4th Grade Report Card Scoring Guides

2026-2027

KIRKWOOD
SCHOOL DISTRICT

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The Kirkwood School District uses scoring guides to describe three levels of student performance based on the approved curriculum. These guides are designed to provide specific and understandable feedback about student progress in line with the Kirkwood curricular standards and expectations. Each learning strand on the quarterly report card is named in the scoring guides, and they also explain the differences in performance levels.

The report card explains student performance using the following indicators:

- 3–Meeting: The student consistently meets the expectations of the report card strand
- 2–Approaching: The student is sometimes able to meet expectations of the report card strand
- 1–Beginning: The student is not yet meeting the expectations of the report card strand independently

The expected performance for all students is a "3," which signifies that they are meeting the expectations of the report card strand. However, it is important to recognize that all students learn at their own pace. Students that are not yet meeting expectations continue to have learning opportunities throughout the school year.

We want to ensure a partnership by clearly communicating each child’s academic journey. If you have any questions or need further explanations, don't hesitate to reach out to your child’s teacher or principal. Your partnership in supporting your child's learning is truly appreciated.

English Language Arts

Reading							
4.R.1.A.a: Develop and demonstrate reading skills in response to text by drawing conclusions, inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.							
4.R.1.A.b: Develop and demonstrate reading skills in response to text by drawing conclusions by providing textual evidence of what the text says explicitly.							
Q1		Q2		Q3		Q4	
Develop and demonstrate comprehension-reading skills in response to texts							
3	I can consistently develop and demonstrate comprehension-reading skills in response to texts.	3	I can consistently develop and demonstrate comprehension-reading skills in response to texts.	3	I can consistently develop and demonstrate comprehension-reading skills in response to texts.	3	I can consistently develop and demonstrate comprehension-reading skills in response to texts.
2	I can sometimes develop and demonstrate comprehension-reading skills in response to texts.	2	I can sometimes develop and demonstrate comprehension-reading skills in response to texts.	2	I can sometimes develop and demonstrate comprehension-reading skills in response to texts.	2	I can sometimes develop and demonstrate comprehension-reading skills in response to texts.
1	I need help to develop and demonstrate comprehension-reading skills in response to texts.	1	I need help to develop and demonstrate comprehension-reading skills in response to texts.	1	I need help to develop and demonstrate comprehension-reading skills in response to texts.	1	I need help to develop and demonstrate comprehension-reading skills in response to texts.

4.R.2.A.a: Read, infer, analyze, and draw conclusions to summarize and sequence the events/plot, and explain how past events impact future events, and identify the theme.							
4.R.3.A.a: Read, infer, and draw conclusions to use multiple text features to locate information and gain an overview of the contents of text.							
4.R.3.B.b: Read, infer, and draw conclusions to analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis.							
4.R.3.B.c: Read, infer, and draw conclusions to explain how an author uses language to present information to influence what the reader thinks or does.							
4.R.3.C.b: Read, infer, and draw conclusions to explain explicit and implicit relationships among ideas in texts.							
Q1		Q2		Q3		Q4	
Read, infer, and draw conclusions when reading fiction texts		Read, infer, and draw conclusions when reading nonfiction texts				Read, infer, and draw conclusions when reading fiction texts	
3	I can consistently read, infer, and draw conclusions when reading fiction texts.	3	I can consistently read, infer, and draw conclusions when reading nonfiction texts.	3	I can consistently read, infer, and draw conclusions when reading nonfiction texts.	3	I can consistently read, infer, and draw conclusions when reading fiction texts.
2	I can sometimes read, infer, and draw conclusions when reading fiction texts.	2	I can sometimes read, infer, and draw conclusions when reading nonfiction texts.	2	I can sometimes read, infer, and draw conclusions when reading nonfiction texts.	2	I can sometimes read, infer, and draw conclusions when reading fiction texts.
1	I need help to read, infer, and draw conclusions when reading fiction texts.	1	I need help to read, infer, and draw conclusions when reading nonfiction texts.	1	I need help to read, infer, and draw conclusions when reading nonfiction texts.	1	I need help to read, infer, and draw conclusions when reading fiction texts.

4.RF.3.A.a: Develop phonics in the reading process by decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context.							
4.RF.3.A.b: Develop phonics in the reading process by reading root words, prefixes, and suffixes and important words from specific content curricula.							
Q1		Q2		Q3		Q4	
Use multiple decoding strategies							
3	I can consistently use multiple decoding strategies.	3	I can consistently use multiple decoding strategies.	3	I can consistently use multiple decoding strategies.	3	I can consistently use multiple decoding strategies.
2	I can sometimes use multiple decoding strategies.	2	I can sometimes use multiple decoding strategies.	2	I can sometimes use multiple decoding strategies.	2	I can sometimes use multiple decoding strategies.
1	I need help to use multiple decoding strategies.	1	I need help to use multiple decoding strategies.	1	I need help to use multiple decoding strategies.	1	I need help to use multiple decoding strategies.

4.R.1.B.a: Develop an understanding of vocabulary by determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes.							
4.R.1.B.b: Develop an understanding of vocabulary by using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words.							
Q1		Q2		Q3		Q4	
		Use strategies like word roots and context clues to determine the meanings of unfamiliar words					
		3	I can consistently use strategies like word roots and context clues to determine the meanings of unfamiliar words.				
		2	I can sometimes use strategies like word roots and context clues to determine the meanings of unfamiliar words.				
		1	I need help to use strategies like word roots and context clues to determine the meanings of unfamiliar words.				

Writing							
4.W.2.C.a: Write fiction or nonfiction narratives and poems.							
4.W.2.A.a: Write opinion texts.							
4.W.2.B.a: Write informative / explanatory texts.							
Q1		Q2		Q3		Q4	
Organize ideas using leads, transitions, and endings in fiction and nonfiction narratives and poems		Organize ideas using leads, transitions, and endings in opinion texts		Organize ideas using leads, transitions, and endings in informative / explanatory texts		Organize ideas using leads, transitions, and endings in fiction and nonfiction narratives and poems	
3	I can consistently organize ideas using leads, transitions, and endings in fiction and nonfiction narratives and poems.	3	I can consistently organize ideas using leads, transitions, and endings in opinion texts.	3	I can consistently organize ideas using leads, transitions, and endings in informative / explanatory texts.	3	I can consistently organize ideas using leads, transitions, and endings in fiction and nonfiction narratives and poems.
2	I can sometimes organize ideas using leads, transitions, and endings in fiction and nonfiction narratives and poems.	2	I can sometimes organize ideas using leads, transitions, and endings in opinion texts.	2	I can sometimes organize ideas using leads, transitions, and endings in informative / explanatory texts.	2	I can sometimes organize ideas using leads, transitions, and endings in fiction and nonfiction narratives and poems.
1	I need help to organize ideas using leads, transitions, and endings in fiction and nonfiction narratives and poems.	1	I need help to organize ideas using leads, transitions, and endings in opinion texts.	1	I need help to organize ideas using leads, transitions, and endings in informative / explanatory texts.	1	I need help to organize ideas using leads, transitions, and endings in fiction and nonfiction narratives and poems.

4.W.1.B.b: Appropriate to genre type, develop a draft from prewriting* by establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph.							
Q1		Q2		Q3		Q4	
Elaborate on ideas and make craft choices							
3	I can consistently elaborate on ideas and make craft choices.	3	I can consistently elaborate on ideas and make craft choices.	3	I can consistently elaborate on ideas and make craft choices.	3	I can consistently elaborate on ideas and make craft choices.
2	I can sometimes elaborate on ideas and make craft choices.	2	I can sometimes elaborate on ideas and make craft choices.	2	I can sometimes elaborate on ideas and make craft choices.	2	I can sometimes elaborate on ideas and make craft choices.
1	I need help to elaborate on ideas and make craft choices.	1	I need help to elaborate on ideas and make craft choices.	1	I need help to elaborate on ideas and make craft choices.	1	I need help to elaborate on ideas and make craft choices.

4.W.1.A.d: Follow a writing process to plan a first draft by using a pre-writing strategy.							
4.W.1.C.a: Reread, revise, and edit drafts with assistance to strengthen writing as needed by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice.							
Q1		Q2		Q3		Q4	
Prewrite, reread, revise, and edit drafts with assistance							
3	I can consistently prewrite, reread, revise, and edit drafts with assistance.	3	I can consistently prewrite, reread, revise, and edit drafts with assistance.	3	I can consistently prewrite, reread, revise, and edit drafts with assistance.	3	I can consistently prewrite, reread, revise, and edit drafts with assistance.
2	I can sometimes prewrite, reread, revise, and edit drafts with assistance.	2	I can sometimes prewrite, reread, revise, and edit drafts with assistance.	2	I can sometimes prewrite, reread, revise, and edit drafts with assistance.	2	I can sometimes prewrite, reread, revise, and edit drafts with assistance.
1	I need help to prewrite, reread, revise, and edit drafts with assistance.	1	I need help to prewrite, reread, revise, and edit drafts with assistance.	1	I need help to prewrite, reread, revise, and edit drafts with assistance.	1	I need help to prewrite, reread, revise, and edit drafts with assistance.

4.L.1.B.b: In written text punctuate a dialogue between two or more characters.							
4.L.1.B.c: In written text insert a comma before a coordinating conjunction in a compound sentence.							
Q1		Q2		Q3		Q4	
Use correct punctuation							
3	I can consistently use correct punctuation.	3	I can consistently use correct punctuation.	3	I can consistently use correct punctuation.	3	I can consistently use correct punctuation.
2	I can sometimes use correct punctuation.	2	I can sometimes use correct punctuation.	2	I can sometimes use correct punctuation.	2	I can sometimes use correct punctuation.
1	I need help to use correct punctuation.	1	I need help to use correct punctuation.	1	I need help to use correct punctuation.	1	I need help to use correct punctuation.

4.L.1.B.e: In written text use correct capitalization.							
Q1		Q2		Q3		Q4	
Use correct capitalization							
3	I can consistently use correct capitalization.	3	I can consistently use correct capitalization.	3	I can consistently use correct capitalization.	3	I can consistently use correct capitalization.
2	I can sometimes use correct capitalization.	2	I can sometimes use correct capitalization.	2	I can sometimes use correct capitalization.	2	I can sometimes use correct capitalization.
1	I need help to use correct capitalization.	1	I need help to use correct capitalization.	1	I need help to use correct capitalization.	1	I need help to use correct capitalization.

4.W.1.C.b: Edit for language conventions.							
Q1		Q2		Q3		Q4	
Use correct spelling							
3	I can consistently use correct spelling.	3	I can consistently use correct spelling.	3	I can consistently use correct spelling.	3	I can consistently use correct spelling.
2	I can sometimes use correct spelling.	2	I can sometimes use correct spelling.	2	I can sometimes use correct spelling.	2	I can sometimes use correct spelling.
1	I need help to use correct spelling.	1	I need help to use correct spelling.	1	I need help to use correct spelling.	1	I need help to use correct spelling.

4.L.1.A.h: In speech and written form, apply standard English grammar to produce and expand the complete simple and compound four types of sentences.							
Q1		Q2		Q3		Q4	
Use standard grammar							
3	I can consistently use standard grammar.	3	I can consistently use standard grammar.	3	I can consistently use standard grammar.	3	I can consistently use standard grammar.
2	I can sometimes use standard grammar.	2	I can sometimes use standard grammar.	2	I can sometimes use standard grammar.	2	I can sometimes use standard grammar.
1	I need help to use standard grammar.	1	I need help to use standard grammar.	1	I need help to use standard grammar.	1	I need help to use standard grammar.

Speaking and Listening

4.SL.1.A.b: Develop and apply effective listening skills and strategies in formal and informal settings by posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others.

Q1		Q2		Q3		Q4	
Develop and apply effective listening skills and strategies in formal and informal settings							
3	I can consistently develop and apply effective listening skills and strategies in formal and informal settings.	3	I can consistently develop and apply effective listening skills and strategies in formal and informal settings.	3	I can consistently develop and apply effective listening skills and strategies in formal and informal settings.	3	I can consistently develop and apply effective listening skills and strategies in formal and informal settings.
2	I can sometimes develop and apply effective listening skills and strategies in formal and informal settings.	2	I can sometimes develop and apply effective listening skills and strategies in formal and informal settings.	2	I can sometimes develop and apply effective listening skills and strategies in formal and informal settings.	2	I can sometimes develop and apply effective listening skills and strategies in formal and informal settings.
1	I need help to develop and apply effective listening skills and strategies in formal and informal settings.	1	I need help to develop and apply effective listening skills and strategies in formal and informal settings.	1	I need help to develop and apply effective listening skills and strategies in formal and informal settings.	1	I need help to develop and apply effective listening skills and strategies in formal and informal settings.

Math

Work with Number Patterns				
4.RA.C.6: Generate a number pattern that follows a given rule.				
4.RA.C.7: Use words or mathematical symbols to express a rule for a given pattern.				
Q1		Q2	Q3	Q4
Work with Number Patterns				
3	I can consistently generate number patterns that follow given rules as well as generate a rule that explains a given number pattern.			
2	I can sometimes generate number patterns that follow given rules as well as generate rules that explain given number patterns.			
1	I need help to generate number patterns that follow given rules as well as generate rules that explain given number patterns.			

Find Factors and Multiples				
4.RA.B.4: Recognize that a whole number is a multiple of each of its factors and find the multiples for a given whole number.				
Q1		Q2	Q3	Q4
Find Factors and Multiples				
3	I can consistently find factors and multiples for whole numbers.			
2	I can sometimes find factors and multiples for whole numbers.			
1	I need help to find factors and multiples for whole numbers.			

Understand Composite and Prime Numbers				
4.RA.B.5: Determine if a whole number within 100 is composite or prime, and find all factor pairs for whole numbers within 100.				
Q1		Q2	Q3	Q4
Understand Composite and Prime Numbers				
3	I can consistently determine if whole numbers are composite or prime.			
2	I can sometimes determine if whole numbers are composite or prime.			
1	I need help to determine if whole numbers are composite or prime.			

Find Equivalent Fractions

4.NF.A.1: Explain and/or illustrate why two fractions are equivalent.

4.NF.A.2: Recognize and generate equivalent fractions.

Q1	Q2		Q3	Q4
	Find Equivalent Fractions			
	3	I can consistently find equivalent fractions and explain why fractions are equivalent using words, pictures, or models.		
	2	I can sometimes find equivalent fractions and explain why fractions are equivalent using words, pictures, or models.		
	1	I need help to find equivalent fractions and explain why fractions are equivalent using words, pictures, or models.		

Compare Fractions

4.NF.A.3: Compare two fractions using the symbols >, = or <, and justify the solution.

Q1	Q2		Q3	Q4
	Compare Fractions			
	3	I can consistently compare fractions using the symbols >, =, or < and justify my solution.		
	2	I can sometimes compare fractions using the symbols >, =, or < and justify my solution.		
	1	I need help to compare fractions using the symbols >, =, or < and justify my solution.		

Add Fractions

4.NF.B.6: Solve problems involving adding and subtracting fractions and mixed numbers with like denominators.

Q1	Q2		Q3	Q4
	Add Fractions			
	3	I can consistently solve problems adding fractions and mixed numbers with like denominators.		
	2	I can sometimes solve problems adding fractions and mixed numbers with like denominators.		
	1	I need help to solve problems adding fractions and mixed numbers with like denominators.		

Subtract Fractions

4.NF.B.6: Solve problems involving adding and subtracting fractions and mixed numbers with like denominators.

Q1	Q2		Q3	Q4
	Subtract Fractions			
	3	I can consistently solve problems subtracting fractions and mixed numbers with like denominators.		
	2	I can sometimes solve problems subtracting fractions and mixed numbers with like denominators.		
	1	I need help to solve problems subtracting fractions and mixed numbers with like denominators.		

Multiply Fractions

4.NF.B.8: Solve problems involving multiplication of a fraction by a whole number.

Q1	Q2		Q3	Q4
	Multiply Fractions			
	3	I can consistently solve problems involving multiplication of fractions by whole numbers.		
	2	I can sometimes solve problems involving multiplication of fractions by whole numbers.		
	1	I need help to solve problems involving multiplication of fractions by whole numbers.		

Analyze Data

4.DS.A.3: Analyze the data in a frequency table, line plot, bar graph, or picture graph.

Q1	Q2		Q3	Q4
	Analyze Data			
	3	I can consistently analyze the data in line plots.		
	2	I can sometimes analyze the data in line plots.		
	1	I need help to analyze the data in line plots.		

Understand Decimal and Fraction Notation

4.NF.C.10: Understand that fractions and decimals are equivalent representations of the same quantity.

Q1	Q2	Q3		Q4
		Understand Decimal and Fraction Notation		
		3	I can consistently demonstrate how fractions and decimals are equivalent representations of the same quantity with denominators of 10 or 100.	
		2	I can sometimes demonstrate how fractions and decimals are equivalent representations of the same quantity with denominators of 10 or 100.	
		1	I need help to demonstrate how fractions and decimals are equivalent representations of the same quantity with denominators of 10 or 100.	

Compare Decimals

4.NF.C.12: Compare two decimals to the hundredths place using the symbols >, = or <, and justify the solution.

Q1	Q2	Q3		Q4
		Compare Decimals		
		3	I can consistently compare two decimals to the hundredths place using >, = or < and justify the solution.	
		2	I can sometimes compare two decimals to the hundredths place using >, = or < and justify the solution.	
		1	I need help to compare two decimals to the hundredths place using >, = or < and justify the solution.	

Solve Problems Involving Conversions of Measurement

4.GM.C.7: Use the four operations to solve problems involving distances, intervals of time, liquid volume, weight of objects, and money.

Q1	Q2	Q3		Q4
		Solve Problems Involving Conversions of Measurement		
		3	I can consistently solve problems involving the conversion of measurements.	
		2	I can sometimes solve problems involving the conversion of measurements.	
		1	I need help to solve problems involving the conversion of measurements.	

<table>
<tr><th colspan="4">Use Addition to Solve Problems Involving Whole Numbers</th></tr>
<tr><td colspan="4">4.NBT.A.5: Use place value understanding and properties of operations to perform multi-digit arithmetic with numbers up to one million. Demonstrate fluency with addition and subtraction of whole numbers.</td></tr>
<tr><td>Q1</td><td>Q2</td><td colspan="2">Q3</td><td>Q4</td></tr>
<tr><td rowspan="4"></td><td rowspan="4"></td><td colspan="2">Use Addition to Solve Problems Involving Whole Numbers</td><td rowspan="4"></td></tr>
<tr><td>3</td><td>I can consistently solve problems involving addition (up to one million) using an efficient strategy.</td></tr>
<tr><td>2</td><td>I can sometimes solve problems involving addition (up to one million) using an efficient strategy.</td></tr>
<tr><td>1</td><td>I need help to solve problems involving addition (up to one million) using an efficient strategy.</td></tr>
</table>

Use Subtraction to Solve Problems Involving Whole Numbers

4.NBT.A.5: Use place value understanding and properties of operations to perform multi-digit arithmetic with numbers up to one million. Demonstrate fluency with addition and subtraction of whole numbers.

Q1	Q2	Q3		Q4
		Use Subtraction to Solve Problems Involving Whole Numbers		
		3	I can consistently solve problems involving subtraction (up to one million) using an efficient strategy.	
		2	I can sometimes solve problems involving subtraction (up to one million) using an efficient strategy.	
		1	I need help to solve problems involving subtraction (up to one million) using an efficient strategy.	

Solve Multi-step Whole Number Problems

4.RA.A.2: Solve multi-step whole number problems involving the four operations and variables and using estimation to interpret the reasonableness of the answer.

4.RA.A.3: Solve whole number division problems involving variables in which remainders need to be interpreted, and justify the solution.

Q1	Q2	Q3	Q4	
			Solve Multi-step Whole Number Problems	
			3	I can consistently solve multi-step whole number problems involving the four operations and variables, as well as use estimation to interpret the reasonableness of an answer.
			2	I can sometimes solve multi-step whole number problems involving the four operations and variables, as well as use estimation to interpret the reasonableness of an answer.
			1	I need help to solve multi-step whole number problems involving the four operations and variables, as well as use estimation to interpret the reasonableness of an answer.

Apply the Area and Perimeter Formulas to Solve Problems				
4.GM.C.8: Apply the area and perimeter formulas for rectangles to solve problems.				
Q1	Q2	Q3	Q4	
			Apply the Area and Perimeter Formulas to Solve Problems	
			3	I can consistently apply the area and perimeter formulas to solve problems involving rectangles.
			2	I can sometimes apply the area and perimeter formulas to solve problems involving rectangles.
			1	I need help to apply the area and perimeter formulas to solve problems involving rectangles.

Multiply Whole Numbers

4.NBT.A.6: Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, and justify the solution.

Q1	Q2	Q3	Q4	
			Multiply Whole Numbers	
			3	I can consistently use a variety of strategies to multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, and justify my solutions.
			2	I can sometimes use a variety of strategies to multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, and justify my solutions.
			1	I need help to use a variety of strategies to multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, and justify my solutions.

Divide Whole Numbers

4.RA.A.3: Solve whole number division problems involving variables in which remainders need to be interpreted, and justify the solution.

Q1	Q2	Q3	Q4	
			Divide Whole Numbers	
			3	I can consistently solve division problems in which remainders need to be interpreted and justify the solution.
			2	I can sometimes solve division problems in which remainders need to be interpreted and justify the solution.
			1	I need help to solve division problems in which remainders need to be interpreted and justify the solution.

Classify Shapes

4.GM.A.2: Classify two-dimensional shapes by their sides and/or angles.

Q1	Q2	Q3	Q4	
			Classify Shapes	
			3	I can consistently classify two-dimensional shapes by their sides and/or angles.
			2	I can sometimes classify two-dimensional shapes by their sides and/or angles.
			1	I need help to classify two-dimensional shapes by their sides and/or angles.

Identify and Estimate Angles

4.GM.B.4: Identify and estimate angles and their measure.

Q1	Q2	Q3	Q4	
			Identify and Estimate Angles	
			3	I can consistently identify and estimate angles and their measures.
			2	I can sometimes identify and estimate angles and their measures.
			1	I need help to identify and estimate angles and their measures.

Science

Fourth Grade: Streamside Survival (Formerly Structure, Function, and Survival)		
4.LS1.A.1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and plant reproduction.		
4.LS1.D.1: Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to information in different ways.		
Semester 1		**Semester 2**
Streamside Survival: Describe that plants/animals process information differently by using internal and external structures.		
3	I can consistently describe that plants/animals process information differently by using internal and external structures.	
2	I can sometimes describe that plants/animals process information differently by using internal and external structures.	
1	I need help to describe that plants/animals process information differently by using internal and external structures.	

Fourth Grade: Streamside Survival (Formerly Structure, Function, and Survival)		
4.ETS1.B.1: 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.		
Semester 1		**Semester 2**
Streamside Survival: Choose and design a model that solves a problem, considering constraints.		
3	I can consistently choose and design a model that solves a problem, considering constraints.	
2	I can sometimes choose and design a model that solves a problem, considering constraints.	
1	I need help to choose and design a model that solves a problem, considering constraints.	

Fourth Grade: The Power of Water		
4.ESS2.A.1: Plan and conduct scientific investigations or simulations to provide evidence how natural processes (e.g. weathering and erosion) shape Earth's surfaces.		
4.PS4.A.1: Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.		
Semester 1	**Semester 2**	
	The Power of Water: Explain how weathering and erosion change Earth's landscape over time.	
	3	I can consistently explain how weathering and erosion change Earth's landscape over time.
	2	I can sometimes explain how weathering and erosion change Earth's landscape over time.
	1	I need help to explain how weathering and erosion change Earth's landscape over time.

Fourth Grade: The Power of Water		
4.PS3.B.2: Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.		
4.PS3.B.1: Provide evidence to construct an explanation of an energy transformation (e.g. temperature change, light, sound, motion, and magnetic effects).		
Semester 1	**Semester 2**	
	The Power of Water: Explain energy transformation between forms and design devices demonstrating it.	
	3	I can consistently explain energy transformation between forms and design a device demonstrating it.
	2	I can sometimes explain energy transformation between forms and design a device demonstrating it.
	1	I need help to explain energy transformation between forms and design a device demonstrating it.

IDEA Lab

Fourth Grade: Environmental Changes		
3.ESS2.D.2: Obtain and combine information to describe climates in different regions of the world.		
4.ESS1.C.1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.		
Semester 1		**Semester 2**
IDEA Lab: Analyze information on global climates and geological patterns to explain changes in Earth's landscapes over time.		
3	I can consistently analyze information on global climates and geological patterns to explain changes in Earth's landscapes over time.	
2	I can sometimes analyze information on global climates and geological patterns to explain changes in Earth's landscapes over time.	
1	I need help to analyze information on global climates and geological patterns to explain changes in Earth's landscapes over time.	

Fourth Grade: Environmental Changes		
3.LS3.C.1: Construct an argument with evidence that in a particular ecosystem some organisms-- based on structural adaptations or behaviors -- can survive well, some survive less well, and some cannot.		
3.LS3.D.1: Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.		
4.ESS3.A.1: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.		
Semester 1		**Semester 2**
IDEA Lab: Explain how organisms survive in their environment, how changes affect plants and animals, and explore solutions to reduce the impact of natural events on humans.		
3	I can consistently explain how organisms survive in their environment, how changes affect plants and animals, and explore solutions to reduce the impact of natural events on humans.	
2	I can sometimes explain how organisms survive in their environment, how changes affect plants and animals, and explore solutions to reduce the impact of natural events on humans.	
1	I need help to explain how organisms survive in their environment, how changes affect plants and animals, and explore solutions to reduce the impact of natural events on humans.	

Fourth Grade: Infection Detection		
4.ETS1.C.1: Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		
Semester 1	**Semester 2**	
	IDEA Lab: Plan and conduct fair tests to improve models or prototypes by controlling variables and identifying areas for improvement.	
	3	I can consistently plan and conduct fair tests to improve models or prototypes by controlling variables and identifying areas for improvement.
	2	I can sometimes plan and conduct fair tests to improve models or prototypes by controlling variables and identifying areas for improvement.
	1	I need help to plan and conduct fair tests to improve models or prototypes by controlling variables and identifying areas for improvement.

Fourth Grade: Infection Detection		
5.ETS1.B.1: 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.		
Semester 1	**Semester 2**	
	IDEA Lab: Identify multiple solutions to problems that can be carried out with improved designs.	
	3	I can consistently identify multiple solutions to problems that can be carried out with improved designs.
	2	I can sometimes identify multiple solutions to problems that can be carried out with improved designs.
	1	I need help to identify multiple solutions to problems that can be carried out with improved designs.

Social Studies

Geography: Use Current and Historical Maps to Interpret the Past and Predict the Impact of Future Changes				
Missouri Priority Standards embedded throughout all units				
4.TS.7.B.a: Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.				
4.TS.7.B.b: Create products such as maps, graphs, timelines, charts and models, diagrams, etc. to communicate information and understanding.				
4.TS.7.D: With assistance, conduct and present social studies research to an audience using appropriate sources.				
4.TS.7.E.ab: Generate compelling research questions about a social studies topic. Apply a research process to a compelling social studies question.				
4.TS.7.E.c: Identify and use appropriate resources for investigating a compelling social studies question.				
4.TS.7.F: Research an appropriate social studies question and share results with an audience.				
4.TS.7.A.a: Select, analyze, and evaluate primary and secondary social studies sources with guidance and support.				
4.TS.7.A.b: Analyze and use artifacts to share information on social studies topics.				
4.TS.7.C: Distinguish between fact and opinion and recognize bias and point of view in social studies topics.				
Missouri Learning Standards				
4.EG.5.A: Construct and interpret historical and current maps.				
4.EG.5.G: Use geography to interpret the past and predict future consequences as appropriate to the topics or eras discussed.				
4.PC.1.D.a: Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change, both past and present.				
4.EG.5.B: Name and locate specific regions, states, capitals, river systems, and mountain ranges in the U.S. based on historical or current topics.				
Q1		Q2	Q3	Q4
Geography: Use current and historical maps to interpret the past and predict the impact of future changes				
3	I can consistently use current and historical maps to interpret the past and predict the impact of future changes.			
2	I can sometimes use current and historical maps to interpret the past and predict the impact of future changes.			
1	I need help to use current and historical maps to interpret the past and predict the impact of future changes.			

Geography: Compare Physical Environments and Human Characteristics of Regions and Analyze How They Affect People Who Live There				
4.E.4.A.c: Distinguish among natural, capital, and human resources.				
4.EG.5.C.a: Identify and compare the physical characteristics of specific regions within the nation.				
4.EG.5.F: Identify different regions in the U.S. and analyze how their characteristics affect people who live there.				
4.E.4.D: Explain factors, past and present, that influence changes in state and regional economies.				
4.EG.5.C.b: Identify and compare diverse human geographic characteristics of the nation.				
4.EG.5.D: Analyze how people are affected by, depend on, adapt to, and change their physical environments in the past and in the present.				
Q1		Q2	Q3	Q4
Geography: Compare physical environments and human characteristics of regions and analyze how they affect people who live there				
3	I can consistently compare physical environments and human characteristics of regions and analyze how they affect people who live there.			
2	I can sometimes compare physical environments and human characteristics of regions and analyze how they affect people who live there.			
1	I need help to compare physical environments and human characteristics of regions and analyze how they affect people who live there.			

Culture & History: Examine Roles, Cultural Interactions, and Conflicts Among Native Americans, Immigrants, African Americans, and Women Throughout History

4.RI.6.E: Examine roles among Native Americans, immigrants, African Americans, women, and others from early migrations to 1800.

4.H.3.B: Examine the cultural interactions and conflict among Native Americans, immigrants from Europe, and enslaved and free Africans and African Americans prior to 1800.

4.H.3.A.c: Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.

4.RI.6.A: Compare cultural characteristics across historical time periods in U.S. history prior to c.1800.

4.RI.6.C: Research stories and songs that reflect the cultural history of the early United States prior to 1800.

4.RI.6.D: Analyze the preservation of cultural life, celebrations, traditions, and commemoration over time.

Q1	Q2		Q3	Q4
	Culture & History: Examine roles, cultural interactions, and conflicts among Native Americans, immigrants, African Americans, and women throughout history			
	3	I can consistently examine roles, cultural interactions, and conflicts among Native Americans, immigrants, African Americans, and women throughout history.		
	2	I can sometimes examine roles, cultural interactions, and conflicts among Native Americans, immigrants, African Americans, and women throughout history.		
	1	I need help to examine roles, cultural interactions, and conflicts among Native Americans, immigrants, African Americans, and women throughout history.		

<table>
<tr><th colspan="4">History: Describe the Causes and Consequences of the Discovery, Exploration, and Early Settlement of America by Europeans, Including Their Role in the Migration and Treatment of Africans and Native Americans</th></tr>
<tr><td colspan="4">4.GS.2.A.a: Explain how the purpose and roles of government were debated c. early settlements to 1800.</td></tr>
<tr><td colspan="4">4.H.3.A.a: Describe the migrations of Native Americans prior to 1800.</td></tr>
<tr><td colspan="4">4.H.3.A.b: Describe the discovery, exploration, and early settlement of America by Europeans prior to 1800.</td></tr>
<tr><td colspan="4">4.H.3.F: Investigate the causes and consequences of westward expansion prior to 1800.</td></tr>
<tr><td colspan="4">4.EG.5.G: Use geography to interpret the past and predict future consequences as appropriate to the topics or eras discussed.</td></tr>
<tr><td colspan="4">4.E.4.B: Conduct a public cost-benefit analysis.</td></tr>
<tr><td colspan="4">4.H.3.C: Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800.</td></tr>
<tr><td>Q1</td><td colspan="2">Q2</td><td>Q3</td><td>Q4</td></tr>
<tr><td rowspan="4"></td><td colspan="2">History: Describe the causes and consequences of the discovery, exploration, and early settlement of America by Europeans, including their role in the migration and treatment of Africans and Native Americans</td><td rowspan="4"></td><td rowspan="4"></td></tr>
<tr><td>3</td><td>I can consistently describe the causes and consequences of the discovery, exploration, and early settlement of America by Europeans, including their role in the migration and treatment of Africans and Native Americans.</td></tr>
<tr><td>2</td><td>I can sometimes describe the causes and consequences of the discovery, exploration, and early settlement of America by Europeans, including their role in the migration and treatment of Africans and Native Americans.</td></tr>
<tr><td>1</td><td>I need help to describe the causes and consequences of the discovery, exploration, and early settlement of America by Europeans, including their role in the migration and treatment of Africans and Native Americans.</td></tr>
</table>

History: Describe Diverse Perspectives and Causes of the American Revolution

4.PC.1.A: With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed, and the redress of grievances.

4.H.3.D.a: Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans, and European allies.

4.H.3.D.b: Explain the factors that contributed to the colonists' success.

4.RI.6.E: Examine roles among Native Americans, immigrants, African Americans, women, and others from early migrations to 1800.

Q1	Q2	Q3		Q4
		History: Describe diverse perspectives and causes of the American Revolution		
		3	I can consistently describe diverse perspectives and causes of the American Revolution.	
		2	I can sometimes describe diverse perspectives and causes of the American Revolution.	
		1	I need help to describe diverse perspectives and causes of the American Revolution.	

History & Civics: Explain How the Purpose and Roles of Government Were Debated in Early Settlements and Analyze the Resolutions of These Disputes				
4.GS.2.A.a: Explain how the purpose and roles of government were debated c. early settlements to 1800.				
4.E.4.C: Explain how the government uses taxes to provide goods and services.				
4.RI.6.B: Apply constructive processes or methods for resolving conflicts.				
Q1	Q2	Q3		Q4
		History & Civics: Explain how the purpose and roles of government were debated in early settlements and analyze the resolutions of these disputes		
		3	I can consistently explain how the purpose and roles of government were debated in early settlements and analyze the resolutions of these disputes.	
		2	I can sometimes explain how the purpose and roles of government were debated in early settlements and analyze the resolutions of these disputes.	
		1	I need help to explain how the purpose and roles of government were debated in early settlements and analyze the resolutions of these disputes.	

History & Civics: Examine Ways Citizens Have Voiced Opinions, Monitored Government, and Brought About Change Throughout History

4.PC.1.D.a: Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change, both past and present.

4.H.3.B: Examine the cultural interactions and conflict among Native Americans, immigrants from Europe, and enslaved and free Africans and African Americans prior to 1800.

4.RI.6.E: Examine roles among Native Americans, immigrants, African Americans, women, and others from early migrations to 1800.

4.GS.2.A.a: Explain how the purpose and roles of government were debated c. early settlements to 1800.

4.GS.3.B.a: Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to c. 1800.

4.EG.5.E.a: Analyze how changes in communication and transportation technologies affect people's lives.

4.H.3.C: Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800.

4.PC.1.E: Describe the character traits and civic attitudes of historically significant individuals in American History prior to c. 1800.

Q1	Q2	Q3		Q4	
		History & Civics: Examine ways citizens have voiced opinions, monitored government, and brought about change throughout history		History & Civics: Examine ways citizens have voiced opinions, monitored government, and brought about change throughout history	
		3	I can consistently examine ways citizens have voiced opinions, monitored government, and brought about change throughout history.	3	I can consistently examine ways citizens have voiced opinions, monitored government, and brought about change throughout history.
		2	I can sometimes examine ways citizens have voiced opinions, monitored government, and brought about change throughout history.	2	I can sometimes examine ways citizens have voiced opinions, monitored government, and brought about change throughout history.
		1	I need help to examine ways citizens have voiced opinions, monitored government, and brought about change throughout history.	1	I need help to examine ways citizens have voiced opinions, monitored government, and brought about change throughout history.

History: Explain The Important Principles, Major Purposes, and Significant Impacts of the U.S. Founding Documents

4.H.3.D.a: Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans, and European allies.

4.H.3.E.a: Describe the historical context for the drafting of the Declaration of Independence, the Constitution, and the Bill of Rights.

4.PC.1.B.a: Explain the major purposes of the U.S. Constitution.

4.H.3.E.b: Explain how the Declaration of Independence, the Constitution, and the Bill of Rights affected people in the United States prior to c. 1800.

4.PC.1.A.b: With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rule, minority rights, separation of powers, checks and balances, and popular sovereignty.

4.GS.2.D: Identify and explain the functions of the three branches of the government in the federal government.

4.PC.1.C.ab: Explain the major purposes of the Bill of Rights and identify important principles in the Bill of Rights.

4.PC.1.F: Recognize and explain the significance of national symbols associated with historical events and time periods being studied.

4.GS.2.C: Explain how authoritative decisions are made, enforced, and interpreted by the federal government across historical time periods and/or current events.

Q1	Q2	Q3	Q4	
			History: Explain the important principles, major purposes, and significant impacts of the US Founding documents	
			3	I can consistently explain the important principles, major purposes, and significant impacts of the US Founding documents.
			2	I can sometimes explain the important principles, major purposes, and significant impacts of the US Founding documents.
			1	I need help to explain the important principles, major purposes, and significant impacts of the US Founding documents.

Social Emotional Learning

Self-Awareness: Recognize and Understand Emotions, Thoughts, and Values in One's Self

The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose, such as:

- Identify areas of needed growth
- Express a positive attitude toward self when challenges arise
- Use evidence to identify and process my emotions
- Identify emotions that will help me empathize with others
- Identify ways to advocate for my personal needs

Q1		Q2		Q3		Q4	
Recognize and understand emotions, thoughts, and values in one's self		Recognize and understand emotions, thoughts, and values in one's self		Recognize and understand emotions, thoughts, and values in one's self		Recognize and understand emotions, thoughts, and values in one's self	
3	I can consistently identify areas of needed growth, and express a positive attitude toward self when challenges arise.	3	I can consistently use evidence to identify and process my emotions.	3	I can consistently identify emotions that will help me empathize with others.	3	I can consistently identify ways to advocate for my personal needs.
2	I can sometimes identify areas of needed growth, and express a positive attitude toward self when challenges arise.	2	I can sometimes use evidence to identify and process my emotions.	2	I can sometimes identify emotions that will help me empathize with others.	2	I can sometimes identify ways to advocate for my personal needs.
1	I need help to identify areas of needed growth, and express a positive attitude toward self when challenges arise.	1	I need help to use evidence to identify and process my emotions.	1	I need help to identify emotions that will help me empathize with others.	1	I need help to identify ways to advocate for my personal needs.

Self-Management: Manage One's Emotions, Thoughts and Actions

The ability to manage one's emotions, thoughts, and actions effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals, such as:

- Plan and implement strategies to achieve my goals
- Rethink a situation to help manage my emotions
- Develop a plan for solving problems

Q1		Q2		Q3	Q4	
Manage one's emotions, thoughts, and actions		Manage one's emotions, thoughts, and actions			Manage one's emotions, thoughts, and actions	
3	I can consistently plan and implement strategies to achieve my goals.	3	I can consistently rethink a situation to help manage my emotions.		3	I can consistently develop a plan for solving problems.
2	I can sometimes plan and implement strategies to achieve my goals.	2	I can sometimes rethink a situation to help manage my emotions.		2	I can sometimes develop a plan for solving problems.
1	I need help to plan and implement strategies to achieve my goals.	1	I need help to rethink a situation to help manage my emotions.		1	I need help to develop a plan for solving problems.

Social Awareness: Understand and Empathize With Others, Including Those From Diverse Backgrounds

The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures & contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings and recognize family, school, and community resources and supports, such as:

- Consider others' perspectives and empathize with their experiences
- Explore the outcomes to see which solutions could meet the wants and needs of all involved

Q1	Q2	Q3		Q4	
		Understand and empathize with others, including those from diverse backgrounds		Understand and empathize with others, including those from diverse backgrounds	
		3	I can consistently consider others' perspectives and empathize with their experiences.	3	I can consistently explore the outcomes to see which solutions could meet the wants and needs of all involved.
		2	I can sometimes consider others' perspectives and empathize with their experiences.	2	I can sometimes explore the outcomes to see which solutions could meet the wants and needs of all involved.
		1	I need help to consider others' perspectives and empathize with their experiences.	1	I need help to explore the outcomes to see which solutions could meet the wants and needs of all involved.

Relationship Skills: Initiate and Maintain Healthy and Supportive Relationships

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership and seek or offer help when needed, such as:

- Maintain positive relationships when working towards a group goal
- Demonstrate active listening to better understand the thoughts and feelings of others
- Resolve conflicts constructively
- Practice teamwork and collaborative problem-solving

Q1		Q2	Q3		Q4	
Initiate and maintain healthy and supportive relationships			Initiate and maintain healthy and supportive relationships		Initiate and maintain healthy and supportive relationships	
3	I can consistently maintain positive relationships when working towards a group goal.		3	I can consistently demonstrate active listening to better understand the thoughts and feelings of others.	3	I can consistently resolve conflicts constructively, and practice teamwork and collaborative problem-solving.
2	I can sometimes maintain positive relationships when working towards a group goal.		2	I can sometimes demonstrate active listening to better understand the thoughts and feelings of others.	2	I can sometimes resolve conflicts constructively, and practice teamwork and collaborative problem-solving.
1	I need help to maintain positive relationships when working towards a group goal.		1	I need help to demonstrate active listening to better understand the thoughts and feelings of others.	1	I need help to resolve conflicts constructively, and practice teamwork and collaborative problem-solving.

Responsible Decision-Making: Make Caring and Constructive Choices

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns and to evaluate the benefits and consequences of various actions for personal, social and collective well-being, such as:

- Evaluate and adjust my plan to achieve my goal
- Consider different perspectives to resolve problems and support decision making
- Use strategies to empathize with others, even when it's difficult
- Identify solutions for personal and social problems
- Anticipate and evaluate the consequences of one's actions

Q1		Q2		Q3		Q4	
Making caring and constructive choices		Making caring and constructive choices		Making caring and constructive choices		Making caring and constructive choices	
3	I can consistently evaluate and adjust my plan to achieve my goal.	3	I can consistently consider different perspectives to resolve problems and support decision making.	3	I can consistently use strategies to empathize with others, even when it's difficult.	3	I can consistently identify solutions for personal and social problems, and anticipate and evaluate the consequences of one's actions.
2	I can sometimes evaluate and adjust my plan to achieve my goal.	2	I can sometimes consider different perspectives to resolve problems and support decision making.	2	I can sometimes use strategies to empathize with others, even when it's difficult.	2	I can sometimes identify solutions for personal and social problems, and anticipate and evaluate the consequences of one's actions.
1	I need help to evaluate and adjust my plan to achieve my goal.	1	I need help to consider different perspectives to resolve problems and support decision making.	1	I need help to use strategies to empathize with others, even when it's difficult.	1	I need help to identify solutions for personal and social problems, and anticipate and evaluate the consequences of one's actions.