

Teacher Scoring Scale Grade 4

Product

- 4** The student extends the knowledge and skills of the discipline to apply understanding to a variety of new contexts. The product shows that the student's understanding of underlying themes and principles of the discipline is well beyond expectations for fourth graders. When presented with new information, the student notes several significant connections, patterns, and trends and identifies relationships among them. The final product is organized and basically sound.
- 3** The student applies the knowledge and skills of the discipline to help understand the world around him/her. The product shows that the student's understanding of underlying principles and themes of the discipline is beyond expectations for fourth graders. When presented with new information, the student notes a few connections, patterns, and trends and identifies at least one relationship among them. The final product is generally organized and basically sound.
- 2** The student relates the knowledge and skills of the discipline to personal experiences encountered in everyday life. The product shows the student's understanding of underlying principles and themes is reflective of a high-functioning fourth grade student. When presented with new information, the student notes a few connections, patterns, and trends though they may be minor or misidentified. The final product is partially organized, though it may be incomplete.
- 1** The student makes few connections between the knowledge and skills of the discipline and everyday life. The product shows that the student's understanding of the underlying principles and themes reflects a typical fourth grade response. When presented with new information, the student misses connections, patterns, trends, and relationships among them. The final product lacks organization.
- Incomplete** The student inadequately addresses problems and tasks, providing insufficient evidence to support further review.

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Research Process

- 4** The student uses advanced processes to gather, interpret, and synthesize information. The student follows discipline-based research models, asking provocative questions, mining data, and generating unique, but plausible, solutions. The student grapples with ambiguous or conflicting data. The student demonstrates an acceptance of others' rights to their own perspectives and may reevaluate their own viewpoints in light of others' thinking.
 - 3** The student uses thorough procedures to gather, interpret, and synthesize information. The student follows discipline-based research models, posing relevant questions, examining data, and generating creative, but workable, solutions. The student demonstrates receptivity to ambiguous or conflicting data. The student demonstrates an acceptance of others' rights to their own perspectives while maintaining his/her own point of view.
 - 2** The student uses basic procedures to gather, interpret, and synthesize basic information. The student attempts to follow discipline-based research models, asking general questions, collecting data, and generating routine, but workable, solutions. The student demonstrates confusion when faced with ambiguous or conflicting data on personal perspectives. The student minimally considers others' perspectives in relation to his/her point of view.
 - 1** The student inconsistently or inadequately gathers, interprets, or synthesizes information. The student inconsistently uses discipline-based research models, failing to ask original questions, missing pertinent data, and often demonstrating some misunderstanding or misconceptions about the content. The student considers a situation from only one point of view.
- Incomplete** The student inadequately addresses problems and tasks, providing insufficient evidence to support further review.

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Communication

- 4** The student uses highly effective communication techniques, including supporting assertions with data and clear, pertinent examples, using vocabulary of the discipline. The student communicates a growing awareness of the relationship between the discipline and self. The student's reasoning is easy to follow.
 - 3** The student uses effective communication techniques, including supporting some assertions with data and pertinent examples, occasionally using the vocabulary of the discipline. The student communicates a beginning awareness of the relationship between the discipline and self. The connections may not always be clear, and there may be some gaps in the student's reasoning.
 - 2** The student generally uses clear communication techniques, though some assertions may be supported with inconclusive data, and vocabulary of the discipline is used infrequently. Though the student looks for relationships between the discipline and self, he/she often does not perceive obvious links. Connections may not always be easy to follow, and the student's reasoning may be unclear at times.
 - 1** The student's communication does not let the audience/reader/viewer follow the student's thinking and/or logic. The student inconsistently supports assertions with data and may misuse or ignore the vocabulary of the discipline. The student does not communicate a relationship between the discipline and self. The student makes claims but does not back them up. The student's line of reasoning may be difficult to follow.
- Incomplete** The student inadequately addresses problems and tasks, providing insufficient evidence to support further review.