Kansas State Department of Education Fourth Grade Science Performance Level Descriptors

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
A student scoring at the academic warning level always performs inconsistently and/or inaccurately when working on all grade-level science tasks.	A student scoring at the approaches standard level usually performs inconsistently and/or inaccurately when working on most grade-level science tasks.	A student scoring at the meets standard level usually performs consistently and accurately when working on most grade-level science tasks.	A student scoring at the exceeds standard level usually performs consistently and accurately when working on all grade-level science tasks.	A student scoring at the exemplary level always performs consistently and accurately when working on all grade-level science tasks.
The student struggles to demonstrate content knowledge, scientific processes and connections. The student seldom • asks questions that can be answered by investigating • plans and conducts a simple investigation • uses appropriate equipment and safety procedures • communicates, critiques, analyzes, and interprets investigations • identifies a simple design problem • discusses the nutritional value of foods	The student demonstrates limited content knowledge, scientific processes and connections. The student sometimes • asks questions that can be answered by investigating • plans and conducts a simple investigation • uses appropriate equipment and safety procedures • communicates, critiques, analyzes, and interprets investigations • identifies a simple design problem • discusses the nutritional value of foods	The student demonstrates sufficient content knowledge, scientific processes and connections. The student usually • asks questions that can be answered by investigating • plans and conducts a simple investigation • uses appropriate equipment and safety procedures • communicates, critiques, analyzes, and interprets investigations • identifies a simple design problem • discusses the nutritional value of foods	The student demonstrates well-developed content knowledge, scientific processes and connections. The student consistently • asks questions that can be answered by investigating • plans and conducts a simple investigation • uses appropriate equipment and safety procedures • communicates, critiques, analyzes, and interprets investigations • identifies a simple design problem • discusses the nutritional value of foods	The student demonstrates highly-developed content knowledge, scientific processes and connections. The student consistently • asks questions that can be answered by investigating • plans and conducts a simple investigation • uses appropriate equipment and safety procedures • communicates, critiques, analyzes, and interprets investigations • identifies a simple design problem • discusses the nutritional value of foods
The student in using physical science skills is inaccurate when • observing, measuring, describing, and classifying by properties • observing and recording interactions • recognizing and describing solids, liquids, and gases • moving objects and describing motion • identifying that the source of sound is vibrations • demonstrating that magnets attract and repel • constructing a simple circuit	The student in using physical science skills is rarely accurate when • observing, measuring, describing, and classifying by properties • observing and recording interactions • recognizing and describing solids, liquids, and gases • moving objects and describing motion • identifying that the source of sound is vibrations • demonstrating that magnets attract and repel • constructing a simple circuit	The student in using physical science skills is usually accurate when • observing, measuring, describing, and classifying by properties • observing and recording interactions • recognizing and describing solids, liquids, and gases • moving objects and describing motion • identifying that the source of sound is vibrations • demonstrating that magnets attract and repel • constructing a simple circuit	The student in using physical science skills is accurate when • observing, measuring, describing, and classifying by properties • observing and recording interactions • recognizing and describing solids, liquids, and gases • moving objects and describing motion • identifying that the source of sound is vibrations • demonstrating that magnets attract and repel • constructing a simple circuit	The student in using physical science skills is highly accurate when • observing, measuring, describing, and classifying by properties • observing and recording interactions • recognizing and describing solids, liquids, and gases • moving objects and describing motion • identifying that the source of sound is vibrations • demonstrating that magnets attract and repel • constructing a simple circuit
The student in using life science skills is inaccurate when • observing, comparing, and contrasting different organisms and how similar functions are served by different structural characteristics • comparing basic needs of different organisms • comparing and contrasting life cycles	The student in using life science skills is rarely accurate when • observing, comparing, and contrasting different organisms and how similar functions are served by different structural characteristics • comparing basic needs of different organisms • comparing and contrasting life cycles	The student in using life science skills is usually accurate when • observing, comparing, and contrasting different organisms and how similar functions are served by different structural characteristics • comparing basic needs of different organisms • comparing and contrasting life cycles	The student in using life science skills is accurate when • observing, comparing, and contrasting different organisms and how similar functions are served by different structural characteristics • comparing basic needs of different organisms • comparing and contrasting life cycles	The student in using life science skills is highly accurate when • observing, comparing, and contrasting different organisms and how similar functions are served by different structural characteristics • comparing basic needs of organisms • comparing and contrasting life cycles
The student in using earth/space science skills is inaccurate when • collecting, observing, and classifying earth materials • describing properties of water and its cycle • discussing how the sun provides light and heat • describing changes in the earth's surface • observing, describing, and recording weather changes	The student in using earth/space science skills is rarely accurate when • collecting, observing, and classifying earth materials • describing properties of water and its cycle • discussing how the sun provides light and heat • describing changes in the earth's surface • observing, describing, and recording weather changes.	The student in using earth/space science skills is usually accurate when • collecting, observing, and classifying earth materials • describing properties of water and its cycle • discussing how the sun provides light and heat • describing changes in the earth's surface • observing, describing, and recording weather changes	The student in using earth/space science skills is accurate when • collecting, observing, and classifying earth materials • describing properties of water and its cycle • discussing how the sun provides light and heat • describing changes in the earth's surface • observing, describing, and recording weather changes	The student in using earth/space science skills is highly accurate when • collecting, observing, and classifying earth materials • describing properties of water and its cycle • discussing how the sun provides light and heat • describing changes in the earth's surface • observing, describing, and recording weather changes

Created Jan. 17, 2008 by Dina Duggin, Julia Duggin, Sandy Morris, Jeff Smith, and Colleen Zink. For more detailed benchmark and indicator content, consult the Kansas Science Curricular Standards (2007) at www.ksde.org.