

Proficiency Scales

Science
GRADE 4
2020



SOUTHWESTERN UNION
EDUCATION

PROFICIENCY SCALES

Proficiency scales serve as a starting point for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

A proficiency scale is composed of a series of levels as follows:

Score 3.0—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

Score 2.0—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

Score 4.0—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

Scores 1.0 and 0.0—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

Half-point Scores—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

Proficiency scales become the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

The proficiency scales are organized according to the domains and strands in the NAD standards.

The cognitive rigor or complexity of the 3.0 learning targets has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

DISCIPLINARY TRANSFER GOALS

There are a small number of overarching, long-term transfer goals in each subject area. They are meant to be integrated within and across grade-level instruction. Below are the transfer goals for science

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

ESSENTIAL QUESTIONS AND BIG IDEAS for SCIENCE DOMAINS

K-8

Life Sciences

Essential Question: How do living organisms give evidence of God as the Designer, Creator, and Sustainer of life?

Big Idea: The complexity, order, and design of living organisms provide strong evidence of God as the Designer, Creator and Sustainer of life.

Physical Sciences

Essential Question: How does the order and consistency of natural laws provide evidence of God as the Designer, Creator, and Sustainer of the physical world?

Big Idea: Matter and energy are organized and behave according to natural laws that cannot be explained by chance, but are consistent and give evidence of God as the Designer, Creator, and Sustainer.

Health Sciences

Essential Question: Why does God want human beings to choose to have a healthy mind and body?

Big Idea: God designed a plan for healthful living that leads to optimum spiritual, physical, mental, and emotional health.

Earth and Space Sciences

Essential Question: How do the structure and physical phenomena of Earth and space provide evidence of God as Designer, Creator, and Sustainer of the universe?

Big Idea: The structure and processes of Earth and space are organized and governed by natural laws that give evidence of God as Designer, Creator, and Sustainer.

Engineering, Technology, and Applications of Science

Essential Question: How has God equipped humans to apply knowledge of science to solve problems for the benefit of His Creation?

Big Idea: God designed humans to wonder, question, and develop an attitude of inquiry as scientific principles are applied to the materials and forces of nature for the benefit of His Creation.



Subject: Science		Domain: Physical Sciences	Grade: 4
		Strand: Energy	
Standard: S.3-5.PS.12 Ask questions and predict outcomes about the changes in energy that occur when objects collide (4-PS3-3)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	<ul style="list-style-type: none">Ask questions and predict outcomes about the changes in energy that occur when objects collide (<i>e.g., make qualitative predictions about the change in energy due to changes in speed as objects collide</i>) DOK 3 I can ask questions and predict outcomes about the changes in energy that occur when objects collide.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Change in energy, change in speed, collide, energy, friction, outcome, speed</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Describe the relationship between speed and energyDescribe what happens when objects collide		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	
Score 0.0	Even with help, no success		

Subject: **Science**Domain: **Physical Sciences**
Strand: **Energy**Grade: **4****Standard:** S.3-5.PS.10 Use evidence to construct an explanation relating the speed of an object to the energy of that object (4-PS3-1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none">Use evidence to construct an explanation relating the speed of an object to the energy of that object (<i>e.g., use qualitative measures of changes in speed to explain how speed relates to energy</i>) DOK 3 I can use evidence to explain how speed relates to energy of an object.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Change, energy, relate, speed</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Describe the qualitative relationship between the energy of an object and the speed of an object	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Science**Domain: **Physical Sciences**
Strand: **Energy**Grade: **4**

Standards: S.3-5.PS.11 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents (4-PS3-2)
S.3-5.PS.13 Apply scientific principles to design, test, and refine a device (e.g., electric motor, solar heater) that converts energy from one form to another (4-PS3-4)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">• Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents (<i>e.g., use qualitative observations as evidence that energy can be transferred from place to place by sound, light, heat, and electric currents</i>) DOK 3 I can make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.• Apply scientific ideas to design, test, and refine a device that converts energy from one form to another (<i>e.g., design, test, and refine a device—such as an electric circuit that converts electrical energy into motion, light, or sound or a passive solar heater that converts light into heat—that works within given constraints of material, cost, or time to convert motion energy to electrical energy or to use stored energy to cause motion or produce light or sound</i>) DOK 3 I can use scientific ideas to design, test, and refine a device that converts energy from one form to another.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none">• <i>Conduction, conductivity, electric current, energy, heat, light, sound, transfer</i>• <i>Constraint, convert, device, electric circuit, electrical energy, form, heat, light, light absorption, motion, motion energy, sound, stored energy</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">• Identify examples of energy being transferred from one place to another• Describe the different forms of energy• Identify examples of energy being converted from one form into another (<i>e.g., electrical energy being converted into motion energy or of light energy being converted into heat</i>)	

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Science**Domain: **Physical Sciences**
Strand: **Waves and their Applications**Grade: **4****Standard:** S.3-5.PS.15 Develop a model (e.g., diagrams, analogies, physical models) of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move (4-PS4-1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move (<i>e.g., create a diagram, analogy, or physical model using wire that describes qualitative patterns of amplitude and wavelength and that shows that waves can cause objects to move</i>) DOK 3 <p>I can develop a model of waves to describe patterns of amplitude and wavelength and to show that waves can cause objects to move.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Amplitude, pattern, properties of sound, wave, wavelength</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Describe the parts of waves (<i>e.g., amplitude and wavelength</i>)Describe the motion of an object being moved by a wave	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Science**Domain: **Physical Sciences**
Strand: **Waves and their Applications**Grade: **4****Standard:** S.3-5.PS.16 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen (4-PS4-2)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen (<i>e.g., create a model that shows how light reflecting off of an object enters the eye and allows an object to be seen</i>) <p>DOK 3</p> <p>I can develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Eye, light, reflect</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Describe the reflection of light off of an object	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Science**Domain: **Physical Sciences**Grade: **4**Strand: **Waves and their Applications**

Standard: S.3-5.PS.17 Generate and compare multiple solutions (e.g., drum sending codes through sound waves, grid of 1's and 0's representing black and white to send information about a picture, Morse code) that use patterns to transfer information (4-PS4-3)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Generate and compare multiple solutions that use patterns to transfer information (e.g., <i>figure out different ways to transfer information using patterns—such as sending coded information through the sound waves produced by a drum, using a grid of 1's and 0's representing black and white to send information about a picture, or using Morse code to send text—and compare these different methods</i>) DOK 3 <p>I can develop and compare solutions that use patterns to transfer information.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Coded, compare, convert, decode, information, Morse code, pattern, sound wave, transfer</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Describe patterns that humans use to transfer information	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Science		Domain: Life Sciences	Grade: 4
		Strand: Molecules to Organisms	
Standards: S.3-5.LS.2 Construct an argument that plants and animals have internal and external structures (e.g., thorns, stems, roots, colored petals, heart, stomach, lung, brain, skin) that function to support survival, growth, behavior, and reproduction (4-LS1-1) S.3-5.LS.14 Apply scientific principles to construct a personal model that explains origins of life on earth and acknowledges God as the Creator			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction (<i>e.g., make and defend the claim that plants and animals have external and internal structures—such as thorns, stems, roots, colored petals, hearts, stomachs, lungs, brains, skin, and other macroscopic structures—that help them survive, grow, and reproduce</i>) DOK 3 I can support the claim that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Animal, behavior, external structure, factor, growth, internal structure, macroscopic, organ, plant, reproduction, root, survival</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Describe the key parts of various external and internal structures in plants and animalsState factors that threaten or inhibit the survival, growth, and reproduction of animalsApply scientific principles to construct a personal model that explains origins of life on earth and acknowledges God as the Creator		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score	With help, partial success at score 2.0 content but not at score 3.0 content	

	0.5	
Score 0.0	Even with help, no success	

Subject: **Science**Domain: **Life Sciences**Grade: **4**Strand: **Molecules to Organisms**

Standard: S.3-5.LS.3 Use a model to describe systems of information transfer (e.g., nerves, hormones) that animals use to receive different types of information through their senses, process the information in their brain, and respond to the information in different ways (4-LS1-2)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways (<i>e.g., create a model that explains the basic systems of information transfer that allow animals to use their perceptions and memories to guide their actions</i>) DOK 3 <p>I can use a model to describe how animals receive, process, and respond to different types of information.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Action, animal, brain, information, memory, perception, respond, sense, sensory receptor, system, transfer</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Describe the types of information animals receive through their sensesDescribe ways animals respond to information received through their senses	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Science		Domain: Earth and Space Sciences	Grade: 4
		Strand: Earth and Human Activity	
Standard: S.3-5.ES.9 Generate and compare multiple solutions (e.g., earthquake resistant building, monitoring volcanic activity) to reduce the impacts of natural Earth processes on humans (4-ESS3-2)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">Generate and compare multiple solutions to reduce the impacts of natural Earth processes (<i>e.g., design and critique different solutions to reduce the impact of natural hazards like earthquakes, floods, tsunamis, and volcanic eruptions on humans, such as by designing an earthquake-resistant building or by improving the monitoring of volcanic activity</i>) DOK 3 I can develop and compare solutions to reduce the impacts of natural Earth processes.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Earthquake, flood, impact, monitor, natural hazard, reduce, resistant, tsunami, volcanic activity, volcanic eruption</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Describe the effects of various natural disastersDescribe the impacts of natural hazards on humans		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	
Score 0.0	Even with help, no success		

Subject: **Science**Domain: **Earth and Space Sciences**
Strand: **Earth's Systems**Grade: **4**

Standard: S.3-5.ES.3 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation (e.g., angle of slope in downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing water, cycles of heating and cooling, volume of water flow) (4-ESS2-1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none">Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind or vegetation (e.g., <i>observe or measure the amount of vegetation, speed of wind, relative rate of deposition, angle of slope in the downhill movement of water, cycles of freezing and thawing of water, cycles of heating and cooling, or volume of water flow to give evidence of the effects of weathering and the rate of erosion</i>) DOK 3 I can make observations to provide evidence of the effects of weathering or the rate of erosion.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Angle, cool, cycle, deposition, downhill, erosion, erosion resistance, freeze, heat, ice, rate, relative, slope, soil erosion, speed, thaw, vegetation, volume, water, water flow, weathering, wind</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Describe the effects of weathering or erosion by water, ice, wind, or vegetation	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Science**Domain: **Earth and Space Sciences**
Strand: **Earth's Place in the Universe**Grade: **4****Standard:** S.3-5.ES.11 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time (4-ESS1-1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time (<i>e.g., identify patterns in rock formations and use these patterns to explain changes in a landscape over time; for instance, rock layers containing marine shell fossils above rock layers containing only plant fossils might indicate a gradual change from land to water, or a canyon with different rock layers in the walls and a river in the bottom might indicate that the river gradually cut through the rock</i>) <p>DOK 3</p> <p>I can find evidence from patterns in rock formations and fossils in rock layers to explain changes in landscape over time.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Canyon, change, fossil, gradual, landscape, marine, plant, prehistoric environment, river, rock formation, rock layer, shell</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Describe patterns in rock formation and fossils	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Science		Domain: Earth and Space Sciences	Grade: 4
		Strand: Earth's Systems	
Standard: S.3-5.ES.4 Analyze and interpret data from maps, including topographic maps, to describe patterns of Earth's features (4-ESS2-2)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">Analyze and interpret data from maps to describe patterns of Earth's features (<i>e.g., analyze and interpret topographic maps of the Earth's land and ocean floor as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes to describe patterns of Earth's features</i>) DOK 3 I can analyze and interpret data from maps to describe patterns of Earth's features.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Bedrock, continental boundary, earthquake, feature, land, mountain, ocean floor, pattern, topographic map, volcano</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Use maps to describe different features on Earth		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	
Score 0.0	Even with help, no success		



Subject: Science		Domain: Earth and Space Sciences	Grade: 4
		Strand: Earth and Human Activity	
Standard: S.3-5.ES.8 Obtain and combine information to describe that energy and fuels are derived from natural resources (e.g., wind energy, water behind dams, sunlight, fossil fuels, fissile materials) and their uses affect the environment (e.g., loss of habitat due to dams, surface mining, air pollution) (4-ESS3-1)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment (<i>e.g., gather and synthesize information to explain that energy and fuel come from renewable natural resources [such as energy generated from wind, water behind dams, and sunlight] and nonrenewable natural resources [such as fossil fuels and fissile materials] and that the use of these resources affect the environment in various ways, including loss of habitat due to dams or surface mining and air pollution from the burning of fossil fuels</i>) DOK 3 I can locate and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Animal product, dam, energy, environment, fissile, fossil fuel, fuel, habitat, natural resource, nonrenewable, oil, pollution, renewable, resource, resource availability, sunlight, surface mining, water, wind</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Identify examples of energy sources or fuels that come from natural resourcesDistinguish renewable resources from nonrenewable resourcesExplain ways that the use of energy and fuels affects the environment		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	

Score 0.0	Even with help, no success
-----------	----------------------------

Subject: **Science**Domain: **Engineering**
Strand: **Engineering Design**Grade: **4****Standard:** S.3-5.ET.2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem (3-5-ETS1-2)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem (<i>e.g., after researching a problem, test different solutions by investigating how well they perform under a range of likely conditions, and communicate with peers about proposed solutions, understanding that shared ideas can lead to improved designs</i>) DOK 3 <p>I can develop and compare several solutions to a problem based on how well each is likely to solve the problem.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Communicate, condition, constraint, criteria, design, design process, improve, investigate, peer, performance, problem, propose, range, shared idea, solution</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Describe the constraints of the problem and criteria for a successful solution	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Science		Domain: Health Sciences	Grade: 4
		Strand: Health Promotion and Disease Prevention	
Standards: S.3-5.HS.3 Analyze patterns of accidental injuries in different locations; develop a specific action plan designed to reduce accidents; evaluate the success of the plan S.3-5.HS.2 Construct an argument that spiritual, emotional, intellectual, physical, and social health are interrelated and dependent on one another			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Analyze patterns of accidental injuries in different locations; develop a specific action plan designed to reduce accidents; evaluate the success of the plan (<i>e.g., analyze patterns of accidental injuries in different locations in the school; develop an action plan to reduce accidents; evaluate the success of the plan</i>) DOK 3 I can determine the types of accidents that happen in different locations in my school, develop a plan to reduce accidents, and evaluate the success of my plan.Construct an argument that spiritual, emotional, intellectual, physical, and social health are interrelated and dependent on one another (<i>e.g., use resources [such as Ellen G. White’s writings] to describe how spiritual, emotional, intellectual, physical, and social health are interrelated and dependent on one another</i>) DOK 3 I can describe how spiritual, emotional, intellectual, physical, and social health are related.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Accident, accidental, action plan, analyze, argument, dependent, emotional, evaluate, health, injury, intellectual, interrelated, pattern, physical, social, spiritual</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Identify some accidental injuriesLocate references to the interrelatedness of spiritual, emotional, intellectual, physical, and social health in Ellen G. White’s writings		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Science		Domain: Health Sciences	Grade: 4
		Strand: Health Promotion and Disease Prevention, Healthy Lifestyle Choices	
Standards: S.3-5.HS.4 Develop a model that demonstrates effective verbal and nonverbal communication skills to enhance health and reduce health risks S.3-5.HS.9 Construct a model that demonstrates the ability to use decision-making skills to enhance health			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">Develop a model that demonstrates effective verbal and nonverbal communication skills to enhance health and reduce health risks (e.g., create a graphic organizer that shows effective verbal and nonverbal communication skills to enhance health and reduce health risks) DOK 3 I can create a model that shows effective verbal and nonverbal communication skills that can be used to improve health.Construct a model that demonstrates the ability to use decision-making skills to enhance health (e.g., create a graphic organizer that shows decision-making skills to enhance health) DOK 3 I can create a model that shows decision-making skills that can be used to improve health.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none">Decision-making skills, enhance, health, model, nonverbal communication skills, risk, verbal communication skills The student will perform basic processes, such as: <ul style="list-style-type: none">Identify verbal and nonverbal communication skillsIdentify decision-making skills		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	

Score 0.0	Even with help, no success
-----------	----------------------------