KEY FEATURES OF A PERFORMANCE EXPECTATION CARD

Performance Expectation Coding

K - PS 2 - 1

Grade/Content | Domain | Core Idea | Standard Number

Performance Expectation: Student performance goal with three dimensions (SEP, DCI, and CCC) infused.

Domain Core Idea

Motion and Stability: Forces and interactions (PS2) K

K-PS2-1. **Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.**

Clarification Statement: *Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.*
State Assessment Boundary: *Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.*

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. With guidance, plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. NRC Framework Link	**PS2.A: Forces and Motion** Pushes and pulls can have different strengths and directions. Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. NRC Framework Link **PS2.B: Types of Interactions** When objects touch or collide, they push on one another and can change motion. NRC Framework Link **PS3.C: Relationship Between Energy and Forces** A bigger push or pull makes things speed up or slow down more quickly. NRC Framework Link	**Cause and Effect** Simple tests can be designed to gather evidence to support or refute student ideas about causes. NRC Framework Link

SEPs are practices that student enact to understand the natural and human built world around them.

DCIs are essential ideas all students should know and understand.

CCCs represent themes for students to apply across engineering and science domains.