

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

## 3<sup>nd</sup> Grade Standards-Based Report Card Rubric – Third Grade



		-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.	<ul> <li>-Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions.</li> <li>-Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat.</li> <li>- Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.</li> </ul>	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

## 3<sup>nd</sup> Grade Standards-Based Report Card Rubric – Third Grade



		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