

Third Grade Report Card Teacher Rubric 2011-2012

Science					
Physical Science	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Explains production of heat, effects of heating and cooling and relationship between heat and temperature ( <b>S3P1, a, b, c, d</b> )	Minimal ability to A. Categorize ways to produce heat energy such as burning, rubbing (friction) and mixing one thing another B. Investigate how insulation affects heating and cooling C. Investigate the transfer of heat energy from the sun to various materials D. Use thermometers to measure the changes in temperatures of water samples (hot, warm, cold) over time	Inconsistently A. Categorizes ways to produce heat energy such as burning, rubbing (friction) and mixing one thing another B. Investigates how insulation affects heating and cooling C. Investigates the transfer of heat energy from the sun to various materials D. Uses thermometers to measure the changes in temperatures of water samples (hot, warm, cold) over time	Consistently and independently A. Categorizes ways to produce heat energy such as burning, rubbing (friction) and mixing one thing another B. Investigates how insulation affects heating and cooling C. Investigate the transfer of heat energy from the sun to various materials D. Uses thermometers to measure the changes in temperatures of water samples (hot, warm, cold) over time	Demonstrates or self initiates further learning in concept	Heat energy, thermal energy, friction, chemical reaction, thermometer, measurement, energy transfer, melting, freezing, boiling, vapor, solids, liquids, gases, insulation, insulators, conductor, convection, radiation, solar <b>Evidence:</b> Concept map, illustrate three ways that heat is produced, recorded data from scientific investigations, advertisement to sell the material that is the best insulator; Resources: Science Kits- Primary; Science Textbooks, Leveled readers, consumable- Secondary; Keep on Reading Science, leveled readers; United Streaming
Investigates magnets and describes how they effect objects ( <b>S3P2, a, b</b> )	Minimal ability to A. Investigate to find common objects that are attracted to magnets B. Investigate how magnets attract and repel each other	Inconsistently A. Investigates to find common objects that are attracted to magnets B. Investigates how magnets attract and repel each other	Consistently and independently A. Investigates to find common objects that are attracted to magnets B. Investigates how magnets attract and repel each other	Demonstrates or self initiates further learning in concept	Magnet, characteristics, iron, bar magnet, horseshoe magnet, lodestone, magnetism, poles, attract, repel, strength; Object attraction chart, graphs and charts, informative essay on how magnets are used in everyday life; Resources- Science Kits- Primary; Science Textbooks, Leveled readers, consumable- Secondary; Keep on Reading Science, leveled readers, United Streaming, CRCT Coach book

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Earth Science	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Investigates the physical attributes of rocks and soils(S3E1, a, b, c,d)	Minimal ability to A. Explain the difference between a rock and a mineral B. Recognize the physical attributes of rocks and minerals using observation (shape, color, texture), measurement and simple tests (hardness) C. Use observation to compare the similarities and differences of texture, particle, size and color in top soils (such as clay, loam or potting soil, and sand ) D. Determine how water and wind can change rocks and soil over time using observation and research	Inconsistently A. Explains the difference between a rock and a mineral B. Recognizes the physical attributes of rocks and minerals using observation (shape, color, texture), measurement and simple tests (hardness) C. Uses observation to compare the similarities and differences of texture, particle, size and color in top soils (such as clay, loam or potting soil, and sand ) D. Determines how water and wind can change rocks and soil over time using observation and research	Consistently and independently A. Explains the difference between a rock and a mineral B. Recognizes the physical attributes of rocks and minerals using observation (shape, color, texture), measurement and simple tests (hardness) C. Uses observation to compare the similarities and differences of texture, particle, size and color in top soils (such as clay, loam or potting soil, and sand ) D. Determines how water and wind can change rocks and soil over time using observation and research	Demonstrates or self initiates further learning in concept	Resources: Science Kits- Primary; Science Textbooks, Leveled readers, consumable - Secondary; Keep on Reading Science, leveled readers ("A Look at Landforms do Plants Adapt") United Streaming, CRCT Coach book
Investigates importance of fossils and how they are formed (S3E2, a,b)	Minimal ability to A. Investigate fossils by observing authentic fossils or models of fossils or view information resources about fossils as evidence of organisms that lived long ago B. Describe how a fossil is formed	Inconsistently A. Investigates fossils by observing authentic fossils or models of fossils or view information resources about fossils as evidence of organisms that lived long ago B. Describes how a fossil is formed	Consistently and independently A. Investigates fossils by observing authentic fossils or models of fossils or view information resources about fossils as evidence of organisms that lived long ago B. Describes how a fossil is formed	Demonstrates or self initiates further learning in concept	Vocabulary: fossil, organism, evidence, fossil formation, archaeologist, paleontologist, mold, cast, imprint, characteristics, sedimentary <b>Evidence:</b> Matching activity using fossils and organisms, create model of a fossil with instructions for how others can create their own fossil model, journal entry explaining why there are more of some kinds of fossils than others; Resources- Science Kits- Primary; Science textbooks, Leveled readers, consumable- Secondary; Keep on Reading; United Streaming, CRCT Coach book

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Life Science	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Investigates the habitats of different living organisms and the dependence of organisms on their habitats ( <b>S3L1, a, b, c, d</b> )	Minimal ability to A. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there B. Identify features of green plants that allow them to live and thrive in different regions of Georgia C. Identify features of animals that allow them to live and thrive in different regions of Georgia D. Explain what will happen to an organism if the habitat is changed	Inconsistently A. Differentiates between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there B. Identifies features of green plants that allow them to live and thrive in different regions of Georgia C. Identifies features of animals that allow them to live and thrive in different regions of Georgia D. Explains what will happen to an organism if the habitat is changed	Consistently and independently A. Differentiates between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there B. Identifies features of green plants that allow them to live and thrive in different regions of Georgia C. Identifies features of animals that allow them to live and thrive in different regions of Georgia D. Explains what will happen to an organism if the habitat is changed	Demonstrates or self initiates further learning in concept	Habitat, Georgia, organism, mountain, marsh/swamp, coast (coastal plains) Piedmont, Atlantic Ocean, Ridge, Valley, Appalachian Plateau <b>Evidence:</b> Draws pictures of plants/animals showing the features that allow them to live and thrive in different regions of Georgia, Explain what will happen to an organism if the habitat is changed, Explain the effects of pollution to the habitats of plants and animals; Resources- Science Kits- Primary; Science textbooks, Leveled readers, consumable- Secondary; Keep on Reading; leveled readers ("Into the Swamp, How do animals Adapt, How do plants adapt, Animal Homes") United Streaming, CRCT Coach book
Recognizes effects of pollution and humans on the environment ( <b>S3L2, a, b</b> )	Minimal ability to A. Explain the effects of pollution (such as littering ) to the habitats of plants and animals B. Identify ways to protect the environment (Conservation of resources, recycling of materials)	Inconsistently A. Explains the effects of pollution (such as littering ) to the habitats of plants and animals B. Identifies ways to protect the environment (Conservation of resources, recycling of materials)	Consistently and independently A. Explains the effects of pollution (such as littering ) to the habitats of plants and animals B. Identifies ways to protect the environment (Conservation of resources, recycling of materials)	Demonstrates or self initiates further learning in concept	Pollution, air pollution, land pollution, water pollution, habitats, environment, aerosol, ozone layer, littering, acid rain, resources, recycle, reduce, reuse, biodegradable, non-biodegradable Resources- Science Kits- Primary; Science Textbooks, leveled readers, consumable-Secondary; Keep on Reading, leveled readers ("Into the Swamp, Lightning, Amazing Buildings); United Streaming, CRCT Coach book; Guest speaker Sanitation Worker