

Pennsylvania Alternate System of Assessment

Alternate Assessment Anchors and Alternate Eligible Content

Grade 4

A photograph of a row of test tubes in a laboratory. The test tubes are arranged in a slightly curved line, and each contains a different colored liquid. From left to right, the colors are blue, green, red, orange, and yellow. The background is dark and out of focus, suggesting a laboratory environment. The text 'Grade 4' is overlaid at the bottom of the image.

S4.A The Nature of Science

Reporting Category

S4.A.1 Reason and Analysis		
ALTERNATE ASSESSMENT ANCHOR	ALTERNATE ELIGIBLE CONTENT	EXAMPLE
ASSESSMENT ANCHOR	ELIGIBLE CONTENT	EXAMPLE
<p>S4.A.1.1 Identify and explain the pros and cons of applying scientific, environmental, or technological knowledge to possible solutions to problems.</p> <p><i>Reference: 3.2.4.A, 3.2.4.C, 3.8.4.C</i></p> <p>S4.A.1.3 Recognize and describe change in natural or human-made systems and the possible effects of those changes.</p> <p><i>Reference: 3.1.4.C, 3.1.4.E, 4.7.4.B, 4.8.4.A, 4.8.4.C</i></p>	<p>S4.A.1.1.1 Distinguish between a scientific fact and an opinion, providing clear explanations that connect observations and results (e.g., a scientific act can be supported through making observations).</p> <p>S4.A.1.1.2 Identify and describe examples of common technological changes past to present in the community (e.g., energy production, transportation, communications, agriculture, packaging materials) that have either positive or negative impacts on society or the environment.</p> <p>S4.A.1.3.1 Observe and record change by using time and measurement.</p> <p>S4.A.1.3.2 Describe relative size, distance, or motion.</p> <p>S4.A.1.3.3 Observe and describe the change to objects caused by heat, cold, or light.</p> <p>S4.A.1.3.4 Explain what happens to a living organism when its food supply, access to water, shelter, or space is changed (e.g., they might die, migrate, change behavior, eat something else).</p> <p>S4.A.1.3.5 Provide examples, predict, or describe how everyday human activities (e.g., solid waste production, food production and</p>	

S4.A The Nature of Science

Reporting Category

	consumption, transportation, water consumption, energy production and use) may change the environment.	
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S4.A The Nature of Science

Reporting Category

S4.A.2 Processes, Procedures and Tools of Scientific Investigations		
ALTERNATE ASSESSMENT ANCHOR	ALTERNATE ELIGIBLE CONTENT	EXAMPLE
<p>S4.A.2.2 Identify appropriate instruments for a specific task.</p>	<p>S4.A.2.2.1 Apply technology to solve simple everyday problem.</p>	<p>S4.A.2.2.1 Selects tool used to complete a task – 2 choices are conceptually unrelated common objects.</p> <p>S4.A.2.2.1 Selects picture of most/least efficient tool to complete a task – all choices are used to perform the same basic function.</p> <p>S4.A.2.2.1 Describes 1 difference between the use of 2 tools.</p>
ASSESSMENT ANCHOR	ELIGIBLE CONTENT	EXAMPLE
<p>S4.A.2.1 Apply skills necessary to conduct an experiment or design a solution to solve a problem.</p> <p><i>Reference: 3.2.4.C</i></p> <p>S4.A.2.2 Identify appropriate instruments for a specific task and describe the information the instrument can provide.</p> <p><i>Reference: 3.7.4.A, 3.7.4.B</i></p>	<p>S4.A.2.1.1 Generate questions about objects, organisms, or events that can be answered through scientific investigations.</p> <p>S4.A.2.1.2 Design and describe an investigation (a fair test) to test one variable.</p> <p>S4.A.2.1.3 Observe a natural phenomenon (e.g., weather changes, length of daylight/night, movement of shadows, animal migrations, growth of plants), record observations, and then make a prediction based on those observations.</p> <p>S4.A.2.1.4 State a conclusion that is consistent with the information/data.</p> <p>S4.A.1.3.5 Provide examples, predict, or describe how everyday human activities (e.g., solid waste production, food production and consumption, transportation, water consumption, energy production and use) may change the environment.</p> <p>S4.A.2.2.1 Identify appropriate tools or instruments for specific tasks and describe the information</p>	

S4.A The Nature of Science

Reporting Category

	they can provide (e.g., measuring: length-ruler, mass-balance scale, volume-beaker, temperature-thermometer; making observations: hand lens, binoculars, telescope).	
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S4.A The Nature of Science

Reporting Category

S4.A.3 Systems, Models and Patterns		
ALTERNATE ASSESSMENT ANCHOR	ALTERNATE ELIGIBLE CONTENT	EXAMPLE
<p>S4.A.3.1 Describe change in natural or human-made systems.</p>	<p>S4.A.3.1.1 Identify parts of a simple man-made system.</p>	<p>S4.A.3.1.1 Selects object named that is part of a simple man-made system.</p> <p>S4.A.3.1.1 Selects picture of a part of a simple man-made system.</p> <p>S4.A.3.1.1 Names 2 parts required to make a simple man-made system function.</p>
ASSESSMENT ANCHOR	ELIGIBLE CONTENT	EXAMPLE
<p>S4.A.3.1 Identify systems and describe relationships among parts of a familiar system (e.g., digestive system, simple machines, water cycle).</p> <p><i>Reference: 3.1.4.A, 4.4.4.C, 4.6.4.A, 4.6.4.B, 3.6.4.A, 3.6.4.B, 3.6.4.C</i></p> <p>S4.A.3.2 Use models to illustrate simple concepts and compare the models to what it represent.</p> <p><i>Reference: 3.1.4.B, 4.3.4.C</i></p> <p>S4.A.3.3 Identify and make observations about patterns that regularly occur and reoccur in nature.</p> <p><i>Reference: 3.1.4.C, 3.2.4.B</i></p>	<p>S4.A.3.1.1 Categorize systems as either natural or human-made (e.g., ballpoint pens, simple electrical circuits, plant anatomy, water cycle).</p> <p>S4.A.3.1.2 Explain a relationship between the living and nonliving components in a system (e.g., food web, terrarium, bicycle).</p> <p>S4.A.3.1.3 Categorize the parts of an ecosystem as either living or non-living and describe their roles in the system.</p> <p>S4.A.3.1.4 Identify the parts of the food and fiber systems as they relate to agricultural products from the source to the consumer.</p> <p>S4.A.3.2.1 Identify what different models represent (e.g., maps show physical features, directions, distances; globes represent Earth; drawings of watersheds depict terrain; dioramas show ecosystems; concept maps show relationships of ideas).</p> <p>S4.A.3.2.2 Use models to make observations to explain how systems work (e.g., water cycle, sun-</p>	

	<p>Earth-moon system).</p> <p>S4.A.3.2.3 Use appropriate, simple modeling tools and techniques to describe or illustrate a system (e.g., two cans and string to model a communications system, terrarium to model an ecosystem).</p> <p>S4.A.3.3.1 Identify and describe observable patterns (e.g., growth patterns in plants, weather, water cycle).</p> <p>S4.A.3.3.2 Predict future conditions/events based on observable patterns (e.g., day/night, seasons, sunrise/sunset, lunar phases).</p>	
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S4.B Biological Sciences

Reporting Category

S4.B.1 Structure and Function of Organisms		
ALTERNATE ASSESSMENT ANCHOR	ALTERNATE ELIGIBLE CONTENT	EXAMPLE
S4.B.1.1 Identify characteristics and needs of living things.	S4.B.1.1.1 Describe basic needs of plants and animals (e.g., air, water, food, shelter).	S4.B.1.1.1 Selects food eaten by animals/people – 2 choices are non-foods.
	S4.B.1.1.2 Identify the functions of plant or animal structures.	S4.B.1.1.1 Selects picture of food required for the survival of an animal named.
	S4.B.1.1.3 Describe life cycles of plants and developmental stages of animals (vertebrates such as birds and mammals).	S4.B.1.1.1 Selects picture of animal that requires a particular food for survival.
		S4.B.1.1.1 Matches 4 pictures of food required to the survival of 4 animals.
	S4.B.1.1.1 Selects picture of an animal that can survive by satisfying basic needs in an environment named.	
	S4.B.1.1.2 Selects plant/animal with structure named – 2 choices are non-living things.	
	S4.B.1.1.2 Selects structure used for a particular function.	
	S4.B.1.1.2 Describes 2 functions of a structure.	
S4.B.1.1.3 Selects picture of youngest/oldest plant, animal, or person.		
S4.B.1.1.3 Sequences 4 stages in life cycle of a plant, animal, or person – stages are similar in appearance.		
ASSESSMENT ANCHOR	ELIGIBLE CONTENT	EXAMPLE
S4.B.1.1 Identify and describe similarities and differences between living things and their life processes.	S4.B.1.1.1 Identify life processes of living things (e.g., growth, digestion, respiration).	

S4.B Biological Sciences

Reporting Category

<p><i>Reference: 3.3.4.A, 3.3.4.B, 4.3.4.A, 4.3.4.C, 4.6.4.A</i></p>	<p>S4.B.1.1.2 Compare similar functions of external characteristics of organisms (e.g., anatomical characteristics: appendages, type of covering, body segments).</p> <p>S4.B.1.1.3 Describe basic needs of plants and animals (e.g., air, water, food).</p> <p>S4.B.1.1.4 Describe how different parts of a living thing work together to provide what the organism needs (e.g., parts of plants: roots, stems, leaves).</p> <p>S4.B.1.1.5 Describe the life cycles of different organisms (e.g., moth, grasshopper, frog, seed producing plant).</p>	
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S4.B Biological Sciences

Reporting Category

S4.B.2 Continuity of Life		
ALTERNATE ASSESSMENT ANCHOR	ALTERNATE ELIGIBLE CONTENT	EXAMPLE
ASSESSMENT ANCHOR	ELIGIBLE CONTENT	EXAMPLE
<p>S4.B.2.1 Identify and explain how adaptations help organisms to survive.</p> <p><i>Reference: 4.7.4.B</i></p> <p>S4.B.2.2 Identify that characteristics are inherited and, thus, offspring closely resemble their parents.</p> <p><i>Reference: 3.3.4.C, 4.7.4.A, 4.7.4.C</i></p>	<p>S4.B.2.1.1 Identify characteristics for plant and animal survival in different environments (e.g., wetland, tundra, desert, prairie, deep ocean, forest).</p> <p>S4.B.2.1.2 Explain how specific adaptations can help a living organism survive (e.g., protective coloration, mimicry, leaf sizes and shapes, ability to catch or retain water).</p> <p>S4.B.2.2.1 Identify physical characteristics (e.g., height, hair color, eye color, attached earlobes, ability to roll tongue) that appear in both parents and could be passed on to offspring.</p>	

S4.B Biological Sciences

Reporting Category

S4.B.3 Ecological Behavior and Systems		
ALTERNATE ASSESSMENT ANCHOR	ALTERNATE ELIGIBLE CONTENT	EXAMPLE
S4.B.3.1 Identify living and nonliving things in the environment.	S4.B.3.1.1 Distinguish between living and non-living things.	S4.B.3.1.1 Selects picture of living/non-living thing.
S4.B.3.2 Identify routines related to different seasonal time periods.	S4.B.3.2.1 Identify common activities related to all four seasons.	S4.B.3.1.1 Selects 1 living/non-living thing from a complex picture.
S4.B.3.3 Identify/Describe the source/effects of pollution in the community.	S4.B.3.3.1 Identify the signs of pollution from human impact.	S4.B.3.1.1 Selects 2 living/non-living things from a complex picture – picture includes common misconceptions.
S4.B.3.4 Identify/Describe edible and non-edible things in the environment.	S4.B.3.4.1 Distinguish between foods and non-food items.	S4.B.3.2.1 Selects picture of activity commonly associated with the season named – all choices are season specific activities.
		S4.B.3.2.1 Selects person dressed inappropriately for the season from a complex picture.
		S4.B.3.2.1 Names 1 activity associated with a season named.
		S4.B.3.3.1 Selects 2 examples of litter in a complex picture.
		S4.B.3.3.1 Names 2 possible sources of pollution.
		S4.B.3.4.1 Selects object that is safe/unsafe to eat.
		S4.B.3.4.1 Sorts 5 pictures of items that are safe/unsafe to eat.
		S4.B.3.4.1 Names 2 items that are safe/unsafe to eat.
ASSESSMENT ANCHOR	ELIGIBLE CONTENT	EXAMPLE
S4.B.3.1 Identify and describe living and nonliving things in the environment and their interaction.	S4.B.3.1.1 Describe the living and nonliving components of a local ecosystem (e.g., lentic and lotic systems, forest, cornfield, grasslands, city park or playground).	

S4.B Biological Sciences

<p>S4.B.3.2 Describe, explain, and predict change in natural or human-made systems and the possible effects of those changes on the environment.</p> <p><i>Reference: 4.6.4.A</i></p> <p>S4.B.3.3 Identify or describe human reliance on the environment at the individual or the community level.</p> <p><i>Reference: 4.2.4.C, 4.3.4.C, 4.6.4.C, 3.1.4.E</i></p> <p><i>Reference: 4.3.4.B, 4.4.4.B, 4.5.4.C, 3.8.4.C</i></p>	<p>S4.B.3.1.2 Describe interactions between living and nonliving components (e.g. plants – water, soil, sunlight, carbon dioxide, temperature; animals – food, water, shelter, oxygen, temperature) of a local ecosystem.</p> <p>S4.B.3.2.1 Describe what happens to a living thing when its habitat is changed.</p> <p>S4.B.3.2.2 Describe and predict how changes in the environment (e.g., fire, pollution, flood, building dams) can affect systems.</p> <p>S4.B.3.2.3 Explain and predict how changes in seasons affect plants, animals, or daily human life (e.g., food availability, shelter, mobility).</p> <p>S4.B.3.3.1 Identify everyday human activities (e.g., driving, washing, eating, industry, farming, littering) within a community that depend on the natural environment.</p> <p>S4.B.3.3.2 Describe the human dependence on the food and fiber systems from production to consumption (e.g., food, clothing, shelter, products).</p> <p>S4.B.3.3.3 Identify biological pests (e.g., plants – foxtail, mold, purple loosestrife, Eurasian water milfoil; animals – aphides, ticks, zebra mussels, starlings, mice) that compete with humans for resources.</p> <p>S4.B.3.3.4 Identify major land uses in the urban, suburban and rural communities (e.g.,</p>	
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	<p>housing, commercial, recreation).</p> <p>S4.B.3.3.5 Describe the effects of pollution (e.g., litter) in the community.</p>	
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S4.C Physical Sciences

Reporting Category

S4.C.1 Structure, Properties, and Interactions of Matter and Energy		
ALTERNATE ASSESSMENT ANCHOR	ALTERNATE ELIGIBLE CONTENT	EXAMPLE
S4.C.1.1 Describe observable physical properties of matter.	S4.C.1.1.1 Categorize objects according to one physical property (size, shape, texture).	S4.C.1.1.1 Matches 2 objects based on physical property – choices differ on up to 2 attributes – target shares one attribute with the other choices.
	S4.C.1.1.2 Identify states of matter.	S4.C.1.1.1 Creates 1 group based on 1 attribute named – initial set of 6 items differ on up to 2 attributes.
	S4.C.1.1.3 Identify final product when items are combined resulting in only physical change.	S4.C.1.1.1 Sorts 8 objects into 2 groups based on 1 attribute named – items differ on up to 2 attributes.
		S4.C.1.1.2 Selects object that is a solid/liquid after listening to a sentence.
		S4.C.1.1.2 Selects picture of an object that is in a state of matter named.
		S4.C.1.1.2 Names 2 examples of objects in a state of matter named.
		S4.C.1.1.3 Selects photograph of ingredient in a food item presented in a photograph – ingredient maintains its appearance.
		S4.C.1.1.3 Names 2 ingredients used to make item pictured.
		S4.C.1.1.3 Selects photograph of final product that is made after combining 3 ingredients – ingredients maintain appearance.
ASSESSMENT ANCHOR	ELIGIBLE CONTENT	EXAMPLE
S4.C.1.1 Describe observable physical properties of matter.	S4.C.1.1.1 Use physical properties (e.g., mass, shape, size, volume, color, texture, magnetic property, state (solid, liquid, or gas),	

S4.C Physical Sciences

Reporting Category

<p><i>Reference: 3.4.4.A, 3.2.4.B</i></p>	<p>conductivity (electrical or heat)) to describe matter.</p> <p>S4.C.1.1.2 Categorize/group objects using physical characteristics.</p>	
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S4.C Physical Sciences

Reporting Category

S4.C.2 Forms, Sources, Conversion, and Transfer of Energy		
ALTERNATE ASSESSMENT ANCHOR	ALTERNATE ELIGIBLE CONTENT	EXAMPLE
ASSESSMENT ANCHOR	ELIGIBLE CONTENT	EXAMPLE
<p>S4.C.2.1 Recognize basic energy types and sources, or describe how energy can be changed from one form to another.</p> <p><i>Reference: 3.4.4.B, 3.4.4.C</i></p>	<p>S4.C.2.1.1 Identify energy forms and examples (e.g., light, heat, stored, motion, electrical).</p> <p>S4.C.2.1.2 Describe the flow of energy through an object or system (e.g., feeling radiant heat from a light bulb, eating food to get energy, using a battery to light a bulb or run a fan).</p> <p>S4.C.2.1.3 Recognize or illustrate simple direct current series and parallel circuits composed of batteries, light bulbs (or other common loads), wire, and on/off- switches.</p> <p>S4.C.2.1.4 Identify characteristics of sound (e.g., pitch, loudness, echoes).</p>	

S4.C Physical Sciences

Reporting Category

S4.C.3 Principles of Motion and Force		
ALTERNATE ASSESSMENT ANCHOR	ALTERNATE ELIGIBLE CONTENT	EXAMPLE
<p>S4.C.3.1 Identify the effect of the interaction between the force, mass, slope, friction, and speed on the motion of an object.</p>	<p>S4.C.3.1.1 Understand that the force (push or pull) needed to move an object depends on the mass, surface, and slope.</p>	<p>S4.C.3.1.1 Selects picture of person exerting the most/least force – required force is related to mass, surface, or slope.</p>
	<p>S4.C.3.1.2 Compare the speed of different objects.</p>	<p>S4.C.3.1.1 Selects picture of mass, surface, or slope on which it will be hardest/easiest to move objects.</p> <p>S4.C.3.1.2 Selects fastest/slowest moving object/person from an 8-item, 1-variable display – speed shown.</p> <p>S4.C.3.1.2 Selects the fastest/slowest moving object or person from a 10-item, 1-variable display – speed shown.</p>
ASSESSMENT ANCHOR	ELIGIBLE CONTENT	EXAMPLE
<p>S4.C.3.1 Identify and describe different types of force and motion, or the effect of the interaction between force and motion.</p> <p><i>Reference: 3.4.4.C, 3.6.4.C, 3.2.4.B</i></p>	<p>S4.C.3.1.1 Describe changes in motion caused by forces (e.g., magnetic, pushes or pulls, gravity, friction).</p> <p>S4.C.3.1.2 Compare the relative movement of objects or describe types of motion that are evident (e.g., bouncing ball, moving in a straight line, back and forth, merry-go-round).</p> <p>S4.C.3.1.3 Describe the position of an object by locating it relative to another object or the background (e.g., geographic direction, left, up).</p>	

S4.D Earth and Space Sciences

Reporting Category

S4.D.1 Earth Features and Processes that Change Earth and Its Resources		
ALTERNATE ASSESSMENT ANCHOR	ALTERNATE ELIGIBLE CONTENT	EXAMPLE
S4.D.1.2 Identify the types and uses of Earth’s resources.	S4.D.1.2.1 Identify foods from plants and animals.	S4.D.1.2.1 Selects object that represents food – 2 choices are non-food items.
	S4.D.1.2.2 Identify trash from classroom or home that is commonly recycled.	S4.D.1.2.1 Selects picture of unprocessed food that comes from a source named.
	S4.D.1.2.3 Recognize examples of people wasting natural resources.	S4.D.1.2.1 Selects unprocessed food in a photograph that comes from a source named.
		S4.D.1.2.2 Selects object that can be recycled after listening to a sentence – 2 choices are non-recyclable.
		S4.D.1.2.2 Selects 2 objects that are recycled together based on similar composition – all choices are recyclable objects.
		S4.D.1.2.2 Selects recyclable item from a complex photograph.
		S4.D.1.2.2 Creates 2 sets of photographs of objects that are recycled together based on similar compositions from an initial set of 7 photographs.
	S4.D.1.2.3 Selects picture of item that does not use electricity.	
	S4.D.1.2.3 Describes 2 ways to conserve resources based on a particular scenario described and shown in a complex picture.	
ASSESSMENT ANCHOR	ELIGIBLE CONTENT	EXAMPLE
S4.D.1.1 Describe basic landforms in Pennsylvania.	S4.D.1.1.1 Describe how prominent Earth features in Pennsylvania (e.g., mountains, valleys, beaches, caves, sinkholes, lakes, rivers) were	

S4.D Earth and Space Sciences

Reporting Category

<p><i>Reference: 3.5.4.A</i></p> <p>S4.D.1.2 Identify the types and uses of Earth’s resources.</p> <p><i>Reference: 3.5.4.B, 3.5.4.D, 4.2.4.B, 4.8.4.D</i></p> <p>S4.D.1.3 Describe Earth’s different sources of water or describe changes in the form of water.</p> <p><i>Reference: 3.5.4.C, 4.1.4.A, 4.1.4.D, 4.1.4.E</i></p>	<p>formed.</p> <p>S4.D.1.1.2 Identify various Earth structures (e.g., mountain, watershed, peninsula, lake, river, valley) through the use of models.</p> <p>S4.D.1.1.3 Describe the composition of soil as weathered rock and decomposed organic remains.</p> <p>S4.D.1.2.1 Identify products and by-products of plants and animals for human use (e.g., food, clothing, building materials, paper products).</p> <p>S4.D.1.2.2 Identify the types and uses of Earth materials for renewable, nonrenewable, and reusable products (e.g., human-made products: concrete, paper, plastics, metal, fabrics, buildings, highways).</p> <p>S4.D.1.2.3 Recognize ways that humans benefit from the use of water resources (e.g., agriculture, energy, recreation).</p> <p>S4.D.1.3.1 Describe types of freshwater and saltwater bodies (e.g., lakes, rivers, wetlands, oceans).</p> <p>S4.D.1.3.2 Explain how water goes through phase changes (i.e., evaporation, condensation, freezing, and melting).</p> <p>S4.D.1.3.3 Describe or compare lotic systems (ponds, lakes, bays) and lentic systems (streams, creeks, rivers).</p> <p>S4.D.1.3.4 Explain the role and relationship of a</p>	
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S4.D Earth and Space Sciences

Reporting Category

	watershed or a wetland on water sources (e.g., water storage, groundwater recharge, water filtration, water source, water cycle).	
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S4.D.2 Weather, Climate, and Atmospheric Processes		
ALTERNATE ASSESSMENT ANCHOR	ALTERNATE ELIGIBLE CONTENT	EXAMPLE
S4.D.2.1 Identify basic weather conditions.	S4.D.2.1.1 Identify clothing related to summer and winter.	S4.D.2.1.1 Selects clothing/accessory worn when it is hot/cold.
	S4.D.2.1.2 Identify or describe weather conditions using observation or verbal description.	S4.D.2.1.1 Selects picture of person wearing clothing/accessory when it is warm/cold.
	S4.D.2.1.3 Identify weather symbols or multiple weather conditions based on a weather map.	S4.D.2.1.1 Names 2 pieces of clothing/accessory worn when it is hot/cold.
	S4.D.2.1.4 Identify appropriate precautions given an extreme weather condition.	<p>S4.D.2.1.2 Selects picture of weather condition named.</p> <p>S4.D.2.1.2 Names weather condition described.</p> <p>S4.D.2.1.2 Completes a description of weather condition by supplying a missing word in a sentence.</p> <p>S4.D.2.1.3 Selects weather symbol named on weather map.</p> <p>S4.D.2.1.3 Matches weather symbols – 2 choices are conceptually unrelated.</p> <p>S4.D.2.1.3 Names meaning of weather symbol.</p> <p>S4.D.2.1.3 Selects weather symbol missing from a map based on weather description.</p> <p>S4.D.2.1.3 Describes weather in 2 locations.</p> <p>S4.D.2.1.4 Selects picture of item worn under weather condition named.</p> <p>S4.D.2.1.4 Selects picture of location that is safest/most dangerous under weather condition named.</p>

S4.D Earth and Space Sciences

Reporting Category

ASSESSMENT ANCHOR	ELIGIBLE CONTENT	EXAMPLE
<p>S4.D.2.1 Identify basic weather conditions and how they are measured.</p> <p><i>Reference: 3.5.4.C, 3.7.4.B, 3.2.4.B</i></p>	<p>S4.D.2.1.1 Identify basic clouds types (cirrus, cumulus, stratus, cumulonimbus) and make connections to basic elements of weather (e.g., changes in temperature and precipitation).</p> <p>S4.D.2.1.2 Identify weather patterns from data charts or graphs of the data (e.g., temperature, wind direction, wind speed, cloud types, precipitation).</p> <p>S4.D.2.1.3 Identify appropriate instruments (thermometer, rain gauge, weather vane, anemometer, barometer to study weather and what they measure).</p>	

S4.D Earth and Space Sciences

Reporting Category

S4.D.3 Composition and Structure of the Universe		
ALTERNATE ASSESSMENT ANCHOR	ALTERNATE ELIGIBLE CONTENT	EXAMPLE
ASSESSMENT ANCHOR	ELIGIBLE CONTENT	EXAMPLE
<p>S4.D.3.1 Describe Earth’s relationship to the sun and the moon.</p> <p><i>Reference: 3.4.4.D</i></p>	<p>S4.D.3.1.1 Describe motions of the sun-Earth-moon system.</p> <p>S4.D.3.1.2 Explain how the motion of the sun, earth, moon system relates to time (e.g., days, months, years).</p> <p>S4.D.3.1.3 Describe the causes of seasonal change as it relates to the rotation of the Earth and the tilt of the Earth’s axis.</p>	