

**Strand: History**

**Topic: 4.1.11 Growth and Development in History**

**Level: 4th Grade**

		<b>Sample Task</b>
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, the student:</b></p> <ul style="list-style-type: none"> <li>4.1.16 <b>Analyze</b> different opinions in historical documents and other information resources and <b>synthesize or interpret</b> the central question each narrative addresses.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Use the Library of Congress American Memory digital collection to analyze the controversy and debate about the ratification of the United States Constitution.</li> </ul>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Identifies and describes important events and movements that changed life in Indiana in the early twentieth century.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>Read a passage about the Great Depression and describe how life changed for Indiana’s people.</li> <li>Compare and contrast Indiana’s people before and after the Revolutionary War.</li> <li>All events should focus on how they affected Indiana and the area that became Indiana.</li> </ul>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:             <ul style="list-style-type: none"> <li>Movements, identify, describe, migration, cause/ effect</li> </ul> </li> <li>performs basic processes, such as:             <ul style="list-style-type: none"> <li>recalls and recognizes basic facts that shaped major events of Indiana’s history.</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>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.</li> </ul>
	<p><b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
<b>Score 1.0</b>	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<p><b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
<b>Score 0.0</b>	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	

**Strand: Civics and Government**

**Topic: 4.2.3 Functions of Government**

**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"> <li>Explain how each branch of government is integrated together to form checks and balances.</li> </ul>
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>State the duty and responsibilities of each branch of government.</li> </ul>
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>legislative, executive, judicial, governor, senator, representative</li> </ul> </li> <li>performs basic processes, such as:                             <ul style="list-style-type: none"> <li>identifies state officials and their duties.</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>From a word bank, match the following positions with their branch (Executive, Judicial, legislative) Governor, lieutenant governor, chief justice, state senators and state representatives.</li> </ul>
	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: Geography**

**Topic: 4.3.13 Analyzing Geographic Texts**

**Level: 4th Grade**

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