

**CCSS: Ecosystems: Examine the relationship between living and non-living factors as the environment changes.** (How does a person's lifestyle affect the environment around them?)

4	3	2	1	0
The student is able to independently identify and share how a person's lifestyle affects the environment around them <b>beyond</b> what is taught in the classroom.	The student is able to independently identify and share how a person's lifestyle affects the environment around them using examples which were <b>taught</b> in class.	The student shows a <b>simpler</b> understanding when independently identifies and shares how a person's lifestyle affects the environment around them. There are <b>errors or omissions</b> in their understanding of the concept.	<b>Only with teacher assistance</b> is the student able to identify and share how a person's lifestyle affects the environment around them.	<b>Even with teacher assistance the student is unable</b> to identify and share how a person's lifestyle affects the environment around them.

**CCSS: Ecosystems: Examine the relationship between living and non-living factors as the environment changes.** (How is environmental change connected to the survival of living things?)

4	3	2	1	0
The student is able to independently identify and share how environmental change is connected to the survival of living things <b>beyond</b> what is taught in the classroom.	The student is able to independently identify and share how environmental change is connected to the survival of living things using examples which were <b>taught</b> in class.	The student shows a <b>simpler</b> understanding when independently identifying and sharing how environmental change is connected to the survival of living things. There are <b>errors or omissions</b> in their understanding of the concept.	<b>Only with teacher assistance</b> is the student able to identify and share how environmental change is connected to the survival of living things	<b>Even with teacher assistance the student is unable</b> to identify and share how environmental change is connected to the survival of living things

**CCSS: Scientific Method: Plan and conduct simple experiments using the scientific method.** ( Designs and conducts a scientific investigation.)

4	3	2	1	0
The student is able to design and conduct a scientific investigation that reflects knowledge <b>beyond</b> what is taught in the classroom.	The student is able to design and conduct a scientific investigation using the steps which were <b>taught</b> in class.	The student shows a <b>simpler</b> understanding when designing and conducting a scientific investigation using steps which were taught in class. There are <b>errors or omissions</b> in their understanding of the concept.	<b>Only with teacher assistance</b> is the student able to design and conducting a scientific investigation using steps which were taught in class.	<b>Even with teacher assistance the student is</b> designing and conducting a scientific investigation using steps which were taught in class.

**CCSS: Transport Systems: Compare and contrast transport systems of the human body.**  
(How are the transport systems of the human body connected to survival?)

4	3	2	1	0
The student is able to demonstrate an understanding of how the transport systems of the human body are connected to survival using examples <b>beyond</b> what is taught in the classroom.	The student is able to demonstrate an understanding of how the transport systems of the human body are connected to survival using examples which were <b>taught</b> in class.	The student shows a <b>simpler</b> understanding when asked to demonstrate their understanding of how the transport systems of the human body are connected to survival. There are <b>errors or omissions</b> in their understanding of the concept.	<b>Only with teacher assistance</b> is the student able to demonstrate an understanding of how the transport systems of the human body are connected to survival.	<b>Even with teacher assistance the student is unable</b> to demonstrate an understanding of how the transport systems of the human body are connected to survival.

**CCSS: Microworlds: Investigate how cells are the basic building blocks of life.** (Knows that microscopes make it possible to see living things that are made mostly of cells.)

4	3	2	1	0
The student is able to demonstrate an understanding that the microscope makes it possible to see living things that are mostly made of cells using examples <b>beyond</b> what is taught in the classroom.	The student is able to demonstrate an understanding that the microscope makes it possible to see living things that are mostly made of cells using examples which were <b>taught</b> in class.	The student shows a <b>simpler</b> understanding when asked to demonstrate that the microscope makes it possible to see living things that are mostly made of cells. There are <b>errors or omissions</b> in their understanding of the concept.	<b>Only with teacher assistance</b> is the student able to demonstrate understanding that the microscope makes it possible to see living things that are mostly made of cells.	<b>Even with teacher assistance the student is unable</b> to demonstrate an understanding that the microscope makes it possible to see living things that are mostly made of cells.

**CCSS: Microworlds: Investigate how cells are the basic building blocks of life.** (Knows the properties necessary for magnification.)

4	3	2	1	0
The student is able to demonstrate an understanding of the properties that are necessary for magnification using examples <b>beyond</b> what is taught in the classroom.	The student is able to demonstrate an understanding of the properties that are necessary for magnification using examples which were <b>taught</b> in class.	The student shows a <b>simpler</b> understanding when asked to demonstrate the properties that are necessary for magnification. There are <b>errors or omissions</b> in their understanding of the concept.	<b>Only with teacher assistance</b> is the student able to demonstrate understanding of the properties that are necessary for magnification.	<b>Even with teacher assistance the student is unable</b> to demonstrate an understanding of the properties that are necessary for magnification.

**CCSS: Matter: Explain and demonstrate the structure and movement of atoms in the different states.** (Classifies different forms of matter based on its properties.)

4	3	2	1	0
The student is able to classify different forms of matter based on its properties using examples <b>beyond</b> what was taught in the classroom.	The student is able to classify different forms of matter based on its properties using examples which were <b>taught</b> in class.	The student shows a <b>simpler</b> understanding when asked to classify different forms of matter based on its properties. There are <b>errors or omissions</b> in their understanding of the concept.	<b>Only with teacher assistance</b> is the student able to classify different forms of matter based on its properties.	<b>Even with teacher assistance the student is unable</b> to classify different forms of matter based on its properties.

**CCSS: Matter: Explain and demonstrate the structure and movement of atoms in the different states.** (Knows what determines the different states of matter.)

4	3	2	1	0
The student is able to demonstrate knowledge of what determines the different states of matter using examples <b>beyond</b> what was taught in the classroom.	The student is able to demonstrate knowledge of what determines the different states of matter using examples which were <b>taught</b> in class.	The student shows a <b>simpler</b> understanding when asked to demonstrate knowledge of what determines the different states of matter. There are <b>errors or omissions</b> in their understanding of the concept.	<b>Only with teacher assistance</b> is the student able to demonstrate knowledge of what determines the different states of matter.	<b>Even with teacher assistance the student is unable</b> to demonstrate knowledge of what determines the different states of matter.

**CCSS: Matter: Explain and demonstrate the structure and movement of atoms in the different states.** (Illustrate the basic structure and movement of an atom.)

4	3	2	1	0
The student is able to illustrate the basic structure and movement of an atom using examples <b>beyond</b> what was taught in the classroom.	The student is able to illustrate the basic structure and movement of an atom using examples which were <b>taught</b> in class.	The student shows a <b>simpler</b> understanding when asked to illustrate the basic structure and movement of an atom. There are <b>errors or omissions</b> in their understanding of the concept.	<b>Only with teacher assistance</b> is the student able to illustrate the basic structure and movement of an atom.	<b>Even with teacher assistance the student is unable</b> to illustrate the basic structure and movement of an atom.

