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. **(S4P2)**	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.	

Physical Science	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Demonstrates the relationship between the application of a force and the resulting change in position and motion on an object. **(S4P3)**	Minimal ability to A. identify simple machines and explain their uses (lever, pulley, wedge, inclined plane, screw, wheel and axle), B. using different size objects, observe how force affects speed and motion, C. explain what happens to the speed or direction of an object when a greater force than the initial one is applied, D. demonstrate the effect of gravitational force on the motion of an object.	Inconsistenlty A. identifies simple machines and explain their uses (lever, pulley, wedge, inclined plane, screw, wheel and axle), B. using different size objects, observes how force affects speed and motion, C. explains what happens to the speed or direction of an object when a greater force than the initial one is applied, D. demonstrates the effect of gravitational force on the motion of an object.	Consistently and independently A. identifies simple machines and explain their uses (lever, pulley, wedge, inclined plane, screw, wheel and axle), B. using different size objects, observes how force affects speed and motion, C. explains what happens to the speed or direction of an object when a greater force than the initial one is applied, D. demonstrates the effect of gravitational force on the motion of an object.	Demonstrates or self initiates further learning in concept.	

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 the moon. **(S4E2)**	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 of the earth around the sun and the earth's tilt to explain the seasonal changes, D. demonstrate the relative size and order from the sun of the planets in the solar system.	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 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.	Demonstrates or self initiates further learning in concept.	

Earth Science	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Differentiate between the states of water and how they relate to the water cycle and weather. **(S4E3)**	Minimal ability to A. demonstrate how water changes states from solid (ice) to liquid (water) to gas (water vapor/steam) and changes from gas to liquid to solid, B. identify the temperatures at which water becomes a solid and at which water becomes a gas, C. investigate how clouds are formed, D. explain the water cycle (evaporation, condensation, and precipitation), E. investigate different forms of precipitation and sky conditions. (rain, snow, sleet, hail, clouds, and fog).	Inconsistently A. demonstrates how water changes states from solid (ice) to liquid (water) to gas (water vapor/steam) and changes from gas to liquid to solid, B. identifies the temperatures at which water becomes a solid and at which water becomes a gas, C. investigates how clouds are formed, D. explains the water cycle (evaporation, condensation, and precipitation), E. investigates different forms of precipitation and sky conditions. (rain, snow, sleet, hail, clouds, and fog).	Consistently and independently A. demonstrates how water changes states from solid (ice) to liquid (water) to gas (water vapor/steam) and changes from gas to liquid to solid, B. identifies the temperatures at which water becomes a solid and at which water becomes a gas, C. investigates how clouds are formed, D. explains the water cycle (evaporation, condensation, and precipitation), E. investigates different forms of precipitation and sky conditions. (rain, snow, sleet, hail, clouds, and fog).	Demonstrates or self initiates further learning in concept	

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

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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)**	Minimal ability to a. identify the roles of producers, consumers, and decomposers in a community, B. demonstrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers, C. predict how changes in the environment would affect a community (ecosystem) of organisms, D. predict effects on a population if some of the plants or animals in the community are scarce or if there are too many.	Inconsistently a. identifies the roles of producers, consumers, and decomposers in a community, B. demonstrates the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers, C. predicts how changes in the environment would affect a community (ecosystem) of organisms, D. predicts effects on a population if some of the plants or animals in the community are scarce or if there are too many.	Consistently and independently a. identifies the roles of producers, consumers, and decomposers in a community, B. demonstrates the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers, C. predicts how changes in the environment would affect a community (ecosystem) of organisms, D. predicts effects on a population if some of the plants or animals in the community are scarce or if there are too many.	Demonstrates or self initiates further learning in concept	Plant notebook Dichotomous Key

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Life Science	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Identifies factors that affect the survival or extinction of organisms such as adaptation, variation of behaviors (hibernation), and external features (camouflage and protection). **(S4L2)**	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. 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.	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.

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