3nd Grade Standards-Based Report Card Rubric – Third Grade

Indicator	Standard	1 – Beginner Learner	2 – Developing Learner	3 – Proficient Learner	4 – Distinguished Learner	Evidence	Assessed
Uses science and engineering practices and reasoning skills to explore and understand rocks, minerals, soil and fossils	**S3E1** **S3E2**	Even with teacher support, does not -Ask questions and analyze data to classify rocks by their physical attributes (color, texture, luster, and hardness) using simple tests. -Plan and carry out investigations to describe properties (color, texture, capacity to retain water, and ability to support growth of plants) of soils and soil types (sand, clay, loam). -Make observations of the local environment to construct an explanation of how water and/or wind have made changes to soil and/or rocks over time. -Construct an argument from observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms and the environments in which they lived.	With teacher support, does -Ask questions and analyze data to classify rocks by their physical attributes (color, texture, luster, and hardness) using simple tests. -Plan and carry out investigations to describe properties (color, texture, capacity to retain water, and ability to support growth of plants) of soils and soil types (sand, clay, loam). -Make observations of the local environment to construct an explanation of how water and/or wind have made changes to soil and/or rocks over time. -Construct an argument from observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms and	-Ask questions and analyze data to classify rocks by their physical attributes (color, texture, luster, and hardness) using simple tests. -Plan and carry out investigations to describe properties (color, texture, capacity to retain water, and ability to support growth of plants) of soils and soil types (sand, clay, loam). -Make observations of the local environment to construct an explanation of how water and/or wind have made changes to soil and/or rocks over time. -Construct an argument from observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms and the environments in which they lived. -Develop a model to describe the sequence and conditions required	Student independently -Ask questions and analyze data to classify rocks by their physical attributes (color, texture, luster, and hardness) using simple tests. -Plan and carry out investigations to describe properties (color, texture, capacity to retain water, and ability to support growth of plants) of soils and soil types (sand, clay, loam). -Make observations of the local environment to construct an explanation of how water and/or wind have made changes to soil and/or rocks over time. -Construct an argument from observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms and the environments in which they lived. -Develop a model to describe the sequence	Options include but not limited to: Labs, Performance Task, Classroom Discussion, Formative Assessments, Assessment Probes, Teacher Observations, Presentations	Q1

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		-Develop a model to describe the sequence and conditions required for an organism to become fossilized.	the environments in which they lived. -Develop a model to describe the sequence and conditions required for an organism to become fossilized.	for an organism to become fossilized. .	and conditions required for an organism to become fossilized.		
Uses science and engineering practices and reasoning skills to explore and understand Habitats of Georgia	**S3L1**	Even with teacher support, does not -Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions. -Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat. - Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.	With teacher support, does --Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions. -Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat. - Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.	-Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions. -Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat. - Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.	Student independently -Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions. -Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat. - Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.	Options include but not limited to: Labs, Performance Task, Classroom Discussion, Formative Assessments, Assessment Probes, Teacher Observations, Presentations	Q2
Uses science and engineering practices and reasoning skills to explore and understand Heat Energy	**S3P1**	Even with teacher support, does not -Ask questions to identify sources of heat energy. -. Plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the	With teacher support, does -Ask questions to identify sources of heat energy. -. Plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate	-Ask questions to identify sources of heat energy. -. Plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects.	Student independently --Ask questions to identify sources of heat energy. -. Plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the	Options include but not limited to: Labs, Performance Task, Classroom Discussion, Formative Assessments,	Q3

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		effect of sunlight on various objects. - Use tools and every day materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials.	the effect of sunlight on various objects. - Use tools and every day materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials.	- Use tools and every day materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials.	effect of sunlight on various objects. - Use tools and every day materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials.	Assessment Probes, Teacher Observations, Presentations	
Uses science and engineering practices and reasoning skills to explore and understand Pollution and Conservation	**S3L2**	Even with teacher support, does not -Ask questions to collect information and create records of sources and effects of pollution on the plants and animals. -Explore, research, and communicate solutions, such as conservation of resources and recycling of materials, to protect plants and animals.	With teacher support, does -Ask questions to collect information and create records of sources and effects of pollution on the plants and animals. -Explore, research, and communicate solutions, such as conservation of resources and recycling of materials, to protect plants and animals.	-Ask questions to collect information and create records of sources and effects of pollution on the plants and animals. -Explore, research, and communicate solutions, such as conservation of resources and recycling of materials, to protect plants and animals.	Student independently -Ask questions to collect information and create records of sources and effects of pollution on the plants and animals. -Explore, research, and communicate solutions, such as conservation of resources and recycling of materials, to protect plants and animals.	Options include but not limited to: Labs, Performance Task, Classroom Discussion, Formative Assessments, Assessment Probes, Teacher Observations, Presentations	Q4