

RISE PLD Science Grade 4

		Below Proficient	Approaching Proficient	Proficient	Highly Proficient
		The Level 1 student is below proficient in applying all three dimensions as specified in the Utah SEEd standards. The student generally performs significantly below the standard for the grade-level, is able to partially access grade level content, and engages with the science and engineering practices and crosscutting concepts with extensive support.	The Level 2 student is approaching proficient in applying all three dimensions as specified in the Utah SEEd standards. The student performs slightly below the standard for the grade level, is able to access grade-level content, and engages with most of the science and engineering practices and crosscutting concepts with some independence and support.	The Level 3 student is proficient in applying all three dimensions as specified in the Utah SEEd standards. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages with the science and engineering practices and crosscutting concepts independently.	The Level 4 student is highly proficient in applying all three dimensions as specified in the Utah SEEd standards. The student generally performs significantly above the standard for the grade level, is able to access above grade-level content, and engages with the science and engineering practices and crosscutting concepts independently.
Life Science					
	4.1	Identify patterns in past or present organism characteristics that can be used as evidence to support that when there is a change in the environment, certain individual organisms could have internal and/or external structures that lead to advantages in survival and reproduction; and use observations from pictures, drawings, and/or writings to support that current, living organisms can only survive in particular environments or resemble organisms that once lived on Earth. Identify components of a model describing an organism's information receiving and/or processing systems.	Identify and/or record past and present observations, or identify evidence that describes that, when there is a change in the environment, certain individual organisms could have internal and/or external structures that lead to advantages in survival and reproduction, or that living organisms resemble organisms that once lived on Earth. Use a model that describes an organism's information receiving and processing systems.	Analyze and interpret past and present organism characteristics to explain that, when there is a change in the environment, certain individual organisms could have internal and/or external structures that lead to advantages in survival and reproduction, or that living organisms resemble organisms that once lived on Earth. Develop a model that describes an organism's information receiving and processing systems.	Analyze and interpret past and present organism characteristics to evaluate and revise a constructed explanation that states that with a change in the environment, certain individual organisms could have internal and/or external structures that lead to advantages in survival and reproduction, or that living organisms resemble organisms that once lived on Earth. Revise a model that describes an organism's information receiving and processing systems.
Physical Science					
	4.2	Make observations using produced data to ask questions on how energy can be transferred from stored and/or motion energy to different forms like sound, light, and electrical currents. Identify components needed to construct a device that converts energy from one form to another.	Make observations using given data to provide evidence on how energy can be transferred from stored and/or motion energy to different forms like sound, light, and electrical currents. Complete a device that converts energy from one form to another.	Ask questions and/or conduct an investigation to use produced data to provide evidence on how energy can be transferred from stored and/or motion energy to different forms like sound, light, and electrical currents. Construct a device that converts energy from one form to another.	Ask questions and/or use produced data to make predictions on how energy can be transferred from stored and/or motion energy to different forms like sound, light, and electrical currents. Evaluate and/or revise a device that converts energy from one form to another.
	4.3	Make observations about patterns of light or mechanical waves, or how reflected light from objects causes objects to be seen. Identify a solution to transfer information.	Use a model to describe the patterns of light or mechanical waves, or to explain how reflected light from objects causes objects to be seen. Compare multiple given solutions to transfer information.	Create a solution or develop a model to describe the patterns of light or mechanical waves, or to explain how reflected light from objects causes objects to be seen. Construct and compare multiple solutions to transfer information.	Revise a model to make predictions and describe the patterns of light or mechanical waves, or to explain how reflected light from objects causes objects to be seen. Revise a solution to transfer information.
Earth Science					
	4.4	Identify data that would help explain the patterns created from the orbit and rotation of the Sun-Earth-Moon system. Make observations about the apparent brightness of the Sun and stars.	Describe the patterns created from the orbit and rotation of the Sun-Earth-Moon system. Identify explanations about the apparent brightness of the Sun and stars.	Analyze and interpret data in order to explain the patterns created from the orbit and rotation of the Sun-Earth-Moon system. Construct explanations about the apparent brightness of the Sun and stars.	Make predictions regarding the appearance of stars in the night sky or the patterns created from the orbit and rotation of the Sun-Earth-Moon system. Make predictions about the apparent brightness of stars.