Emerging	Developing	Proficient	Advanced
Student either does not draw arrows on their 2-D model or they are inaccurate. Steps in student's story do not match arrows on the model. Student's model and story do not appropriately use the academic vocabulary.	Student somewhat accurately draws arrows on their 2-D model, identifying the direction of the rock cycle flow from one type of rock to another. Steps in student's story somewhat match arrows on the model. Student's model and story appropriately use some of the academic vocabulary.	Student mostly accurately draws arrows on their 2-D model, identifying the direction of the rock cycle flow from one type of rock to another. Steps in student's story mostly match arrows on the model. Student's model and story appropriately use most of the academic vocabulary.	Student accurately draws arrows on their 2-D model, identifying the direction of the rock cycle flow from one type of rock to another. Steps in student's story accurately match arrows on the model. Student's model and story appropriately use most or all of the academic vocabulary: cementation compaction cooling crystallization deposition erosion extrusive heat intrusive magma melting metamorphic pressure sedimentary weathering
 Look Fors: Steps in the student's story do not match arrows on the model. There are no arrows on the model, or they are inaccurate. Limited or no academic vocabulary is used correctly in the story or model. 	 Steps in the student's story somewhat match arrows on the model. There may be three or four mistakes. Several arrows on the model may be misplaced. Some of the academic vocabulary is used correctly in the story and model. Four or five terms may have been omitted or used incorrectly. 	 Look Fors: Steps in the student's story mostly match arrows on the model. There may be one or two mistakes. Some arrows on the model may be misplaced. Most of the academic vocabulary is used correctly in the story and model. Two or three terms may have been omitted or used incorrectly. 	 Look Fors: Steps in the student's story match arrows on the model. Arrows are placed accurately on the model. Academic vocabulary is used accurately in the story and model. Heat and pressure are used to describe the formation of metamorphic rock. Weathering, erosion, deposition, and compaction/cementation are used to describe the formation of sedimentary rock. Melting and cooling/crystallization are used to describe the formation of user the formation of igneous rock.

PE	SEP	DCI	ССС	DOK		
MS-ESS2-1	SEP-2 Developing and Using Models	ESS2.A Earth's Materials and Systems	CCC-7 Stability and Change	3		
ILCS: Students are required to develop a scientific model that explains a complex situation.						

The model is cyclical, rather than linear in nature. They must also write a story with examples of the multifaceted cycle and link their story to the steps in the cycle.