



Standards-Based Grading Rubric

Fourth Grade • Bryan County Schools



English Language Arts:

ELA Rubric			
1	2	3	4
Shows beginning understanding of the grade-level standard. Has repeated difficulty or inconsistency demonstrating basic degrees of proficiency. Produces individual work that is below the expectations outlined in the standard. Requires ongoing support related to the standard.	Demonstrates some proficiency related to the standard but exhibits gaps or inconsistency. Produces work that partially meets expectations outlined in the standard. Requires support to fully demonstrate proficiency.	Shows solid understanding of the standard. Applies the standard's skills/ concepts accurately in situations with some level of consistency. Produces work that meets the expectations of the standard. Requires little to no support to demonstrate proficiency.	Demonstrates a deep and thorough understanding of the standard. Consistently applies the standard's concepts in a variety of contexts with a high level of mastery and independence. Produces individual work that regularly exceeds expectations, showing creativity and originality.

ELAGSE4RL2: DETERMINE a theme of a story, drama, or poem from details in the text; SUMMARIZE the text.

ELAGSE4RL6: COMPARE and CONTRAST the point of view from which different stories are narrated, including the difference between first- and third- person narrations.

ELAGSE4RL9: COMPARE and CONTRAST the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

ELAGSE4RI2: DETERMINE the main idea of a text and explain how it is supported by key details; SUMMARIZE the text.

ELAGSE4RI6: COMPARE and CONTRAST a firsthand and secondhand account of the same event or topic; DESCRIBE the difference in focus and the information provided.

ELAGSE4RI8: EXPLAIN how an author uses reasons and evidence to support particular points in a text.

ELAGSE4RI9: INTEGRATE information from two texts on the same topic in order to write or speak about the subject knowledgeably.

ELAGSE4WI: WRITE opinion pieces on topics or texts, SUPPORTING a point of view with reasons.

a. INTRODUCE a topic clearly, STATE an opinion, and CREATE an organizational structure in which related ideas are grouped to support the writer's purpose

b. PROVIDE reasons that are supported by facts and details.

ELAGSE4W2: WRITE informative/explanatory texts to EXAMINE a topic and CONVEY ideas and information clearly.

a. INTRODUCE a topic clearly and GROUP related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. DEVELOP the topic with facts, definitions, concrete details, quotation, or other information and examples related to the topic.
d. USE precise language and domain-specific vocabulary to INFORM about or EXPLAIN the topic.
ELAGSE4W3: WRITE narrative to DEVELOP real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
a. ORIENT the reader by establishing a situation and introducing a narrator and/or events ORGANIZE an event sequence that unfolds naturally.
c. USE a variety of transitional words and phrases to manage the sequence of events.
d. USE concrete words and phrases and sensory details to CONVEY experiences and events precisely.
ELAGSE4W4: PRODUCE clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
ELAGSE4W7: CONDUCT short research projects that build knowledge through investigation of different aspects of a topic.
ELAGSE4L1: DEMONSTRATE command of the conventions of standard English grammar and usage when writing and speaking.
e. FORM and USE prepositional phrases.
f. PRODUCE complete sentences, recognizing and correcting inappropriate fragments and run ons.
g. Correctly USES frequently confused words (e.g., to, too, two; there, their).
ELAGSE4L3: USE knowledge of language and its conventions when writing, speaking, reading, or listening.
a. CHOOSE words and phrases to convey ideas precisely.
b. CHOOSE punctuation for effect.
ELAGSE4L4: DETERMINE or CLARIFY the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.
b. USE common, grade-appropriate Greek and Latin roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
ELAGSE4L5: DEMONSTRATE understanding of figurative language, word relationships, and nuances in word meanings.
c. DEMONSTRATE understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Mathematics:

NUMERICAL REASONING – place value, rounding, comparisons with multi-digit numbers, addition and subtraction, multiplicative comparisons, multiplication, and division involving whole numbers				
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
4.NR.1: Recognize patterns within the base ten place value system with quantities	Reads and writes multi-digit whole numbers to the hundred-thousands place with emerging understanding of	Reads and writes multi-digit whole numbers to the hundred-thousands place using base-ten numerals and expanded form with partial accuracy.	Reads and writes multi-digit whole numbers to the hundred-thousands place using base-ten numerals and expanded form.	Reads and writes multi-digit whole numbers to the hundred-thousands place using base-ten numerals, expanded form, and word form

presented in real-life situations to compare and round multi-digit whole numbers through the hundred-thousands place.	base-ten numerals and expanded form. Begins to recognize that a digit in one place has a value ten times greater than the place to its right and shows an emerging understanding of determining the value of a digit when shifted left or right. Begins to use place value reasoning to represent and compare multi-digit numbers, with emerging use of $>$, $=$, and $<$ symbols to record comparisons. Shows initial understanding of place value concepts to round multi-digit whole numbers.	Recognizes that a digit in one place has a value ten times greater than the place to its right and begins to determine the value of a digit when shifted left or right. Demonstrates basic place value reasoning to represent and compare multi-digit numbers, and is learning to use $>$, $=$, and $<$ symbols to record the results of comparisons. Applies place value understanding to round multi-digit whole numbers with increasing accuracy.	Recognizes and shows that a digit in one place has a value ten times greater than what it represents in the place to its right and extends this understanding to determine the value of a digit when it is shifted to the left or right, based on the relationship between multiplication and division. Uses place value reasoning to represent, compare, and order multi-digit numbers, using $>$, $=$, and $<$ symbols to record the results of comparisons. Uses place value understanding to round multi-digit whole numbers.	with fluency and precision. Applies and extends the understanding of place value to real-world problem-solving situations, demonstrating mastery in recognizing and explaining how shifting digits to the left or right affects their value based on the relationship between multiplication and division. Applies place value reasoning to create and solve complex, real-world problems involving representing, comparing, and ordering multi-digit numbers, using $>$, $=$, and $<$ symbols.
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
4.NR.2: Using part-whole strategies, solve problems involving addition and subtraction through the hundred-thousands place, as well as multiplication and division of multi-digit whole numbers presented in real-life, mathematical situations.	Adds and subtracts multi-digit numbers in isolated situations, showing an emerging understanding of place value and properties of operations. Recognizes problems involving multiplicative comparison and is beginning to develop the skills to interpret, model, and solve these problems with support. Recognizes problems involving multiplication of multi-digit numbers and is beginning to develop the skills to solve these problems using strategies based on place value and properties of operations.	Adds and subtracts multi-digit numbers to solve practical problems, demonstrating a developing understanding of place value, properties of operations, and relationships between operations. Interprets and models problems involving multiplicative comparison, and is developing the skills to solve these problems accurately and consistently. Solves problems involving multiplication of multi-digit numbers using strategies based on place value and properties of operations, and is developing the skills to consistently illustrate and explain the	Fluently adds and subtracts multi-digit numbers to solve practical, mathematical problems using place value understanding, properties of operations, and relationships between operations. Interprets, models, and solves problems involving multiplicative comparison. Solves relevant problems involving multiplication of a number with up to four digits by a 1-digit whole number or involving multiplication of two two-digit numbers using strategies based on place value and the properties of operations. Illustrates and	Applies place value understanding, properties of operations, and relationships between operations to create and solve complex, real-world problems involving the addition and subtraction of multi-digit numbers. Analyzes, creates, and solves complex, real-world problems involving multiplicative comparison. Creates and solves complex, real-world problems involving multiplication of multi-digit numbers using multiple strategies based on place value and properties of operations.

	Recognizes authentic division problems involving up to 4-digit dividends and 1-digit divisors and is beginning to develop the skills to solve these problems using strategies based on place value, properties of operations, and relationships between operations. Recognizes multi-step problems involving addition, subtraction, multiplication, and division with whole numbers and is beginning to develop the skills to solve these problems and use mental computation and estimation strategies to justify the reasonableness of solutions.	calculations using equations, arrays, and models. Solves authentic division problems involving up to 4-digit dividends and 1-digit divisors using strategies based on place value, properties of operations, and relationships between operations, and is developing the skills to consistently apply these strategies. Solves multi-step problems using addition, subtraction, multiplication, and division involving whole numbers, and is developing the skills to consistently use mental computation and estimation strategies to justify the reasonableness of solutions.	explains the calculation by using equations, rectangular arrays, and/or area models. Solves authentic division problems involving up to 4-digit dividends and 1-digit divisors (including whole number quotients with remainders) using strategies based on place-value understanding, properties of operations, and the relationships between operations. Solves multi-step problems using addition, subtraction, multiplication, and division involving whole numbers. Uses mental computation and estimation strategies to justify the reasonableness of solutions.	Creates and solves complex, authentic division problems involving multi-digit dividends and divisors using multiple strategies based on place value, properties of operations, and relationships between operations. Creates and solves complex, multi-step problems using addition, subtraction, multiplication, and division involving whole numbers, and effectively applies mental computation and estimation strategies to justify the reasonableness of solutions in various contexts.
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
4.NR.4: Solve real-life problems involving addition, subtraction, equivalence, and comparison of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100 using part-whole strategies and visual models.	Recognizes equivalent fractions using models and identifies the identity property of multiplication. Recognizes that fractions with the same numerator or denominator can be compared based on size. Recognizes that fractions with different numerators and denominators can be compared using tools and strategies when referring to the same whole.	Demonstrates equivalent fraction relationships using models, working to explain the identity property of multiplication and generate equivalent fractions consistently. Compares fractions with the same numerator or denominator by reasoning about size, working to consistently recognize the need for the same whole. Compares two fractions with different numerators and/or denominators using tools and strategies,	Using concrete materials, drawings, and number lines, demonstrates and explains the relationship between equivalent fractions, including fractions greater than one, and explains the identity property of multiplication as it relates to equivalent fractions. Generates equivalent fractions using these relationships. Compares two fractions with the same numerator or the same denominator by reasoning about their	Analyzes and generates equivalent fractions using multiple strategies, applying the identity property of multiplication to solve complex problems in various contexts. Analyzes and compares fractions with different numerators and denominators, recognizing the importance of referring to the same whole, and applies this to solve complex problems. Analyzes and compares multiple fractions with different numerators and denominators

	Recognizes that whole numbers and fractions can be represented as the sum of unit fractions. Recognizes that fractions can be sums of same-denominator fractions, expressing this with equations. Recognizes that fractions and mixed numbers with like denominators can be added and subtracted using tools.	working to consistently recognize that comparisons are valid only when referring to the same whole. Represents whole numbers and fractions as the sum of unit fractions, working to consistently demonstrate this concept using various representations. Represents fractions as sums of same-denominator fractions in multiple ways using equations, working to consistently demonstrate this concept. Adds and subtracts fractions and mixed numbers with like denominators using a variety of tools, working to consistently demonstrate proficiency in these operations.	size and recognize that comparisons are valid only when the two fractions refer to the same whole. Compares two fractions with different numerators and/or different denominators by flexibly using a variety of tools and strategies and recognize that comparisons are valid only when the two fractions refer to the same whole. Represents whole numbers and fractions as the sum of unit fractions. Represents a fraction as a sum of fractions with the same denominator in more than one way, recording with an equation. Adds and subtracts fractions and mixed numbers with like denominators using a variety of tools.	using various strategies, recognizing the same whole, and applies this to solve complex problems. Analyzes and represents whole numbers and fractions as the sum of unit fractions in multiple ways, and applies this understanding to solve complex problems in various contexts. Analyzes and represents fractions as sums of same-denominator fractions in multiple ways using equations, applying this to solve complex problems. Analyzes and performs addition and subtraction of like-denominator fractions and mixed numbers using multiple strategies, applying this to solve complex problems.
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
4.NR.5: Solve real-life problems involving addition, equivalence, comparison of fractions with denominators of 10 and 100, and comparison of decimal	Recognizes equivalent fractions (denominators 10 and 100) and is beginning to add these fractions using concrete materials and visual models. Recognizes the relationship between fractions (denominators 10 and 100) and decimal	Demonstrates equivalent fractions (denominators 10 and 100) using models, adds these fractions, and is developing the ability to explain the process consistently. Represents fractions (denominators 10 and 100) and decimal numbers to hundredths using nota- tion,	Demonstrate and explain the concept of equivalent fractions with denominators of 10 and 100, using concrete materials and visual models. Add two fractions with denominators of 10 and 100. Represent, read, and write fractions with denominators of 10 or	Analyzes equivalent fractions (denominators 10 and 100) using multiple strategies, applying this to solve complex addition problems in various contexts. Analyzes and converts between fractions (denominators 10 and 100) and decimals to hundredths using

numbers as tenths and hundredths using part-whole strategies and visual models.	numbers to hundredths, and represents these using concrete materials and drawings. Identifies the relative size of two decimal numbers to hundredths and records the comparison using symbols ($>$, $=$, $<$).	materials, and drawings, developing consistency in conversions. Compares two decimal numbers to the hundredths place, uses comparison symbols ($>$, $=$, $<$), and provides basic explanations for their choices.	100 using decimal notation, and decimal numbers to the hundredths place as fractions, using concrete materials and drawings. Compare two decimal numbers to the hundredths place by reasoning about their size. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions.	multiple strategies to create and solve complex problems. Compares and orders multiple decimal numbers to hundredths using reasoning, symbols, and justifications, applying them to real-world contexts to explain these comparisons.
--	--	---	--	---

PATTERNING & ALGEBRAIC REASONING – patterns, input-output tables, factors, multiples, composite numbers, prime numbers

Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
4.PAR.3: Generate and analyze patterns, including those involving shapes, input/output diagrams, factors, multiples, prime numbers, and composite numbers.	Recognizes number and shape patterns and is beginning to develop the skills to generate patterns that follow a provided rule, with support. Recognizes input-output rules, tables, and charts representing patterns, and is beginning to use them to describe patterns, find relationships, and solve problems. Recognizes factor pairs and multiples, and finds them for single-digit numbers within a limited range. Recognizes composite and prime numbers, and identifies their factor pairs within a limited range.	Generates number and shape patterns that follow a provided rule, and is developing the skills to consistently identify and describe the patterns. Uses input-output rules, tables, and charts to represent patterns, find relationships, and solve problems, developing skills to consistently analyze and interpret patterns. Finds factor pairs (1–100) and multiples of single-digit numbers up to 100, working to consistently identify and describe their relationships. Identifies composite and prime numbers, and is working towards consistently explaining their relationships with factor pairs.	Generates both number and shape patterns that follow a provided rule. Uses input-output rules, tables, and charts to represent and describe patterns, find relationships, and solve problems. Finds factor pairs in the range 1–100 and finds multiples of single-digit numbers up to 100. Identifies composite numbers and prime numbers and explains the relationship with the factor pairs.	Creates complex number and shape patterns that follow a self-generated rule, and analyzes and explains the underlying structure and relationships within the patterns. Analyzes and creates complex input-output rules, tables, and charts to represent patterns, find relationships, and solve real-world problems. Finds all factor pairs and multiples beyond 1–100, analyzing and explaining relationships between factors and multiples in various contexts. Analyzes composite and prime numbers beyond the given range, explaining their factor pair relationships and applying this understanding to solve complex problems.

MEASUREMENT & DATA REASONING – time, metric measurements, distance, elapsed time, liquid volume, mass, and length

Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
4.MDR.6: Measure time and objects that exist in the world to solve real-life, mathematical problems and analyze graphical displays of data to answer relevant question.	Applies the four operations to solve simple problems involving elapsed time, intervals, and metric measurements, including fractions with like denominators and basic unit conversions, at an initial level of understanding. Asks simple questions and answers them based on gathered information and observations, and creates basic graphical displays, including dot plots, to represent numerical measurement data.	Uses the four operations to solve problems involving elapsed time to the nearest minute, intervals of time, and metric measurements, including fractions with like denominators and unit conversions, showing emerging problem-solving skills through continued practice. Asks questions and answers them based on gathered information, observations, and appropriate graphical displays to solve relevant problems, and creates dot plots to display numerical measurement data, demonstrating data analysis skills in development.	Uses the four operations to solve problems involving elapsed time to the nearest minute, intervals of time, metric measurements of liquid volumes, lengths, distances, and masses of objects, including problems involving fractions with like denominators, and also problems that require expressing measurements given in a larger unit in terms of a smaller unit, and expressing a smaller unit in terms of a larger unit based on the idea of equivalence. Asks questions and answers them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life. Creates dot plots to display a distribution of numerical (quantitative) measurement data.	Applies the four operations to solve complex, multi-step problems involving elapsed time, intervals, and metric measurements, including fractions and unit conversions, and applies to real-world contexts to demonstrate mastery of these concepts. Poses complex questions, gathers and analyzes information, and creates appropriate graphical displays, including dot plots, to solve real-world problems, and effectively communicates insights and conclusions drawn from the data.

GEOMETRIC & SPATIAL REASONING – polygons, points, lines, line segments, rays, angles, perpendicular lines, area, perimeter

Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
4.GSR.7: Investigate the concepts of angles and angle measurement to estimate and measure angles.	Identifies angles as shapes created by two rays meeting at a point and begins to draw right, acute, and obtuse angles, showing basic awareness of their relationship to 90	Recognizes angles as geometric shapes formed when two rays share a common endpoint, and draws right, acute, and obtuse angles based on their relation to 90 degrees with increasing accuracy.	Recognizes angles as geometric shapes formed when two rays share a common endpoint. Draws right, acute, and obtuse angles based on the relationship of the angle measure to 90 degrees.	

	degrees. Identifies that angles can be measured in reference to a circle with the center at the common endpoint of two rays and recognizes the relationship between angle measures and the 360 degrees in a circle.	Measures angles in reference to a circle with the center at the common endpoint of two rays, determines angle measures through division or missing factor problems, and is building fluency in relating angle measures to the 360 degrees in a circle.	Measures angles in reference to a circle with the center at the common endpoint of two rays. Determines an angle's measure in relation to the 360 degrees in a circle through division or as a missing factor problem.	
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
4.GSR.8: Identify and draw geometric objects, classify polygons based on properties, and solve problems involving area and perimeter of rectangular figures.	Recognizes and draws basic points, lines, line segments, rays, angles (right, acute, obtuse), perpendicular lines, parallel lines, and lines of symmetry, and identifies these in simple two-dimensional figures. Recognizes basic polygon attributes (symmetry, parallel/perpendicular lines, angle sizes, side lengths) and uses these to classify and compare simple polygons. Recognizes area and perimeter concepts and solves simple problems involving composite rectangles with whole number side lengths.	Explores, investigates, and draws points, lines, line segments, rays, angles (right, acute, obtuse), perpendicular lines, parallel lines, and lines of symmetry, identifies these in two-dimensional figures, and is developing proficiency in recognizing and applying these concepts through practice. Classifies, compares, and contrasts polygons based on lines of symmetry, parallel/perpendicular line segments, specified angle sizes, and side lengths, showing increasing accuracy and proficiency.. Solves basic problems involving area and perimeter of composite rectangles with whole number side lengths.	Explores, investigates, and draws points, lines, line segments, rays, angles (right, acute, obtuse), perpendicular lines, parallel lines, and lines of symmetry. Identifies these in two dimensional figures. Classifies, compares, and contrasts polygons based on lines of symmetry, the presence or absence of parallel or perpendicular line segments, or the presence or absence of angles of a specified size and based on side lengths. Solves problems involving area and perimeter of composite rectangles involving whole numbers with known side lengths.	Explores, investigates, and draws points, lines, line segments, rays, angles (right, acute, obtuse), perpendicular lines, parallel lines, and lines of symmetry, identifies these in complex two-dimensional figures, and applies this understanding to analyze intricate geometric designs. Classifies, compares, and contrasts polygons based on multiple attributes, including lines of symmetry, parallel or perpendicular line segments, angles of specified sizes, and side lengths, and applies this understanding to analyze complex polygon-based designs. Solves complex problems involving area and perimeter of composite rectangles with whole number side lengths, and with explanation and analysis.

Science:

Earth and Space Science				
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
S4E1. Obtain, evaluate, and communicate information to compare and contrast the physical attributes of stars and planets.	Identifies differences between stars and planets. Recognizes that technological advances have increased understanding of astronomy. Identifies why appearances of stars differs. Recognizes the strengths and limitations of models of the solar system.	Explains differences between stars and planets: Explains how technological advances in astronomy have increased understanding of astronomy. Explains differences between stars and planets Recognizes an argument to identify why stars appear differently; Explains the strengths and limitations of solar system models.	Constructs an explanation on differences between stars and planets. Asks questions to compare and contrast how technological advances have increased understanding of astronomy. Constructs an argument explaining why stars appear differently. Evaluates the strengths and limitations of solar system models.	Analyzes and compares explanations of the distinctions between stars and planets. Analyzes and compares how technological advances have increased understanding of astronomy. Analyzes an argument based on evidence of stars' appearance variations. Refines evaluations of solar system models.
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
S4E2. Obtain, evaluate, and communicate information to model the effects of the position and motion of the Earth and the moon in relation to the sun as observed from the Earth.	Identifies changes in Earth's day-night cycle. Identifies the phases of the moon. Recognizes that seasonal changes are connected to Earth's tilt.	Explains the change in Earth's day-night cycle. Explains the repeating pattern of the phases of the moon. Explains how Earth's tilt is connected to seasonal changes.	Develops a model that explains the change in Earth's day-night cycle. Develops a model to describe the repeating pattern of the phases of the moon Constructs an explanation of how Earth's orbit affects seasonal changes.	Refines a model that explains the change in Earth's day-night cycle Refines a model to accurately describe the repeating patterns of the moon phases. Refines an explanation of how Earth's orbit affects seasonal changes
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
S4E3. Obtain, evaluate, and communicate information to demonstrate the water cycle.	Identifies the states of water. Identifies the difference between evaporation, condensation, and precipitation.	Recognizes when water has changed states. Recognizes a model that illustrates paths water may take during the water cycle.	Plans and carries out an investigation to observe water's energy flow and state changes. Develops a model that illustrates the water cycle's various pathways.	Refines investigations that observe water's energy flow and transitions between states. Refines a model that illustrates the water cycle's various pathways.

Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
S4E4. Obtain, evaluate, and communicate information to predict weather events and infer weather patterns using weather charts/maps and collected weather data.	Identifies the difference between weather tools (i.e., thermometer, rain gauge, barometer, wind vane, and anemometer). Identifies characteristics of weather maps (i.e., warm, cold, and stationary fronts, temperature, pressure, and precipitation) Identifies cloud types (i.e., cirrus, stratus, and cumulus). Identifies the difference between weather and climate.	Recognizes how weather instruments are used to gather data and make forecasts. Explains how the data from weather maps make predictions about tomorrow's weather. Recognizes that cloud types and data of weather conditions predict weather events. Explains the difference between weather and climate.	Constructs an explanation of how weather instruments are used to gather data and make forecasts. Interprets data from weather maps to make informed predictions about tomorrow's weather. Asks questions and uses data and observations of cloud types to predict weather events. Constructs an explanation on the difference between weather and climate based on research.	Refines an explanation of how weather instruments are used to gather data and make forecasts. Refines data from weather maps to make informed predictions about tomorrow's weather. Refines questions and uses of data, including maps and cloud types to predict weather events. Analyzes an argument based on research to determine if it accurately communicates the differences between weather and climate.

Physical Science

Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
S4PI. Obtain, evaluate, and communicate information about the nature of light and how light interacts with objects.	Identifies opaque, transparent and translucent. Recognizes the path light travels from a source to a mirror and how it is reflected. Identifies light refraction.	Recognizes when light interacts with various materials, including mirrors, prisms, etc., to classify them as opaque, transparent, or translucent. Describes the path light travels from a source to a mirror and how it is reflected in different angles. Recognizes light refraction with different materials.	Plans and carries out investigations to observe and record how light interacts with various materials to classify them as opaque, transparent, or translucent. Plans and carries out investigations to describe the path light travels from a source to a mirror and how it is reflected in different angles. Plans and carries out an investigation utilizing everyday materials to explore examples of when light is refracted.	Refines investigations of light interactions Refines investigations used to describe the path light travels from a source to a mirror and how it is reflected in different angles. Refines investigations that use everyday materials to explore examples of when light is refracted.

Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
S4P2. Obtain, evaluate, and communicate information about how sound is produced and changed and how sound and/or light can be used to communicate.	Recognizes the characteristics of sound. Identifies the effect of light and/or sound across a distance.	Explains how strength or speed of vibrations can change sound. Recognizes materials that can be used to construct devices that demonstrate basic communication using light and/or sound.	Plans and carries out investigations with everyday objects to produce sound and predict effects of changing the strength or speed of vibrations. Designs and creates a device used to communicate across a distance using light and/or sound.	Refines investigations that use everyday objects to produce sound and predict effects of vibration changes with precision. Analyzes created devices that utilize light and/or sound to determine if it accurately communicates over distances.
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
S4P3. Obtain, evaluate, and communicate information about the relationship between balanced and unbalanced forces.	Observes and records evidence showing forces influencing the motion of an object. Recognizes some basic investigations related to the effects of balanced and unbalanced forces. Identifies gravitational force that influences the motion of an object. Lists uses of simple machines and notes that they can alter forces.	Recognizes that forces can affect the motion of an object through investigations. Identifies investigations about the effects of balanced and unbalanced force. Explains how gravitational force affects the motion of an object. Describes the uses of simple machines and how they alter forces.	Effectively conducts investigations on the effects of balanced and unbalanced forces. Constructs an argument based on the claim that the gravitational force affects the motion of an object. Asks questions to explain the uses of simple machines and how they alter forces.	Investigates and analyzes the effects of balanced and unbalanced forces. Evaluates claims to determine which one(s) best support(s) an argument that the gravitational force affects the motion of an object. Analyzes and compares the use of different simple machines and how they alter forces.
Life Science				
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
S4L1. Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem.	Identifies the role of producers, consumers, and decomposers. Identifies the flow of energy through a food web/chain. Identifies when a change in an ecosystem has occurred. Identifies when there is a change to the flow of energy in an ecosystem when	Explains the role of producers, consumers, and decomposers. Explains the flow of energy through a food web/chain. Recognizes a scenario that demonstrates the effect of change on an ecosystem. Explains how changes to the flow of energy in an ecosystem when plants or animals become scarce, extinct	Recognizes and accurately describes the roles of producers, consumers, and decomposers via models. Develops a model to illustrate the flow of energy through a food web/chain. Constructs a scenario to demonstrate the effect of change on an ecosystem. Obtains and combines	Develops a interactive that illustrates the role of producers, consumers, and decomposers Explains and refines a model to illustrate the flow of energy through a food web/chain. Analyzes and compares the effects of changes in an ecosystem. Analyzes an argument based on information from multiple sources to develop a model

	plants or animals become scarce, extinct or over-abundant:	or over-abundant.	information from multiple sources to develop a model illustrating and describing changes to the flow of energy in an ecosystem when plants or animals become scarce, extinct or over-abundant.	illustrating and describing changes to the flow of energy in an ecosystem when plants or animals become scarce, extinct or over-abundant.
--	--	-------------------	--	---

Social Studies:

Historical Understandings				
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
SS4H1. Explain the causes, events, and results of the American Revolution.	Recognizes some of the events that shaped the revolutionary movement. Identifies some of the key individuals and groups who influenced the revolution. Identifies some of the major events of the revolution. Recognizes some factors leading to American victory and British defeat. Recognizes some processes related to the writing of the Declaration of Independence, including its authors and how it was written, its necessity, and how it addressed tyranny.	Identifies some of the events that shaped the revolutionary movement. Identifies key individuals and groups who influenced the revolution. Identifies the major events of the revolution. Identifies the factors leading to American victory and British defeat. Outlines the process of writing the Declaration of Independence, including its authors and how it was written, its necessity, and how it addressed tyranny.	Traces the events that shaped the revolutionary movement. Describes the influence of key individuals and groups during the revolution. Describes the major events of the revolution. Explains the factors leading to American victory and British defeat. Explains the writing of the Declaration of Independence, including who wrote it and how it was written, why it was necessary, and its response to tyranny.	Explains the events that shaped the revolutionary movement. Analyzes the influence of key individuals and groups during the revolution. Analyzes the major events of the revolution. Evaluates the factors leading to American victory and British defeat. Analyzes the writing of the Declaration of Independence, including its authorship, why it was necessary, and its response to tyranny.
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
SS4H2. Analyze the challenges faced by the framers of the Constitution.	Recognizes some of the major leaders of the Constitutional Convention. Identifies the major issues debated at the Constitutional Convention.	Identifies some of the major leaders of the Constitutional Convention. Describes the major issues debated at the Constitutional Convention.	Identifies the major leaders of the Constitutional Convention. Evaluates the major issues debated at the Constitutional Convention.	Identifies and explains the role of major leaders of the Constitutional Convention. Evaluates the major issues debated at the Constitutional Convention, including

				their influence on American governance.
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
SS4H3. Explain westward expansion in America.	Recognizes some causes and events related to the War of 1812. Identifies basic impacts experienced by American Indians due to westward expansion. Recognizes key terms or events related to territorial expansion.	Identifies the causes and events of the War of 1812. Describes the basic impact of westward expansion on American Indians. Defines territorial expansion, including major events surrounding it.	Describes the causes and events of the War of 1812. Describes the impact of westward expansion on American Indians. Describes territorial expansion, including major events surrounding it.	Analyzes the causes and events of the War of 1812. Analyzes the impact of westward expansion on American Indians. Analyzes territorial expansion, including major events surrounding it.
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
SS4H4. Examine the main ideas of the abolitionist and suffrage movements.	Recognizes some of the contributions and challenges faced by key figures of the abolitionist and suffrage movements.	Identifies the contributions and challenges faced by key figures of the abolitionist and suffrage movements.	Discusses the contributions and challenges faced by key figures of the abolitionist and suffrage movements.	Analyzes the contributions and challenges faced by key figures of the abolitionist and suffrage movements.
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
SS4H5. Explain the causes, major events, and consequences of the Civil War.	Recognizes some major events related to the war. Recognizes that states' rights and slavery increased tensions between the North and South. Names basic major battles, campaigns and events of the war. Names major figures of the war. Identifies the war's basic effects on the North and South.	Identifies major events related to the Civil War. Identifies that states' rights and slavery increased tensions between the North and South. Identifies some of the major battles, campaigns and events of the war. Identifies the roles of major figures of the war. Identifies the war's effects on the North and South.	Identifies and explains how major events were related to the Civil War. Explains how states' rights and slavery increased tensions between the North and South. Identifies major battles, campaigns and events of the war. Describes the roles of major figures of the war. Describes the war's effects on the North and South.	Analyzes how major events related to the Civil War. Analyzes how states' rights and slavery increased tensions between the North and South. Explains major battles, campaigns and events of the war. Analyzes the roles of major figures of the war. Analyzes the war's effects on the North and South.

Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
SS4H6. Analyze the effects of Reconstruction on American life.	Recognizes the purpose of Reconstruction Amendments. Identifies some of the work of the Freedmen's Bureau. Identifies that slavery was replaced by share-cropping and subsequent rights' challenges. Identifies examples of the effects of Jim Crow laws and practices.	Identifies the purpose of Reconstruction Amendments. Describes some of the work of the Freedmen's Bureau. Identifies that slavery was replaced by sharecropping and subsequent rights' challenges. Describes some of the effects of Jim Crow laws and practices.	Describes the purpose of Reconstruction Amendments. Explains the work of the Freedmen's Bureau. Explains how slavery was replaced by sharecropping and subsequent rights' challenges. Describes the effects of Jim Crow laws and practices.	Analyzes the purpose of Reconstruction Amendments. Analyzes the work of the Freedmen's Bureau. Analyzes how slavery was replaced by share-cropping and subsequent rights' challenges. Analyzes the effects of Jim Crow laws and practices.

Geographic Understandings

Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
SS4G1. Locate important physical and man-made features in the United States.	Recognizes some major physical (Great Plains, Great Lakes, etc.) and man-made features (Washington, D.C., Erie Canal, etc.) in the US	Locates some major physical (Great Plains, Great Lakes, etc.) and man-made features (Washington, D.C., Erie Canal, etc.) in the US.	Locates major physical (Great Plains, Great Lakes, etc.) and man-made features (Washington, D.C., Erie Canal, etc.) in the US.	Locates and describes major physical (Great Plains, Great Lakes, etc.) and man-made features (Washington, D.C., Erie Canal, etc.) in the US.

Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
SS4G2. Describe how physical systems affect human systems.	Identifies basic physical geography at battle sites involving American and British forces. Recognizes physical barriers and gateways affecting expansion between 1801 and 1861.	Identifies physical geography utilized by American and British forces at battle sites. Identifies physical barriers and gateways affecting expansion between 1801 and 1861.	Explains how American and British forces utilized physical geography at battle sites. Describes how physical barriers and gateways influenced territorial expansion from 1801 to 1861.	Evaluates the strategic use of physical geography by American and British forces in key battles. Analyzes the impact of physical barriers and gateways on U.S. territorial expansion between 1801 and 1861.

Government/Civics Understandings

Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
SS4CG1. U.S. Government Concepts	Identifies concepts such as natural rights, "We the People," federal and state powers, and representative democracy.	Explains concepts such as natural rights, "We the People," federal and state powers, and representative democracy.	Explains the meaning of key concepts such as natural rights, "We the People," federalstate powers, and representative	Analyzes concepts such as natural rights, Analyzes and distinguishes between federal, state, and shared powers.

			democracy.	
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
SS4CG2. Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.	Identifies the First Amendment and freedoms.	Identifies freedoms guaranteed by the First Amendment. Explains the general importance of First Amendment freedoms.	Explains the freedoms guaranteed by the First Amendment. Explains the significance of freedoms in American life.	Analyzes each First Amendment freedom. Analyzes First Amendment freedoms' role in ensuring individual rights and democratic principles.
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
SS4CG3. Describe the structure of government and the Bill of Rights.	Identifies the roles of the branches of government. Identifies ways in which the government protects rights of citizens (Bill of Rights).	Explains the function of each branch of government or the relationship of the U.S. government to state governments. Explains the reason for the creation of the Bill of Rights. Describes the Bill of Rights as a way in which the government protects rights of citizens.	Describes how the three branches of government interact with each other at the local, state, and federal levels (checks and balances and separation of powers). Explains the rights the Bill of Rights gives the American people. Explains how the Bill of Rights places limits on the power of government and why the Bill of Rights was added to the Constitution in 1791.	Analyzes the relationship of the three branches of government to each other and to the states. Analyzes the reasons for adding the Bill of Rights to the Constitution. Analyzes the importance of the First Amendment.
Economic Understandings				
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
SS4E1. Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.	Defines price incentives. Defines specialization. Defines trade.	Identifies examples of price incentives. Identifies examples of specialization. Identifies the role of trade in economic relationships.	Explains how opportunity costs influence decision making. Explains how price incentives affect people's behavior and choices. Explains how specialization improves standards of living and productivity. Explains the role of trade and voluntary exchange in promoting economic activity.	Evaluates the effect opportunity costs have on decision making. Analyzes the impact of price incentives on people's behavior and choices. Analyzes how specialization affects standards of living and productivity. Uses data on the relationship between trade and economic growth, analyzes the importance of trade

				and voluntary exchange in promoting.
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
SS4E2. Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.	Defines income. Defines expenditures. Defines saving.	Identifies the elements of a personal budget (income, expenditures, and saving).	Explains why personal spending and saving decisions are important.	Evaluates why the spending and saving parts of a budget are important or identifies patterns in parts of the budget (such as the effects of weekly saving or constant spending).

Developed and published by the BCS Standards-Based Grading Action Team May 2024.