

## 4th Grade Proficiency Scale

Standard: I can explain interactions between objects in a system (magnets, circuits, forces & motion)

Reporting Category: Sci 4.1.1

Exceeds Standard	4	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
At Standard Proficient	3	<b>I can</b> - explain and predict interactions between objects in a system - explain and apply Newton's Laws of Motion - apply properties of magnets
Approaching Standard	2	<b>I can</b> - recognize or recall specific terminology <ul style="list-style-type: none"> <li>- current</li> <li>- Parallel and Series Circuit</li> <li>- Newton's Three Laws</li> <li>- friction</li> <li>- Attract and repel</li> </ul> - perform basic processes <ul style="list-style-type: none"> <li>- create Parallel and Series Circuit</li> <li>- identify positive and negative poles of a magnet</li> </ul>
Not at Standard	1	Partial or no success with score 2 content and score 3 content

## 4th Grade Proficiency Scale

Standard: I can explain how energy is transferred through manmade systems (magnets, circuits, forces & motion)

Reporting Category: Sci 4.1.2

Exceeds Standard	4	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
At Standard Proficient	3	<b>I can</b> - describe and investigate the different ways in which energy can be generated and/or converted from one form of energy to another form of energy.
Approaching Standard	2	<b>I can</b> - recognize or recall specific terminology <ul style="list-style-type: none"> <li>- electrical energy,</li> <li>- conductor,</li> <li>- insulator</li> <li>- switch</li> <li>- sockets</li> <li>- circuit</li> </ul> - perform basic processes <ul style="list-style-type: none"> <li>- identifies heat, light and sound as forms of energy</li> <li>- identifies each part of a circuit (conductor, insulator, switch)</li> </ul>
Not at Standard	1	Partial or no success with score 2 content and score 3 content

## 4th Grade Proficiency Scale

Standard: I can explain how living things have structure for survival, growth, behavior, & reproduction

Reporting Category: Sci 4.2.1

Exceeds Standard	4	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
At Standard Proficient	3	<b>I can</b> -construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction in different ecosystems.
Approaching Standard	2	<b>I can</b> -recognize or recall specific terminology -characteristics, adaptations, learned behavior, inherited traits, environment, competition, camouflage, -performs basic processes -observes, describes and records the physical characteristics of living things from different environments. -design and explain components of a habitat needed for survival
Not at Standard	1	Partial or no success with score 2 content and score 3 content

## 4th Grade Proficiency Scale

Standard: I can explain how energy is transferred through natural systems (food web).

Reporting Category: Sci 4.2.2

Exceeds Standard	4	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
At Standard Proficient	3	<b>I can</b> -observe and classify organisms as producers, consumers, decomposers, or predator and prey based on their relationships and interactions with other organisms in their ecosystem
Approaching Standard	2	<b>I can</b> -recognize or recall specific terminology: - producers, consumers, decomposers, organism, ecosystem -perform basic processes: - identifies organisms and ecosystems
Not at Standard	1	Partial or no success with score 2 content and score 3 content

## 4th Grade Proficiency Scale

Standard: I can explain the complexity of the Earth and its interconnected system (weather, erosion, landforms, water systems).

Reporting Category: Sci 4.3.1

Exceeds Standard	4	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
At Standard Proficient	3	<b>I can</b> - describe how geological forces change the shape of the land suddenly and over time.
Approaching Standard	2	<b>I can</b> -recognize or recall specific terminology: - erosion, weathering, deposition, landforms, glacial ice -perform basic processes: - recognizes and recalls how wind, water and glacial ice cause surface changes that shape and/or reshape Earth's surface. - identify a key list of landforms and waterways in Pennsylvania
Not at Standard	1	Partial or no success with score 2 content and score 3 content

## 4th Grade Proficiency Scale

Standard: I can explain how the Earth's processes and human activities affect each other

Reporting Category: Sci 4.3.2

Exceeds Standard	4	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
At Standard Proficient	3	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>- develop solutions that could be implemented to reduce the impact of humans on the natural environment and the natural environment on humans.</li> </ul>
Approaching Standard	2	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>-recognize or recall specific terminology:                             <ul style="list-style-type: none"> <li>- natural resources: fossil fuels (coal, oil, natural gas), solar, soil, wood, water, wind</li> <li>- renewable energy, nonrenewable energy, wind turbine, reduce, reuse, recycle, conserve</li> </ul> </li> <li>- perform basic processes:                             <ul style="list-style-type: none"> <li>- identifies natural resources and label them as renewable or nonrenewable</li> <li>- states examples of daily uses of natural resources</li> </ul> </li> </ul>
Not at Standard	1	Partial or no success with score 2 content and score 3 content