

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
DOMAINS	Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards.	Developing Learners demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards.	Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards.	Distinguished Learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards.
RANGE ALDs				
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
General Information	A student who achieves at the Beginning Learner level demonstrates minimal command of the grade-level standards. The pattern exhibited by student responses indicates that students are most likely able to	A student who achieves at the Developing Learner level demonstrates partial command of the grade-level standards. The pattern exhibited by student responses indicates that students are most likely able to:	A student who achieves at the Proficient Learner level demonstrates proficiency of the grade-level standards. The pattern exhibited by student responses indicates that students are most likely able to	A student who achieves at the Distinguished Learner level demonstrates advanced proficiency of the grade-level standards. The pattern exhibited by student responses indicates that students are most likely able to

EARTH SCIENCE	<ul style="list-style-type: none"> • identify changes in the natural world; • identify the states of water; • describe the relative positions of Earth, the Moon, and the Sun; • identify characteristics of weather; 	<ul style="list-style-type: none"> • identify and compare physical characteristics of stars and planets; • identify changes in the states of water within the water cycle; • identify cause and effect relationships between Earth, the Moon, and the Sun; • use data to compare and describe weather; 	<ul style="list-style-type: none"> • describe characteristics and patterns of change related to stars and planets; • describe natural cycles and systems to make inferences related to Earth, the Moon, and the Sun; • use data and maps to predict weather events; 	<ul style="list-style-type: none"> • evaluate models used to explain natural phenomena on Earth and beyond Earth; • analyze natural cycles and systems to make inferences and conclusions about interactions between Earth, the Moon, and the Sun; • compare and evaluate data from multiple sources to predict and explain weather events;
PHYSICAL SCIENCE	<ul style="list-style-type: none"> • observe that light can be reflected by a mirror and that a vibrating object produces sound; • classify a force as either a push or a pull; 	<ul style="list-style-type: none"> • recognize the nature of light using mirrors and prisms during investigations; • compare sounds produced by vibrating objects; • recognize that forces can affect the motion of an object; 	<ul style="list-style-type: none"> • represent the characteristics of light (including lenses) and sound through diagrams and models; • compare relationships of force, motion, energy, and matter through investigations; 	<ul style="list-style-type: none"> • analyze given models to predict the behavior of light and sound • analyze interactions and relationships between force, motion, energy, and matter;
LIFE SCIENCE	<ul style="list-style-type: none"> • recognize that plants get energy from the Sun; and • Identify organisms that use adaptations such as camouflage to survive. 	<ul style="list-style-type: none"> • identify producers and consumers in an ecosystem; and • Identify factors that affect the survival of organisms. 	<ul style="list-style-type: none"> • recognize and describe the roles of organisms and the flow of energy within ecosystems; and • Predict how environmental factors can affect the survival of organisms. 	<ul style="list-style-type: none"> • use models to compare the roles of organisms and the flow of energy within ecosystems; and • Analyze factors that affect the survival of organisms.