Selection	Student
Student	Ava Mia

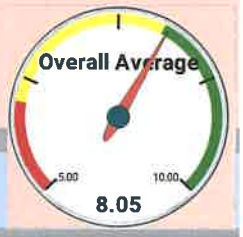
Accomodations

Extended time, Use of calculator, Alternate setting, Oral presentation, Text to speech, Shortened length-(Mondragon) Interpretation of text, Materials in home language-(Hotz)

Student Info

	Percent Att
Attendance	90%
Behavior	2 Referrals
Service Hrs	20
GPA	3.65

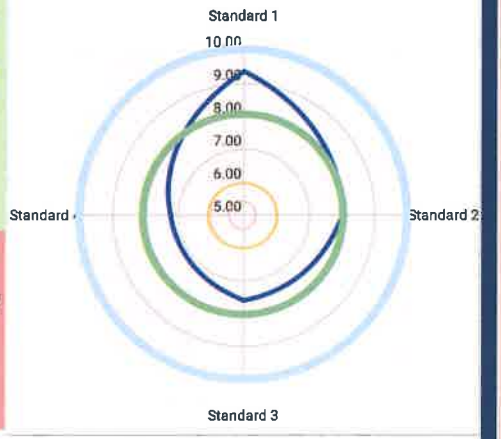
Teacher Eric Hotz



entered for that standard. For a detailed view of grade level expectations for a standard, use the graph att the bottom of the page and the standards dashboard.

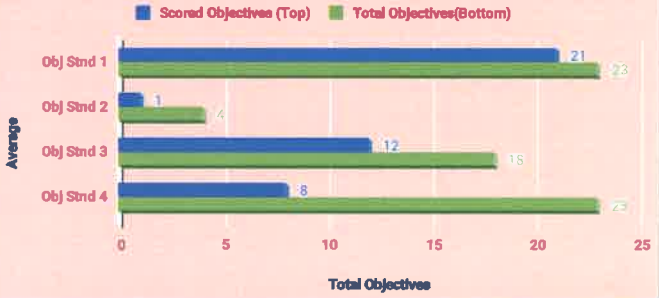
Standard Performance Graph:

10-Good Understanding. Student is able to apply their understanding of each skill.	8-Beginning understanding. Understanding of the skill is evident. Errors are cosmetic.
6-Developing understanding. Several of the skills are shown. There are some errors or omissions in the work.	5- No attempt made or work shows no understanding of this skill.



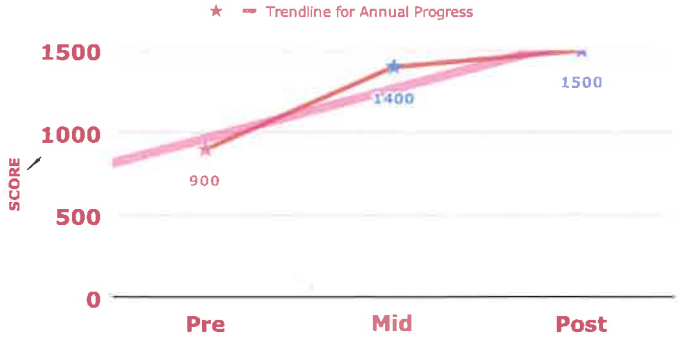
Standard Data

Measured Objectives



Local Assessment

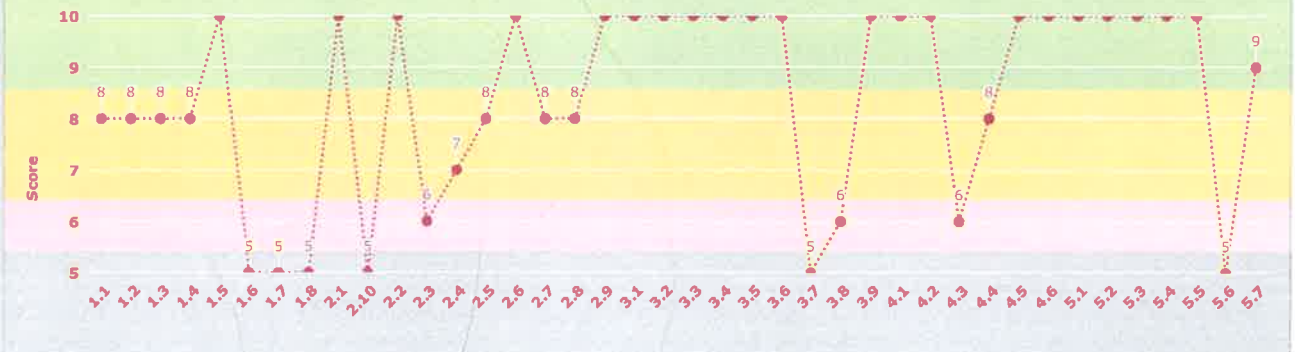
Galileo



Testing Data

State Testing	SAT	PSAT	CMAS
Math	800	535	500
MAS/Reading,Writing-SAT/PSAT	1050	560	575
Science			600
Social Studies			541

Local Testing	BOY	MOY	EOY
Galileo			
Reading	1202	1298	1312
Writing	1221	1500	1510
Math	1231	1321	1542
Science	1502	1444	1538
Pre/Post	23		85
DIBELS	50	72	90
School Readiness			



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Standard Dashboard

Grade Level	Content Area	Chapter	Objective
High School	Science	2	1

Standard	Grade Level Expectation
1. Physical Science	4. Newton's second law and the conservation of momentum can be used to predict changes in the motion of macroscopic objects. **Standard Code: SC.HS.1.4**

Evidence Outcome

Students Can:

Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. (HS-LS2-1) (Clarification Statement: Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors including boundaries, resources, climate, and competition. Examples of mathematical comparisons could include graphs, charts, histograms, and population changes gathered from simulations or historical data sets.)

Objective:

Students will explore how motion diagrams and particle models can be used to represent motion. This will lead them to understand the basic ways to model motion.

Other Standard Information

Colorado Essential Skills and Science and Engineering Practices:	Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. (Analyzing and Interpreting Data) (Entrepreneurial: Critical thinking/Problem solving)
Colorado Essential Skills and Science and Engineering Practices:	Apply scientific ideas to solve a design problem, taking into account possible unanticipated effects. (Constructing Explanations and Designing Solution) (Personal: Personal responsibility)
Colorado Essential Skills and Science and Engineering Practices:	Connections to Nature of Science: Scientific Knowledge Assumes an Order and Consistency in Natural Systems. Science assumes the universe is a vast single system in which basic laws are consistent.
Colorado Essential Skills and Science and Engineering Practices:	Connections to Nature of Science: Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena. Theories and laws provide explanations in science. Laws are statements or descriptions of the relationships among observable phenomena.
Elaboration on the GLE:	Students can answer the question: How can one predict an object's continued motion, changes in motion, or stability?
Elaboration on the GLE:	PS2:A Forces and Motion: Newton's second law accurately predicts changes in the motion of macroscopic objects. Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object. If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system.
Cross Cutting Concepts:	Cause and Effect: Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. Systems can be designed to cause a desired effect.
Cross Cutting Concepts:	Systems and System Models: When investigating or describing a system, the boundaries and initial conditions of the system need to be defined.