expectations that need additional work:

1. LS1 From molecules to organisms: Structures and processes - 1. LS1 From molecules to organisms: 1. LS1-a/Is the performance expectation too prescriptive or too vague?

3- somewhat

1. PS4-c--why not have classroom experience? 1. incandescent light bulbs?

3- appropriate
1.LS1 From molecules to organisms: Structures and processes - 1.LS1 From molecules to organisms: Structures and processes - 1.LS1-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

1.LS1 From molecules to organisms: Structures and processes - 1.LS1-a/How relevant is this crosscutting concept to the core idea?

3- grade level appropriate

5- completely
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<th>1.LS1 From molecules to organisms: Structures and processes - 1.LS1 From molecules to organisms: Structures and processes - 1.LS1 From molecules to organisms: Structures and processes - 1.LS1-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</th>
<th>1.LS1 From molecules to organisms: Structures and processes - 1.LS1-b/Is the performance expectation too prescriptive or too vague?</th>
<th>1.LS1 From molecules to organisms: Structures and processes - 1.LS1-b/How grade-appropriate is this performance expectation?</th>
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<tr>
<td>4- mostly</td>
<td>3- appropriate</td>
<td>3- grade level appropriate</td>
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1.LS1 From molecules to organisms: Structures and processes - 1.LS1 From molecules to organisms: Structures and processes - 1.LS1-b/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

1.LS1 From molecules to organisms: Structures and processes - 1.LS1 From molecules to organisms: Structures and processes - 1.LS1-b/How relevant is this crosscutting concept to the core idea?

1.LS1 From molecules to organisms: Structures and processes - 1.LS1 From molecules to organisms: Structures and processes - 1.LS1-b/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

4- mostly

5- completely
1.LS1 From molecules to organisms: Structures and processes - 1.LS1 From molecules to organisms: Structures and processes - 1.LS1 From molecules to organisms: Structures and processes - 1.LS1 From molecules to organisms: Structures and processes - 1.LS1-c/Is the performance expectation too prescriptive or too vague? 1.LS1-c/How grade-appropriate is this performance expectation? 1.LS1-c/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

3- appropriate 3- grade level appropriate
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<td>1.LS1-c/How relevant is this crosscutting concept to the core idea?</td>
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<td>1.LS1-d/Is the performance expectation too prescriptive or too vague?</td>
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<td>1.LS1-c/How well would meeting this performance expectation demonstrate a</td>
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<td>student's understanding of the disciplinary core idea?</td>
<td>5- completely</td>
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<td>1.LS1-d/Is the performance expectation too prescriptive or too vague?</td>
<td>3- appropriate</td>
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<td>How grade-appropriate is this performance expectation?</td>
<td>4- slightly more appropriate for a higher grade level  2- this practice paired with this core idea  5- completely</td>
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<tr>
<td>Which of the following caused this performance expectation to be more appropriate for a higher grade level?</td>
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<tr>
<td>How relevant is this crosscutting concept to the core idea?</td>
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</tbody>
</table>
1.LS1 From molecules to organisms: Structures and processes - How well would meeting this performance expectation demonstrate a student’s understanding of the disciplinary core idea?

1.LS3 Heredity: Inheritance and variation of traits - Is the performance expectation too prescriptive or too vague?

1.LS1-a - Assessment boundary wording is confusing; suggestion for change -- Explanations are not expected to include mechanisms, but students should, for example, be able to connect eyes and how vision helps animals meet their needs. -- this needs clarification, especially with the secondary connection to PS4.C

1.LS1-d - awkward wording; it would be better of the visual demonstration of what the student is doing came first in the wording; alternatively, change "and communicate" to "to communicate"

5- completely

3- appropriate
1.LS3 Heredity: Inheritance and variation of traits - 1.LS3

a/How grade-appropriate is this performance expectation?

3- grade level appropriate

5- completely
1.LS3 Heredity: Inheritance and variation of traits - 1.LS3 Heredity: Inheritance and variation of traits - Suggest possible changes for those performance expectations that need additional work:

1.ESS1 Earth’s place in the宇宙 - 1.ESS1-a/Is the performance expectation too prescriptive or too vague?

- Use observations (information from is not necessary--even if the observations are of pictures)

4- mostly

3- appropriate
1. ESS1 Earth's place in the universe - 1. ESS1 Earth's place in the universe - 1. ESS1-a/How grade-appropriate is this performance expectation?

- Which of the following caused this performance expectation to be more grade-appropriate for a higher grade level?

3. grade level appropriate

5. completely

1. ESS1 Earth's place in the universe - 1. ESS1 Earth's place in the universe - 1. ESS1-a/How relevant is this crosscutting concept to the core idea?
1.ESS1 Earth’s place in the universe - 1.ESS1 Earth’s place in the universe - 1.ESS1-a/How well would meeting this performance expectation demonstrate a student’s understanding of the disciplinary core idea? 1.ESS1 Earth’s place in the universe - 1.ESS1 Earth’s place in the universe - 1.ESS1-b/Is the performance expectation too prescriptive or too vague? 1.ESS1 Earth’s place in the universe - 1.ESS1-b/How grade-appropriate is this performance expectation?

5- completely  3- appropriate  3- grade level appropriate
1.ESS1 Earth’s place in the universe - 1.ESS1 Earth’s place in the universe - 1.ESS1-b/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

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5- completely
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3- appropriate 3- grade level appropriate
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<th>1.ESS1 Earth’s place in the universe - 1.ESS1 Earth’s place in the universe - Suggest possible changes for those performance expectations that need additional work:</th>
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<tr>
<td>5- completely</td>
<td>5- completely</td>
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</table>

1.ESS1-b---has cross-over with bio--microscopes; should be linked to relevant PEs
2.PS1 Matter and its interactions - 2.PS1 Matter and its interactions - 2.PS1-a/Is the performance expectation too prescriptive or too vague?

2.PS1 Matter and its interactions - 2.PS1 Matter and its interactions - 2.PS1-a/How grade-appropriate is this performance expectation?

2.PS1 Matter and its interactions - 2.PS1 Matter and its interactions - 2.PS1-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

1- much too vague  
3- grade level appropriate
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<th>2.PS1 Matter and its interactions - 2.PS1 Matter and its interactions - 2.PS1-a/How relevant is this crosscutting concept to the core idea?</th>
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<td>2. PS1 Matter and its interactions - 2. PS1 Matter and its interactions - 2. PS1-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</td>
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<tr>
<td>5- completely</td>
<td>3- appropriate</td>
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<tr>
<td>Performance Expectation</td>
<td>Grade Level Appropriateness</td>
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<td>2.PS1 Matter and its interactions - 2.PS1 Matter and its interactions - 2.PS1-b</td>
<td>2.PS1 Matter and its interactions - 2.PS1-b/Which of the following caused this performance expectation to be more appropriate for a higher grade level?</td>
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<td>2.PS1 Matter and its interactions - 2.PS1-b/How relevant is this crosscutting concept to the core idea?</td>
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3- grade level appropriate

5- completely
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<td>2. PS1 Matter and its interactions - 2. PS1 Matter and its interactions - 2. PS1-b</td>
<td>How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</td>
<td>How appropriate is this performance expectation?</td>
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<tr>
<td>2. PS1 Matter and its interactions - 2. PS1 Matter and its interactions - 2. PS1-c</td>
<td>Is the performance expectation too prescriptive or too vague?</td>
<td>How grade-appropriate is this performance expectation?</td>
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5- completely  
3- appropriate  
3- grade level appropriate
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
2. PS1 Matter and its interactions - 2.PS1 Matter and its interactions - 2.PS1-d/Is the performance expectation too prescriptive or too vague?

2. PS1 Matter and its interactions - 2.PS1 Matter and its interactions - 2.PS1-d/How grade-appropriate is this performance expectation?

2. PS1 Matter and its interactions - 2.PS1 Matter and its interactions - 2.PS1-d/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

3. appropriate

3. grade level appropriate
2.PS1 Matter and its interactions - What is the relevancy of this crosscutting concept to the core idea?

2.PS1 Matter and its interactions - How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

2.PS1 Matter and its interactions - Suggest possible changes for those performance expectations that need additional work:

5- completely

2.PS1-a--Analyze data from testing objects made from different materials to determine which material will make the proposed object function as intended.*

2.PS1-d--not clear how you would have an argument that wasn't supported by evidence to select from on this topic.
2.PS2 Motion and stability: Forces and Interactions - 2.PS2
Motion and stability: Forces and Interactions - 2.PS2-a/Is the performance expectation too prescriptive or too vague?

2.PS2 Motion and stability: Forces and Interactions - 2.PS2
Motion and stability: Forces and Interactions - 2.PS2-a/How grade-appropriate is this performance expectation?

2.PS2 Motion and stability: Forces and Interactions - 2.PS2
Motion and stability: Forces and Interactions - 2.PS2-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

3- appropriate

3- grade level appropriate
2. PS2 Motion and stability: Forces and Interactions - 2.PS2

**How relevant is this crosscutting concept to the core idea?**

**How well would meeting this performance expectation demonstrate a student’s understanding of the disciplinary core idea?**

4- mostly

5- completely

3- appropriate
2. PS2 Motion and stability: 
Forces and Interactions - 2.PS2 
Motion and stability: Forces 
and Interactions - 2.PS2-b/Which of the following 
caused this performance expectation to be more 
appropriate for a higher grade level? 
2. PS2 Motion and stability: 
Forces and Interactions - 2.PS2 
Motion and stability: Forces 
and Interactions - 2.PS2-b/How 
grade-appropriate is this performance expectation? 

3- grade level appropriate 
4- mostly
2.PS2 Motion and stability: Forces and Interactions - 2.PS2
Motion and stability: Forces and Interactions - 2.PS2-b/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

2.PS2 Motion and stability: Forces and Interactions - 2.PS2 Motion and stability: Forces and Interactions - 2.PS2-c/Is the performance expectation too prescriptive or too vague?

2.PS2 Motion and stability: Forces and Interactions - 2.PS2 Motion and stability: Forces and Interactions - 2.PS2-c/How grade-appropriate is this performance expectation?

4- mostly
3- appropriate
3- grade level appropriate
2.PS2 Motion and stability: Forces and Interactions - 2.PS2
Motion and stability: Forces and Interactions - 2.PS2-c/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

2.PS2 Motion and stability: Forces and Interactions - 2.PS2
Motion and stability: Forces and Interactions - 2.PS2-c/How relevant is this crosscutting concept to the core idea?

2.PS2 Motion and stability: Forces and Interactions - 2.PS2
Motion and stability: Forces and Interactions - 2.PS2-c/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

4- mostly
5- completely
2.PS2 Motion and stability: Forces and Interactions - Suggest possible changes for those performance expectations that need additional work:

2.PS3 Energy - 2.PS3 Energy - 2.PS3-a/Is the performance expectation too prescriptive or too vague?

2.PS3 Energy - 2.PS3 Energy - 2.PS3-a/How grade-appropriate is this performance expectation?

2.PS2-c--wording is a little awkward...maybe...Make a claim based on observations...to solve a given problem.

3- appropriate

3- grade level appropriate
2. PS3 Energy - 2. PS3 Energy -
2. PS3-a/Which of the following
caused this performance
expectation to be more
appropriate for a higher grade
level?

2. PS3 Energy - 2. PS3 Energy -
2. PS3-a/How well would
meeting this performance
expectation demonstrate a
student's understanding of the
disciplinary core idea?

5- completely

5- completely
2. Is the performance expectation too prescriptive or too vague?

3. How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?
2. PS3 Energy - 2. PS3 Energy - 2. PS3-b/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

2. PS3 Energy - 2. PS3 Energy - Suggest possible changes for those performance expectations that need additional work:

5- completely 5- completely good PEs
<table>
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<tr>
<th>2.LS2 Ecosystems: Interactions, energy, and dynamics - 2.LS2</th>
<th>2.LS2 Ecosystems: Interactions, energy, and dynamics - 2.LS2</th>
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<tr>
<td>a/Is the performance expectation too prescriptive or too vague?</td>
<td>a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?</td>
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</table>

| 3- appropriate | 3- grade level appropriate |
2.LS2 Ecosystems: Interactions, energy, and dynamics - 2.LS2

- Ecosystems: Interactions, energy, and dynamics - 2.LS2
  a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
  b/Is the performance expectation too prescriptive or too vague?

5- completely
5- completely
3- appropriate
2.LS2 Ecosystems: Interactions, energy, and dynamics - 2.LS2

b/How grade-appropriate is this performance expectation?

b/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

2.LS2 Ecosystems: Interactions, energy, and dynamics - 2.LS2

b/How relevant is this crosscutting concept to the core idea?

3- grade level appropriate

5- completely
2.LS2 Ecosystems: Interactions, energy, and dynamics - 2.LS2

b/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

c/Is the performance expectation too prescriptive or too vague?

c/How grade-appropriate is this performance expectation?

5- completely 3- appropriate 3- grade level appropriate
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

5- completely 5- completely
2.LS2 Ecosystems: Interactions, energy, and dynamics - Suggest possible changes for those performance expectations that need additional work:

2.LS2-a--"in the places they live" is redundant to "on their surroundings" and should be dropped; also, it seems like air and favorable temperature are also pretty essential for plants as well.
2.LS2-b--use replaces rather than "fulfills" to make clear that it is a human action
2.LS2-c--Design a solution to the problem of a habitat change that results in some of the plants and animals no longer being able to live there.*

2.LS4 Biological evolution: Unity and diversity - Is the performance expectation too prescriptive or too vague?

2.LS4-a/How grade-appropriate is this performance expectation?
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<tr>
<td>Which of the following caused this performance expectation to be more appropriate for a higher grade level?</td>
<td>2.LS4</td>
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<tr>
<td>How relevant is this crosscutting concept to the core idea?</td>
<td>2.LS4-a</td>
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<tr>
<td>How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</td>
<td>2.LS4-a</td>
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<tr>
<td>3- somewhat</td>
<td>4- mostly</td>
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</table>
Suggest possible changes for those performance expectations that need additional work:

2.LS4 Biological evolution: Unity and diversity -

2.ESS2 Earth’s systems - 2.ESS2-a/Is the performance expectation too prescriptive or too vague?

2.ESS2 Earth’s systems - 2.ESS2-a/How grade-appropriate is this performance expectation?

Make observations about the variety of plants and animals and details about the specific places they live in order to compare the different areas.
2.ESS2 Earth's systems - 2.ESS2 Earth's systems - 2.ESS2
Earth's systems - 2.ESS2
Earth's systems - 2.ESS2
Earth’s systems - 2.ESS2
Earth’s systems - 2.ESS2
Earth’s systems - 2.ESS2-a/Which of the following
caused this performance expectation to be more appropriate for a higher grade level?
2.ESS2 Earth’s systems - 2.ESS2 performance expectation
2.ESS2 Earth’s systems - 2.ESS2-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

1- not at all
5- completely
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<tr>
<td>2.ESS2 Earth’s systems - 2.ESS2 Earth’s systems - 2.ESS2-b/Is the performance expectation too prescriptive or too vague?</td>
<td>1- the level of this core idea, 2- slightly more appropriate for a higher grade level, 3- appropriate for a higher grade level, 4- slightly more appropriate for a higher grade level.</td>
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2.ESS2 Earth’s systems - 2.ESS2 Earth’s systems - 2.ESS2-b/How well would meeting this performance expectation demonstrate a student’s understanding of the disciplinary core idea? 2.ESS2 Earth’s systems - 2.ESS2 Earth’s systems - 2.ESS2-c/Is the performance expectation too prescriptive or too vague?

4- mostly 4- mostly 3- appropriate
2.ESS2 Earth’s systems - 2.ESS2
Earth’s systems - 2.ESS2-c/Which of the following
2.ESS2 Earth’s systems - 2.ESS2
Earth’s systems - 2.ESS2-c/How
grade-appropriate is this performance
expectation to be more
appropriate for a higher grade level?
2.ESS2 Earth’s systems - 2.ESS2
Earth’s systems - 2.ESS2-c/How
relevant is this crosscutting concept to the core idea?

4- slightly more appropriate for
a higher grade level 1- the level of this core idea 5- completely
How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?

5- completely

3- appropriate

4- slightly more appropriate for a higher grade level
2.ESS2 Earth's systems - 2.ESS2 Earth's systems - 2.ESS2
Earth's systems - 2.ESS2-d/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

2.ESS2 Earth's systems - 2.ESS2 Earth's systems - 2.ESS2-d/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

1- the level of this core idea 5- completely 5- completely
2.ESS2 Earth's systems - 2.ESS2
Earth's systems - 2.ESS2-e/Is the performance expectation too prescriptive or too vague?

2.ESS2 Earth's systems - 2.ESS2-e/How grade-appropriate is this performance expectation?

2.ESS2 Earth's systems - 2.ESS2-e/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

1- much too vague

Not Applicable - Not Sure
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<tr>
<th>2.ESS2 Earth’s systems - 2.ESS2 Earth’s systems - 2.ESS2-e/How well would meeting this performance expectation demonstrate a student’s understanding of the disciplinary core idea?</th>
<th>2.ESS2 Earth’s systems - 2.ESS2 Earth’s systems - 2.ESS2-f/Is the performance expectation too prescriptive or too vague?</th>
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<tr>
<td>5- completely</td>
<td>5- completely</td>
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<td>2.ESS2 Earth’s systems - 2.ESS2 Earth’s systems - 2.ESS2-f/Which of the following caused this performance expectation to be more appropriate for a higher grade level?</td>
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<tr>
<td>Not Applicable - Not Sure</td>
<td>5- completely</td>
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2.ESS2 Earth's systems - 2.ESS2
Earth's systems - 2.ESS2-f/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

3.PS2 Motion and stability: Forces and Interactions - 3.PS2
Motion and stability: Forces and Interactions - 3.PS2-a/Is the performance expectation too prescriptive or too vague?

lots of PEs for second grade
2.ESS2-a--CC is outside scope of PE
2.ESS2-b--Practice is develop models, but clarification statement gives examples that could just be represented with pictures rather than including examples such as erosion from rainfall that could be easily modeled with a pile of dirt and a watering can; smaller scale examples would be helpful
2.ESS2-c--Communicate how designed solutions limit loss of homes for living things resulting from wind or water resulting in change in the shape of the land.* (add that the homes are on land to the clarification statement)
2.ESS2-d--awkward phrasing--Design, construct, and test physical models within constraints that slow or prevent wind and/or water from changing the shape of the land to compare strengths and weaknesses.
2.ESS2-e--student performance is unclear
2.ESS2-f--awkward phrasing--what are they actually explaining?

5- completely
3- appropriate
3.PS2 Motion and stability:
Forces and Interactions - 3.PS2
Motion and stability: Forces
3.PS2 Motion and stability:
Forces and Interactions - 3.PS2-a/Which of the following
caused this performance expectation to be more
appropriate for a higher grade level?

3.PS2 Motion and stability:
Forces and Interactions - 3.PS2-a/How
relevant is this crosscutting concept to the core idea?

3- grade level appropriate

5- completely
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<th>3.PS2 Motion and stability: Forces and Interactions - 3.PS2-b</th>
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<td>Is the performance expectation too prescriptive or too vague?</td>
<td>How grade-appropriate is this performance expectation?</td>
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5- completely  
2- somewhat too vague  
3- grade level appropriate
3.PS2 Motion and stability: Forces and Interactions - 3.PS2
Motion and stability: Forces and Interactions - 3.PS2

b/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

3.PS2 Motion and stability: Forces and Interactions - 3.PS2
Motion and stability: Forces and Interactions - 3.PS2

b/How relevant is this crosscutting concept to the core idea?

3.PS2 Motion and stability: Forces and Interactions - 3.PS2
Motion and stability: Forces and Interactions - 3.PS2

b/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

5- completely
### 3.PS2 Motion and stability: Forces and Interactions - 3.PS2

Motion and stability: Forces and Interactions - 3.PS2-c/Is the performance expectation too prescriptive or too vague?

Motion and stability: Forces and Interactions - 3.PS2-c/How grade-appropriate is this performance expectation?

Motion and stability: Forces and Interactions - 3.PS2-c/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

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<th>3- grade level appropriate</th>
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<tr>
<td>5- completely</td>
<td>Not Applicable - Not Sure</td>
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</table>
3- grade level appropriate

4- mostly
3.PS2 Motion and stability: Forces and Interactions - 3.PS2 Motion and stability: Forces and Interactions - 3.PS2 Motion and stability: Suggest possible changes for those performance expectations that need additional work:

3.PS2-a--Carry out investigations to determine the expected motion of objects experiencing either balanced or unbalanced forces.
3.PS2-b--Investigate the motion of objects to identify consistent patterns and use the patterns to predict future object movement.
3.PS2-d--Apply scientific knowledge to design and refine solutions to a problem using magnets.

3.LS1 From molecules to organisms: Structures and processes - 3.LS1 From molecules to organisms: Structures and processes - 3.LS1-a/Is the performance expectation too prescriptive or too vague?

4- mostly

3- appropriate
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<tr>
<td>3.LS1 From molecules to organisms: Structures and processes - 3.LS1 From molecules to organisms: Structures and processes - 3.LS1-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?</td>
<td>3- grade level appropriate</td>
</tr>
</tbody>
</table>
3.LS1 From molecules to organisms: Structures and processes - 3.LS1 From molecules to organisms: Structures and processes - 3.LS1-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

3.LS1 From molecules to organisms: Structures and processes - 3.LS1 From molecules to organisms: Structures and processes - Suggest possible changes for those performance expectations that need additional work:

3.LS2 Ecosystems: Interactions, energy, and dynamics - 3.LS2 Ecosystems: Interactions, energy, and dynamics - 3.LS2-a/Is the performance expectation too prescriptive or too vague?

3.LS1-a--Death is not part of the life CYCLE. It is a part of a life of an organism, but not the cycle of life--it is an end;

4- mostly

... "of both flowering plants and animals"
3.LS2 Ecosystems: Interactions, energy, and dynamics - 3.LS2

Ecosystems: Interactions, energy, and dynamics - 3.LS2

a/How grade-appropriate is this performance expectation?

a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

3.LS2 Ecosystems: Interactions, energy, and dynamics - 3.LS2

Ecosystems: Interactions, energy, and dynamics - 3.LS2

a/How relevant is this crosscutting concept to the core idea?
3.LS2 Ecosystems: Interactions, energy, and dynamics - 3.LS2 Ecosystems: Interactions, energy, and dynamics - Suggest possible changes for those performance expectations that need additional work:

3.LS3 Heredity: Inheritance and variation of traits - 3.LS3 Heredity: Inheritance and variation of traits - 3.LS3-a/Is the performance expectation too prescriptive or too vague?

probably not actually generating information, but maybe gathering?

--Gather and communicate information from multiple sources about the size, stability, and specialization of animal groups and how different types of these groups may help the members survive in their natural habitats. 3- appropriate
3.LS3 Heredity: Inheritance and variation of traits - 3.LS3

a/How grade-appropriate is this performance expectation?

3.LS3 Heredity: Inheritance and variation of traits - 3.LS3

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

3.LS3 Heredity: Inheritance and variation of traits - 3.LS3

a/How relevant is this crosscutting concept to the core idea?

3- grade level appropriate

4- mostly
3.LS3 Heredity: Inheritance and variation of traits - 3.LS3
Heredity: Inheritance and variation of traits - 3.LS3-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

3.LS3 Heredity: Inheritance and variation of traits - 3.LS3 Heredity: Inheritance and variation of traits - Suggest possible changes for those performance expectations that need additional work:

3.LS4 Biological evolution: Unity and diversity - 3.LS4
Biological evolution: Unity and diversity - 3.LS4-a/Is the performance expectation too prescriptive or too vague?

4- mostly

2- somewhat too vague
3. LS4 Biological evolution: Unity and diversity - 3. LS4

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How grade-appropriate is this performance expectation?

Biological evolution: Unity and diversity:

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

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How grade-appropriate is this performance expectation?

Biological evolution: Unity and diversity:

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

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<tbody>
<tr>
<td>Biological evolution: Unity and diversity - 3.LS4-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</td>
<td>Biological evolution: Unity and diversity - 3.LS4-b/Is the performance expectation too prescriptive or too vague?</td>
<td>Biological evolution: Unity and diversity - 3.LS4-b/How grade-appropriate is this performance expectation?</td>
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</tbody>
</table>

4- mostly 3- appropriate 3- grade level appropriate
<table>
<thead>
<tr>
<th>3.LS4 Biological evolution: Unity and diversity - 3.LS4-b</th>
<th>4- mostly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which of the following caused this performance expectation to be more appropriate for a higher grade level?</td>
<td>4- mostly</td>
</tr>
<tr>
<td>How relevant is this crosscutting concept to the core idea?</td>
<td>4- mostly</td>
</tr>
<tr>
<td>How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</td>
<td>4- mostly</td>
</tr>
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</table>
3.LS4 Biological evolution: Unity and diversity - 3.LS4
How grade-appropriate is this performance expectation?

3- appropriate

3.LS4 Biological evolution: Unity and diversity - 3.LS4-c/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

3- grade level appropriate
<table>
<thead>
<tr>
<th>3.LS4 Biological evolution: Unity and diversity - 3.LS4</th>
<th>Biological evolution: Unity and diversity - 3.LS4-c/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</th>
<th>3.LS4 Biological evolution: Unity and diversity - 3.LS4-d/Is the performance expectation too prescriptive or too vague?</th>
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<tbody>
<tr>
<td>Biological evolution: Unity and diversity - 3.LS4</td>
<td>diversity - 3.LS4-c/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</td>
<td>Biological evolution: Unity and diversity - 3.LS4-d/Is the performance expectation too prescriptive or too vague?</td>
</tr>
<tr>
<td>relevant is this crosscutting concept to the core idea?</td>
<td>4- mostly</td>
<td>3- appropriate</td>
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<tr>
<td></td>
<td>4- mostly</td>
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<td>--------------------------------------------------------</td>
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<tr>
<td>Biological evolution: Unity and diversity - 3.LS4-d/Which of the following caused this performance expectation to be more appropriate for a higher grade level?</td>
<td>Biological evolution: Unity and diversity - 3.LS4-d/How relevant is this crosscutting concept to the core idea?</td>
<td>Biological evolution: Unity and diversity - 3.LS4</td>
</tr>
</tbody>
</table>

3- grade level appropriate

4- mostly
<table>
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<tr>
<td>How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</td>
<td>Biological evolution: Unity and diversity - 3.LS4-f/Is the performance expectation too prescriptive or too vague?</td>
<td>Biological evolution: Unity and diversity - 3.LS4-f/How grade-appropriate is this performance expectation?</td>
</tr>
</tbody>
</table>

4- mostly  
3- appropriate  
3- grade level appropriate
3.LS4 Biological evolution: Unity and diversity - 3.LS4

Biological evolution: Unity and diversity - 3.LS4-f

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

3.LS4 Biological evolution: Unity and diversity - 3.LS4-f

How relevant is this crosscutting concept to the core idea?

3.LS4 Biological evolution: Unity and diversity - 3.LS4-f

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

4- mostly
3.LS4 Biological evolution: Unity and diversity -

Suggest possible changes for those performance expectations that need additional work:

3.LS4-a--very broad PE
3.LS4-b--"might provide" this should be less about coming up with the "right" answer and more about connecting survival to characteristics
3.LS4-e--"these organisms"
3.ESS2 Earth's systems - 3.ESS2 Earth's systems - 3.ESS2
Earth's systems - 3.ESS2
a/Which of the following
caused this performance expectation to be more appropriate for a higher grade level?
3.ESS2 Earth’s systems - 3.ESS2 Earth’s systems - 3.ESS2
a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
3.ESS2 Earth’s systems - 3.ESS2 Earth’s systems - 3.ESS2
a/How relevant is this crosscutting concept to the core idea?
Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?
<table>
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<tr>
<th>Core Idea</th>
<th>Performance Expectation</th>
<th>Standards</th>
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<td>Earth’s systems - 3.ESS2</td>
<td>How relevant is this crosscutting concept to the core idea?</td>
<td>3.ESS2 Earth’s systems - 3.ESS2 Earth’s systems - 3.ESS2-b</td>
<td>3.ESS2 Earth’s systems - 3.ESS2 Earth’s systems - 3.ESS2-c</td>
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<td>How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</td>
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<tr>
<td></td>
<td>Is the performance expectation too prescriptive or too vague?</td>
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3.ESS2 Earth’s systems - 3.ESS2
Earth’s systems - 3.ESS2-
c/Which of the following

3.ESS2 Earth’s systems - 3.ESS2 caused this performance
Earth’s systems - 3.ESS2-c/How
grade-appropriate is this
performance expectation? 3.ESS2 Earth’s systems - 3.ESS2-
expected to be more
appropriate for a higher grade
level? 3.ESS2 Earth’s systems - 3.ESS2-c/How
relevant is this crosscutting
concept to the core idea?
3.ESS2 Earth’s systems - 3.ESS2 Earth’s systems - 3.ESS2 Earth’s systems - 3.ESS2 Earth’s systems

- Display simple data sets of weather conditions over time in tables and graphs to describe typical conditions expected during a particular season and to identify variations over years.

- Clarification statement is needed to clarify the expected similarities and differences students would be expected to know.

- Much too vague
<p>| 3.ESS3 Earth and human activity - 3.ESS3 Earth and human activity - 3.ESS3-a/How grade-appropriate is this performance expectation? | 3.ESS3 Earth and human activity - 3.ESS3 Earth and human activity - 3.ESS3-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level? | 3.ESS3 Earth and human activity - 3.ESS3 Earth and human activity - 3.ESS3-a/How relevant is this crosscutting concept to the core idea? |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tr>
<td>How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</td>
<td>3.ESS3 Earth and human activity - 3.ESS3 Earth and human activity - 3.ESS3-b/How is the performance expectation too prescriptive or too vague?</td>
</tr>
<tr>
<td>Is the performance expectation too prescriptive or too vague?</td>
<td>3.ESS3 Earth and human activity - 3.ESS3 Earth and human activity - 3.ESS3-b/How grade-appropriate is this performance expectation?</td>
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3.ESS3 Earth and human activity - 3.ESS3 Earth and human activity - 3.ESS3-b/How well would meeting this performance expectation demonstrate a student’s understanding of the disciplinary core idea?

3.ESS3 Earth and human activity - 3.ESS3 Earth and human activity - 3.ESS3-b/How relevant is this crosscutting concept to the core idea?
3.ESS3 Earth and human activity - 3.ESS3 Earth and human activity - Suggest possible changes for those performance expectations that need additional work:

4.PS3 Energy - 4.PS3 Energy - 4.PS3-a/Is the performance expectation too prescriptive or too vague?

4.PS3 Energy - 4.PS3 Energy - 4.PS3-a/How grade-appropriate is this performance expectation?

3.ESS3-a--too open
3.ESS3-b--lightening rods aren't particularly new...
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?
4.PS3 Energy - 4.PS3 Energy -
4.PS3-b/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
4.PS3 Energy - 4.PS3 Energy -
4.PS3-c/Is the performance expectation too prescriptive or too vague?
4.PS3 Energy - 4.PS3 Energy -
4.PS3-c/Which of the following

4.PS3 Energy - 4.PS3 Energy -
4.PS3-c/How grade-
appropriate is this performance
expectation?

4.PS3 Energy - 4.PS3 Energy -
4.PS3-c/Which caused this performance
evaluation to be more
appropriate for a higher grade
level?

4.PS3 Energy - 4.PS3 Energy -
4.PS3-c/How relevant is this
crosscutting concept to the
core idea?
4.PS3 Energy - 4.PS3 Energy - 4.PS3 Energy -
4.PS3-c/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
4.PS3 Energy - 4.PS3 Energy - 4.PS3 Energy -
4.PS3-d/Is the performance expectation too prescriptive or too vague?
4.PS3 Energy - 4.PS3 Energy - 4.PS3 Energy -
4.PS3-d/How grade-appropriate is this performance expectation?
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
4. PS3 Energy - 4. PS3 Energy - 4. PS3-e/Is the performance expectation too prescriptive or too vague?

4. PS3 Energy - 4. PS3 Energy - 4. PS3-e/How grade-appropriate is this performance expectation?

4. PS3 Energy - 4. PS3 Energy - 4. PS3-e/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

4- slightly more appropriate for a higher grade level
2- this practice paired with this core idea
4.PS3 Energy - 4.PS3 Energy -
4.PS3-e/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

4.PS3 Energy - 4.PS3 Energy - Suggest possible changes for those performance expectations that need additional work:

4.PS3-a--kinetic energy?
4.PS4 Waves and their applications in technologies for information transfer - 4.PS4

4.PS4 Waves and their applications in technologies for information transfer - 4.PS4-a/Is the performance expectation too prescriptive or too vague?

4.PS4 Waves and their applications in technologies for information transfer - 4.PS4

4.PS4 Waves and their applications in technologies for information transfer - 4.PS4-a/How grade-appropriate is this performance expectation?

4.PS4 Waves and their applications in technologies for information transfer - 4.PS4

4.PS4 Waves and their applications in technologies for information transfer - 4.PS4-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?
4.PS4 Waves and their applications in technologies for information transfer - 4.PS4

Waves and their applications in technologies for information transfer - 4.PS4-a/How relevant is this crosscutting concept to the core idea?

4.PS4 Waves and their applications in technologies for information transfer - 4.PS4

Waves and their applications in technologies for information transfer - 4.PS4-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

4.PS4 Waves and their applications in technologies for information transfer - 4.PS4-b/Is the performance expectation too prescriptive or too vague?
4- slightly more appropriate for a higher grade level
2- this practice paired with this core idea
Waves and their applications in technologies for information transfer - 4.PS4

- How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

- Is the performance expectation too prescriptive or too vague?

- How grade-appropriate is this performance expectation?
4.PS4 Waves and their applications in technologies for information transfer - 4.PS4

Waves and their applications in technologies for information transfer - 4.PS4-

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

4.PS4 Waves and their applications in technologies for information transfer - 4.PS4

Waves and their applications in technologies for information transfer - 4.PS4-c/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

4.PS4 Waves and their applications in technologies for information transfer - 4.PS4

Waves and their applications in technologies for information transfer - 4.PS4-c/How relevant is this crosscutting concept to the core idea?
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<tr>
<th>Wave application topics</th>
<th>Questions</th>
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<tbody>
<tr>
<td>Waves and their applications in technologies for information transfer - 4.PS4</td>
<td>- Is the performance expectation too prescriptive or too vague?</td>
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<td></td>
<td>- How grade-appropriate is this performance expectation?</td>
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<tr>
<td></td>
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4.PS4 Waves and their applications in technologies for information transfer - 4.PS4

How relevant is this crosscutting concept to the core idea?

4.PS4 Waves and their applications in technologies for information transfer - 4.PS4-d/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

4.PS4 Waves and their applications in technologies for information transfer - 4.PS4-e/Is the performance expectation too prescriptive or too vague?
4.PS4 Waves and their applications in technologies for information transfer - 4.PS4

Waves and their applications in technologies for information transfer - 4.PS4-e

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How grade-appropriate is this performance expectation?

How relevant is this crosscutting concept to the core idea?
4.PS4 Waves and their applications in technologies for information transfer - 4.PS4
Waves and their applications in technologies for information transfer - 4.PS4-e/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

4.PS4 Waves and their applications in technologies for information transfer - 4.PS4
Waves and their applications in technologies for information transfer - Suggest possible changes for those performance expectations that need additional work:

4.LS1 From molecules to organisms: Structures and processes - 4.LS1 From molecules to organisms: Structures and processes - 4.LS1-a/Is the performance expectation too prescriptive or too vague?

4.PS4-a--physical representation model
4.PS4-b--not clear what this would look like
4.PS4-c--it is not clear what is meant by "properties of the surface" Please add description to clarification statement
4.PS4-d--Design, evaluate, refine, and reevaluate...
4.PS4-e--just "Obtain evidence..." 4- somewhat too prescriptive
<table>
<thead>
<tr>
<th>4.LS1 From molecules to organisms: Structures and processes</th>
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<tr>
<td>4.LS1-a/How grade-appropriate is this performance expectation?</td>
<td>4.LS1-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?</td>
<td>4.LS1-a/How relevant is this crosscutting concept to the core idea?</td>
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</table>

3- grade level appropriate  
5- completely
4.LS1 From molecules to organisms: Structures and processes - 4.LS1 From molecules to organisms: Structures and processes - 4.LS1 From molecules to organisms: Structures and processes - 4.LS1-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

4.LS1 From molecules to organisms: Structures and processes - 4.LS1-b/Is the performance expectation too prescriptive or too vague?

4.LS1 From molecules to organisms: Structures and processes - 4.LS1-b/How grade-appropriate is this performance expectation?

<table>
<thead>
<tr>
<th></th>
<th>5- completely</th>
<th>3- appropriate</th>
<th>3- grade level appropriate</th>
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</table>
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

5- completely
<table>
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<tr>
<td>4.LS1-c/Is the performance expectation too prescriptive or too vague?</td>
<td>4.LS1-c/How grade-appropriate is this performance expectation?</td>
<td>4.LS1-c/Which of the following caused this performance expectation to be more appropriate for a higher grade level?</td>
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3- appropriate  
3- grade level appropriate
4.LS1 From molecules to organisms: Structures and processes -

- 4.LS1 From molecules to organisms: Structures and processes -

  - 4.LS1-c/How relevant is this crosscutting concept to the core idea?

  - 4.LS1-c/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

  - Suggest possible changes for those performance expectations that need additional work:

  - 4- mostly
  - 5- completely

  - 4.LS1-a--", including organs," is not necessary within the PE

  - 4.LS1-b--this sounds fun!
4.ESS1 Earth’s place in the universe - 4.ESS1 Earth’s place in the universe - 4.ESS1-a/Is the performance expectation too prescriptive or too vague?

4.ESS1 Earth’s place in the universe - 4.ESS1 Earth’s place in the universe - 4.ESS1-a/How grade-appropriate is this performance expectation?

4.ESS1 Earth’s place in the universe - 4.ESS1 Earth’s place in the universe - 4.ESS1-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

3- appropriate

3- grade level appropriate
Develop an argument for the change in a particular set of landforms over time by connecting given evidence of patterns in rock formations and fossils in rock layers to a given claim describing how the landforms changed over time.
Earth’s systems - 4.ESS2


earth’s systems - 4.ESS2

Is the performance expectation too prescriptive or too vague?

Earth’s systems - 4.ESS2

How grade-appropriate is this performance expectation?

4.ESS2 Earth’s systems - 4.ESS2

Which of the following caused this performance expectation to be more appropriate for a higher grade level?
| 4.ESS2 Earth’s systems - 4.ESS2 Earth’s systems - 4.ESS2-a/How well would meeting this performance expectation demonstrate a student’s understanding of the disciplinary core idea? | 4.ESS2 Earth’s systems - 4.ESS2 Earth’s systems - 4.ESS2-b/Is the performance expectation too prescriptive or too vague? |
Which of the following caused this performance expectation to be more grade-appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?
4.ESS2 Earth's systems - 4.ESS2
Earth’s systems - 4.ESS2-b/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
4.ESS2 Earth’s systems - 4.ESS2
Earth’s systems - 4.ESS2-c/Is the performance expectation too prescriptive or too vague? 4.ESS2 Earth’s systems - 4.ESS2
grade-appropriate is this performance expectation?
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Earth’s systems - 4.ESS2-
c/Which of the following
caused this performance
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appropriate for a higher grade
level?

4.ESS2 Earth’s systems - 4.ESS2
Earth’s systems - 4.ESS2-c/How
well would meeting this
performance expectation
demonstrate a student's
understanding of the
disciplinary core idea?

4.ESS2 Earth’s systems - 4.ESS2
Earth’s systems - 4.ESS2-c/How
relevant is this crosscutting
concept to the core idea?
4.ESS2 Earth's systems - 4.ESS2 Earth's systems - Suggest possible changes for those performance expectations that need additional work:

4.ESS3 Earth and human activity - 4.ESS3 Earth and human activity - 4.ESS3-a/Is the performance expectation too prescriptive or too vague?

4.ESS3 Earth and human activity - 4.ESS3 Earth and human activity - 4.ESS3-a/How grade-appropriate is this performance expectation?

4.ESS2-a--fair ? tests; add "on a given object" at the end
4.ESS2-b--Design solutions to mitigate the effect of erosion and weathering on local landscapes by brainstorming, testing, refining, and communicating solutions with peers.*
4.ESS2-c--Analyze maps showing a variety of Earth’s features and the occurrence of geologic hazards to determine the geographic patterns that emerge in connecting the two.
4.ESS3 Earth and human activity - 4.ESS3 Earth and human activity - 4.ESS3-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

4.ESS3 Earth and human activity - 4.ESS3 Earth and human activity - 4.ESS3-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

4.ESS3 Earth and human activity - 4.ESS3 Earth and human activity - 4.ESS3-a/How relevant is this crosscutting concept to the core idea?
| 4.ESS3 Earth and human activity - 4.ESS3 Earth and human activity - 4.ESS3-b/Is the performance expectation too prescriptive or too vague? | 4.ESS3 Earth and human activity - 4.ESS3 Earth and human activity - 4.ESS3-b/How grade-appropriate is this performance expectation? | 4.ESS3 Earth and human activity - 4.ESS3 Earth and human activity - 4.ESS3-b/Which of the following caused this performance expectation to be more appropriate for a higher grade level? |
4.ESS3 Earth and human activity - 4.ESS3 Earth and human activity - 4.ESS3-b

How relevant is this crosscutting concept to the core idea?

4.ESS3 Earth and human activity - 4.ESS3 Earth and human activity - 4.ESS3-b

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

4.ESS3 Earth and human activity - 4.ESS3 Earth and human activity - Suggest possible changes for those performance expectations that need additional work:

4.ESS3-a clarification statement would be helpful with exxample; like that this calls for a particular type of model
4.ESS3-b--remove commas; Construct, test, and make suggestions for refinement of a solution that reduces the impacts of geological hazards, under a range of likely conditions.*
5.PS1 Matter and its interactions - 5.PS1 Matter and its interactions - 5.PS1-a/Is the performance expectation too prescriptive or too vague?

5.PS1 Matter and its interactions - 5.PS1 Matter and its interactions - 5.PS1-a/How grade-appropriate is this performance expectation?

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5.PS1 Matter and its interactions - 5.PS1 Matter and its interactions - 5.PS1-c/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

5.PS1 Matter and its interactions - 5.PS1 Matter and its interactions - 5.PS1-c/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

5.PS1 Matter and its interactions - 5.PS1 Matter and its interactions - 5.PS1-c/How relevant is this crosscutting concept to the core idea?
5.PS1 Matter and its interactions - Is the performance expectation too prescriptive or too vague?

5.PS1 Matter and its interactions - How grade-appropriate is this performance expectation?

5.PS1 Matter and its interactions - Which of the following caused this performance expectation to be more appropriate for a higher grade level?
How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

Is the performance expectation too prescriptive or too vague?

1- much too vague
5.PS1 Matter and its interactions - 5.PS1 Matter and its interactions - 5.PS1-e/Which of the following caused this performance expectation to be more appropriate for a higher grade level? 5.PS1 Matter and its interactions - 5.PS1 Matter and its interactions - 5.PS1-e/How relevant is this crosscutting concept to the core idea?
5.PS1 Matter and its interactions - 5.PS1 Matter and its interactions - 5.PS1-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

5.PS1 Matter and its interactions - Suggest possible changes for those performance expectations that need additional work:

5.PS2 Motion and stability: Forces and Interactions - 5.PS2 Motion and stability: Forces and Interactions - 5.PS2-a/Is the performance expectation too prescriptive or too vague?

5.PS1-a--Arguing from evidence is a much more powerful practice when it is connected to student generated work rather than; though this claim is a theory, would prefer the language of claim in the PE

5.PS1-b--Design and carry out an investigation seems a better fit for this--certainly running an experiment with low enough error to support this may be difficult, but that's a great learning activity--weigh before and after combining--talk about ones that produce a gas don't seem to follow this law at first glance...maybe

Analyze experimental data to determine what happens to the weight before and after two or more substances are combined.--would mesh nicely with 5.PS1-d

5.PS1-e--needs a clarification statement
5.PS2 Motion and stability: Forces and Interactions - 5.PS2

Motion and stability: Forces and Interactions - 5.PS2-a/How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

5.PS2 Motion and stability: Forces and Interactions - 5.PS2

Motion and stability: Forces and Interactions - 5.PS2-a/How relevant is this crosscutting concept to the core idea?
5.PS2 Motion and stability: Forces and Interactions - 5.PS2 Motion and stability: Forces and Interactions - 5.PS2-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?  

Suggest possible changes for those performance expectations that need additional work:

5.PS3 Energy - 5.PS3 Energy - 5.PS3-a/Is the performance expectation too prescriptive or too vague?

good use of argument
5.PS3 Energy - 5.PS3 Energy -
5.PS3-a/How grade-appropriate is this performance expectation?

5.PS3 Energy - 5.PS3 Energy -
5.PS3-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

5.PS3 Energy - 5.PS3 Energy -
5.PS3-a/How relevant is this crosscutting concept to the core idea?
5.PS3 Energy - 5.PS3 Energy - 5.PS3-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

5.PS3 Energy - 5.PS3 Energy - Suggest possible changes for those performance expectations that need additional work:

5.PS4 Waves and their applications in technologies for information transfer - 5.PS4 Waves and their applications in technologies for information transfer - 5.PS4-a/Is the performance expectation too prescriptive or too vague?

"energy animals use to live" but the rest in the clarification statement.
5.PS4 Waves and their applications in technologies for information transfer - 5.PS4 Waves and their applications in technologies for information transfer - 5.PS4-a/How grade-appropriate is this performance expectation?

5.PS4 Waves and their applications in technologies for information transfer - 5.PS4 Waves and their applications in technologies for information transfer - 5.PS4-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

5.PS4 Waves and their applications in technologies for information transfer - 5.PS4 Waves and their applications in technologies for information transfer - 5.PS4-a/How relevant is this crosscutting concept to the core idea?
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5.PS4 Waves and their applications in technologies for information transfer - 5.PS4-b/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

5.PS4 Waves and their applications in technologies for information transfer - 5.PS4-b/How relevant is this crosscutting concept to the core idea?

5.PS4 Waves and their applications in technologies for information transfer - 5.PS4-b/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
5.PS4 Waves and their applications in technologies for information transfer - Suggest possible changes for those performance expectations that need additional work:

5.PS4-a--Design a tool to enhance vision using lenses and apply scientific knowledge of how lenses bend light to communicate how the proposed tool will work.

5.PS4-b--Communicate how technology has increased our ability to see objects and make scientific discoveries about the universe.*
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?
b/How relevant is this crosscutting concept to the core idea?

5.LS2 Ecosystems: Interactions, energy, and dynamics - 5.LS2

5.LS2 Ecosystems: Interactions, energy, and dynamics - 5.LS2

b/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

5.LS2 Ecosystems: Interactions, energy, and dynamics - 5.LS2

c/Is the performance expectation too prescriptive or too vague?

5.LS2 Ecosystems: Interactions, energy, and dynamics - 5.LS2

2- somewhat too vague
5.LS2 Ecosystems: Interactions, energy, and dynamics - 5.LS2

Ecosystems: Interactions, energy, and dynamics - 5.LS2

c/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

5.LS2 Ecosystems: Interactions, energy, and dynamics - 5.LS2
c/How relevant is this crosscutting concept to the core idea?
5.LS2 Ecosystems: Interactions, energy, and dynamics - 5.LS2

Ecosystems: Interactions, energy, and dynamics - 5.LS2-
c/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

d/Is the performance expectation too prescriptive or too vague?

5.LS2 Ecosystems: Interactions, energy, and dynamics - 5.LS2-

Ecosystems: Interactions, energy, and dynamics - 5.LS2-
d/How grade-appropriate is this performance expectation?

5- much too prescriptive
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
5.LS2 Ecosystems: Interactions, energy, and dynamics - Suggest possible changes for those performance expectations that need additional work:

5.ESS1 Earth’s place in the universe - Is the performance expectation too prescriptive or too vague?

5.ESS1 Earth’s place in the universe - How grade-appropriate is this performance expectation?

5.LS2-a--LOVE the addition of discussing limitations of the models--this needs to more broadly used in NGSS

5.LS2-b--not sure what they are predicting the outcomes of...

5.LS2-c--convoluted syntax; "Use models to evaluate the effectiveness of a solution designed to mitigate a factor that has upset...

5.LS2-d--The PE has the practice as asking questions, but the assessment boundary sounds like students are supposed to have the answers, not just ask the questions.
5.ESS1 Earth’s place in the universe - 5.ESS1 Earth’s place in the universe - 5.ESS1-
a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

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5.ESS1 Earth’s place in the universe - 5.ESS1 Earth’s place in the universe - 5.ESS1-b/How grade-appropriate is this performance expectation?

5.ESS1 Earth’s place in the universe - 5.ESS1 Earth’s place in the universe - 5.ESS1-b/Which of the following caused this performance expectation to be more appropriate for a higher grade level?
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5.ESS1 Earth’s place in the universe - 5.ESS1 Earth’s place in the universe - 5.ESS1-c/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?  

5.ESS1 Earth’s place in the universe - 5.ESS1 Earth’s place in the universe - Suggest possible changes for those performance expectations that need additional work:  

5.ESS2 Earth’s systems - 5.ESS2 Earth’s systems - 5.ESS2-a/Is the performance expectation too prescriptive or too vague?  

5.ESS1-c--awkward phrasing; Identify evidence that supports the claim that the Earth's rotation and the orbits of the Earth and the other planets around the sun explain the consistent patterns of change in the position of stars, constellations, and planets in the sky.
Which of the following caused this performance expectation to be more grade-appropriate for a higher grade level? Which of the following caused this performance expectation to be more grade-appropriate for a higher grade level? How relevant is this crosscutting concept to the core idea?
How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?
b/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

5.ESS2 Earth’s systems - 5.ESS2

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

5.ESS2 Earth’s systems - 5.ESS2

How relevant is this crosscutting concept to the core idea?

Earth’s systems - 5.ESS2-5.ESS2

Earth’s systems - 5.ESS2-b/How
Is the performance expectation too prescriptive or too vague?

Grade-appropriate is this performance expectation to be more appropriate for a higher grade level?
5.ESS2 Earth’s systems - 5.ESS2
Earth’s systems - 5.ESS2-c/How well would meeting this performance expectation demonstrate a student’s understanding of the disciplinary core idea?

5.ESS2 Earth’s systems - 5.ESS2 Earth’s systems - Suggest possible changes for those performance expectations that need additional work:

5.ESS2-a--goes beyond Framework in the assessment boundary which indicates that students would need to generate what the connections are--Framework text only indicates that students should know that the systems interact
5.ESS2-b--more likely from research than observations
5.ESS2-c--are landforms interactions other than with mountains expected? If not, just put mountains in the PE; otherwise, give other examples
<p>| 5.ESS3 Earth and human activity - 5.ESS3 Earth and human activity - 5.ESS3-a/Is the performance expectation too prescriptive or too vague? | 5.ESS3 Earth and human activity - 5.ESS3 Earth and human activity - 5.ESS3-a/How grade-appropriate is this performance expectation? | 5.ESS3 Earth and human activity - 5.ESS3 Earth and human activity - 5.ESS3-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level? |</p>
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5.ESS3 Earth and human activity - 5.ESS3 Earth and human activity - 5.ESS3-b/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

Suggest possible changes for those performance expectations that need additional work:

MS.PS1 Matter and its interactions - MS.PS1 Matter and its interactions - MS.PS1-a/Is the performance expectation too prescriptive or too vague?

5.ESS3-b--Make a claim about how humans and other organisms will be affected if Earth's temperature continues to rise and support the claim with specific empirical evidence. 3- appropriate
How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

3- grade level appropriate

4- mostly
<table>
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<tr>
<td>How grade-appropriate is this performance expectation?</td>
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- 4- mostly
- 1- much too vague
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?
MS.PS1 Matter and its interactions - MS.PS1 Matter and its interactions - MS.PS1-
c/How relevant is this crosscutting concept to the core idea?  

MS.PS1 Matter and its interactions - MS.PS1 Matter and its interactions - MS.PS1-
c/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?  

MS.PS1 Matter and its interactions - MS.PS1 Matter and its interactions - MS.PS1-
d/Is the performance expectation too prescriptive or too vague?
MS.PS1 Matter and its interactions - MS.PS1 Matter and its interactions - MS.PS1-Matter and its interactions - MS.PS1-
d/How grade-appropriate is this performance expectation?

MS.PS1 Matter and its interactions - MS.PS1 Matter and its interactions - MS.PS1-
d/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

MS.PS1 Matter and its interactions - MS.PS1 Matter and its interactions - MS.PS1-
d/How relevant is this crosscutting concept to the core idea?
MS.PS1 Matter and its interactions - MS.PS1 Matter and its interactions - MS.PS1 Matter and its interactions - MS.PS1 Matter d/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? e/Is the performance expectation too prescriptive or too vague? e/How grade-appropriate is this performance expectation? 4- slightly more appropriate for a higher grade level
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

2- this practice paired with this core idea
4- somewhat too prescriptive
MS.PS1 Matter and its interactions - MS.PS1 Matter and its interactions - MS.PS1-f/How relevant is this crosscutting concept to the core idea?

MS.PS1 Matter and its interactions - MS.PS1 Matter and its interactions - MS.PS1-f/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

MS.PS1 Matter and its interactions - MS.PS1 Matter and its interactions - MS.PS1-g/Is the performance expectation too prescriptive or too vague?
How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?
MS.PS1 Matter and its interactions - MS.PS1 Matter and its interactions - MS.PS1-g/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

MS.PS1-b--may be grade-level appropriate, but teachers will need more support to make it that way.

MS.PS1-c--drop "depicts and"--if it predicts, that's what is needed here; drop "either"--doesn't pair well with and/or: Develop a molecular level model that predicts whether adding or removing thermal energy from a pure substance at a given temperature will result in temperature change or change of state.

MS.PS1-f--too many parts to this PE and too prescriptive; Research and communicate the relationship between advances in chemistry, the development of new materials to meet people's wants/needs, and the impacts that the new materials have on natural resources and society for a newly developed material.

MS.PS1-g--would like something added here about "within a given set of constraints" and/or the iterative nature of testing--design, construct, test is far too linear.

MS.PS2 Motion and stability: Forces and Interactions - MS.PS2 Motion and stability: Forces and Interactions - MS.PS2-a/Is the performance expectation too prescriptive or too vague?
MS.PS2 Motion and stability: Forces and Interactions - MS.PS2 Motion and stability: Forces and Interactions - MS.PS2 Motion and stability: Forces and Interactions - MS.PS2 Motion and stability: Forces and Interactions - MS.PS2-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

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MS.PS2-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

MS.PS2 Motion and stability: Forces and Interactions -
MS.PS2-b/Is the performance expectation too prescriptive or too vague?

MS.PS2 Motion and stability: Forces and Interactions -
MS.PS2-b/How grade-appropriate is this performance expectation?
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MS.PS2-b/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

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MS.PS2-b/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

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Forces and Interactions -
MS.PS2-c/How relevant is this
crosscutting concept to the
core idea?

MS.PS2 Motion and stability:
Forces and Interactions -
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MS.PS2 Motion and stability:
Forces and Interactions -
MS.PS2-c/How well would
meeting this performance
expectation demonstrate a
student's understanding of the
disciplinary core idea?

MS.PS2 Motion and stability:
Forces and Interactions -
MS.PS2 Motion and stability:
Forces and Interactions -
MS.PS2 Motion and stability:
Forces and Interactions -
MS.PS2-d/Is the performance
expectation too prescriptive or
too vague?
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MS.PS2 Motion and stability: Forces and Interactions -
MS.PS2-d/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

MS.PS2 Motion and stability: Forces and Interactions -
MS.PS2-e/Is the performance expectation too prescriptive or too vague?

MS.PS2 Motion and stability: Forces and Interactions -
MS.PS2-e/How grade-appropriate is this performance expectation?
MS.PS2 Motion and stability: Forces and Interactions - MS.PS2-e/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

MS.PS2 Motion and stability: Forces and Interactions - MS.PS2-e/How relevant is this crosscutting concept to the core idea?

MS.PS2 Motion and stability: Forces and Interactions - MS.PS2-e/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
MS.PS2 Motion and stability: Forces and Interactions - MS.PS2 Motion and stability: Forces and Interactions - MS.PS2 Motion and stability: Forces and Interactions - MS.PS2-f/Is the performance expectation too prescriptive or too vague?

2- somewhat too vague
How relevant is this crosscutting concept to the core idea?

MS.PS2 Motion and stability: Forces and Interactions -
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MS.PS2 Motion and stability: Forces and Interactions -
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MS.PS2 Motion and stability: Forces and Interactions -
MS.PS2 Motion and stability: Forces and Interactions -

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

Suggest possible changes for those performance expectations that need additional work:

MS.PS2-a--awkward wording; Develop a graphical or physical model that uses Newton's Third Law to predict the motion of two interacting objects in order to test solutions to a practical problem.
MS.PS2-f/How relevant is this crosscutting concept to the core idea? - MS.PS2 Motion and stability: Forces and Interactions -
MS.PS2 Motion and stability: Forces and Interactions -
MS.PS2 Motion and stability: Forces and Interactions -
MS.PS2 Motion and stability: Forces and Interactions -
MS.PS2 Motion and stability: Forces and Interactions -

- c--intended to clarify...
- e--"communicate the results of" rather than "evaluate"
- f--not sure how to develop a problem with a pre-determined solution like this
MS.PS3 Energy - MS.PS3 Energy
MS.PS3 Energy - MS.PS3 Energy
- MS.PS3-a/Is the performance expectation too prescriptive or too vague?
- MS.PS3-a/How grade-appropriate is this performance expectation?
- MS.PS3-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

2- somewhat too vague
MS.PS3 Energy - MS.PS3 Energy
- MS.PS3-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

MS.PS3 Energy - MS.PS3 Energy
- MS.PS3-b/Is the performance expectation too prescriptive or too vague?
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?
How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
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Is the performance expectation too prescriptive or too vague?
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?
How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
- MS.3-g/Is the performance expectation too prescriptive or too vague?
- MS.3-g/How grade-appropriate is this performance expectation?
- MS.3-g/Which of the following caused this performance expectation to be more appropriate for a higher grade level?
How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

Suggest possible changes for those performance expectations that need additional work:

"a real-world problem" is too generic/vague
Is the performance expectation too prescriptive or too vague? How grade-appropriate is this performance expectation? Which of the following caused this performance expectation to be more appropriate for a higher grade level?
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<td>MS.PS4 Waves and their applications in technologies for information transfer - MS.PS4</td>
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<td>MS.PS4 Waves and their applications in technologies for information transfer - MS.PS4</td>
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<td>Is the performance expectation too prescriptive or too vague?</td>
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How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?
| MS.PS4 Waves and their applications in technologies for information transfer - MS.PS4-b | How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? | MS.PS4 Waves and their applications in technologies for information transfer - MS.PS4-c | Is the performance expectation too prescriptive or too vague? | MS.PS4 Waves and their applications in technologies for information transfer - MS.PS4-c | How grade-appropriate is this performance expectation? |
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
MS.PS4 Waves and their applications in technologies for information transfer - MS.PS4

MS.PS4 Waves and their applications in technologies for information transfer - MS.PS4

Waves and their applications in technologies for information transfer - MS.PS4-d

Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?
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How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?
MS.PS4 Waves and their applications in technologies for information transfer - MS.PS4-a--seems artificial to design just to support a model
MS-PS4-d-- is basically the same as 4-PS4-c with an upgrade to the explanation to include the wave model of light--would prefer to avoid this degree of repetition--maybe designing an object that looks deliberately different in different wavelengths of light and use the wave model of light to communicate why there is a difference in appearance
MS.PS4-e add "message" after text in the clarification statement to avoid confusion with just a piece of text; add tweet?

MS.LS1 From molecules to organisms: Structures and processes - MS.LS1-a/Is the performance expectation too prescriptive or too vague?
How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

3- grade level appropriate

3- somewhat
MS.LS1 From molecules to organisms: Structures and processes - MS.LS1 From molecules to organisms: Structures and processes - MS.LS1 From molecules to organisms: Structures and processes - MS.LS1-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

MS.LS1 From molecules to organisms: Structures and processes - MS.LS1 From molecules to organisms: Structures and processes - MS.LS1-b/Is the performance expectation too prescriptive or too vague?

3- somewhat
3- appropriate
3- grade level appropriate
MS.LS1 From molecules to organisms: Structures and processes - MS.LS1 From molecules to organisms: Structures and processes - MS.LS1-b/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

MS.LS1 From molecules to organisms: Structures and processes - MS.LS1 From molecules to organisms: Structures and processes - MS.LS1-b/How relevant is this crosscutting concept to the core idea?

MS.LS1 From molecules to organisms: Structures and processes - MS.LS1 From molecules to organisms: Structures and processes - MS.LS1-b/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

5- completely

5- completely
Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

4- somewhat too prescriptive  3- grade level appropriate
MS.LS1 From molecules to organisms: Structures and processes - MS.LS1 From molecules to organisms: Structures and processes - MS.LS1-c/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

MS.LS1 From molecules to organisms: Structures and processes - MS.LS1 From molecules to organisms: Structures and processes - MS.LS1-d/Is the performance expectation too prescriptive or too vague?

5- completely

5- completely

1- much too vague
MS.LS1 From molecules to organisms: Structures and processes - MS.LS1 From molecules to organisms: Structures and processes - MS.LS1-d/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

- 3- grade level appropriate
- 1- not at all

MS.LS1 From molecules to organisms: Structures and processes - MS.LS1 From molecules to organisms: Structures and processes - MS.LS1-d/How relevant is this crosscutting concept to the core idea?

- 3- grade level appropriate
- 1- not at all
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<td>2- slightly</td>
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<td>Is the performance expectation too prescriptive or too vague?</td>
<td>3- appropriate</td>
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<tr>
<td>How grade-appropriate is this performance expectation?</td>
<td>3- grade level appropriate</td>
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Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

4- mostly
3- somewhat
MS.LS1 From molecules to organisms: Structures and processes - MS.LS1 From molecules to organisms: Structures and processes - MS.LS1 From molecules to organisms: Structures and processes - MS.SFIP.f/Is the performance expectation too prescriptive or too vague? MS.LS1 From molecules to organisms: Structures and processes - MS.LS1 From molecules to organisms: Structures and processes - MS.SFIP.f/How grade-appropriate is this performance expectation? MS.LS1 From molecules to organisms: Structures and processes - MS.LS1 From molecules to organisms: Structures and processes - MS.SFIP.f/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

4- somewhat too prescriptive 3- grade level appropriate
How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

Is the performance expectation too prescriptive or too vague?

4- mostly
3- somewhat
1- much too vague
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<td>Not Applicable - Not Sure</td>
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<td>3- somewhat</td>
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<td>How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</td>
<td>4- mostly</td>
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<td>MS.LS1-h/How grade-appropriate is this performance expectation?</td>
<td>4- slightly more appropriate for a higher grade level</td>
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Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

2- this practice paired with this core idea

3- somewhat

3- somewhat
MS.LS1 From molecules to organisms: Structures and processes - MS.LS1 From molecules to organisms: Structures and processes - MS.LS1-i/Is the performance expectation too prescriptive or too vague?

MS.LS1 From molecules to organisms: Structures and processes - MS.LS1 From molecules to organisms: Structures and processes - MS.LS1-i/How grade-appropriate is this performance expectation?

MS.LS1 From molecules to organisms: Structures and processes - MS.LS1 From molecules to organisms: Structures and processes - MS.LS1-i/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

3- appropriate

3- grade level appropriate
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<td>MS.LS1-i/How relevant is this crosscutting concept to the core idea?</td>
<td>5- completely</td>
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<td>MS.LS1-j/Is the performance expectation too prescriptive or too vague?</td>
<td>1- much too vague</td>
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How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

Not Applicable - Not Sure

3- somewhat
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5- completely
4- mostly
MS.LS1 From molecules to organisms: Structures and processes - MS.LS1 From molecules to organisms: Structures and processes - MS.LS1-1/Is the performance expectation too prescriptive or too vague?

MS.LS1 From molecules to organisms: Structures and processes - MS.LS1 From molecules to organisms: Structures and processes - MS.LS1-1/How grade-appropriate is this performance expectation?

MS.LS1 From molecules to organisms: Structures and processes - MS.LS1 From molecules to organisms: Structures and processes - MS.LS1-1/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

1- much too vague

Not Applicable - Not Sure
Not Applicable - Not Sure  Not Applicable - Not Sure

MS.LS1 From molecules to organisms: Structures and processes - MS.LS1 From molecules to organisms: Structures and processes - MS.LS1-1/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

MS.LS1 From molecules to organisms: Structures and processes - MS.LS1 From molecules to organisms: Structures and processes - Suggest possible changes for those performance expectations that need additional work:

- MS.LS1-a--the design part seems a bit contrived; it's less of a design and more of an awareness of protocols for preparation; CC for ETS is only in the clarification statement and not explicitly in the PE; connection to the 3rd bullet of the DCI should be dropped or PE needs to be modified
- MS.LS1-b--"disposing of waste" sounds like hauling trash; "producing waste" would be better
- MS.LS1-c--Are there things other than physical representations expected from "models" here? If so, it should be clarified within the PE as this sounds very similar to the build a cell model that is a frequently used activity. The assessment boundary here has both types of assessment "boundaries" that we see in the PEs some offer guidance and others describe limits. Both offer valuable information, but it seems that the name "boundaries only applies to the limits. We suggest something other than "boundary" for the name-- perhaps "Assessment guidelines" or just "Assessment."
- MS.LS1-d--This PE seems huge in scope--like at least two shmushed together--not only the relationship between cells tissues, organs, subsystems and systems, but also the connections to technology and society...and a
<p>| MS.LS2 Ecosystems: Interactions, energy, and dynamics - MS.LS2-a/Is the performance expectation too prescriptive or too vague? | MS.LS2 Ecosystems: Interactions, energy, and dynamics - MS.LS2-a/How grade-appropriate is this performance expectation? | MS.LS2 Ecosystems: Interactions, energy, and dynamics - MS.LS2-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level? |</p>
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How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?
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How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
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How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?
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MS.LS2 Ecosystems: Interactions, energy, and dynamics - MS.LS2-j/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 

MS.LS2 Ecosystems: Interactions, energy, and dynamics - MS.LS2-k/Is the performance expectation too prescriptive or too vague?
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MS.LS2 Ecosystems: Interactions, energy, and dynamics - MS.LS2 Ecosystems: Interactions, energy, and dynamics - MS.LS2-k/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

MS.LS2 Ecosystems: Interactions, energy, and dynamics - MS.LS2 Ecosystems: Interactions, energy, and dynamics - Suggest possible changes for those performance expectations that need additional work:

that is designed to explain the effect of...

MS.LS2-b--this is a claim and not an argument; drop premise--unnecessary complexity; "Ask questions intended to clarify the evidence that supports the claim that organisms obtain matter and energy in similar ways even if they are within different ecosystems."

MS.LS2-c--change to "an argument" drop "for multiple explanations"

MS.LS2-d-- it is not clear if the explanation is of the patterns, or why there are common patterns; if it's of the patterns, then boundaries as to the depth of understanding of the patterns need to be clarified; also, if it is the patterns, then the patterns expected should be listed in the PE

MS.LS2-e--PE says investigate, clarifying statement says using models--remedy disconnect

MS.LS2-f--"Develop a model that demonstrates how matter and energy move within, into and out of ecosystems."

MS.LS2-g--are they developing an argument to evaluate the claims of one plan, or are they comparing multiple plans? "Make a claim and develop an...argument that either supports or challenges the value of a plan to restore a

MS.LS3 Heredity: Inheritance and variation of traits - MS.LS3 Heredity: Inheritance and variation of traits - MS.LS3-a/Is the performance expectation too prescriptive or too vague?
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<td>MS.LS3 Heredity: Inheritance and variation of traits - MS.LS3</td>
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<td>a/How relevant is this crosscutting concept to the core idea?</td>
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3- grade level appropriate
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<td>2- somewhat too vague</td>
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b/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

b/How relevant is this crosscutting concept to the core idea?

b/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
MS.LS3 Heredity: Inheritance and variation of traits - Suggest possible changes for those performance expectations that need additional work:

MS.LS3-a--"Incorporate a model as support in an explanation of how asexual reproduction results in offspring with identical genetic information and sexual reproduction results in genetic variation in offspring."

MS.LS3-b--"Construct an explanation based on evidence that changes to DNA (mutations) may result in harmful, beneficial, or neutral effects to the structure and function of the organism based on how they affect protein production."

MS.LS4 Biological evolution: Unity and diversity - Is the performance expectation too prescriptive or too vague?

MS.LS4 Biological evolution: Unity and diversity - How grade-appropriate is this performance expectation?
<table>
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<td>Which of the following caused this performance expectation to be more</td>
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Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?

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<td>Biological evolution: Unity and diversity - MS.LS4-b/How relevant is</td>
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1- much too vague
How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?
MS.LS4 Biological evolution: Unity and diversity - MS.LS4

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

MS.LS4 Biological evolution: Unity and diversity - MS.LS4

Is the performance expectation too prescriptive or too vague?

MS.LS4 Biological evolution: Unity and diversity - MS.LS4

How grade-appropriate is this performance expectation?
MS.LS4 Biological evolution: Unity and diversity - MS.LS4

Biological evolution: Unity and diversity - MS.LS4-d/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

MS.LS4 Biological evolution: Unity and diversity - MS.LS4

Biological evolution: Unity and diversity - MS.LS4-d/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

MS.LS4 Biological evolution: Unity and diversity - MS.LS4

Biological evolution: Unity and diversity - MS.LS4-d/How relevant is this crosscutting concept to the core idea?
The performance expectation is too prescriptive or too vague. The grade-appropriate level of this expectation caused it to be more appropriate for a higher grade level.
| MS.LS4 Biological evolution: Unity and diversity - MS.LS4-e/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? |
|-------------------|-------------------|-------------------|
| MS.LS4 Biological evolution: Unity and diversity - MS.LS4-f/Is the performance expectation too prescriptive or too vague? |

1- much too vague
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<td>Biological evolution: Unity and diversity - MS.LS4--f/Which of the following caused this performance expectation to be more appropriate for a higher grade level?</td>
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MS.LS4 Biological evolution:
Unity and diversity - MS.LS4
Biological evolution: Unity and diversity - MS.LS4-f/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

MS.LS4 Biological evolution: Unity and diversity - MS.LS4
Biological evolution: Unity and diversity - MS.LS4-g/Is the performance expectation too prescriptive or too vague?

MS.LS4 Biological evolution: Unity and diversity - MS.LS4
Biological evolution: Unity and diversity - MS.LS4-g/How grade-appropriate is this performance expectation?
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How relevant is this crosscutting concept to the core idea?

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<td>Which of the following caused this performance expectation to be more appropriate for a higher grade level?</td>
<td>Biological evolution: Unity and diversity - MS.LS4-h/Which of the following caused this performance expectation to be more appropriate for a higher grade level?</td>
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<td>Biological evolution: Unity and diversity - MS.LS4-h/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</td>
<td>Biological evolution: Unity and diversity - MS.LS4-i/Is the performance expectation too prescriptive or too vague?</td>
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How relevant is this crosscutting concept to the core idea?
MS.LS4 Biological evolution: Unity and diversity - MS.LS4

Biological evolution: Unity and diversity - MS.LS4-i
How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

MS.LS4 Biological evolution: Unity and diversity - MS.LS4-j
Is the performance expectation too prescriptive or too vague?

MS.LS4 Biological evolution: Unity and diversity - MS.LS4-j
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<td>MS.LS4 Biological evolution: Unity and diversity - MS.LS4-j/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</td>
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</table>
MS.LS4 Biological evolution: Unity and diversity - Suggest possible changes for those performance expectations that need additional work:

- MS.LS4-a--Analyze data from the fossil record to make an inference about the part of the history of life on Earth that the data set is based upon.

MS.LS4-b--Construct explanations for why most individuals and some entire species of organisms that lived in the past were never fossilized.

MS.LS4-c--It's not clear what is being explained--too vague.

MS.LS4-d--Given a set of comparable information and images of embryos, construct an argument based on this evidence that explains how closely the organisms are related.

MS.LS4-e--Construct explanations for how, in a population with genetic variation, the traits that increase an individual's probability of surviving and reproducing in that specific environment tend to become more common in that population while other traits become less common.

MS.LS4-f--This PE is just not clear.

MS.LS4-g and MS.LS4-h--One of these (probably g) should explicitly have the PE be evaluating the quality of the source rather than just having it as a part of the clarification statement.

MS.LS4-i and j--Not clear that the connection is
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
b/Is the performance expectation too prescriptive or too vague?

b/How grade-appropriate is this performance expectation?

b/Which of the following caused this performance expectation to be more appropriate for a higher grade level?
MS.ESS1 Earth’s place in the universe - MS.ESS1 Earth’s place in the universe - MS.ESS1 Earth’s place in the universe - MS.ESS1
b/How well would meeting this performance expectation demonstrate a student’s understanding of the disciplinary core idea?

b/How relevant is this crosscutting concept to the core idea?
c/Is the performance expectation too prescriptive or too vague?
How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

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Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?

1- much too vague
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MS.ESS1 Earth’s place in the universe - MS.ESS1 Earth’s place in the universe - MS.ESS1-
e/Is the performance expectation too prescriptive or too vague? MS.ESS1 Earth’s place in the universe - MS.ESS1-
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MS.ESS1 Earth’s place in the universe - MS.ESS1 Earth’s place in the universe - MS.ESS1 Earth’s place in the universe - MS.ESS1 Earth’s place in the universe

e/How well would meeting this performance expectation demonstrate a student’s understanding of the disciplinary core idea?

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MS.ESS1 Earth’s place in the universe - MS.ESS1 Earth’s place in the universe - MS.ESS1 Earth’s place in the universe - MS.ESS1 Earth’s place in the universe

f/How well would meeting this performance expectation demonstrate a student’s understanding of the disciplinary core idea?  
g/Is the performance expectation too prescriptive or too vague? 
g/How grade-appropriate is this performance expectation?  

2- somewhat too vague
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
MS.ESS1 Earth’s place in the universe -
MS.ESS1 Earth’s place in the universe - Suggest possible changes for those performance expectations that need additional work:
in...and predict future patterns, not "support explanations"
MS.ESS1-b--similar to a--given specific observations, develop a model that explains and predicts rather than a model that supports existing explanations...it may sound trivial, but this different phrasing is essential in positioning teachers to see how these are different in the classroom.
--this would be a great place for technical writing--not just using models, but using them along with technical writing to explain...
MS.ESS1-c--seems lower on the importance scale if looking for things to cut; plus this is a repeat of 5-ESS1-c. with just the addition of building the model--unnecessary repetition
MS.ESS1-d--awkward phrasing and scope is huge-what is the core performance?
MS.ESS1-e--PE is about connecting technological advances have led to changes in our understandings about the universe, but the first part of the assessment boundary is very specific to origin and expansion of the universe; the connection is not clear
MS.ESS1-f--sounds more like a good classroom activity than a PE to be assessed; maybe... Use scale models of the geologic time scale to
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

How relevant is this crosscutting concept to the core idea?
MS.ESS2 Earth’s systems - MS.ESS2 Earth’s systems - MS.ESS2-b/Which of the
MS.ESS2 Earth’s systems - MS.ESS2 Earth’s systems - following caused this
MS.ESS2-b/Is the performance performance expectation to be
MS.ESS2-b/How grade- more appropriate for a higher
MS.ESS2-b/appropriate is this performance grade level?
MS.ESS2-b/expectation?
MS.ESS2 Earth’s systems -
MS.ESS2 Earth’s systems -
MS.ESS2-b/How well would
meeting this performance
expectation demonstrate a
student's understanding of the
disciplinary core idea?

MS.ESS2 Earth’s systems -
MS.ESS2 Earth’s systems -
MS.ESS2-c/Is the performance
expectation too prescriptive or
too vague?
How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?
MS.ESS2 Earth’s systems -
MS.ESS2 Earth’s systems -
MS.ESS2-c/How well would meeting this performance expectation demonstrate a student’s understanding of the disciplinary core idea?

MS.ESS2 Earth’s systems -
MS.ESS2 Earth’s systems -
MS.ESS2-d/Is the performance expectation too prescriptive or too vague?

MS.ESS2 Earth’s systems -
MS.ESS2 Earth’s systems -
MS.ESS2-d/How grade-appropriate is this performance expectation?
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MS.ESS2 Earth’s systems -
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MS.ESS2 Earth’s systems -
MS.ESS2 Earth’s systems -
MS.ESS2-f/How well would
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student’s understanding of the
disciplinary core idea?  
MS.ESS2 Earth’s systems -
MS.ESS2 Earth’s systems -
MS.ESS2-g/Is the performance
expectation too prescriptive or
too vague? 
MS.ESS2 Earth’s systems -
MS.ESS2 Earth’s systems -
MS.ESS2-g/How grade-
appropriate is this performance
expectation?

1- much too vague
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MS.ESS2 Earth’s systems -
MS.ESS2 Earth’s systems -
MS.ESS2-i/How well would
meeting this performance
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MS.ESS2 Earth’s systems -
MS.ESS2 Earth’s systems -
MS.ESS2-j/Is the performance
expectation too prescriptive or
too vague?

MS.ESS2 Earth’s systems -
MS.ESS2 Earth’s systems -
MS.ESS2-j/How grade-appropriate is this performance
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How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?
MS.ESS2 Earth’s systems -
MS.ESS2 Earth’s systems -
MS.ESS2-k/How relevant is this crosscutting concept to the core idea?

MS.ESS2-k/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

MS.ESS2 Earth’s systems -
MS.ESS2 Earth’s systems -
MS.ESS2-l/Is the performance expectation too prescriptive or too vague?
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

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How grade-appropriate is this performance expectation?
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How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
MS.ESS2 Earth’s systems - Suggest possible changes for those performance expectations that need additional work:

- too many PEs with many that are incredibly BROAD in scope and focused on student acquisition of breadth of content. This may be the largest chunk of content on one page in NGSS. It’s literally overwhelming to even review. there is an entire year’s course right here.

- use of "mechanisms " in PE is confusing
- awkward phrasing
- this one PE has a huge scope, which guarantees that students won’t be prepared for all aspects of this performance
- too broad of scope
- awkward;
- collecting data here seems contrived

MS.ESS2-h--Define the limits of models that explain how the unequal heating of Earth’s surface and Earth’s rotation result in patterns of atmospheric and oceanic circulation that vary with latitude, altitude, and geographic land distribution.

MS.ESS2-i--seems like this is a better place to evaluate existing data than to actually collect combine a, d, e, I and limit scope combine h, i, and j and limit scope by having develop an argument to explain a change in
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
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How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?
b/How relevant is this crosscutting concept to the core idea?

MS.ESS3 Earth and human activity - MS.ESS3 Earth and human activity - MS.ESS3-
b/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

MS.ESS3 Earth and human activity - MS.ESS3 Earth and human activity - MS.ESS3-c/Is the performance expectation too prescriptive or too vague?
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MS.ESS3 Earth and human activity - MS.ESS3 Earth and human activity - MS.ESS3-f

Is the performance expectation too prescriptive or too vague?
How grade-appropriate is this performance expectation? Which of the following caused this performance expectation to be more appropriate for a higher grade level? How relevant is this crosscutting concept to the core idea?
MS.ESS3 Earth and human activity - MS.ESS3 Earth and human activity - MS.ESS3-f/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?  

MS.ESS3 Earth and human activity - MS.ESS3 Earth and human activity - MS.ESS3-g/Is the performance expectation too prescriptive or too vague?  

MS.ESS3 Earth and human activity - MS.ESS3 Earth and human activity - MS.ESS3-g/How grade-appropriate is this performance expectation?
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
MS.ESS3 Earth and human activity - MS.ESS3 Earth and human activity - MS.ESS3 Earth and human activity - MS.ESS3-h/Is the performance expectation too prescriptive or too vague? MS.ESS3 Earth and human activity - MS.ESS3 Earth and human activity - MS.ESS3-h/How grade-appropriate is this performance expectation? MS.ESS3 Earth and human activity - MS.ESS3 Earth and human activity - MS.ESS3-h/Which of the following caused this performance expectation to be more appropriate for a higher grade level?
How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

Is the performance expectation too prescriptive or too vague?
i/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

i/How grade-appropriate is this performance expectation?

i/How relevant is this crosscutting concept to the core idea?
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How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
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Too many broad PEs!
MS-ESS3-d. Read critically to evaluate competing ideas--based on what criteria?
MS-ESS3-e.--problem is not clear to begin designing solutions
f, g, and h--too much overlap
MS-ESS3-i--too broad--"human activities"
MS-ESS3-j.--the questions don't refine
MS-ESS3-k. Apply scientific knowledge and utilize databases to establish and support a claim for how increases in human population and the consumption of natural resources impact Earth’s systems.
<table>
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<tr>
<td>3- somewhat</td>
<td>4- mostly</td>
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MS.ETS1 Engineering Design - MS.ETS1 Engineering Design - MS-PS3-a/How grade-appropriate is this performance expectation?

MS.ETS1 Engineering Design - MS.ETS1 Engineering Design - MS-PS3-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

MS.ETS1 Engineering Design - MS.ETS1 Engineering Design - MS-PS3-a/How relevant is this crosscutting concept to the core idea?

3- grade level appropriate

5- completely
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<td>Is the performance expectation too prescriptive or too vague?</td>
<td>3- grade level appropriate</td>
</tr>
<tr>
<td>How grade-appropriate is this performance expectation?</td>
<td>3- grade level appropriate</td>
</tr>
</tbody>
</table>
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

5- completely
Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

3- appropriate 3- grade level appropriate
MS.ETS1 Engineering Design -
MS.ETS1 Engineering Design -
MS-LS4-j/How relevant is this crosscutting concept to the core idea?

MS.ETS1 Engineering Design -
MS-LS4-j/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

MS.ETS1 Engineering Design -
MS-ESS3-c/Is the performance expectation too prescriptive or too vague?

5- completely
4- mostly
3- appropriate
How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

3- grade level appropriate

5- completely
MS-ESS3-c/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

MS-ESS3-d/Is the performance expectation too prescriptive or too vague?

MS-ESS3-d/How grade-appropriate is this performance expectation?

4- mostly
3- appropriate
3- grade level appropriate
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

5- completely

4- mostly
<table>
<thead>
<tr>
<th>Is the performance expectation too prescriptive or too vague?</th>
<th>Which of the following caused this performance expectation to be more appropriate for a higher grade level?</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS-ESS3-e/How grade-appropriate is this performance expectation?</td>
<td>MS.ETS1 Engineering Design - MS-ESS3-e/Which of the following caused this performance expectation to be more appropriate for a higher grade level?</td>
</tr>
<tr>
<td>3- appropriate</td>
<td>3- grade level appropriate</td>
</tr>
<tr>
<td>Question</td>
<td>Rating</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>MS-ESS3-e/How relevant is this crosscutting concept to the core idea?</td>
<td>3-</td>
</tr>
<tr>
<td>MS-ESS3-e/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</td>
<td>5-</td>
</tr>
<tr>
<td>MS-ESS3-h/Is the performance expectation too prescriptive or too vague?</td>
<td>3-</td>
</tr>
</tbody>
</table>
How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

3- grade level appropriate

5- completely
MS.ETS1 Engineering Design -
MS.ETS1 Engineering Design -
MS-ESS3-h/How well would
meeting this performance
expectation demonstrate a
student's understanding of the
disciplinary core idea?

MS.ETS1 Engineering Design -
MS.ETS1 Engineering Design -
MS-PS1-b/Is the performance
expectation too prescriptive or
too vague?

MS.ETS1 Engineering Design -
MS.ETS1 Engineering Design -
MS-PS1-b/How grade-
appropriate is this performance
expectation?

4- mostly 3- appropriate 3- grade level appropriate
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

4- mostly 4- mostly
**MS-ETSI Engineering Design - MS-LS2-i**/Is the performance expectation too prescriptive or too vague?

| 2- somewhat too vague | 3- grade level appropriate |

**MS-ETSI Engineering Design - MS-LS2-i**/How grade-appropriate is this performance expectation?

**MS-ETSI Engineering Design - MS-LS2-i**/Which of the following caused this performance expectation to be more appropriate for a higher grade level?
How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

Is the performance expectation too prescriptive or too vague?

5- completely  
5- completely  
3- appropriate
How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

3- grade level appropriate  5- completely
<table>
<thead>
<tr>
<th>Question</th>
<th>Rating 1</th>
<th>Rating 2</th>
<th>Rating 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</td>
<td></td>
<td>5- completely</td>
<td>3- appropriate</td>
</tr>
<tr>
<td>Is the performance expectation too prescriptive or too vague?</td>
<td></td>
<td></td>
<td>5- completely</td>
</tr>
<tr>
<td>How grade-appropriate is this performance expectation?</td>
<td></td>
<td></td>
<td>3- appropriate</td>
</tr>
</tbody>
</table>
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student’s understanding of the disciplinary core idea?

5- completely 5- completely
Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

3- appropriate 3- grade level appropriate
<table>
<thead>
<tr>
<th>Performance Expectation</th>
<th>How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</th>
<th>Is the performance expectation too prescriptive or too vague?</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS-ESS3-f</td>
<td>How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</td>
<td>Is the performance expectation too prescriptive or too vague?</td>
</tr>
<tr>
<td>MS-ET1 Engineering Design</td>
<td>MS-ET1 Engineering Design</td>
<td>MS-PS1-g</td>
</tr>
</tbody>
</table>

5- completely     5- completely     3- appropriate
How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

3- grade level appropriate

5- completely
How well would meeting this performance expectation demonstrate a student’s understanding of the disciplinary core idea?

Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?

5- completely
3- appropriate
3- grade level appropriate
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
MS.ETS1 Engineering Design - MS-LS2-g/Is the performance expectation too prescriptive or too vague?

MS.ETS1 Engineering Design - MS-LS2-g/How grade-appropriate is this performance expectation?

MS.ETS1 Engineering Design - MS-LS2-g/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

3- appropriate

3- grade level appropriate
<table>
<thead>
<tr>
<th>Core Idea</th>
<th>Crosscutting Concept Relevance</th>
<th>Performance Expectation Clarity</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS.ESS3-g/Is the performance expectation too prescriptive or too vague?</td>
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<td>MS.ETS1 Engineering Design - MS.LS2-g/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>mostly</td>
</tr>
<tr>
<td>5</td>
<td>completely</td>
</tr>
<tr>
<td>3</td>
<td>appropriate</td>
</tr>
</tbody>
</table>
MS.ETS1 Engineering Design - MS.ESS3-g/How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

MS.ETS1 Engineering Design - MS.ESS3-g/How relevant is this crosscutting concept to the core idea?

3- grade level appropriate

4- mostly
MS-ESS3-g/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

MS-ESS3-i/Is the performance expectation too prescriptive or too vague?

MS-ESS3-i/How grade-appropriate is this performance expectation?

4- mostly 3- appropriate 3- grade level appropriate
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

5- completely 5- completely
MS.ETS1 Engineering Design - MS-PS2-a/Is the performance expectation too prescriptive or too vague?

MS.ETS1 Engineering Design - MS-PS2-a/How grade-appropriate is this performance expectation?

MS.ETS1 Engineering Design - MS-PS2-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

3- appropriate
3- grade level appropriate
<table>
<thead>
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<th>Question</th>
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<tr>
<td>MS-ETS1 Engineering Design - MS-PS2-a/How relevant is this crosscutting concept to the core idea?</td>
<td>5- completely</td>
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<td>MS-ETS1 Engineering Design - MS-PS2-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</td>
<td>4- mostly</td>
</tr>
<tr>
<td>MS-ETS1 Engineering Design - MS-PS2-c/Is the performance expectation too prescriptive or too vague?</td>
<td>3- appropriate</td>
</tr>
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How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

3- grade level appropriate

5- completely
<table>
<thead>
<tr>
<th>Question</th>
<th>3- grade level appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS-PS2-c/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</td>
<td>3- appropriate</td>
</tr>
<tr>
<td>MS-ESS1-e/Is the performance expectation too prescriptive or too vague?</td>
<td></td>
</tr>
<tr>
<td>MS-ESS1-e/How grade-appropriate is this performance expectation?</td>
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Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

5- completely  4- mostly
Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

3-appropriate

3-grade level appropriate
MS-PS4-e/How relevant is this crosscutting concept to the core idea?

MS.ETS1 Engineering Design - MS.ETS1 Engineering Design - MS-PS4-e/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

Suggest possible changes for those performance expectations that need additional work:

Not Applicable - Not Sure 5- completely

The last sentence in the clarification statement for MS-ESS3-c ("The consequences of how fresh water resources are used are described by science, but science does not make the decisions for the actions society takes") implies things are more black and white than they actually are. Science may not make the decisions for the actions of society but scientists and engineers have a responsibility to consider how society will use their research results.

For MS-ESS3-i: In the clarification statement -- suggest adding video and animations (computer generated) to the list of examples of visualizations that they can use.
HS.PS1 Matter and its interactions
Is the performance expectation too prescriptive or too vague?

HS.PS1 Matter and its interactions
How grade-appropriate is this performance expectation?

HS.PS1 Matter and its interactions
Which of the following caused this performance expectation to be more appropriate for a higher grade level?
How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student’s understanding of the disciplinary core idea?

Is the performance expectation too prescriptive or too vague?

3- appropriate
HS.PS1 Matter and its interactions - HS.PS1 Matter and its interactions - HS.PS1-

b/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

HS.PS1 Matter and its interactions - HS.PS1 Matter and its interactions - HS.PS1-

b/How relevant is this crosscutting concept to the core idea?

3- grade level appropriate
b/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

c/Is the performance expectation too prescriptive or too vague?

c/How grade-appropriate is this performance expectation?

2 - somewhat too vague
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
<table>
<thead>
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<tbody>
<tr>
<td>HS.PS1 Matter and its interactions - HS.PS1 Matter and its interactions - HS.PS1-d</td>
<td>Is the performance expectation too prescriptive or too vague?</td>
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<tr>
<td>HS.PS1 Matter and its interactions - HS.PS1 Matter and its interactions - HS.PS1-d</td>
<td>How grade-appropriate is this performance expectation?</td>
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<td>HS.PS1 Matter and its interactions - HS.PS1 Matter and its interactions - HS.PS1-d</td>
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How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

Is the performance expectation too prescriptive or too vague?
HS.PS1 Matter and its interactions - HS.PS1 Matter and its interactions - HS.PS1-e/How grade-appropriate is this performance expectation? 

HS.PS1 Matter and its interactions - HS.PS1 Matter and its interactions - HS.PS1-e/Which of the following caused this performance expectation to be more appropriate for a higher grade level? 

HS.PS1 Matter and its interactions - HS.PS1 Matter and its interactions - HS.PS1-e/How relevant is this crosscutting concept to the core idea?

e/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

f/Is the performance expectation too prescriptive or too vague?

g/How grade-appropriate is this performance expectation?
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
HS.PS1 Matter and its interactions - HS.PS1 Matter and its interactions - HS.PS1-g/Is the performance expectation too prescriptive or too vague?

HS.PS1 Matter and its interactions - HS.PS1 Matter and its interactions - HS.PS1-g/How grade-appropriate is this performance expectation?

HS.PS1 Matter and its interactions - HS.PS1 Matter and its interactions - HS.PS1-g/Which of the following caused this performance expectation to be more appropriate for a higher grade level?
HS.PS1 Matter and its interactions - HS.PS1 Matter and its interactions - HS.PS1-g

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS.PS1 Matter and its interactions - HS.PS1 Matter and its interactions - HS.PS1-h

Is the performance expectation too prescriptive or too vague?
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<td>Which of the following caused this performance expectation to be more appropriate for a higher grade level?</td>
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<tr>
<td>How relevant is this crosscutting concept to the core idea?</td>
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</tr>
<tr>
<td>How grade-appropriate is this performance expectation?</td>
<td>HS.PS1 Matter and its interactions - HS.PS1 Matter and its interactions - HS.PS1-h</td>
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HS.PS1 Matter and its interactions - HS.PS1 Matter and its interactions - HS.PS1-

h/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?  

i/Is the performance expectation too prescriptive or too vague?  

i/How grade-appropriate is this performance expectation?
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
| HS.PS1 Matter and its interactions - HS.PS1 Matter and its interactions - HS.PS1-j/Is the performance expectation too prescriptive or too vague? | HS.PS1 Matter and its interactions - HS.PS1 Matter and its interactions - HS.PS1-j/How grade-appropriate is this performance expectation? | HS.PS1 Matter and its interactions - HS.PS1 Matter and its interactions - HS.PS1-j/Which of the following caused this performance expectation to be more appropriate for a higher grade level? |
HS.PS1 Matter and its interactions - HS.PS1 Matter and its interactions - Suggest possible changes for those performance expectations that need additional work:

- HS.PS1-a--on the assessment, would students be expected to have the different models memorized in order to compare them, or would they be given information and asked to compare; the latter makes more sense, but it should be clarified in the assessment boundary.
- HS.PS1-c--it is not clear if the claims are student generated or provided.
- HS.PS1-d--on the assessment, would students be provided with the information that would be necessary to demonstrate that energy is absorbed or released, or would students be expected to bring that information to the assessment?
- HS.PS1-e--Analyze data to construct an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
- HS.PS1-f--it seems that, if students can do this PE, then "d" doesn't seem necessary...one of them can go.
- HS.PS1-g--Refine the design of a chemical system by specifying changes in conditions that would produce increased amounts of products at equilibrium.*
- HS.PS1-i--Make a claim predicting the outcome of a simple chemical reaction and construct an
HS.PS2 Motion and stability: Forces and Interactions -
HS.PS2 Motion and stability: Forces and Interactions -
HS.PS2 Motion and stability: Forces and Interactions -
HS.PS2-a/Is the performance expectation too prescriptive or too vague?

HS.PS2 Motion and stability: Forces and Interactions -
HS.PS2 Motion and stability: Forces and Interactions -
HS.PS2 Motion and stability: Forces and Interactions -
HS.PS2-a/How grade-appropriate is this performance expectation?

HS.PS2 Motion and stability: Forces and Interactions -
HS.PS2 Motion and stability: Forces and Interactions -
HS.PS2 Motion and stability: Forces and Interactions -
HS.PS2-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?
HS.PS2 Motion and stability: Forces and Interactions -

HS.PS2 Motion and stability: Forces and Interactions -
HS.PS2-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS.PS2-b/Is the performance expectation too prescriptive or too vague?
HS.PS2 Motion and stability: Forces and Interactions -

HS.PS2 Motion and stability: Forces and Interactions -

HS.PS2-b/How grade-appropriate is this performance expectation?

HS.PS2 Motion and stability: Forces and Interactions -

HS.PS2-b/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

HS.PS2 Motion and stability: Forces and Interactions -

HS.PS2-b/How relevant is this crosscutting concept to the core idea?
<table>
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<tr>
<th>HS.PS2 Motion and stability: Forces and Interactions -</th>
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<th>HS.PS2 Motion and stability: Forces and Interactions -</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS.PS2-b/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</td>
<td>HS.PS2-c/Is the performance expectation too prescriptive or too vague?</td>
<td>HS.PS2-c/How grade-appropriate is this performance expectation?</td>
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HS.PS2 Motion and stability: Forces and Interactions -
HS.PS2 Motion and stability: Forces and Interactions -
HS.PS2-c/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

HS.PS2 Motion and stability: Forces and Interactions -
HS.PS2 Motion and stability: Forces and Interactions -
HS.PS2-c/How relevant is this crosscutting concept to the core idea?

HS.PS2 Motion and stability: Forces and Interactions -
HS.PS2 Motion and stability: Forces and Interactions -
HS.PS2-c/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?
HS.PS2 Motion and stability: Forces and Interactions -

HS.PS2-d/How relevant is this crosscutting concept to the core idea?

HS.PS2 Motion and stability: Forces and Interactions -

HS.PS2 Motion and stability: Forces and Interactions -

HS.PS2-d/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS.PS2 Motion and stability: Forces and Interactions -

HS.PS2 Motion and stability: Forces and Interactions -

HS.PS2-e/Is the performance expectation too prescriptive or too vague?
HS.PS2 Motion and stability: Forces and Interactions -

Forces and Interactions -

HS.PS2-e/How grade-appropriate is this performance expectation?

HS.PS2 Motion and stability: Forces and Interactions -

HS.PS2-e/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

HS.PS2 Motion and stability: Forces and Interactions -

HS.PS2-e/How relevant is this crosscutting concept to the core idea?
HS.PS2 Motion and stability:
Forces and Interactions -

HS.PS2 Motion and stability:
Forces and Interactions -

HS.PS2 Motion and stability:
Forces and Interactions -

HS.PS2-e/How well would
meeting this performance
expectation demonstrate a
student's understanding of the
disciplinary core idea?  

HS.PS2 Motion and stability:
Forces and Interactions -

HS.PS2 Motion and stability:
Forces and Interactions -

HS.PS2-f/Is the performance
expectation too prescriptive or
too vague?  

HS.PS2 Motion and stability:
Forces and Interactions -

HS.PS2 Motion and stability:
Forces and Interactions -

HS.PS2-f/How grade-
appropriate is this performance
expectation?
HS.PS2 Motion and stability: Forces and Interactions - HS.PS2 Motion and stability: Forces and Interactions - HS.PS2 Motion and stability: Forces and Interactions - HS.PS2 Motion and stability: Forces and Interactions -

HS.PS2-f/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

HS.PS2 Motion and stability: Forces and Interactions - HS.PS2 Motion and stability: Forces and Interactions -

HS.PS2-f/How relevant is this crosscutting concept to the core idea?

HS.PS2 Motion and stability: Forces and Interactions - HS.PS2 Motion and stability: Forces and Interactions -

HS.PS2-f/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
HS.PS2 Motion and stability: Forces and Interactions - HS.PS2 Motion and stability: Forces and Interactions - Suggest possible changes for those performance expectations that need additional work:

HS.PS3 Energy - HS.PS3 Energy - HS.PS3 Energy - HS.PS3 Energy - HS.PS3-a/Is the performance expectation too prescriptive or too vague?

HS.PS3-a/How grade-appropriate is this performance expectation?

HS.PS2-a Analyze data to determine if it supports the claim...
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
HS.PS3 Energy - HS.PS3 Energy -

HS.PS3-b/Is the performance expectation too prescriptive or too vague?

HS.PS3-b/How grade-appropriate is this performance expectation?

HS.PS3-b/Which of the following caused this performance expectation to be more appropriate for a higher grade level?
HS.PS3 Energy - HS.PS3 Energy -
HS.PS3-b/How well would
HS.PS3 Energy - HS.PS3 Energy -
meeting this performance
HS.PS3 Energy - HS.PS3 Energy -
extpectation demonstrate a
HS.PS3-b/How relevant is this
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crosscutting concept to the
disciplinary core idea?
core idea?
HS.PS3-c/Is the performance
HS.PS3 Energy - HS.PS3 Energy -
extpectation too prescriptive or
too vague?
HS.PS3 Energy - How grade-appropriate is this performance expectation? 

HS.PS3 Energy - Which of the following caused this performance expectation to be more appropriate for a higher grade level? 

HS.PS3 Energy - How relevant is this crosscutting concept to the core idea?
HS.PS3 Energy - 

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 

HS.PS3 Energy - 

Is the performance expectation too prescriptive or too vague? 

HS.PS3 Energy - 

How grade-appropriate is this performance expectation?
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

How relevant is this crosscutting concept to the core idea?
HS.PS3 Energy - HS.PS3 Energy - HS.PS3-e/Is the performance expectation too prescriptive or too vague?
HS.PS3-e/How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?
HS.PS3 Energy -

- How relevant is this crosscutting concept to the core idea?
- How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
- Is the performance expectation too prescriptive or too vague?
HS.PS3 Energy - HS.PS3 Energy -
HS.PS3-f/Which of the
HS.PS3 Energy - HS.PS3 Energy -
HS.PS3-f/How grade-
appropriate is this performance expectation to be
more appropriate for a higher grade level?

HS.PS3 Energy - HS.PS3 Energy -
HS.PS3-f/How relevant is this
crosscutting concept to the core idea?
How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? Is the performance expectation too prescriptive or too vague? How grade-appropriate is this performance expectation?
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
HS.PS3 Energy - HS.PS3 Energy - Suggest possible changes for those performance expectations that need additional work:

HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4-a/Is the performance expectation too prescriptive or too vague?

HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4-a/How grade-appropriate is this performance expectation?
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
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<th>HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4</th>
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<td>Is the performance expectation too prescriptive or too vague?</td>
<td>How grade-appropriate is this performance expectation?</td>
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<td>Waves and their applications in technologies for information transfer - HS.PS4-b</td>
<td>Which of the following caused this performance expectation to be more appropriate for a higher grade level?</td>
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</table>
HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

Is the performance expectation too prescriptive or too vague?
How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?
HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4

Waves and their applications in technologies for information transfer - HS.PS4-c/How well would meeting this performance expectation demonstrate a student’s understanding of the disciplinary core idea?

HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4-d/Is the performance expectation too prescriptive or too vague?

HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4-d/How grade-appropriate is this performance expectation?

2- somewhat too vague
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4

HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4-e/Is the performance expectation too prescriptive or too vague?

HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4-e/How grade-appropriate is this performance expectation?

HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4-e/Which of the following caused this performance expectation to be more appropriate for a higher grade level?
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<th>Waves and their applications in technologies for information transfer - HS.PS4-e/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</th>
<th>HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4-f/Is the performance expectation too prescriptive or too vague?</th>
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HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?
HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4-f/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 

HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4-g/Is the performance expectation too prescriptive or too vague? 

HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4- How grade-appropriate is this performance expectation?
HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4-g

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
| Waves and their applications in technologies for information transfer - HS.PS4 | Waves and their applications in technologies for information transfer - HS.PS4 | Waves and their applications in technologies for information transfer - HS.PS4-h/Is the performance expectation too prescriptive or too vague? | Waves and their applications in technologies for information transfer - HS.PS4-h/How grade-appropriate is this performance expectation? | Waves and their applications in technologies for information transfer - HS.PS4-h/Which of the following caused this performance expectation to be more appropriate for a higher grade level? |
HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4

HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4-h/How relevant is this crosscutting concept to the core idea?

HS.PS4 Waves and their applications in technologies for information transfer - HS.PS4-h/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS.PS4 Waves and their applications in technologies for information transfer - Suggest possible changes for those performance expectations that need additional work:

HS.PS4-a--.....relationship between? LIKE the use of "evaluate" in this section--this should be much more broadly used across PEs--it brings in the student as a participant in learning with a something to bring rather than just design things to discover what is already known.

HS.PS4-c--best use of "ask questions" that I've seen in all NGSS, but should be "Analyze given questions"

HS.PS4-f--how is defending a claim different than constructing an argument

HS.PS4-g--why limit it to written materials--youtube videos/infomercials would be a great source

HS.PS4-"for" rather than "of"
HS.LS1 From molecules to organisms: Structures and processes - HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-a/Is the performance expectation too prescriptive or too vague?  

HS.LS1 From molecules to organisms: Structures and processes - HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-a/How grade-appropriate is this performance expectation?  

HS.LS1 From molecules to organisms: Structures and processes - HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

4- somewhat too prescriptive  
3- grade level appropriate
HS.LS1 From molecules to organisms: Structures and processes - HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-a/How relevant is this crosscutting concept to the core idea?

HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-b/Is the performance expectation too prescriptive or too vague?

4- mostly 4- mostly 4- somewhat too prescriptive
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<th>Performance Expectation</th>
<th>Grade Level Appropriate</th>
<th>Crosscutting Concept Relevance</th>
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<td>HS.LS1 From molecules to organisms: Structures and processes - HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-b/How grade-appropriate is this performance expectation?</td>
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3- grade level appropriate

4- mostly
HS.LS1 From molecules to organisms: Structures and processes - HS.LS1 From molecules to organisms: Structures and processes - HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-b/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?  

HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-c/Is the performance expectation too prescriptive or too vague?  

HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-c/How grade-appropriate is this performance expectation?

4- mostly
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HS.LS1 From molecules to organisms: Structures and processes - HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-c/How relevant is this crosscutting concept to the core idea?

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Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

3- appropriate 3- grade level appropriate
HS.LS1 From molecules to organisms: Structures and processes - How relevant is this crosscutting concept to the core idea?

HS.LS1 From molecules to organisms: Structures and processes - How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS.LS1 From molecules to organisms: Structures and processes - Is the performance expectation too prescriptive or too vague?

4- mostly
HS.LS1 From molecules to organisms: Structures and processes - HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-e/How grade-appropriate is this performance expectation?

HS.LS1 From molecules to organisms: Structures and processes - HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-e/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

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HS.LS1-e/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS.LS1-f/Is the performance expectation too prescriptive or too vague?

HS.LS1-f/How grade-appropriate is this performance expectation?
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HS.LS1 From molecules to organisms: Structures and processes - HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-g/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS.LS1 From molecules to organisms: Structures and processes - HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-h/Is the performance expectation too prescriptive or too vague?
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<td>How relevant is this crosscutting concept to the core idea?</td>
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HS.LS1 From molecules to organisms: Structures and processes - HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-i/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS.LS1 From molecules to organisms: Structures and processes - HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-i/Is the performance expectation too prescriptive or too vague?

HS.LS1 From molecules to organisms: Structures and processes - HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-i/How grade-appropriate is this performance expectation?
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
HS.LS1 From molecules to organisms: Structures and processes - HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-j/Is the performance expectation too prescriptive or too vague?

HS.LS1 From molecules to organisms: Structures and processes - HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-j/How grade-appropriate is this performance expectation?

HS.LS1 From molecules to organisms: Structures and processes - HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-j/Which of the following caused this performance expectation to be more appropriate for a higher grade level?
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<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
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<td>HS.LS1 From molecules to organisms: Structures and processes - How relevant is this crosscutting concept to the core idea?</td>
<td>HS.LS1 From molecules to organisms: Structures and processes - How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</td>
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<td>HS.LS1 From molecules to organisms: Structures and processes - HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-k/How grade-appropriate is this performance expectation?</td>
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HS.LS1 From molecules to organisms: Structures and processes - HS.LS1 From molecules to organisms: Structures and processes - HS.LS1-l/How grade-appropriate is this performance expectation?
HS.LS1 From molecules to organisms: Structures and processes - Suggest possible changes for those performance expectations that need additional work:

HS.LS2 Ecosystems: Interactions, energy, and dynamics - HS.LS2-a/Is the performance expectation too prescriptive or too vague?

HS.LS2-a/How grade-appropriate is this performance expectation?

HS.LS1-a and b—though the connection to scientific writing is a good one, it seems somewhat contrived to force it here—in a situation where, basically students are being asked to regurgitate others findings; leave the writing and presentation part out of these PEs (the critical reading is a good task on its own) and somewhere replace several "plan and carry out investigations" with the scientific writing and communicating about student data—in a and b, the writing and communicating becomes an arduous burden for students; whereas, if it's communicating about their own results, there is a much higher level of motivation, engagement, and learning.

HS.LS1-c—the assessment boundary is a much more clear explanation of the expectation than the PE itself.
HS.LS2 Ecosystems: Interactions, energy, and dynamics - HS.LS2-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

HS.LS2 Ecosystems: Interactions, energy, and dynamics - HS.LS2-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?
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<tr>
<td><strong>HS.LS2-b/How relevant is this crosscutting concept to the core idea?</strong></td>
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<td><strong>HS.LS2-c/Is the performance expectation too prescriptive or too vague?</strong></td>
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Interactions, energy, and
dynamics - HS.LS2 Ecosystems:
Interactions, energy, and
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Interactions, energy, and
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dynamics - HS.LS2-c/How relevant is this crosscutting
concept to the core idea?
### HS.LS2 Ecosystems: Interactions, energy, and dynamics - HS.LS2 Ecosystems:

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Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?
HS.LS2 Ecosystems: Interactions, energy, and dynamics - HS.LS2 Ecosystems: Interactions, energy, and dynamics - HS.LS2-e/How relevant is this crosscutting concept to the core idea? HS.LS2 Ecosystems: Interactions, energy, and dynamics - HS.LS2-e/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? HS.LS2 Ecosystems: Interactions, energy, and dynamics - HS.LS2-f/Is the performance expectation too prescriptive or too vague?
How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?
HS.LS2 Ecosystems: Interactions, energy, and dynamics - HS.LS2 Ecosystems: Interactions, energy, and dynamics - HS.LS2-g/Which of the following caused this performance expectation to be more appropriate for a higher grade level? HS.LS2 Ecosystems: Interactions, energy, and dynamics - HS.LS2 Ecosystems: Interactions, energy, and dynamics - HS.LS2-g/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
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How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?
HS.LS2 Ecosystems: Interactions, energy, and dynamics - HS.LS2.

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Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?
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How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more grade-appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?
How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

Suggest possible changes for those performance expectations that need additional work:

Is the performance expectation too prescriptive or too vague?
HS.LS3 Heredity: Inheritance and variation of traits - HS.LS3

a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

HS.LS3 Heredity: Inheritance and variation of traits - HS.LS3

a/How relevant is this crosscutting concept to the core idea?
a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

b/Is the performance expectation too prescriptive or too vague?

b/How grade-appropriate is this performance expectation?
HS.LS3 Heredity: Inheritance and variation of traits - HS.LS3

b/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

HS.LS3 Heredity: Inheritance and variation of traits - HS.LS3

b/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS.LS3 Heredity: Inheritance and variation of traits - HS.LS3

b/How relevant is this crosscutting concept to the core idea?
HS.LS3 Heredity: Inheritance and variation of traits - HS.LS3

Is the performance expectation too prescriptive or too vague? How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?
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<td>d/Is the performance expectation too prescriptive or too vague?</td>
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HS.LS3 Heredity: Inheritance and variation of traits - HS.LS3

d/How grade-appropriate is this performance expectation?

d/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

HS.LS3 Heredity: Inheritance and variation of traits - HS.LS3

d/How relevant is this crosscutting concept to the core idea?
HS.LS3 Heredity: Inheritance and variation of traits - HS.LS3

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

Suggest possible changes for those performance expectations that need additional work:

HS.LS4 Biological evolution: Unity and diversity - HS.LS4

Is the performance expectation too prescriptive or too vague?
HS.LS4 Biological evolution: Unity and diversity - HS.LS4

Biological evolution: Unity and diversity - HS.LS4-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

HS.LS4 Biological evolution: Unity and diversity - HS.LS4

Biological evolution: Unity and diversity - HS.LS4-a/How relevant is this crosscutting concept to the core idea?
HS.LS4 Biological evolution: Unity and diversity - HS.LS4

Biological evolution: Unity and diversity - HS.LS4-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS.LS4 Biological evolution: Unity and diversity - HS.LS4-b/Is the performance expectation too prescriptive or too vague?

HS.LS4 Biological evolution: Unity and diversity - HS.LS4-b/How grade-appropriate is this performance expectation?
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HS.LS4 Biological evolution: Unity and diversity - HS.LS4-b/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
HS.LS4 Biological evolution: Unity and diversity - HS.LS4
Biological evolution: Unity and diversity - HS.LS4-c
Is the performance expectation too prescriptive or too vague?

HS.LS4 Biological evolution: Unity and diversity - HS.LS4
Biological evolution: Unity and diversity - HS.LS4-c
How grade-appropriate is this performance expectation?

HS.LS4 Biological evolution: Unity and diversity - HS.LS4
Biological evolution: Unity and diversity - HS.LS4-c
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<tr>
<th>Question</th>
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<tbody>
<tr>
<td>How relevant is this crosscutting concept to the core idea?</td>
<td>HS.LS4 Biological evolution: Unity and diversity - HS.LS4-c</td>
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<tr>
<td>HS.LS4 Biological evolution: Unity and diversity - HS.LS4</td>
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</tbody>
</table>

1- much too vague
HS.LS4 Biological evolution:
Unity and diversity - HS.LS4

Biological evolution: Unity and diversity - HS.LS4-d/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

HS.LS4 Biological evolution:
Unity and diversity - HS.LS4

Biological evolution: Unity and diversity - HS.LS4-d/How relevant is this crosscutting concept to the core idea?
Biological evolution: Unity and diversity - HS.LS4
diversity - HS.LS4-d/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

Biological evolution: Unity and diversity - HS.LS4-e/Is the performance expectation too prescriptive or too vague?

Biological evolution: Unity and diversity - HS.LS4-e/How grade-appropriate is this performance expectation?
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
Is the performance expectation too prescriptive or too vague? How grade-appropriate is this performance expectation? Which of the following caused this performance expectation to be more appropriate for a higher grade level?
HS.LS4 Biological evolution:
Unity and diversity - HS.LS4
Biological evolution: Unity and diversity - HS.LS4-f/How well would meeting this performance expectation demonstrate a student’s understanding of the disciplinary core idea?

HS.LS4 Biological evolution: Unity and diversity - HS.LS4 Biological evolution: Unity and diversity - Suggest possible changes for those performance expectations that need additional work:

HS.LS4-b--Analyze data generated from a mathematical model to determine how the following four factors affect the rate of natural selection: (1) population growth, (2) the relative amount of heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) level of competition for limited resources, and (4) efficiency in survival and reproduction in the environment.

HS.LS4-c--"Apply concepts of statistics and probability to demonstrate how..."

HS.LS4-d--this sounds like a thesis...very expansive...narrow the focus...maybe like this:
Construct an explanation based on data for how natural selection, genetic drift, gene flow through migration, and/or co-evolution lead to a specific population of organisms that are anatomically, behaviorally, and physiologically adapted to survive and reproduce in a specific environment.

HS.LS4-e--too many practices for one PE; Communicate an evaluation of...

HS.LS4-f--Analyze patterns in data to describe the relationship between natural selection and changes in the environment. This rewording better aligns with the given assessment boundary.
HS.ESS1 Earth's place in the universe - HS.ESS1 Earth's place in the universe - HS.ESS1-a/Is the performance expectation too prescriptive or too vague?

HS.ESS1 Earth's place in the universe - HS.ESS1 Earth's place in the universe - HS.ESS1-a/How grade-appropriate is this performance expectation?

HS.ESS1 Earth's place in the universe - HS.ESS1 Earth's place in the universe - HS.ESS1-a/Which of the following caused this performance expectation to be more appropriate for a higher grade-level?
2 - somewhat too vague
HS.ESS1 Earth’s place in the universe - HS.ESS1 Earth’s place in the universe - HS.ESS1 Earth’s place in the universe

b/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

b/How relevant is this crosscutting concept to the core idea?
HS.ESS1 Earth’s place in the universe - HS.ESS1 Earth’s place
b/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS.ESS1 Earth’s place in the universe - HS.ESS1 Earth’s place
c/Is the performance expectation too prescriptive or too vague?

HS.ESS1 Earth’s place in the universe - HS.ESS1 Earth’s place
c/How grade-appropriate is this performance expectation?
c/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

3- somewhat
HS.ESS1 Earth’s place in the universe - HS.ESS1 Earth’s place in the universe - HS.ESS1-
d/Is the performance expectation too prescriptive or too vague?

HS.ESS1 Earth’s place in the universe - HS.ESS1 Earth’s place in the universe - HS.ESS1-
d/How grade-appropriate is this performance expectation?

d/Which of the following caused this performance expectation to be more appropriate for a higher grade level?
How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

Is the performance expectation too prescriptive or too vague?
HS.ESS1 Earth’s place in the universe - HS.ESS1 Earth’s place in the universe - HS.ESS1-E/Which of the following caused this performance expectation to be more appropriate for a higher grade level? HS.ESS1 Earth’s place in the universe - HS.ESS1-E/How relevant is this crosscutting concept to the core idea?
How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? Is the performance expectation too prescriptive or too vague? How grade-appropriate is this performance expectation?
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HS.ESS1 Earth’s place in the universe - HS.ESS1 Earth’s place in the universe - HS.ESS1-g/Is the performance expectation too prescriptive or too vague? 

HS.ESS1 Earth’s place in the universe - HS.ESS1 Earth’s place in the universe - HS.ESS1-g/How grade-appropriate is this performance expectation?

HS.ESS1 Earth’s place in the universe - HS.ESS1 Earth’s place in the universe - HS.ESS1-g/Which of the following caused this performance expectation to be more appropriate for a higher grade level?
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<td>g/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?</td>
<td>h/Is the performance expectation too prescriptive or too vague?</td>
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HS.ESS1 Earth’s place in the universe - HS.ESS1 Earth’s place in the universe - HS.ESS1 Earth’s place in the universe - HS.ESS1 Earth’s place

h/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

h/How relevant is this crosscutting concept to the core idea?
HS.ESS1 Earth’s place in the universe - HS.ESS1 Earth’s place

h/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?  
HS.ESS1 Earth’s place in the universe - HS.ESS1 Earth’s place

i/Is the performance expectation too prescriptive or too vague?  
HS.ESS1 Earth’s place in the universe - HS.ESS1 Earth’s place

How grade-appropriate is this performance expectation?
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
HS.ESS1 Earth’s place in the universe - HS.ESS1 Earth’s place in the universe - HS.ESS1- j
Is the performance expectation too prescriptive or too vague?

HS.ESS1 Earth’s place in the universe - HS.ESS1 Earth’s place in the universe - HS.ESS1-
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

Grade-appropriate is this performance expectation?
HS.ESS1 Earth’s place in the universe - HS.ESS1 Earth’s place in the universe - HS.ESS1-j/How relevant is this crosscutting concept to the core idea? HS.ESS1 Earth’s place in the universe - Suggest possible changes for those performance expectations that need additional work:

In general, the detail in this section goes beyond the scope of the Framework. Thinning and reduction of scope of PEs is needed.

HS.ESS1-a--goes beyond the core idea which just says, "The sun is one of more than 200 billion stars in the Milky Way galaxy, and the Milky Way is just one of hundreds of billions of galaxies in the universe," to specifically ask students to place the sun within the milky way. It is essential to not go beyond the scope—especially on the DCIs--or we lose the power of NGSS.

HS.ESS1-b --set apart "based on observable astronomical data as empirical evidence" with commas or parentheses, or move to the end of the sentence.

HS.ESS1-c--seems like an exercise in regurgitation

HS.ESS1-d--Analyze data on the variability of mass and energy outputs from the sun and the methods with which the data were collected to determine if the data support the valid and reliable scientific claim that short-term changes in the sun affect human technologies and societies.*

HS.ESS1-e--not sure why this is listed as connected to 4th bullet under ESS1.A; goes beyond the Framework in terms of predicting
HS.ESS2 Earth’s systems - Is the performance expectation too prescriptive or too vague?

HS.ESS2 Earth’s systems - How grade-appropriate is this performance expectation?

HS.ESS2-a/Which of the following caused this performance expectation to be more appropriate for a higher grade level?
HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
HS.ESS2-a/How relevant is this crosscutting concept to the core idea? 

HS.ESS2-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 

HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
HS.ESS2-b/Is the performance expectation too prescriptive or too vague?
HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -

HS.ESS2-b/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?
HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
HS.ESS2-b/How well would
meeting this performance
expectation demonstrate a
student's understanding of the
disciplinary core idea?

HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
HS.ESS2-c/Is the performance
expectation too prescriptive or
too vague?

HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
HS.ESS2-c/How grade-
appropriate is this performance
expectation?
HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
HS.ESS2-c/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
HS.ESS2-c/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?


HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
HS.ESS2-d/Is the performance expectation too prescriptive or too vague?

HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
HS.ESS2-d/How grade-appropriate is this performance expectation?

HS.ESS2-d/Which of the following caused this performance expectation to be more appropriate for a higher grade level?
HS.ESS2 Earth’s systems -
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HS.ESS2 Earth’s systems -
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HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -

HS.ESS2-d/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS.ESS2-e/Is the performance expectation too prescriptive or too vague?
HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
HS.ESS2-e/Which of the
following caused this
performance expectation to be
more appropriate for a higher
grade level?

HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
HS.ESS2-e/How grade-
appropriate is this performance
expectation?

HS.ESS2 Earth’s systems -
HS.ESS2-e/How relevant is this
crosscutting concept to the
core idea?
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<td>HS.ESS2-e/How well would</td>
<td>HS.ESS2-f/Is the performance</td>
<td>HS.ESS2-f/How grade-appropriate is this performance</td>
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<td>meeting this performance</td>
<td>expectation too prescriptive or</td>
<td>expectation?</td>
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<td>expectation demonstrate a</td>
<td>too vague?</td>
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<tr>
<td>student's understanding of the</td>
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<td>disciplinary core idea?</td>
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How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
HS.ESS2 Earth’s systems - HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
HS.ESS2-g/Is the performance expectation too prescriptive or too vague?

HS.ESS2 Earth’s systems - HS.ESS2 Earth’s systems -
HS.ESS2-g/How grade-appropriate is this performance expectation?

HS.ESS2-g/Which of the following caused this performance expectation to be more appropriate for a higher grade level?
How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student’s understanding of the disciplinary core idea?

Is the performance expectation too prescriptive or too vague?
HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
How grade-appropriate is this performance expectation?
Which of the following caused this performance expectation to be more appropriate for a higher grade level?
How relevant is this crosscutting concept to the core idea?
| HS.ESS2-h/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? | HS.ESS2-i/Is the performance expectation too prescriptive or too vague? | HS.ESS2-i/How grade-appropriate is this performance expectation? |
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
HS.ESS2 Earth’s systems -

HS.ESS2 Earth’s systems -

HS.ESS2-j/Is the performance expectation too prescriptive or too vague?  

HS.ESS2 Earth’s systems -

HS.ESS2 Earth’s systems -

HS.ESS2-j/How grade-appropriate is this performance expectation?  

HS.ESS2-j/Which of the following caused this performance expectation to be more appropriate for a higher grade level?
HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
HS.ESS2-j/How well would
meeting this performance
expectation demonstrate a
student's understanding of the
disciplinary core idea?

HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
HS.ESS2-k/Is the performance
expectation too prescriptive or
too vague?
HS.ESS2 Earth’s systems -
HS.ESS2 Earth’s systems -
HS.ESS2-k/How grade-appropriate is this performance expectation?

HS.ESS2-k/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

HS.ESS2 Earth’s systems -
HS.ESS2-k/How relevant is this crosscutting concept to the core idea?
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<td><strong>student’s understanding of the disciplinary core idea?</strong></td>
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How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
HS.ESS2 Earth’s systems - Suggest possible changes for those performance expectations that need additional work:

HS.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - HS.ESS3-a/Is the performance expectation too prescriptive or too vague?

HS.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - HS.ESS3-a/How grade-appropriate is this performance expectation?

As with the middle school PEs for this component idea (ESS2) of the framework, there are too many PEs here and too much focus on covering a breadth of content rather than applying that knowledge in meaningful ways.

DCI pdf has some font issues (e and f are either a different font, size, and/or style than the rest)

Too much overlap between c and d and between b and e

HS.ESS2-f--unclear

HS.ESS2-g--too close to MS ESS2

HS.ESS2-h--Design and build a model that demonstrates the conditions necessary for cloud formation and precipitation, taking into account the factors of humidity, temperature, and pressure.

HS.ESS2-i--clunky

HS.ESS2-k and l--models to support...zzzz
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
<p>| HS.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - HS.ESS3-c/Is the performance expectation too prescriptive or too vague? | HS.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - HS.ESS3-c/How grade-appropriate is this performance expectation? | HS.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - HS.ESS3-c/Which of the following caused this performance expectation to be more appropriate for a higher grade level? |</p>
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HS.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - HS.ESS3- c/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

HS.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - HS.ESS3- c/How relevant is this crosscutting concept to the core idea?
HS.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - HS.ESS3-
c/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? HS.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - HS.ESS3-d/Is the performance expectation too prescriptive or too vague? HS.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - HS.ESS3-d/How grade-appropriate is this performance expectation?
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
Is the performance expectation too prescriptive or too vague? How grade-appropriate is this performance expectation? Which of the following caused this performance expectation to be more appropriate for a higher grade level?
HS.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - HS.ESS3-e/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - HS.ESS3-f/Is the performance expectation too prescriptive or too vague?
HS.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - HS.ESS3-
f/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

HS.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - HS.ESS3-
f/How relevant is this crosscutting concept to the core idea?
f/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?  
hs.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - HS.ESS3-g/Is the performance expectation too prescriptive or too vague?  
hs.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - HS.ESS3-g/How grade-appropriate is this performance expectation?
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
HS.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - HS.ESS3-h/Is the performance expectation too prescriptive or too vague?

HS.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - HS.ESS3-h/How grade-appropriate is this performance expectation?

HS.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - HS.ESS3-h/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

5- much more appropriate for a higher grade level
2- this practice paired with this core idea
HS.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - HS.ESS3-

h/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? HS.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - HS.ESS3-
i/Is the performance expectation too prescriptive or too vague?
Which of the following caused this performance expectation to be more grade-appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?
HS.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - HS.ESS3-i/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS.ESS3 Earth and human activity - HS.ESS3 Earth and human activity - Suggest possible changes for those performance expectations that need additional work:

HS.ETS1 Engineering Design - HS.ETS1 Engineering Design - HS-PS2-c/Is the performance expectation too prescriptive or too vague?

Assessment boundaries are needed--many of the PEs are very broad--it is important to know the limits for assessment and what would be provided as a part of an assessment. For example, preparing a student to be able to accomplish HS-ESS3-a is very different depending on whether or not (and what types) of evidence are provided.

HS.ESS3-c--questions don't construct and revise

HS.ESS3-f--awkward wording; unclear what the student performance(s) is/are

HS.ESS3-g--great place to evaluate existing rather than re-inventing the wheel
HS.ETS1 Engineering Design -
HS.ETS1 Engineering Design -
HS-PS2-c/How grade-appropriate is this performance expectation?
HS.ETS1 Engineering Design -
HS-PS2-c/Which of the following caused this performance expectation to be more appropriate for a higher grade level?
HS.ETS1 Engineering Design -
HS-PS2-c/How relevant is this crosscutting concept to the core idea?

5- completely
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<td>HS-PS3-b/Is the performance expectation too prescriptive or too vague?</td>
<td>HS-PS3-b/How grade-appropriate is this performance expectation?</td>
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4- mostly
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

3- somewhat
4- mostly
2- somewhat too vague
HS.ETS1 Engineering Design -
HS-PS4-c/How relevant is this
crosscutting concept to the
core idea?

HS.ETS1 Engineering Design -
HS-PS4-c/How well would
meeting this performance
expectation demonstrate a
student's understanding of the
disciplinary core idea?

HS.ETS1 Engineering Design -
HS-PS4-d/Is the performance
expectation too prescriptive or
too vague?

4- mostly
5- completely
HS.ETS1 Engineering Design - HS.ETS1 Engineering Design - HS-PS4-d/How grade-appropriate is this performance expectation?

HS.ETS1 Engineering Design - HS-PS4-d/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

HS.ETS1 Engineering Design - HS-PS4-d/How relevant is this crosscutting concept to the core idea?

5- completely
HS-ETS1 Engineering Design - HS.ETS1 Engineering Design -

HS-PS4-d/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?  

HS-ETS1 Engineering Design - HS.ETS1 Engineering Design -

HS-PS4-f/Is the performance expectation too prescriptive or too vague?  

HS-ETS1 Engineering Design - HS.ETS1 Engineering Design -

HS-PS4-f/How grade-appropriate is this performance expectation?  

5- completely
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4- mostly 5- completely
Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?
HS-ETS1 Engineering Design -
HS-LS1-f/How relevant is this crosscutting concept to the core idea?

HS-ETS1 Engineering Design -
HS-LS1-f/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS-ETS1 Engineering Design -
HS-ESS1-f/Is the performance expectation too prescriptive or too vague?

5- completely 5- completely
HS-ESS1-f/How grade-appropriate is this performance expectation?

HS-ESS1-f/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

HS-ESS1-f/How relevant is this crosscutting concept to the core idea?

5- completely
HS.ESS1-f/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS.ESS3-f/Is the performance expectation too prescriptive or too vague?

HS.ESS3-f/How grade-appropriate is this performance expectation?

3- somewhat
HS-ESS3-f/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

HS-ESS3-f/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

---

4- mostly

4- mostly
Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?
HS.ETS1 Engineering Design -
HS-ESS3-h/How relevant is this
crosscutting concept to the
core idea?

HS.ETS1 Engineering Design -
HS-ESS3-h/How well would
meeting this performance
expectation demonstrate a
student's understanding of the
disciplinary core idea?

HS.ETS1 Engineering Design -
HS-PS3-f/Is the performance
expectation too prescriptive or
too vague?

5- completely

5- completely
HS-PS3-f/How grade-appropriate is this performance expectation?

HS-PS3-f/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

HS-PS3-f/How relevant is this crosscutting concept to the core idea?

4- mostly
HS-PS3-f/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS-ESS3-b/Is the performance expectation too prescriptive or too vague?

HS-ESS3-b/How grade-appropriate is this performance expectation?

4- mostly
Which of the following caused this performance expectation to be more appropriate for a higher grade level? How relevant is this crosscutting concept to the core idea? How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

5- completely 5- completely
HS-ETS1 Engineering Design - HS-ESS3-i/Is the performance expectation too prescriptive or too vague?

HS-ETS1 Engineering Design - HS-ESS3-i/How grade-appropriate is this performance expectation?

HS-ETS1 Engineering Design - HS-ESS3-i/Which of the following caused this performance expectation to be more appropriate for a higher grade level?
HS.ETS1 Engineering Design -
HS.ETS1 Engineering Design -
HS-ESS3-i/How relevant is this crosscutting concept to the core idea?

HS-ESS3-i/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS.ETS1 Engineering Design -
HS.ETS1 Engineering Design -
HS-LS2-j/Is the performance expectation too prescriptive or too vague?

4- mostly
5- completely
How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

5- completely
HS.ETS1 Engineering Design -

HS-LS2-j/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS.ETS1 Engineering Design -

HS-ESS2-b/Is the performance expectation too prescriptive or too vague?

HS.ETS1 Engineering Design -

HS-ESS2-b/How grade-appropriate is this performance expectation?

4- mostly
HS.ETS1 Engineering Design - HS.ETS1 Engineering Design - HS-ESS2-b/Which of the following caused this performance expectation to be more appropriate for a higher grade level?

HS.ETS1 Engineering Design - HS.ETS1 Engineering Design - HS-ESS2-b/How relevant is this crosscutting concept to the core idea?

HS.ETS1 Engineering Design - HS.ETS1 Engineering Design - HS-ESS2-b/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

4- mostly 3- somewhat
Is the performance expectation too prescriptive or too vague?

How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?
HS-PS2-a/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS-ESS1-e/Is the performance expectation too prescriptive or too vague?

4- mostly 4- mostly
How grade-appropriate is this performance expectation?

Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

4- mostly
HS.ETS1 Engineering Design -

HS-ESS1-e/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS.ETS1 Engineering Design -

HS-LS2-I/Is the performance expectation too prescriptive or too vague?

HS.ETS1 Engineering Design -

HS-LS2-I/How grade-appropriate is this performance expectation?

5- completely
Which of the following caused this performance expectation to be more appropriate for a higher grade level? How relevant is this crosscutting concept to the core idea? How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

4- mostly 5- completely
HS.ETS1 Engineering Design -
HS.ETS1 Engineering Design -
HS-ESS2-c/Is the performance expectation too prescriptive or too vague?

HS.ETS1 Engineering Design -
HS.ETS1 Engineering Design -
HS-ESS2-c/How grade-appropriate is this performance expectation?

HS.ETS1 Engineering Design -
HS-ESS2-c/Which of the following caused this performance expectation to be more appropriate for a higher grade level?
HS.ETS1 Engineering Design - HS.ETS1 Engineering Design - HS-ESS2-c/How relevant is this crosscutting concept to the core idea?  

HS.ETS1 Engineering Design - HS.ETS1 Engineering Design - HS-ESS2-c/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?  

HS.ETS1 Engineering Design - HS.ETS1 Engineering Design - HS-LS3-c/Is the performance expectation too prescriptive or too vague?  

5- completely  
4- mostly
HS.ETS1 Engineering Design -
- HS.ETS1 Engineering Design -
- HS.LS3-c/How grade-appropriate is this performance expectation?
- HS.LS3-c/Which of the following caused this performance expectation to be more appropriate for a higher grade level?
- HS.ETS1 Engineering Design -
- HS.ETS1 Engineering Design -
- HS.LS3-c/How relevant is this crosscutting concept to the core idea?

5- completely
HS.ESS2-i/How grade-appropriate is this performance expectation?

HS.ETS1 Engineering Design - HS-ESS2-i/Is the performance expectation too prescriptive or too vague?

HS.ETS1 Engineering Design - HS-LS3-c/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
Which of the following caused this performance expectation to be more appropriate for a higher grade level?

How relevant is this crosscutting concept to the core idea?

How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

4- mostly
HS-ESS3-e/Is the performance expectation too prescriptive or too vague?

HS-ESS3-e/How grade-appropriate is this performance expectation?

HS-ESS3-e/Which of the following caused this performance expectation to be more appropriate for a higher grade level?
HS.ETS1 Engineering Design - HS.ETS1 Engineering Design - HS-ESS3-e/How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?

HS-ESS3-h & HS-ESS3-b - Clarification Statement: The distinction that scientific knowledge indicates what can happen in natural systems vs. what should happen is important to make, but it's also important that students realize scientists and engineers also have a responsibility relative to the impacts their own work/research has on society as a whole. They don't work in a vacuum.

5- completely

4- mostly

HS.ETS1 Engineering Design - HS.ETS1 Engineering Design - HS-ESS3-e/How relevant is this crosscutting concept to the core idea?

HS.ETS1 Engineering Design - HS.ETS1 Engineering Design - Suggest possible changes for those performance expectations that need additional work: