

*Congratulations!*  
*It's a Blue*

**Assessment Planning Chart**  
**Fourth-Grade Science**  
**All students will describe sound.**

**Levels of Thinking**

ID Number	Grade-Level Content Expectations	Words to Know	Recall	Relate	Connect	Create
<p>SCI.IV.E.1</p> <p><i>The student language is good!</i></p>	<p>Describe sounds in terms of their properties.</p> <p>Tell about some different sounds you've heard. ✓</p> <p>Tell about sounds that are loud, soft, high, and low.</p>	<p>Animal sounds            High            Human voices            Loud            Low            Musical instruments            Pitch            Radio            Soft            Television            Thunder            Volume</p>	<p>Listen and identify different sounds from a CD (high, low, loud, and soft) ✓</p> <p><i>There's no need to capitalize the words here!</i></p>		<p>Students use a straw to discover how different lengths change the pitch. ✓</p> <p>Students use bottles with different water levels to produce and compare pitches. ✓</p>	<p>Create a musical instrument that produces high/low, and loud/soft sounds.</p>
<p>SCI.V.E.2</p>	<p>Explain how sounds are made.</p> <p>Tell how sounds are made. ✓</p> <p>Show ways some instruments make sounds. ✓</p> <p>Show how an instrument you create makes a sound.</p>	<p>Animal sounds            Blow            Fast            Human voices            Large            Musical instruments            Pluck            Radio            Scrape            Slow            Small            Strike            Television            Thunder            Vibrations</p>	<p>Students identify instruments that were developed by ancient Africans (such as Senegalese and Nigerians). ✓</p>		<p>Students pluck the end of a ruler which is extended over a table top. They observe the ruler vibrating and making a sound. Then they change the length of the ruler sticking over the edge of the table and pluck the end of the ruler again, observing and comparing the vibrations and sounds made by the ruler each time.</p>	<p>Create an instrument that they can strike, blow, pluck, or scrape. ✓</p>
<p>SCI.IV.E.3</p>	<p>Explain how sound travels through the human ear. ✓</p> <p>Tell how we hear sounds in our ears.</p>	<p>Anvil            Auditory canal            Auditory nerve            Brain            Eardrum            Fluid            Hammer            Inner ear            Middle ear            Outer ear            Stirrup            Vibrations            Waves</p>	<p>Draw and label a picture of the human ear. ✓</p>	<p>Explain to your partner the sequence of how sound travels from your outer ear to your brain, so that you can identify a sound. ✓</p>		