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| **Fourth Grade**  **Other Subjects Rubric** | **1-Limited Understanding of Grade Level Standard** | **2-Progressing Towards Grade Level Standard** | **3-Meets Grade Level Standard** | **E-Exceeds Grade Level Standard** |
| **Social Studies** | | | | |
| Understands concepts and processes in social studies | Requires teacher support to:   * Understand social studies concepts and perspectives * Apply learning to a variety of situations * Think critically about issues * Communicate their findings * Engage in the processes of problem solving | Inconsistently:   * Understand social studies concepts and perspectives * Apply learning to a variety of situations * Think critically about issues * Communicate their findings * Engage in the processes of problem solving | Consistently:   * Understand social studies concepts and perspectives * Apply learning to a variety of situations * Think critically about issues * Communicate their findings * Engage in the processes of problem solving |  |
| **Science** | | | | |
| Understand and use scientific principles and processes | Requires teacher support:   * Understand, apply, and explain scientific concepts * Design and carryout science processes * Communicate results/findings of a lab experience * Use scientific inquiry to solve a real-world problem | Inconsistently:   * Understand, apply, and explain scientific concepts * Design and carryout science processes * Communicate results/findings of a lab experience * Use scientific inquiry to solve a real-world problem | Consistently:   * Understand, apply, and explain scientific concepts * Design and carryout science processes * Communicate results/findings of a lab experience * Use scientific inquiry to solve a real-world problem |  |
| **Health** | | | | |
| Understand and apply health related concepts to real-life situations | Requires teacher support:   * comprehends concepts related to health promotion * demonstrates the ability to use decision-making skills to enhance health. * demonstrates the ability to practice health-enhancing behaviors | Inconsistently:   * comprehends concepts related to health promotion * demonstrates the ability to use decision-making skills to enhance health. * demonstrates the ability to practice health-enhancing behaviors | Consistently:   * comprehends concepts related to health promotion * demonstrates the ability to use decision-making skills to enhance health. * demonstrates the ability to practice health-enhancing behaviors |  |
| **Art – assessed quarters 2 and 4** | | | | |
| Identify fundamentals of art including color, line, shape, texture, space  Standard: 0.1.1.5.1 | Student is able to understand or identify 0-1 of the elements of art | Student is able to understand and identify 2-3 of the elements of art | Student is able to understand and identify 4-5 of the elements of art | Student is able to identify all of the fundamentals of visual art with high success |
| Identify and use tools and materials from 2 dimensional and 3 dimensional artwork  Standards: 0.1.2.5.1, 0.2.1.5.1 | Student is able to identify and use 0-1 of the two- and three-dimensional tools | Student is able to identify and use 2-3 of the two- and three-dimensional tools | Student is able to identify and use 4-6 of the two- and three-dimensional tools | Student is able to identify and use all of the two- and three-dimensional tools |
| **Music** | | | | |
| Demonstrate and describe expressive qualities  Standard MU:Re8.1.3a | Student does not demonstrate or describe expressive qualities | Student demonstrates or describes expressive qualities with guidance | Student demonstrates or describes expressive qualities independently |  |
| Generate your own musical ideas  Standard MU:Cr1.1.3b | Student does not generate own musical ideas | Student generates own musical ideas with guidance | Student generates own musical ideas independently |  |
| **Music** | | | | |
| Performs appropriately  Standard MU: Pr6.1.3b | Student needs significant teacher guidance to perform appropriately for the audience and purpose | Student is developing appropriate performance skills | Student performs appropriately for audience and purpose |  |
| **Physical Education** | | | | |
| Demonstrate motor skills and movement patterns needed to perform activities  Standard 1 | Student does not attempt skill or movement pattern | Student attempts skill or movement pattern | Student independently completes skill or movement pattern |  |
| Exhibits responsible personal and social behavior that respects self and others  Standard 4 | Student does not exhibit responsible personal and social behavior that respects self and others | Student exhibits responsible personal and social behavior that respects self and others with occasional teacher reminders | Student consistently exhibits responsible personal and social behavior that respects self and others without teacher reminders |  |
| Engages in the activities of physical education class without teacher prompting  Standard 3 E2 | Student engages inconsistently during skills and/or activity assigned | Student engages in skills and activities with occasional reminders | Student engages fully in all skills and activities |  |
| **Media is NOT graded. Student progress will be documented through Seesaw.** | | | | |