

Charting The Learning: Grade 4

Appendix

Learning Event	Relating S&T to the World Outside the Classroom		Skills of Science and Technology				Understanding of Basic Concepts		
	Expectations	Concepts	Expectations	Inquiry	Problem Solving	Communication	Expectations	Concepts	
1			2.5	Observation Prior Knowledge Inference		Record Ideas Ask Questions Explain	3.1 3.2 3.7	Energy	
2			2.3 2.5	Observation Inference		Follow Procedures Record Explain	3.5	Energy	
3			2.3 2.5 2.6	Experimentation Validity	Choose Materials Design and Test Solutions	Record Explain	3.4 3.6	Energy Reflection Absorption	
4			2.3 2.4 2.6	Observation Inference Measurement	Adapt and Test	Follow Procedures Describe	3.4 3.5 3.6	Energy Cause/Effect	
5	1.2	Safety Mindedness	2.1 2.3 2.5	Observation Inference Experimentation	Choose Materials Design and Test Solutions	Record Procedures	3.3 3.4	Energy Absorption	
6			2.2 2.5 2.6	Observation Interpretation Inference		Follow Procedures Record Explain	3.3	Energy	
7			2.5	Observation Interpretation	Adapt and Test	Follow Procedures Chart Results Explain	3.3	Energy Refraction Reflection	
8			2.2 2.4 2.5	Experimentation Fair Test Reliability		Follow Procedures Record Explain	3.6	Energy Refraction	
9			2.4		Choose Materials Design Solutions	Describe Explain Illustrate	3.8	Energy	
10	1.1 1.2	Safety Mindedness Sustainability and Stewardship	2.7			Report Persuade			
11			2.6	Observation Interpretation		Describe Explain Illustrate	3.3 3.4 3.5 3.8	Energy Cause/Effect	
12			2.2 2.3 2.5 2.6 2.7	Experimentation	Choose Materials	Follow Instructions Demonstrate Explain	3.3 3.4 3.5 3.6	Energy	

Achievement Chart for Light and Sound

Appendix

Aspects of Achievement		Level 1	Level 2	Level 3	Level 4
<i>How effectively is the student able to:</i>		<ul style="list-style-type: none"> • limited • considerable guidance 	<ul style="list-style-type: none"> • some • some guidance 	<ul style="list-style-type: none"> • considerable • little guidance 	<ul style="list-style-type: none"> • thorough or high degree • very little guidance
	<i>relate factual knowledge about light and sound?</i> • accurate and complete				
	<i>make connections, explaining concepts and big ideas regarding light and sound?</i> • logical, accurate and relevant				
90	<i>initiate and formulate plans for learning more about light and sound?</i> • logical, appropriate and relevant				
	<i>gather data, conduct inquiries, and manipulate materials while learning more about light and sound?</i> • accurate and relevant				
	<i>make inferences, draw conclusions, and evaluate solutions while gathering information and solving problems related to light and sound?</i> • accurate, logical, appropriate and relevant				
	<i>complete tasks involving light and sound?</i> • safe and accurate				
	<i>use appropriate forms to record procedures and data about light and sound?</i> • accurate, relevant and complete				
	<i>use a variety of formats to report processes and products about light and sound?</i> • accurate, complete, clear and fluent				
	<i>work with procedures, explanations and reports related to tasks and activities?</i> • accurate, complete, clear and fluent				
	<i>make connections to apply knowledge when making decisions about light and sound?</i> • logical and relevant				
	<i>propose actions that apply what they have learned about light and sound, and related impacts upon society and the environment?</i> • appropriate, relevant and clear				