



Next Generation Science Standards Maps			
Element	Exemplary	Proficient	Basic
Standards: Performance Expectations for NGSS	The NGSS Performance Expectations are all accounted for at the grade level (tallied on NGSS Theme or Topics page or a combination of the two).	The NGSS Performance Expectations are mostly account for the grade level (tallied on NGSS Theme or Topics page a combination of the two)	The NGSS Performance Expectations are not all accounted for (tallied on NGSS Theme or Topics page a combination of the two)
Bundles: Either the topics or thematic bundle (or a hybrid version of the 2) from the NGSS bundles are represented.	There is strong evidence of the NGSS bundles (thematic or topics, or a hybrid) and there is a rationale for the bundling.	Units are bundled but the rationale is unclear or the bundling does not represent all the standards.	There is little to no evidence of bundling. A rationale for how units were organized and sequenced is missing.
Units are ordered in a sequence that reflects rigor and student developmental learning stages; the concepts build on each other throughout the year. Each unit includes a title.	The chronological order of the units placed on the map is thoughtfully created based on concepts that build on each other throughout the year The title of each unit has a clear connection to each theme and one that is related to the year long theme.	Some of the units are not chronological or clear as to how they build on each other throughout the year. Some of the titles fit the whole year theme.	There is no clear evidence of the chronological order for the units or how they build on each other. The titles for the units do not have a clear connection to the year theme.
Inquiry	An inquiry question is included for every unit and inquiry practices are evident in each unit. The inquiry practices build across the year and match the concepts of the unit.	Some units include questions or some of the questions do fit the characteristics of inquiry questions. Inquiry practices are sometimes included in units.	Either there are few or no questions for each unit and there is little evidence of inquiry practices within units or developed across the school year.

Additional resource rubric from NGSS <https://www.nextgenscience.org/sites/default/files/EQulPRubricforSciencev3.pdf>



C3 Standards Bundling Map

Element	Exemplary	Proficient	Basic
Social Studies “Storyline” Every grade level includes a summary of what students will learn with regard to the grade level theme.	The grade level summary of SS learning reflects that grade level content, includes real life application, and describes how the concepts build on one another.	The grade level summary of SS learning reflects the grade level content. Some of the concepts described build on one another.	The grade level summary of SS learning do not reflects the content for the year. The concepts do not build on one another.
The Disciplinary Concepts and Tools are represented in bundles/units that reflect the grade level theme. A “storyline” is written for each unit.	The Disciplinary Concepts and tools are mapped and grouped in a way that build on one another. The unit level story line describes the relationship between the standards, how they will be taught, and how they are connected to the grade level's theme and storyline.	The Disciplinary Concepts and tools are mapped in a way that somewhat build on one another. The unit level story lines sometimes describe the relationship between the standards and how they come together in this unit, but not always.	The Disciplinary Concepts and tools do not build on one another. The unit level story lines are either not present or they are hard to understand; how the standards will be taught is unclear and how they go together is hard to discern.
Every unit includes the inquiry skills. Rigor on the diagonal is evident in the placement and sequencing of the inquiry skills.	The inquiry in the units clearly builds in rigor from the first unit through the last unit.	The inquiry in the units somewhat builds in rigor from the first unit through the last one.	The inquiry in the units does not build in rigor from the first unit through the last one.
Unit Title / Compelling Question	The title of each unit has a clear connection to the year theme and reflect the standards. The compelling questions are “meaty” and written in student-friendly ways.	The titles of some of the units have a clear connection to the year theme and reflect the standards. Not all of the compelling questions do not fit the definition of “meaty” and student-friendly.	The titles for the units are more general and vague and do not have a clear connection to the year theme or standards. There are few if any compelling questions.