Science Science					
Physical Science	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Investigates the nature of light using tools such as mirrors, lenses, and prisms. (S4P1)	Minimal ability to A. identify materials that are transparent, opaque, and translucent, B. investigate the reflection of light using a mirror and a light source, C. identify the physical attributes of a convex lens, a concave lens, and a prism and where each is used.	Inconsistently A. identifies materials that are transparent, opaque, and translucent, B. investigates the reflection of light using a mirror and a light source, C. identifies the physical attributes of a convex lens, a concave lens, and a prism and where each is used.	Consistently and independently A. identifies materials that are transparent, opaque, and translucent, B. investigate thes reflection of light using a mirror and a light source, C. identifies the physical attributes of a convex lens, a concave lens, and a prism and where each is used.	Demonstrates or self initiates further learning in concept.	
Demonstrates how sound is produced by vibrating objects and how sound can be varied by changing the rate of vibration. (54P2)	Minimal ability to A. investigate how sound is produced, B. recognize the conditions that cause pitch to vary.	Inconsistently A. investigates how sound is produced, B. recognizes the conditions that cause pitch to vary.	Consistently and independently A. investigate how sound is produced, B. recognize the conditions that cause pitch to vary.	Demonstrates or self initiates further learning in concept.	

2

Physical Science	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Demonstrates the relationship between the application of a force and	Minimal ability to A. identify simple machines and explain their uses	Inconsistenlty A. identifies simple machines and explain their uses (lever, pulley, wedge, inclined	Consistently and independently A. identifies simple machines	Demonstrates or self initiates further learning in concept	
the resulting change in position and motion on an	(lever, pulley, wedge,		and explain their uses (lever, pulley, wedge,	in concept.	
object. (54P3)	and axle), B. using different	observes how force affects speed			
	force affects speed and motion, C. explain what	happens to the speed or direction of an object when a greater force	observes how force		
	. ,	than the initial one is applied, D. demonstrates the effect of aravitational force on the motion	affects speed and motion, C. explains what happens to the speed or direction		
	initial one is applied, D. demonstrate the effect of	of an object.	of an object when a greater force than the		
	gravitational force on the motion of an object.		initial one is applied, D. demonstrates the effect		
			of gravitational force on the motion of an object.		

3

Earth Science	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Models the position and motion of the earth in the solar system and explains the role of relative position and motion in determining sequence of the phases of	Minimal ability to A. explain the day/night cycle of the earth using a model, B. explain the sequence of the phases of the moon, C. demonstrate the revolution	Progressing (2) Inconsistently A. explains the day/night cycle of the earth using a model, B. explains the sequence of the phases of the moon, C. demonstrates the revolution of the earth around the sun and the earth's tilt to explain the seasonal changes, D. demonstrates the relative size and order from the sun of the planets in the solar system.	Consistently and independently A. explains the day/night cycle of the earth using a model, B. explains the sequence of the phases of the	Demonstrates or self initiates further learning in concept.	Comments/Evidence
	an me solal system.		sun of the planets in the solar system.		

Earth Science	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Differentiate between the	Minimal ability to A.	Inconsistently A. demonstrates	Consistently and	Demonstrates or self	
states of water and how	demonstrate how water	how water changes states from	independently A.	initiates further learning	
they relate to the water	changes states from solid	solid (ice) to liquid (water) to gas	demonstrates how water	in concept	
cycle and weather. (54E3)	(ice) to liquid (water) to gas	(water vapor/steam) and changes	changes states from solid		
	(water vapor/steam) and	from gas to liquid to solid, B.	(ice) to liquid (water) to		
	changes from gas to liquid	identifies the temperatures at	gas (water vapor/steam)		
	to solid, B. identify the	which water becomes a solid and	and changes from gas to		
	temperatures at which	at which water becomes a gas, C.	liquid to solid, B.		
	water becomes a solid and	investigates how clouds are	identifies the		
	at which water becomes a	formed, D. explains the water	temperatures at which		
	gas, C. investigate how	cycle (evaporation, condensation,	water becomes a solid and		
	clouds are formed, D.	and precipitation), E. investigates	at which water becomes a		
	explain the water cycle	different forms of precipitation	gas, C. investigates how		
	(evaporation, condensation,	and sky conditions. (rain, snow,	clouds are formed, D.		
	and precipitation), E.	sleet, hail, clouds, and fog).	explains the water cycle		
	investigate different forms		(evaporation,		
	of precipitation and sky		condensation, and		
	conditions. (rain, snow,		precipitation), E.		
	sleet, hail, clouds, and fog).		investigates different		
			forms of precipitation		
			and sky conditions. (rain,		
			snow, sleet, hail, clouds,		
			and fog).		

5

Earth Science	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Analyzes weather	Minimal ability to A.	Inconsistently A. identifies	Consistently and	Demonstrates or self	
charts/maps and collects	identify weather	weather instruments and explain	independently A.	initiates further learning	
veather data to predict	instruments and explain how	how each is used in gathering	identifies weather	in concept	
veather events and infers	each is used in gathering	weather data and making	instruments and explain		
atterns and seasonal	weather data and making	forecasts (thermometer, rain	how each is used in		
hanges. (S4E4)	forecasts (thermometer,	gauge, barometer, wind vane,	gathering weather data		
	rain gauge, barometer, wind	anemometer), B. using a weather	and making forecasts		
	vane, anemometer), B. using	map, identifies the fronts,	(thermometer, rain gauge,		
	a weather map, identify the	temperature, and precipitation	barometer, wind vane,		
	fronts, temperature, and	and use the information to	anemometer), B. using a		
	precipitation and use the	interpret the weather conditions,	weather map, identifies		
	information to interpret the	C. uses observations and records	the fronts, temperature,		
	weather conditions, C. use	of weather conditions to predict	and precipitation and use		
	observations and records of	weather patterns throughout the	the information to		
	weather conditions to	year, D. differentiates between	interpret the weather		
	predict weather patterns	weather and climate.	conditions, C. uses		
	throughout the year, D.		observations and records		
	differentiate between		of weather conditions to		
	weather and climate.		predict weather patterns		
			throughout the year, D.		
			differentiates between		
			weather and climate.		

6

Life Science	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Describes the roles of organisms and the flow of energy within an ecosystem. (S4L1)	decomposers in a	Inconsistently a. identifies the roles of producers, consumers, and decomposers in a community, B. demonstrates the flow of	Consistently and independently a. identifies the roles of producers, consumers,	Demonstrates or self initiates further learning in concept	Plant notebook Dichotomous Key
	the flow of energy through a food web/food chain beginning with sunlight and including producers,	changes in the environment would	and decomposers in a community, B. demonstrates the flow of energy through a food web/food chain beginning with sunlight and including		
	decomposers, C. predict how changes in the environment would affect a community	, , ,	producers, consumers, and decomposers, C.		
	D. predict effects on a population if some of the plants or animals in the community are scarce or if	many.	affect a community (ecosystem) of organisms, D. predicts effects on a population if some of the		
	there are too many.		plants or animals in the community are scarce or if there are too many.		

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	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Life Science					
Identifies factors that affect the survival or extinction of organisms such as adaptation, variation of behaviors (hibernation), and external features (camouflage and	Minimal ability to A. identify external features of organisms that allow them to survive or reproduce better than organisms that do not have these features (for example: camouflage, use of hibernation, protection, etc.), B. identify factors that may have led to the extinction of some organisms.	Inconsistently A. identifies external features of organisms that allow them to survive or reproduce better than organisms that do not have these features (for example: camouflage, use of hibernation, protection, etc.), B. identifies factors that may have led to the extinction of some organisms.	Consistently and independently A.	Demonstrates or self initiates further learning in concept	o (i.e. Matches parent with their offspring and explains why they match) Teacher Note: Be sensitive to the fact that some children have parents who are not their biological parents.