Third Grade Report Card Rubric – Updated 7-25-17

Standard	4 Exceeding	3 Meeting	2 Developing	1 Area of Concern
	Student has independently exceeded grade level expectations and demonstrated a deep level of understanding of the standard.	Student meets grade level expectations with consistency and accuracy.	Student is developing an understanding of, but is not yet meeting grade level expectations and demonstrates inconsistent progress toward standard.	Student is not demonstrating an understanding of the grade level expectation for the standard.
	Forces and Interactions			
3-PS2-1	• **Plan/conduct an investigation/use evidence to show effect of balanced/unbalanced forces on motion of an object** ➢ Examples could include: an unbalanced force on one side of a ball can make it move and balanced forces pushing on both sides of box will not produce any motion at all. ➢ Limit to one variable at a time (number, size or direction) ➢ Do not include quantitative force sizes, relative only ➢ Limit gravity discussion to being a force that pulls objects down			
3-PS2-2	• **Make observations/measurements of an object's motion to provide evidence patterns can predict future motion** ➢ Examples of predictable motion: a child swinging on a swing, a ball rolling back and forth in a bowl, two children on a see-saw ➢ Exclude technical terms such as period and frequency			
3-PS2-3	• **Ask questions to determine cause and effect relationships of electric/magnetic interactions between objects that are not touching** ➢ Example of an electric force: interaction of hair and electrically charged balloon ➢ Example of magnetic force: force between two magnets, force between an electromagnet and paperclips, and the force exerted by one compared to two magnets ➢ Example of cause and effect relationships: how the distance between magnetic objects effect strength of the force and how the orientation of the magnets affects the direction of the force.			

	➢ Limit forces to objects that can be manipulated by students, and limit electrical interactions to static electricity
3-PS2-4	• **Define a simple design problem that can be solved by applying scientific ideas about magnets** ➢ Examples of a problem could include: constructing a latch to keep a door shut ➢ OR creating a device to keep two moving objects from touching each other
	Interdependent Relationships in Ecosystems
3-LS2-1	• **Construct an argument that some animals form groups that help members survive** ➢ Examples: security, protection, etc.
3-LS4-1	• **Analyze/interpret data from fossils for evidence of the organism/habitat from long ago** ➢ Examples of data could include type, size and distributions of organisms ➢ Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in arctic areas, and fossils of extinct organisms ➢ Do not include identification of specific fossils ➢ Limit to major fossil types and relative ages
3-LS4-3	• **Construct an argument with evidence that in a habitat some organisms can survive well/less well/not at all** ➢ Examples of evidence could include: needs and characteristics of the organisms and habitats involved ➢ The organisms and their habitat make up a system in which the parts depend on each other
3-LS4-4	• **Make a claim about the merit of a solution to a problem caused when environment/types of organisms change** ➢ Examples of environmental changes could include: changes in land characteristics, water distribution, temperature, food, and other organisms. ➢ Limit to single environment change ➢ Do not include greenhouse effect or climate change

Third Grade Report Card Rubric – Updated 7-25-17

	Inheritance and Variation of Traits: Life Cycles and Traits
3-LS1-1	• **Develop models describing how organisms have unique/diverse life cycles but all have birth/growth/reproduction/death** ➢ Changes organisms go through during their life form a pattern ➢ Plant life cycles limited to flowering plants ➢ Do not include human reproduction
3-LS3-1	• **Analyze/interpret data to provide evidence that plants/animals have traits inherited from parent and they can vary within groups** ➢ Patterns are defined as similarities and differences in traits shared between offspring and their parents, or among siblings. ➢ Emphasis on organisms other than humans ➢ Do not include genetic mechanisms of inheritance and prediction of traits ➢ Limited to non-human examples
3-LS3-2	• **Use evidence to support the explanation that traits can be influenced by the environment** ➢ Examples of the environment affecting a trait could include: normally tall plants grown with insufficient water are stunted ➢ OR a pet dog given too much food may become overweight
3-LS4-2	• **Use evidence to construct an explanation for how variations in the same species impact surviving/finding mates and reproducing** ➢ Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators ➢ OR animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring
	Weather and Climate

Third Grade Report Card Rubric – Updated 7-25-17

3-ESS2-1	• **Represent data in tables/graphs to show typical weather conditions in a season** ➢ Examples of data could include average temperature, precipitation, and wind direction ➢ Graphical displays limited to pictographs and bar graphs ➢ Does not include climate change
3-ESS2-2	• **Obtain/combine information to describe climates in different global regions** ➢ Use texts to gather information, display results in a chart
3-ESS3-1	• **Make a claim about the merit of a solution that reduces impact of a weather related hazard** ➢ Examples of design solutions to weather related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.

• Geometric measurement: understand concepts of area and relate area to multiplication and to addition (3.MD.C) ***Unit 1***	• Geometric measurement: understand concepts of area and relate area to multiplication and to addition (3.MD.C) ***Unit 4, 5*** • Geometric Measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures (3.MD.D) ***Unit 4*** • Reason with shapes and their attributes (3.G.A) ***Unit 4, 6***	• masses of objects (3.MD.A) ***Unit 7 and Ten Minute Math*** Geometric measurement: understand concepts of area and relate area to multiplication and to addition (3.MD.C) ***Unit 8***