Performance Expectations	4 - Exceptional	3 - Mastery	2 – Partial Mastery	1 – No Mastery
Use data as a basis for evidence to explain a design solution and support conclusions.	Student conclusions are supported by class data. Writing indicates a clear understanding of how different forces acted on their plane and what specific design features led to a more successful plane. Writing includes appropriate vocabulary to describe forces (thrust, drag, lift, weight, gravity, etc).	Student conclusions are supported by class data. Writing suggests a general understanding of the different forces acting on their plane, but explanation may be vague.	Student conclusions are minimal and loosely supported by class data. Writing does not describe how forces affected the plane or describes forces incorrectly.	Student conclusions are not supported by class data. Student provides very little response or incomplete information.
Make predictions when considering alternative variables.	Student makes logical and detailed predictions when considering alternative variables to test.	Student is able to suggest appropriate alternative variables to test and make accurate predictions, but predictions may be vague or incomplete.	Student suggests appropriate alternative variables, but provides incorrect or incomplete predictions based on those variables.	Student does not suggest appropriate alternative variables or make predictions.