SCILLSS Classroom Science Assessment Workshop

**Grade 11 SCILLSS Model Task Specifications Tools**

## Grade 11 SCILLSS Model Task Specifications Tool for HS-ESS1-5

| Element | Description |
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| Performance Expectation | **HS-ESS1-5.** Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks. |
| The Knowledge, Skills, & Abilities (KSAs)  | **KSA1:** Investigate how Earth’s internal and surface processes operate at different spatial and temporal scales to explain the ages of crustal rocks.**KSA2:** Synthesize the relevant evidence to describe the relationship between the motion of continental plates and the patterns in the ages of crustal rocks.**KSA3:** Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks. |
| Student Demonstration of Learning | * Model accurately represents the observable phenomena.
* Model accurately captures all mechanistic features of the observable phenomena.
* Use a model to make an accurate prediction about a phenomenon (e.g., direction of plate movement).
* Represents only the appropriate relationships and/or interactions among the elements in the model needed to explain the target phenomenon and describes why these relationships are important.
* Organizes data in a clear way that highlights patterns that are relevant or meaningful to a scientiﬁc question.
* Synthesizes relevant evidence and relevant or meaningful patterns to defend a claim or support an argument.
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| Work Product | * Group discussion
* Draw a model
* Laboratory exercise
* Short-response
* Constructed-response
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| Task Features | * All tasks require evidence of qualitative and quantitative thinking.
* All tasks must prompt students to make connections between observed phenomenon or evidence and reasoning underlying the observation/evidence.
* Models provided in stimulus materials must illustrate a process or why a phenomenon exists (e.g., plate movement).
* All tasks are presented in a context that revolves around movement of crustal rocks.
* All phenomena for which a model is developed must be observable or fit available evidence (e.g., plate tectonics to explain the ages of crustal rocks).
* Students use scientific reasoning and process skills in observational (nonexperimental) investigations.
* All tasks must elicit core ideas as defined in the PE.
* All tasks must include elements from at least two dimensions of the NGSS.
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| Aspects of an assessment task that can be varied to shift complexity or focus | * Complexity of empirical evidence needed to identify patterns.
* Format of "real-world" phenomenon presented: image, data, text, combination.
* What characteristics are included (given or determined by the student).
* Core idea targeted in model (e.g., the degree to which nuclear processes are included).
* The degree to which scientific vocabulary is required/used/scaffolded.
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| Assessment Boundaries | * Students do not need to demonstrate comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth’s other systems.
* Assessment is limited to alpha, beta, and gamma radioactive decays.
* Students do not need to calculate radioactive decay rates.
* Students do not need to know: names of supercontinents, names of fault lines, names of tectonic plates.
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## Grade 11 SCILLSS Model Task Specifications Tool for HS-ESS2-7

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| Element | Description |
| Performance Expectation | **HS-ESS2-7:** Construct an argument based on evidence about the simultaneous co-evolution of Earth's systems and life on Earth. |
| The Knowledge, Skills, & Abilities (KSAs)  | **KSA1:** Construct an argument using causal links and feedback mechanisms between changes in the biosphere and changes in Earth’s other systems, that there is simultaneous co-evolution of Earth's systems and life on Earth.**KSA2:** Construct an argument based on evidence about the simultaneous co-evolution of Earth's systems and life on Earth. |
| Student Demonstration of Learning | * Model accurately represents the observable phenomena.
* Model accurately captures all mechanistic features of the observable phenomena.
* Use a model to make an accurate prediction about a phenomenon (e.g., direction of plate movement).
* Represents only the appropriate relationships and/or interactions among the elements in the model needed to explain the target phenomenon and describes why these relationships are important.
* A statement accurately describing how stability and change are related and a good model for a system must be able to offer explanations for both.
* Organizes data in a clear way that highlights changes observed from the evidence that are relevant or meaningful to a scientiﬁc question.
* Synthesizes relevant evidence related to complex systems and comprehend subtle issues of stability or of sudden or gradual change over time to defend a claim or support an argument or counter-argument.
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| Work Product | * Constructed-response
* Short-response
* Draw a model
 |
| Task Features | * All tasks must prompt students to make connections between observed phenomenon or evidence and reasoning underlying the observation/evidence (e.g., changes in the biosphere and changes in Earth’s other systems; ancient versus current atmospheric composition).
* All tasks require the use of examples to support a logical argument in a context that revolves around changes in the biosphere and changes in Earth’s other systems.
* All tasks must elicit core ideas as defined in the PE.
* All tasks must include elements from at least two dimensions of the NGSS.
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| Aspects of an assessment task that can be varied to shift complexity or focus | * Scale of mechanistic relationships in account of how things change and how they remain stable.
* Complexity of the scientific reasoning required to assess the extent to which the reasoning and data support the argument.
* Format of "real-world" phenomenon presented: image, data, text, combination.
 |
| Assessment Boundaries | * Students do not need to demonstrate a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth’s other systems.
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The SCILLSS model task specifications tools were developed with funding from the US Department of Education under Enhanced Assessment Grants Program CFDA 84.368A. The contents do not necessarily represent the policy of the US Department of Education, and no assumption of endorsement by the Federal government should be made.

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