

**Elementary 2 - Report Card Rubric  
Updated June 13, 2017**

M = Mastered                  D = Developing                  P = Presented

	Mastered	Developing
<b>LANGUAGE ARTS</b>		
<b>DAILY MECHANICS &amp; CONVENTIONS</b>		
Spelling	Students are able to independently use grade level appropriate spelling strategies.	Students require some assistance to use grade level appropriate spelling strategies.
Apostrophe	Students are able to independently use apostrophes in writing (possessive nouns and contractions)	Students require some assistance to use apostrophes in writing. (possessive nouns and contractions)
Quotes	Students are able to independently to use quotations to represent someone speaking.	Students require some assistance to use quotations to represent someone speaking.
Punctuation	Students are able to independently use grade level appropriate punctuation strategies (end punctuation, commas).	Students require some assistance to use grade level appropriate punctuation strategies. (end punctuation, commas)
Capitalization	Students are able to independently use grade level appropriate capitalization strategies (proper nouns and beginning of sentence).	Students require some assistance to use grade level appropriate capitalization strategies. (proper nouns and beginning of sentence)
<b>LITERACY-READING</b>		
Identifies elements of a story (setting, plot, characters, theme, point of view)	Students are able to consistently identify all elements of a story. (setting, plot, characters, theme, point of view).	Students require some assistance to identify all elements of a story. (setting, plot, characters, theme, point of view)
Understands and reads a variety of genres	Students are able to consistently read, comprehend and identify genres of texts.	Students require some assistance to read, comprehend and identify genres of texts.
Comprehends, analyzes, and evaluates reading	Students are able to consistently able to comprehend, analyze, and evaluate grade level text.	Students require some assistance to comprehend, analyze, and evaluate grade level text.

**Elementary 2 - Report Card Rubric**

Reading fluency	Students are able to independently read grade level text with accuracy, expression, and appropriate rate.	Students require some assistance to independently read grade level text with accuracy, expression, and appropriate rate.
Participates appropriately in group reading discussions and projects	Students are able to consistently participate in discussion and projects in a variety of settings by expressing their ideas clearly and building on the ideas of others.	Students require some assistance to participate in discussion and projects in a variety of settings by expressing their ideas clearly and building on the ideas of other.
<b>LITERACY-WRITING</b>		
Knows and uses the writing process (Pre-Write, Revise, Edit, Final)	Students are able to consistently use the writing process to strengthen writing as needed by planning, revising, editing, and producing a final piece.	Students are able to inconsistently use the writing process to strengthen writing as needed by planning, revising, editing, and producing a final piece.
Writes Opinion Piece	Is able to introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Requires assistance to introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
Writes Narrative Piece	Is able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Requires assistance to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Writes to Inform	Is able to write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Requires assistance to write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>PARTS OF SPEECH</b>		
Article, noun, adjective, verb, conjunctions, prepositions, interjections	Students consistently identify all parts of speech.	Students inconsistently identify all parts of speech.

**Elementary 2 - Report Card Rubric**

WORD STUDY		
Prefix	Students consistently identify and use prefixes appropriately.	Students inconsistently identify and use prefixes appropriately.
Suffix	Students consistently identify and use suffixes appropriately.	Students inconsistently identify and use suffixes appropriately.
Homonym	Students consistently identify and use homonyms.	Students inconsistently identify and use homonyms.
Homophone and homograph	Students consistently identify and use homophones and homographs appropriately.	Students inconsistently identify and use homophones and homographs appropriately.
Antonym and synonym	Students consistently identify and use antonyms and synonyms.	Students inconsistently identify and use antonyms and synonyms.
Plurals	Students consistently identify and use plurals.	Students inconsistently identify and use plurals.
MATH		
Word Problems	Students are able to independently multiply or divide to solve word problems. They are able to solve multistep word problems using the four operations. They are able to solve equations and use symbols to represent unknown.	Students require some assistance to multiply or divide to solve word problems. They are able to solve multistep word problems using the four operations. They are able to solve equations and use symbols to represent unknown.
DECIMALS		
Reading and writing decimals	Students are able to read and write decimals with 90% accuracy.	Students are unable to read and write decimals with 90% accuracy.

### Elementary 2 - Report Card Rubric

Adding decimals	Students are able to add decimals with 90% accuracy.	Students are unable to add decimals with 90% accuracy.
Subtracting decimals	Students are able to subtract decimals with 90% accuracy.	Students are unable to subtract decimals with 90% accuracy.
Multiplying decimals	Students are able to multiply decimals with 90% accuracy.	Students are unable to multiply decimals with 90% accuracy.
Dividing decimals	Students are able to divide decimals with 90% accuracy.	Students are unable to divide decimals with 90% accuracy.
<b>FRACTIONS</b>		
Equivalents, lowest terms, mixed numbers	Students are able to find equivalent fractions, reduce to lowest terms and create mixed numbers with 90% accuracy.	Students are unable to find equivalent fractions, reduce to lowest terms and create mixed numbers with 90% accuracy.
Adding and subtracting like fractions	Students are able to add and subtract like fractions with 90% accuracy.	Students are unable to add and subtract like fractions with 90% accuracy.
Adding and subtracting fractions	Students are able to add and subtract fractions with 90% accuracy.	Students are unable to add and subtract fractions with 90% accuracy.
Multiplying fractions	Students are able to multiply fractions with 90% accuracy.	Students are unable to multiply fractions with 90% accuracy.
Dividing fractions	Students are able to divide fractions with 90% accuracy.	Students are unable to divide fractions with 90% accuracy.
<b>GEOMETRY</b>		
Naming geometric figures	Students are able to name geometric figures with 90% accuracy.	Students are unable to name geometric figures with 90% accuracy.
Types of lines	Students are able to name types of lines with 90% accuracy.	Students are unable to name types of lines with 90% accuracy.
Congruent/Similar/Equivalent figures	Students are able to name congruent/similar/equivalent figures with 90% accuracy.	Students are unable to name congruent/similar/equivalent figures with 90% accuracy.

### Elementary 2 - Report Card Rubric

Angles	Students are able to name angles with 90% accuracy.	Students are unable to name angles with 90% accuracy.
Perimeter	Students are able to calculate perimeter with 90% accuracy.	Students are unable to calculate perimeter with 90% accuracy.
Polygons	Students are able to identify polygons with 90% accuracy.	Students are unable to identify polygons with 90% accuracy.
Area, formula of area	Students are able to identify and calculate area and formula of area with 90% accuracy.	Students are unable to identify and calculate area and formula of area with 90% accuracy.
Volume	Students are able to calculate volume with 90% accuracy.	Students are unable to calculate volume with 90% accuracy.
Reads and interprets graphs and timelines	Students are able to read and interpret graphs and timelines with 90% accuracy.	Students are unable to read and interpret graphs and timelines with 90% accuracy.
Reflection, rotation, and translation of figures	Students are able to identify reflection, rotation, and transition of figures with 90% accuracy.	Students are unable to identify reflection, rotations, and transition of figures with 90% accuracy.
<b>MATH FACTS</b>		
Addition: Static	Students are able to solve four digit static addition problems with 90% accuracy.	Students are unable to solve four digit static addition problems with 90% accuracy.
Addition: Dynamic	Students are able to solve four digit dynamic addition problems with 90% accuracy.	Students are unable to solve four digit dynamic addition problems with 90% accuracy.
Subtraction: Static	Students are able to solve four digit static subtraction problems with 90% accuracy.	Students are unable to solve four digit static subtraction problems with 90% accuracy.
Subtraction: Dynamic	Students are able to solve four digit dynamic subtraction problems with 90% accuracy.	Students are unable to solve four digit dynamic subtraction problems with 90% accuracy.
Multiplication	Students consistently solve multiplication up to 12 facts with 90% accuracy.	Students are unable to solve multiplication problems up to 12 with 90% accuracy.
Division	Students consistently solve division facts up to 12 with 90% accuracy.	Students are unable to solve division problems up to 12 with 90% accuracy.

**Elementary 2 - Report Card Rubric**

Long multiplication by 1 digit - by 2+ digit	Students are able to solve long multiplication problems with 90% accuracy.	Students are unable to solve long multiplication problems with 90% accuracy.
Long division - 1 digit divisor - 2 digit divisor	Students are able to solve long division problems with 90% accuracy.	Students are unable to solve long division problems with 90% accuracy.
<b>NUMERATION</b>		
Greater than/less than/equal to	Students are able to identify greater than, less than, and equal to in equations with 90% accuracy.	Students are unable to identify greater than, less than, and equal to in equations with 90% accuracy.
Expanded notation	Students are able to identify and write expanded notation with 90% accuracy.	Students are unable to identify and write expanded notation with 90% accuracy.
Rounding and estimating	Students are able to round and estimate numbers up to the thousands with 90% accuracy.	Students are unable to round and estimate numbers up to the thousands with 90% accuracy.
Missing factors	Students are able to solve missing factors with 90% accuracy.	Students are unable to solve missing factors with 90% accuracy.
<b>STATISTICS</b>		
Mean, median, mode, range	Students are able to calculate mean, median, mode and range with 90% accuracy.	Students are unable to calculate mean, median, mode and range with 90% accuracy.

**Elementary 2 - Report Card Rubric**

TIME AND MONEY		
Time	Students are able to tell time to the minute and calculate elapsed time with 90% accuracy.	Students are unable to tell time to the minute and calculate elapsed time with 90% accuracy.
Money	Students are able to identify money, add and subtract money with 90% accuracy.	Students are unable to identify money, add and subtract money with 90% accuracy.
SCIENCE		
LIFE SCIENCE (Grade 3)		
Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	Students are able to develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	Students are unable to develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
Construct an argument that some animals from groups that help members survive.	Students are able to construct an argument that some animals from groups that help members survive.	Students are unable to construct an argument that some animals from groups that help members survive.
Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these exists in a group of similar organisms.	Students are able to analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these exists in a group of similar organisms.	Students are unable to analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these exists in a group of similar organisms.
Use evidence to support the explanation that traits can be influenced by the environment.	Students are able use evidence to support the explanation that traits can be influenced by the environment.	Students are unable to use evidence to support the explanation that traits can be influenced by the environment.
Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	Students are able to analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	Students are unable to analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

### Elementary 2 - Report Card Rubric

Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	Students are able to use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	Students are unable to use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	Students are able to construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	Students are unable to construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	Students are able to make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
PHYSICAL SCIENCE (Grade 3)		
Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	Students are able to plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	Students are unable to plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	Students are able to make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	Students are unable to make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	Students are able to ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	Students are unable to ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
Define a simple design problem that can be solved by applying scientific ideas about magnets.	Students are able to define a simple design problem that can be solved by applying scientific ideas about magnets.	Students are unable to define a simple design problem that can be solved by applying scientific ideas about magnets.



## Elementary 2 - Report Card Rubric

EARTH SCIENCE (Grade 3)		
Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	Students are able to represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	Students are unable to represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
Obtain and compare information to describe climates in different regions of the world.	Students are able to obtain and compare information to describe climates in different regions of the world.	Students are unable to obtain and compare information to describe climates in different regions of the world.
Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	Students are able to make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	Students are unable to make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
SCIENTIFIC METHOD (Grade 3)		
Define a simple problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Students are able to define a simple problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Students are unable to define a simple problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Students are able to generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Students are unable to generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Students are able to plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Students are unable to plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
LIFE SCIENCE (Grade 4)		
Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproductions.	Students are able to explain how plant and animal physical structures help them survive.	Students are unable to explain how plant and animal physical structures help them survive.

**Elementary 2 - Report Card Rubric**

Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	Students are able use a model to describe how animals use their senses to respond to information.	Students are unable use a model to describe how animals use their senses to respond to information.
<b>PHYSICAL SCIENCE (Grade 4)</b>		
Use evidence to construct an explanation relating the speed of an object to the energy of that object.	Students are able to use evidence to construct an explanation relating the speed of an object to the energy of that object.	Students are unable to Use evidence to construct an explanation relating the speed of an object to the energy of that object.
Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	Students are able to make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	Student are unable to make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
Ask questions and predict outcomes about the changes in energy that occur when objects collide.	Students are able ask questions and predict outcomes about the changes in energy that occur when objects collide.	Students are unable to ask questions and predict outcomes about the changes in energy that occur when objects collide.
Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	Students are able to Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	Students are unable to apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
Develop a model of waves to describe patterns in terms of amplitude and wavelengths and that waves can cause objects to move.	Students are able to develop a model of waves to describe patterns in terms of amplitude and wavelengths and that waves can cause objects to move.	Students are unable to Develop a model of waves to describe patterns in terms of amplitude and wavelengths and that waves can cause objects to move.
Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	Students are able to develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	Students are unable to develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
Generate and compare multiple solutions that use patterns to transfer information.	Students are able to generate at least two design solutions, for a given problem, that use patterns to transmit a given piece of information (e.g., picture, message, coded sound patterns, morse code, 1's and 0's.	Students are unable to generate at least two design solutions, for a given problem, that use patterns to transmit a given piece of information (e.g., picture, message, coded sound patterns, morse code, 1's and 0's.

**Elementary 2 - Report Card Rubric**

EARTH SCIENCE (Grade 4)		
Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	Students are able to identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	Students are unable to identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	Students are able to make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	Students are unable to make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
Analyze and interpret data from maps to describe patterns of Earth's features.	Students are able to analyze and interpret data from maps to describe patterns of Earth's features.	Students are unable to analyze and interpret data from maps to describe patterns of Earth's features.
Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	Students are able to obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	Students are unable to obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	Students are able to generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	Students are unable to generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
SCIENTIFIC METHOD (Grade 4)		
Define a simple problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Students are able to define a simple problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Students are unable to define a simple problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Students are able to generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Students are unable to generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

## Elementary 2 - Report Card Rubric

Plan and carry out fair test in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Students are able to plan and carry out fair test in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Students are unable to plan and carry out fair test in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
--	---	---

### SOCIAL STUDIES

#### GEOGRAPHY (Grade 3)

Uses and applies map skills	<p>Student independently creates a map using the following criteria:</p> <ul style="list-style-type: none"> <li>● Identifies and labels continents, oceans, states, and cities.</li> <li>● Explains and uses map scales, cardinal and intermediate directions,</li> <li>● Identifies the four hemispheres on the globe.</li> <li>● Identifies lines of latitude, longitude, equator, and prime meridian.</li> <li>● Accurately uses atlases, two dimensional coordinate grid systems, charts, graphs, and maps to gather information.</li> <li>● Accurately constructs a map of the world from memory.</li> </ul>	<p>With assistance student creates a map using the following criteria:</p> <ul style="list-style-type: none"> <li>● Identifies and labels continents, oceans, states, and cities.</li> <li>● Explains and uses map scales, cardinal and intermediate directions,</li> <li>● Identifies the four hemispheres on the globe.</li> <li>● Identifies lines of latitude, longitude, equator, and prime meridian.</li> <li>● Accurately uses atlases, two dimensional coordinate grid systems, charts, graphs, and maps to gather information.</li> <li>● Accurately constructs a map of the world from memory.</li> </ul>
-----------------------------	---	---

Identifies, describes, and compares the characteristics of various regions	<p>Student independently prepares a presentation that visually depicts the properties of a region:</p> <ul style="list-style-type: none"> <li>● Independently identifies, describes, and compares the characteristics (i.e. climate, flora, fauna, and resources) of the various regions of the world.</li> <li>● Independently provides examples of all major landforms and waterways.</li> </ul>	<p>With assistance student prepares a presentation that visually depicts the properties of a region:</p> <ul style="list-style-type: none"> <li>● With assistance identifies, describes, and compares the characteristics (i.e. climate, flora, fauna, and resources) of the various regions of the world.</li> <li>● With assistance provides examples of all major landforms and waterways.</li> </ul>
--	--	--

## Elementary 2 - Report Card Rubric

History (Grade 3)		
Create and uses timelines	Student independently creates and analyzes a timeline on a historical person.	With assistance student creates and analyzes a timeline on a historical person.
Identifies important people and events in WI and world wide history	Students independently creates a presentations depicting the lives of people important to our history.	With assistance student creates a presentations depicting the lives of people important to our history.
Behavioral Sciences (Grade 3)		
Compares and contrasts our culture with other cultures of the world	Independently creates a presentation comparing and contrasting two areas of the world and how they rely on each other for goods and services.	With assistance student creates a presentation comparing and contrasting two areas of the world and how they rely on each other for goods and services.
GEOGRAPHY (Grade 4)		
Compares and contrasts local communities to other regions in the U.S.	Student Independently compares and contrasts local communities to other regions of the U.S. (i.e. how people interact with the physical environment, location of region, natural resources, important people, historical events, economy, landforms, and water, plants and animals, culture, climate, and tourist attractions).	With assistance student compares and contrasts local communities to other regions of the U.S. (i.e. how people interact with the physical environment, location of region, natural resources, important people, historical events, economy, landforms, and water, plants and animals, culture, climate, and tourist attractions)
Explains human-caused changes to the environment and their probable effect.	Students independently describes ways in which people change the physical environment (pollutants, preservation and conservation, reforestation, recycling methods of construction) and describes the probable effects on the environment (i.e. results from fire, natural disasters, city renewal, etc.)	With assistance describes ways in which people change the physical environment (pollutants, preservation and conservation, reforestation, recycling methods of construction) and describes the probable effects on the environment (i.e. results from fire, natural disasters, city renewal, etc.)

**Elementary 2 - Report Card Rubric**

Political Science (Grade 4)		
Identifies citizens' rights and responsibilities as guaranteed in U.S documents	Student independently prepares an instructional presentation that compares and contrasts two of the three documents. They are able to independently identify citizens' rights and responsibilities as guaranteed in the Declaration of Independence, The Constitution, and the Bill of Rights.	With assistance student prepares an instructional presentation that compares and contrasts two of the three documents. They are able to independently identify citizens' rights and responsibilities as guaranteed in the Declaration of Independence, The Constitution, and the Bill of Rights.
Distinguishes between the three levels of government	Student independently creates a presentation that describes the steps involved when a bill becomes a law. Explains the basic purpose of government in American society, and distinguishes between the three levels of government (local, state, and federal)	With assistance student creates a presentation that describes the steps involved when a bill becomes a law. Explains the basic purpose of government in American society, and distinguishes between the three levels of government (local, state, and federal)
Economics (Grade 4)		
Distinguishes between private and public goods and services	Students independently suggest how local goods/services can be changed to benefit the community. Identify goods (roads, electricity, sewer, farm products, timber, etc.) and services (retail stores, post office, schools, emergency services, construction, banks, public works, etc. ) that are part of the U.S. economy).	Students with assistance suggest how local goods/services can be changed to benefit the community. Identify goods (roads, electricity, sewer, farm products, timber, etc.) and services (retail stores, post office, schools, emergency services, construction, banks, public works, etc.) that are part of the U.S. economy).
Identifies and compares local goods and services to those from other regions	Independently identifies and compares local WI goods and services to those from other regions of the world.(i.e. Compare how people from different regions earn and spend money)	With assistance student identifies and compares local WI goods and services to those from other regions of the world.(i.e. Compare how people from different regions earn and spend money)
Explains the influence of media on opinions, choices and decisions	Student independently creates media that influences opinions, choices, and decisions. Students are able to explain how the media influences opinions, choices, and decisions.	With assistance creates media that influences opinions, choices, and decisions. Students are able to explain how the media influences opinions, choices, and decisions.