<table>
<thead>
<tr>
<th>Potential EW LP indicator based on NGSS Draft</th>
<th>Level 1 (Lower Anchor) “Informal Accounts”</th>
<th>Level 2 “Causal Sequences with Hidden Mechanisms”</th>
<th>Level 3 “School Science Narratives”</th>
<th>Level 4 (Upper Anchor) “Qualitative Model-Based Accounts”</th>
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</thead>
<tbody>
<tr>
<td>“HC” stands for human contribution</td>
<td>HC1: Students are not able to obtain, evaluate, and communicate information that human activities can contribute to the frequency and intensity of some natural hazards.</td>
<td>HC2: Students are able to obtain, evaluate, and communicate information that human activities can contribute to the frequency and intensity of some natural hazards.</td>
<td>HC3: Students are able to analyze data to evaluate claims that human activities can contribute to the frequency and intensity of some natural hazards.</td>
<td>HC4: Students are able to construct and evaluate scientific claims based on evidence that human activities can contribute to the frequency and intensity of some natural hazards.</td>
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<tr>
<td>Potential EW LP indicator based on NGSS Draft</td>
<td>MCS1: Students are not able to use data to identify solutions that may reduce the environmental or societal impacts of a weather-related hazard.</td>
<td>MCS2: Students are able to use data to identify solutions that may reduce the environmental or societal impacts of a weather-related hazard.</td>
<td>MCS3: Students are able to apply scientific knowledge to construct explanations for how humans may predict and modify their impacts on future global climate systems.</td>
<td>MCS4: Students are able to apply scientific reasoning, theory, and models to construct explanations for how humans may predict and modify their impacts on future global climate systems.</td>
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<tr>
<td>“MCS” stands for modifying climate systems</td>
<td>CCEW 1: Students are not aware that a changing climate leads to changes in extreme</td>
<td>CCEW 2: Students are aware that a changing climate leads to changes in extreme weather and</td>
<td>CCEW 3: Students understand that a changing climate leads to changes in extreme</td>
<td>CCEW 4: Students understand that a changing climate leads to changes in the frequency,</td>
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</table>

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| phenomena based on IPCC Report | weather and climate events. | climate events, though students are not able to consider factors such as frequency, intensity, spatial extent, duration, and timing. | weather and climate events, though students do not consistently consider factors such as frequency, intensity, spatial extent, duration, and timing. | intensity, spatial extent, duration, and timing of extreme weather and climate events, and can result in unprecedented extreme weather and climate events. |

References:
Next Generation Science Education Standards Draft