

<b>Observation Checklist Part 1</b>		<b>Name(s)</b>									
<p><b>Science and Engineering Practices</b> <b>Grade 6-8</b></p> <p>Use the Bronze (1), Silver (2), Gold (3), and Platinum (4) proficiency level descriptions, or another assessment scale that is relevant to your school context.</p>											
<b>Practice 1: I observed students asking questions:</b>											
a	to seek more information.										
b	to seek evidence to support a claim.										
c	to challenge a claim or interpretation of data.										
d	to identify and understand independent and dependent variables.										
e	that can be investigated in this class.										
<b>Practice 2: I observed students developing and/or using a model:</b>											
a	to explore its limitations.										
b	to explore what happens when parts of the model are changed.										
c	to show the relationship between variables.										
d	to make predictions.										
e	to generate data about what they are designing or investigating.										
<b>Practice 3: I observed students planning and carrying out investigations:</b>											
a	that included independent and dependent variables and controls.										
b	that included appropriate measurement and recording tools.										
c	that tested the accuracy of various methods for collecting data.										
d	to collect data to answer a scientific question or test a design solution.										
e	to test the performance of a design under a range of conditions.										
<b>Practice 4: I observed students analyzing and interpreting data:</b>											
a	by constructing graphs.										
b	to identify linear and non-linear relationships.										
c	to distinguish between cause and effect vs. correlational relationships.										
d	by using statistics and probability such as mean and percentage.										
e	to determine similarities and differences in findings.										
f	to determine a way to optimize their solution to a design problem.										
Notes:											

Observation Checklist Part 2		Name(s)									
<b>Science and Engineering Practices Grade 6-8</b>											
Use the Bronze (1), Silver (2), Gold (3), and Platinum (4) proficiency level descriptions, or another assessment scale that is relevant to your school context.											
<b>Practice 5: I observed students using mathematics and computational thinking:</b>											
a	by including mathematical representations in their explanations and design solutions.										
b	by using an algorithm to solve a problem.										
c	by using concepts such as ratio, rate, percent, basic operations, or simple algebra.										
<b>Practice 6: I observed students constructing explanations and design solutions:</b>											
a	that included quantitative and qualitative relationships.										
b	that are based on scientific ideas, laws, and theories.										
c	that connect scientific ideas, laws, and theories to their own observations.										
d	that apply scientific ideas, laws, and theories.										
e	to help optimize design ideas while making trade-offs and revisions.										
<b>Practice 7: I observed students engaging in arguments from evidence:</b>											
a	that compare and critique two arguments on the same topic.										
b	while respectfully providing and receiving critiques using appropriate evidence.										
c	while presenting oral or written statements supported by evidence.										
d	while evaluating different design solutions based on agreed-upon criteria and constraints.										
<b>Practice 8: I observed students evaluating and communicating information:</b>											
a	when they read scientific text adapted for the classroom.										
b	when they read or wrote information in combinations of text, graphs, diagrams, and other media.										
c	when they created presentations about their investigations and/or design solutions.										
Notes:											