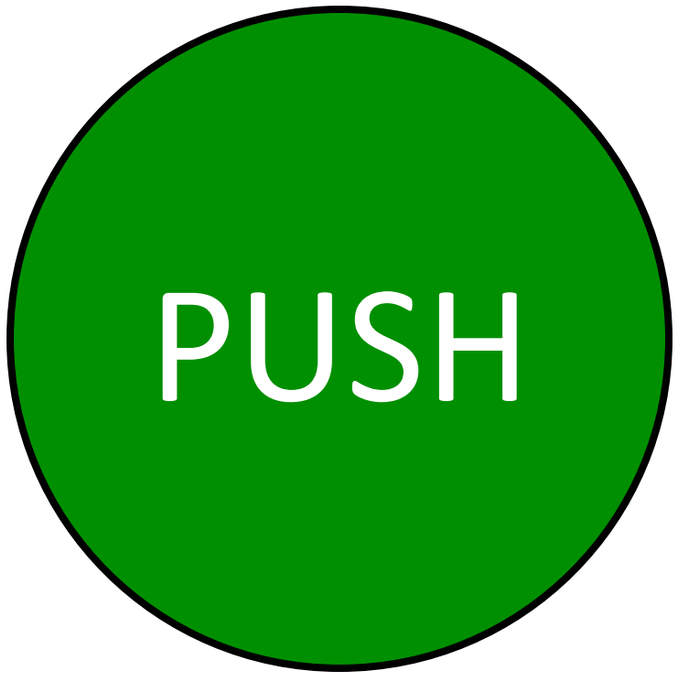
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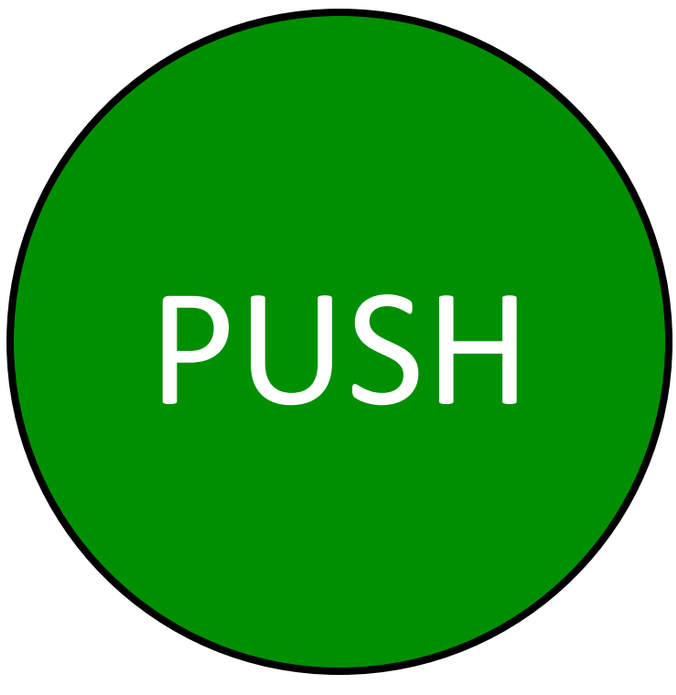
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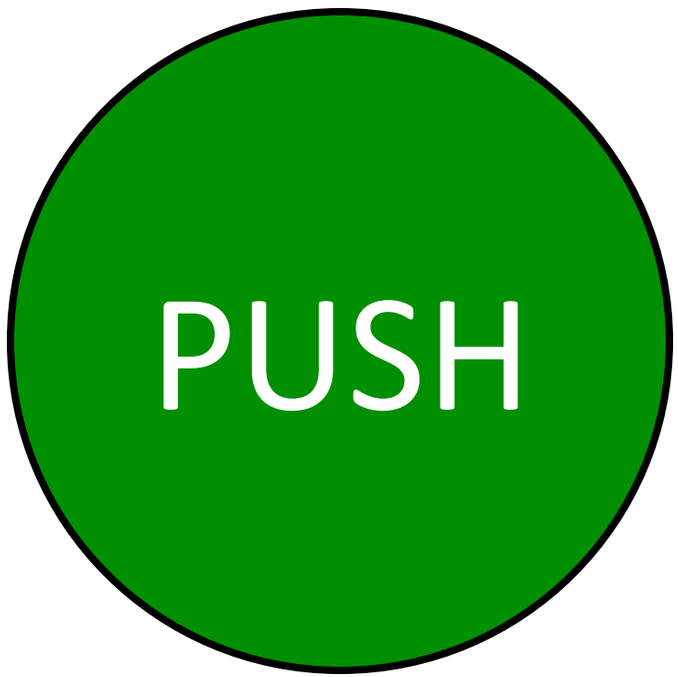
2



1



2 BOUNCE

1 

3 

Challenge Performance Checklist & Rubric:

- ☐ Able to successfully complete Challenge 1.
- ☐ Able to successfully complete Challenge 2.
- ☐ Able to successfully complete Challenge 3.

Criterion	Level			
	0	**1 (Basic)**	**2 (Proficient)**	**3 (Advanced)**
Challenge Performance	Not able to successfully complete any of the challenges.*	Able to push disc into the stop area for Challenge 1 – OR – Able to push disc into the stop area for Challenge 2	Able to push disc into the stop area for Challenges 1 and 2	Able to push disc into the stop area for Challenges 1, 2, and 3.

*Note: Student is successful so long as part of the disc is touching part of the stop area. Students can take multiple tries to achieve these performance tasks.

Part I of Rubric to Evaluate Student Claims & Evidence-Based Reasoning:**

Explore and Explain Sections (Challenges 1 and 2)

Criterion	Level			
	0	**1 (Basic)**	**2 (Proficient)**	**3 (Advanced)**
Claim 1: Stronger Push for Challenge 2 than Challenge 1	No response or does not make a claim.***	Makes an inaccurate claim: *Incorrectly identifies Challenge 1 as needing a stronger push.*	N/A	Makes an accurate claim: *Correctly identifies Challenge 2 as needing a stronger push.*
Evidence 1: Reason that Challenge 2 needed a Stronger Push than Challenge 1	No response or does not provide evidence.	Provides evidence that does not support the claim. (Or provides evidence for an inaccurate claim.)	Provides some evidence that supports the claim: *States that they had to push the **disc harder in Challenge 2 in order for it to go further**, OR that they **could not push it as hard to make it stop in Challenge 1**.*	Provides all evidence that supports the claim: *States that they had to push the **disc harder in Challenge 2 in order for it to go further**, AND that they **could not push it as hard to make it stop in Challenge 1**.*

** Based upon a Claim-Evidence-Reasoning rubric used by Ms. Green's school system; reference added after blind review. This can be used in real time, or the teacher may use a tablet to record students' explanations.
*** If a student makes an inaccurate claim (0 or 1), then s/he may either earn a 0 or 1 for evidence.

Part II of Rubric to Evaluate Student Claims & Evidence-Based Reasoning:**

Extend Section (Challenge 3)

Criterion	Level			
	0	**1 (Basic)**	**2 (Proficient)**	**3 (Advanced)**
Claim 2: Block Caused Change in Direction of the Disc	No response or does not make a claim.***	Makes an inaccurate claim: *Incorrectly identifies another reason for the disc changing direction (e.g., paper, hand).*	N/A	Makes an accurate claim: *Correctly identifies that the block caused disc to change the direction it was moving.*
Evidence 2: How they Knew that the Block Caused the Change in Direction	No response or does not provide evidence.	Provides evidence that does not support the claim. (Or provides evidence for an inaccurate claim.)	Provides some evidence that supports the claim: *States that they saw the disc bounce off of the block (but does not go into detail about the initial way the disc traveled as compared to its direction of travel after colliding with the block).*	Provides all evidence that supports the claim: *States that the block was initially going in one direction (points/shows or explains the initial direction towards block), and then after it bounced off the block, went in a different direction (points/shows or explains the new direction away from the block).*

** Based upon a Claim-Evidence-Reasoning rubric used by Ms. Green's school system; reference added after blind review. This can be used in real time, or the teacher may use a tablet to record students' explanations.

*** If a student makes an inaccurate claim (0 or 1), then s/he may either earn a 0 or 1 for evidence.