

Instructions: Record notes about what stands out to you about what students are **saying, doing, writing, drawing, gesturing**, etc. as they work in groups toward these performances. Some students don't always write down all their thinking, so pay particularly close attention to them. You can use these notes as additional evidence later when you score student responses and are deciding what to do next in instruction.

Question 1

Description of Performance	What are you noticing across your class?	Notes About Specific Students
Describes a specific cause and effect relationship (e.g., <i>The lower the pH, the less red the hydrangeas. The higher the pH, the redder it gets.</i>)		
- Relationship described includes a relevant environmental factor (e.g., <i>pH</i>) - Relationship described includes a relevant trait (e.g., <i>hydrangeas...less red/redder</i>)		
Uses relevant evidence from the data table to support their explanation (e.g., <i>One thing I noticed is Mr. Jones's are blue because the pH is low and gets less red. OR Another thing I noticed is Mr. Yamamoto's are pink because the pH is higher and gets more red.</i>)		

Question 3

Description of Performance	What are you noticing across your class?	Notes About Specific Students
Plans an investigation by: - accurately describing a variable to change (e.g., <i>soil pH</i>), and - variables to control (e.g., <i>amount of sunlight, amount of soil, amount of water</i>) - Describes an investigation relevant to the variables they describe (e.g., description of experiment - <i>We use two seeds. One we will make sure to plant in the soil pH 5 and the other in soil pH 7. Then we will water and put in sun like normal and see what grows.</i>)		
- Describes a relevant design to be tested (e.g., changing the soil pH) - Describes data that could be used to know if criteria (desired flower color) is met (e.g., <i>If the soil pH is just right, then pink and lavender hydrangeas will grow.</i>)		