

Task: Which mode of seed dispersal do you think is the best? Make a model and construct an explanation to present to the class. Be prepared to argue your explanation with your classmates.

	Level 1	Level 2	Level 3	Level 4
2. Developing and using models	Students do not create or use models.	Students create or use models. The models may have some inaccuracies or misconceptions.	Students create or use models that assist them in predicting or explaining the natural world. Students do not evaluate the merits and limitations of the model.	Students create or use accurate models that assist them in predicting or explaining the natural world. Students evaluate merits and limitations of their model.
6. Constructing explanations	No explanation given or explanation is not appropriate to the question.	Students construct general explanations. No evidence or inaccurate evidence is given.	Students construct scientific explanations given with at least one piece of relevant evidence.	Students construct accurate scientific explanations with multiple, relevant pieces of evidence.
7. Engaging in argument from evidence	Students do not engage in argumentation.	Students engage in argumentation where they support their claims with evidence or reasoning, but the discourse is primarily teacher-driven.	Students engage in student-driven argumentation. The student discourse includes evidence and reasoning to support their claim. Students also agree and disagree, but rarely engage in critique.	Students engage in student-driven argumentation. The student discourse includes evidence and reasoning to support their claim. Students critique other's arguments.