

Strand: History

Topic: 4.1.11 Growth and Development in History

Level: 4th Grade

		Sample Task
Score 4.0	<p>In addition to Score 3.0, the student:</p> <ul style="list-style-type: none"> 4.1.16 Analyze different opinions in historical documents and other information resources and synthesize or interpret the central question each narrative addresses. 5.1.21 Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States. 	<ul style="list-style-type: none"> Identify different opinions regarding Indiana’s participation in the Civil War, using political cartoons, newspaper editorials and writings found in digitized collections of local and state libraries, museums and historic sites. Use the Library of Congress American Memory digital collection to analyze the controversy and debate about the ratification of the United States Constitution.
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Identifies and describes important events and movements that changed life in Indiana in the early twentieth century. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Example Topics: Settlers and Native Americans, Revolutionary War, Civil War, Women’s suffrage, the Great Depression, World War I, African-American migration from the South and World War II. Read a passage about the Great Depression and describe how life changed for Indiana’s people. Compare and contrast Indiana’s people before and after the Revolutionary War. All events should focus on how they affected Indiana and the area that became Indiana.
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> Movements, identify, describe, migration, cause/ effect performs basic processes, such as: <ul style="list-style-type: none"> recalls and recognizes basic facts that shaped major events of Indiana’s history. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> After reading a passage, answer multiple choice questions about the causes and effects that led up to and followed the events of Women’s Suffrage.
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Strand: Civics and Government

Topic: 4.2.3 Functions of Government

Level: 4th Grade

Score		Sample Task
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Explain how each branch of government is integrated together to form checks and balances.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Identifies and explains the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> State the duty and responsibilities of each branch of government.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> legislative, executive, judicial, governor, senator, representative performs basic processes, such as: <ul style="list-style-type: none"> identifies state officials and their duties. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> From a word bank, match the following positions with their branch (Executive, Judicial, legislative) Governor, lieutenant governor, chief justice, state senators and state representatives.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Geography

Topic: 4.3.13 Analyzing Geographic Texts

Level: 4th Grade

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Task
4.0		<ul style="list-style-type: none"> Given a set of data or information, create a map, graph or timeline. Given a list of data, create a two side by side maps comparing the populations of each region of Indiana.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Reads and interprets texts (written, graphs, maps, timelines, etc.) to answer geographic questions about Indiana in the past and present. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Using a scale, identify the distance between two cities. After looking at a map, describe the change in a population of Indiana. Looking at a timeline, describe the causes and events that led up to and followed an event.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> key, scale, compass rose performs basic processes, such as: <ul style="list-style-type: none"> Answers multiple choice questions about graphs, maps, and timelines. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Using the key, which section of Indiana has the most farming?
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	

Strand: Economics

Topic: 4.4.9 Goods, Services & Taxes

Level: 4th Grade

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Task
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> Write a report describing why taxes pay for fire departments.
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Identifies important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Explain how roads are paid for and maintained. Describe how teachers are paid and schools are funded.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> goods, services, revenue, state tax, local tax performs basic processes, such as: <ul style="list-style-type: none"> Identifies what is paid for by local and state taxes. Identifies what a good or service is. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Given a list of goods or services, choose whether each is paid for through taxes or other means. Given a list of goods or services, choose whether each is a good or service.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		